SELF-STUDY FOR REACCREDITATION

Spring 2012

PREPARED FOR THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

Westfield
STATE UNIVERSITY
Founded 1838

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New England Association of Schools and Colleges

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Institutional Characteristics Form

Date ___February 13, 2012_____

1. Corporate name of institution: Westfield State University _____

2. Date institution was chartered or authorized: 1838, 1932 as 4-year degree-granting institution _____

3. Date institution enrolled first students in degree programs: 1839, 1932 as 4-year degree _____

4. Date institution awarded first degrees: 1854: diploma; 1934: BSE _____

5. Type of control:

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

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Massachusetts Department of Higher Education: BA, BS, BSE, BSN, BSW, MA, MS, MSW, MEd, MPA _____

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

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

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

☐	Occupational training at the crafts/clerical level (certificate or diploma)	☒	Liberal arts and general
☐	Occupational training at the technical or semi-professional level (degree)	☒	Teacher preparatory
☐	Two-year programs designed for full transfer to a baccalaureate degree	☒	Professional
		☐	Other_____

9. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

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

a) Undergraduate _____15__ credit hours

b) Graduate _____12__ credit hours

c) Professional _____ __ credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	4773	186	4959
Part-time student headcount	481	358	839
FTE	4948	314	5262

b) Number of students (headcount) in non-credit, short-term courses: __111_____

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Art				
Teacher of Art	NCATE	2003	AY 2009/2010	AY 2016/2017
Biology				
Teacher of Biology	NSTA	2003	AY 2009/2010	AY 2016/2017
Post-Bacc/Masters	NSTA	2003	AY 2009/2010	AY 2016/2017
Computer Science	CAC-ABET	2009	AY 2008/2009	AY 2012/2013

Criminal Justice	PCIPP	2003	AY 2011/2012	AY 2012/2013
Economics & Mgmt				
Teacher of Business	NCATE	2003	AY 2007/2008	AY 2012/2013
Education	NCATE	2003	AY 2009/2010	AY 2016/2017
Early Childhood Ed Post Bacc	NAEYC	2003	AY 2009/2010	AY 2016/2017
Early Childhood Ed Bacc	NAEYC	2003	AY 2009/2010	AY 2016/2017
Elementary Education	ACEI	2003	AY 2009/2010	AY 2016/2017
Elementary Ed Post Bacc	ACEI	2003	AY 2009/2010	AY 2016/2017
Moderate Special Needs Bacc	CEC	2003	AY 2009/2010	AY 2016/2017
Moderate Special Needs Masters	CEC	2003	AY 2009/2010	AY 2016/2017
Moderate Special Needs Post Bacc	CEC	2003	AY 2009/2010	AY 2016/2017
NCTM Middle Level	NCTM	2003	AY 2009/2010	AY 2016/2017
NCTM Secondary	NCTM	2003	AY 2009/2010	AY 2016/2017
School Principal CAGS	ELCC	2003	AY 2009/2010	AY 2016/2017
School Principal Masters	ELCC	2003	AY 2009/2010	AY 2016/2017
Teacher of Reading	IRA	2003	AY 2009/2010	AY 2016/2017
English				
Teacher of English	NCTE	2003	AY 2009/2010	AY 2016/2017
History				
Teacher of Secondary History Bacc	NCSS	2003	AY 2009/2010	AY 2016/2017
Teacher of Secondary History Masters	NCSS	2003	AY 2009/2010	AY 2016/2017
Teacher of Secondary History Post Bacc	NCSS	2003	AY 2009/2010	AY 2016/2017
Mathematics				
Teacher of Mathematics	NCTM	2008	AY 2009/2010	AY 2016/2017
Movement Science				
Athletic Training	CAATE	2006	AY 2005/2006	AY 2011/2012
Exercise Science	CoAES	2005	AY 2011/2012	AY 2021/2022
Teacher of Physical Education Bacc	NASPE	2003	AY 2009/2010	AY 2016/2017
Teacher of Physical Education Post Bacc	NASPE	2003	AY 2009/2010	AY 2016/2017

Music	NASM	2007	AY 2005/2006	AY 2012/2013
Nursing & Allied Health	CCNE	Applied 2012	AY 2009/2010	AY 2013/2014
Physical Science				
Teacher of Chemistry	NSTA	2003	AY 2009/2010	AY 2016/2017
Teacher of General Science	NSTA	2003	AY 2009/2010	AY 2016/2017
Social Work				
Bacc. Of Social Work	CSWE	2000	AY 2005/2006	AY 2013/2014
Masters of Social Work	CSWE	In candidacy	AY 2011/2012	AY 2012/2013

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

	Full degree	50%-99%	FTE
A. In-state Locations			
Framingham, MA	MS, Criminal Justice; (Program not accepting new students)		13.25 (AY11)

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

Name of program(s)	Location	Headcount
Not applicable		

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

Name of program	Degree level	% on-line	FTE
Online Bachelor Degree Completion Program in Business	Baccalaureate	100	33 (AY11)
Online Bachelor Degree Completion Program in Sociology	Baccalaureate	100	0
Online Bachelor Degree Completion Program in History	Baccalaureate	100	0
Online Bachelor Degree Completion Program in Liberal Studies	Baccalaureate	100	0

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

Name of contractor	Location	Name of program	Degree or certificate	# of credits
MAVA*	Chicopee, Chicopee Comp, LPVEC, South Shore and Waltham Vocational High Schools	Vocational Education	Professional licensure, Credit toward bachelor's degree	39
MAVA*	Chicopee, Chicopee Comp, LPVEC, South Shore and Waltham Vocational High Schools	Vocational Education	Credit toward graduate degree	21

*MAVA: Massachusetts Association of Vocational Administrators

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

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

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

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

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

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

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

1838:	Founded as co-educational "normal school" for teacher education in Barre, MA
1844:	Re-opened in Westfield as the Westfield Normal School
1932:	Renamed Westfield State Teachers College offering 4-year Bachelor of Science in Education degrees
1954:	Division of Graduate and Continuing Education organized; First graduate-level course offered
1956:	Moved to current site on Western Avenue (Parenzo and Scanlon Halls constructed)
1966:	Davis and Dickenson residence halls constructed
1962 - 1968:	Renamed Westfield State College offering a comprehensive range of majors at the baccalaureate level
1972:	Ely Library and Campus Center constructed
1982:	Authorized to offer Masters of Science in Criminal Justice
2002:	First online course offered
2010:	Renamed Westfield State University; Fall FTE exceeds 5000, a 24% increase since 2002

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Kevin Queenin	Chair	2011
President/CEO	Evan S. Dobelle	President	2008
Executive Vice President	Nancy Salvidio	Associate Vice President, Advancement and University Relations	2011
Chief Academic Officer	Elizabeth Preston	Interim Vice President of Academic Affairs	2010
Deans of Schools and Colleges	Marsha Marotta	Dean of Undergraduate Studies	2008
	Andrew Bonacci	Interim Dean of Faculty	2011
	Cheryl Stanley	Interim Dean of Education	2010
	Kimberly Tobin	Dean of Graduate and Continuing Education	2008
Chief Financial Officer	Michelle Maggio	Interim Vice President of Administration and Finance	2011

Function or Office	Name	Exact Title	Year of Appointment
Chief Student Services Officer	Carlton Pickron	Vice President of Student Affairs	2011
Planning			
Institutional Research	Lisa Plantefaber	Associate Dean of Institutional Research and Assessment	2007
Assessment	Lisa Plantefaber	Associate Dean of Institutional Research and Assessment	2007
Development	Donald Bowman	Associate Vice President and Chief Development Officer	2011
Library	Thomas Raffensperger	Director of Ely Library	2011
Chief Information Officer	Christopher Hirtle	Chief Information Officer	2008
Continuing Education	Kimberly Tobin	Dean of Graduate and Continuing Education	2008
Grants/Research	Louann D'Angelo	Director of Grants and Sponsored Programs	2011
Admissions	Kelly Hart	Director of Admission	2010
Registrar	John R. Ohotnicky	Registrar	2006
Financial Aid	Catherine Ryan	Director of Financial Aid	2002
Public Relations	Robert Plasse	Assistant to the President-Communications	2008
Alumni Association	Nancy Salvidio	Associate Vice President, Advancement and University Relations	2011
Other: Enrollment Management	Carol Persson	Vice President of Enrollment Management	2008

PRESIDENT
Evan Dobelle

Special Assistant to the President for Capital Projects
Gerald Hayes

Assistant to the President, Communications
Robert Plasse

Interim Executive Assistant to the President
Interim Director, Multicultural Affairs
Waleska Lugo-DeJesus

Administrative Assistant to the President
Susan Queen

Vice President
Enrollment Management
Carol Persson

- Admissions
  Kelly Hart
- Financial Aid
  Catherine Ryan
- Marketing
  Janet Garcia

Interim Vice President
Student Affairs
Carlton Pickron

- Dean of Students
  Susan LaMontagne
- Student Affairs/Campus Ctr.
  Amy Szlachetka
- Athletics
  Richard Lenfest
- Career Services
  Junior Delgado
- Counseling Center
  Tammy Bringaze
- Health Services
  Patricia Berube
- Public Safety
  Michael Nockunas
- Residential Life
  Jon Conlogue

Interim Vice President
Academic Affairs
Elizabeth Preston

- Faculty/Department Chairs
- Dean of Undergraduate Studies
  Marsha Marotta
- Interim Dean of Faculty
  Andrew Bonacci
- Dean of Education
  Cheryl Stanley
- Dean of Graduate and Cont. Ed.
  Kimberly Tobin
- Library Services
  Thomas Raffensperger
- Registrar
  John Ohotnicky
- Academic Retention
  Maureen McCartney
- Information Technology
  Christopher Hirtle
- Center for Instructional Technology
  Lynn Zayac
- Institutional Research
  Lisa Plantefaber
- International Programs
  Cynthia Siegler

Interim Vice President
Administration and Finance
Michelle Maggio

- Facilities and Operations
  Curt Robie
- Finance
  Lisa Freeman
- Budgets and Internal Audit
  John Wesolowski
- Human Resources
  Rafael Bonés

Interim Vice President
Alumni and Community Relations
Nanci Salvidio

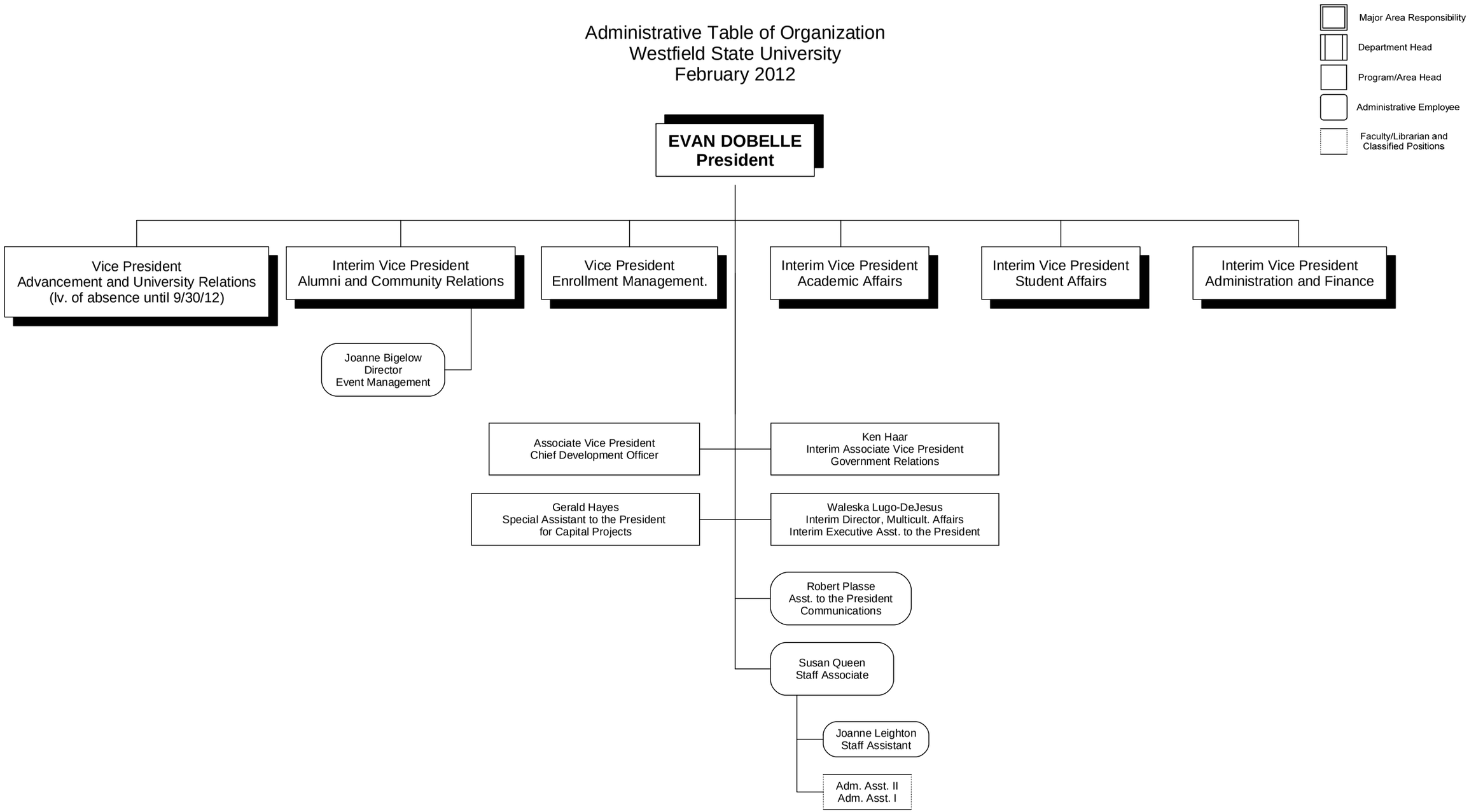
- Event Management
  Joanne Bigelow
- Alumni Programs
  Kathi Bradford
- Community and Gov't. Rel.
  Brent Bean

Interim Assoc. VP
Gov't Relations
Kenneth Haar

Executive Director
Foundation
Donald Bowman

- Development
  David Caspole

Administrative Table of Organization
Westfield State University
February 2012

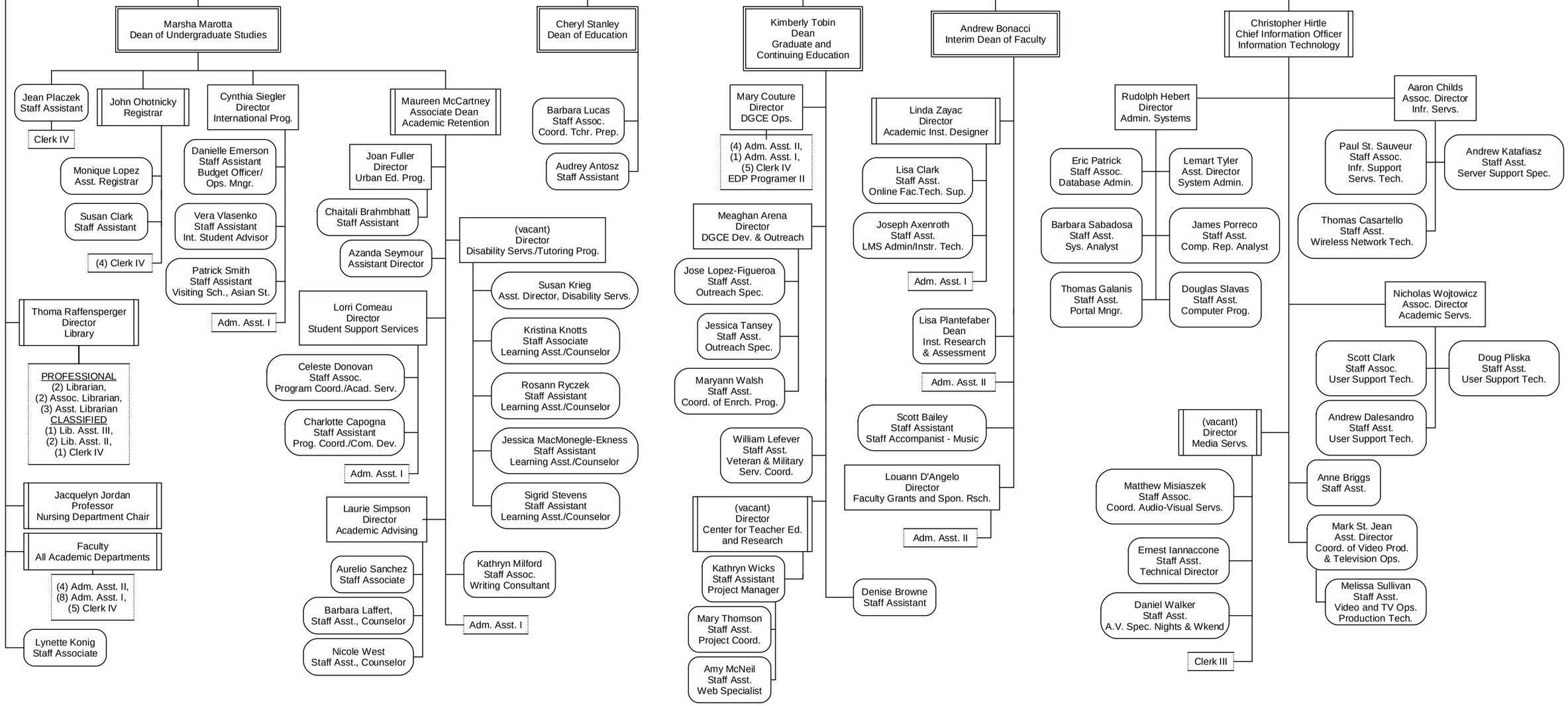


Administrative Table of Organization
Westfield State University
February 2012

DIVISION OF ACADEMIC AFFAIRS

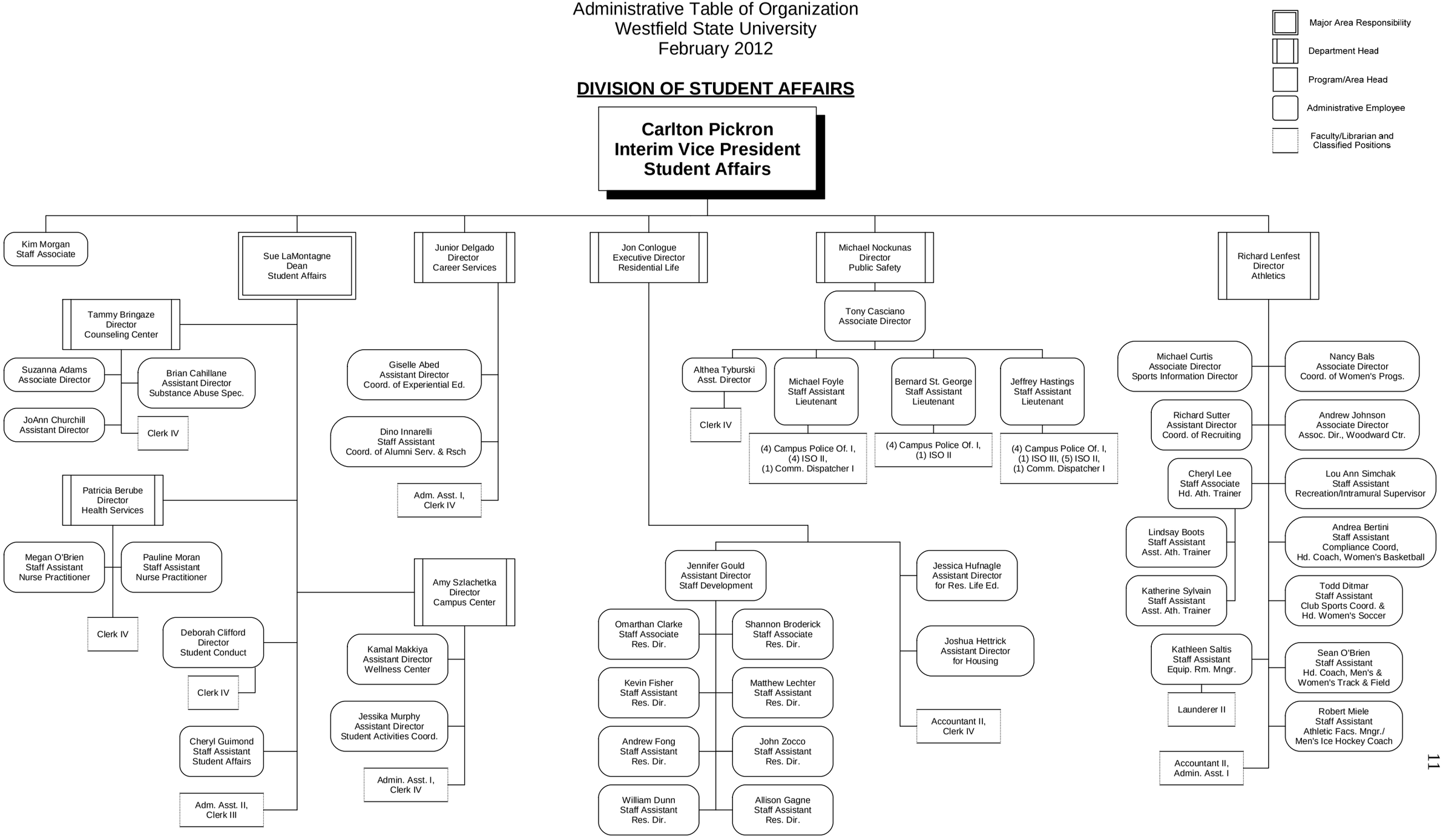
Elizabeth Preston
Interim Vice President
Academic Affairs

Major Area Responsibility
Department Head
Program/Area Head
Administrative Employee
Faculty/Librarian and Classified Positions



Administrative Table of Organization
Westfield State University
February 2012

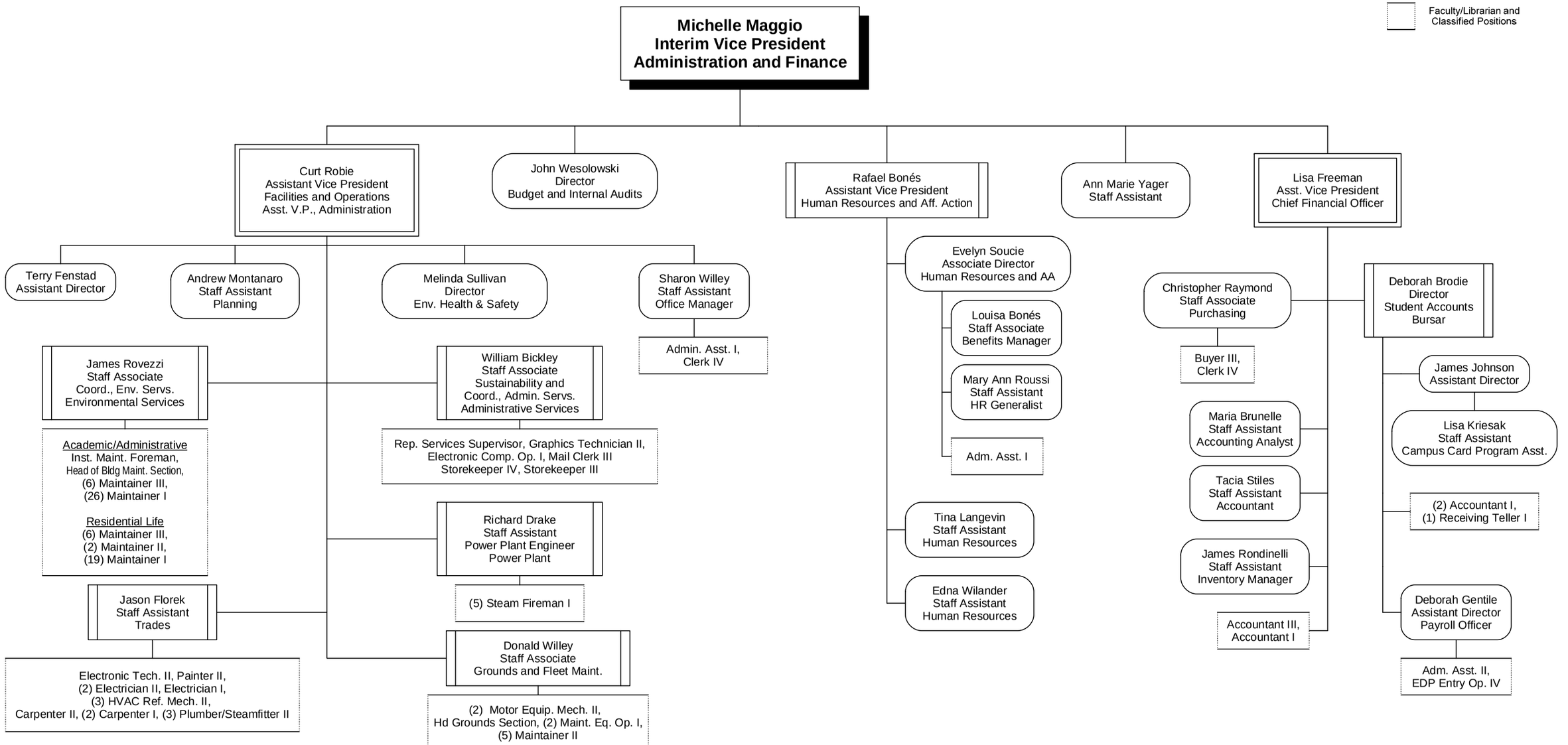
DIVISION OF STUDENT AFFAIRS



Administrative Table of Organization
Westfield State University
February 2012

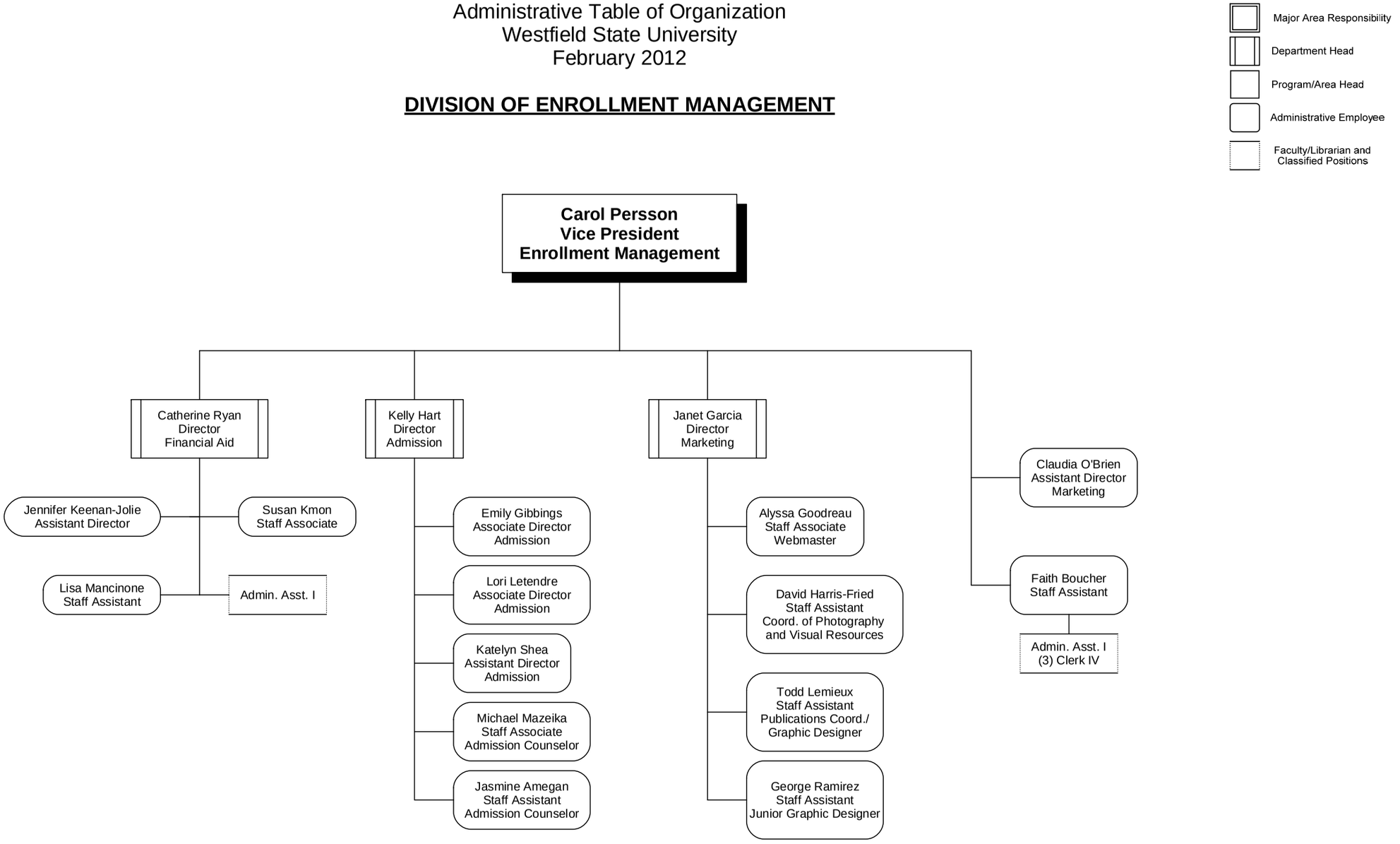
DIVISION OF ADMINISTRATION AND FINANCE

Major Area Responsibility
Department Head
Program/Area Head
Administrative Employee
Faculty/Librarian and Classified Positions



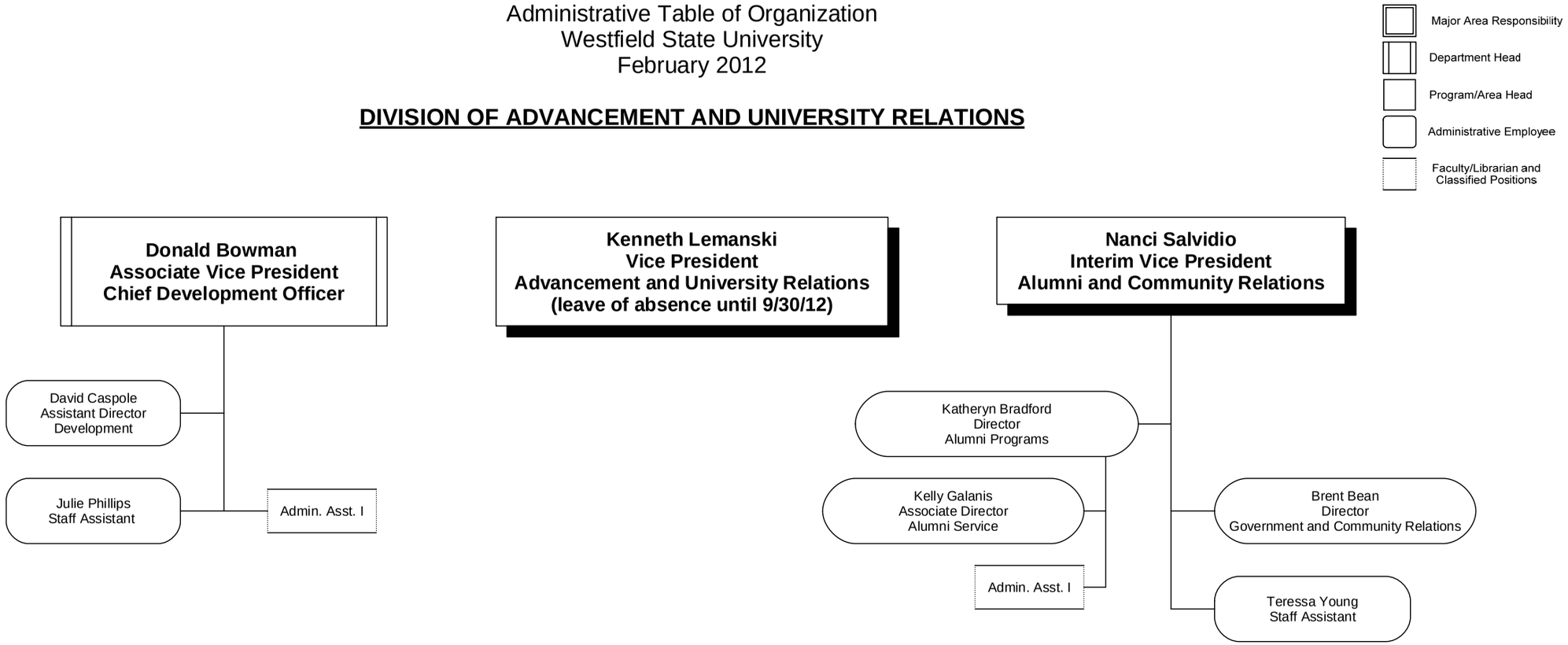
Administrative Table of Organization
Westfield State University
February 2012

DIVISION OF ENROLLMENT MANAGEMENT



Administrative Table of Organization
Westfield State University
February 2012

DIVISION OF ADVANCEMENT AND UNIVERSITY RELATIONS



"DATA FIRST" FORMS

GENERAL INFORMATION

Institution Name:	Westfield State University		
OPE ID:	218900		
		Annual Audit	
		Certified:	Qualified
Financial Results for Year Ending:	06/30	Yes/No	Unqualified
Most Recent Year	2011	Yes	Unqualified
1 Year Prior		Yes	Unqualified
2 Years Prior		Yes	Unqualified
Fiscal Year Ends on:	June 30	(month/day)	
Budget / Plans			
Current Year	2012		
Next Year	2013		
Contact Person:	Lisa Plantefaber		
Title:	Associate Dean, Institutional Research and Assessment		
Telephone No:	413 572-5733		
E-mail address	lplantefaber@westfield.ma.edu		

During the spring of 2010, Westfield State University launched its New England Association of Schools and Colleges (NEASC) accreditation self-study. This process was new to many on campus, since the University's 2002 self-study was done in an abbreviated fashion with participation by few faculty who were without a contract at the time. The last fully engaged campus process had been completed in 1992 and considerable retirement and turnover of employees had occurred since. This history meant that many experienced the process and culture of a NEASC self-study for the first time.

To begin, a campus Steering Committee was formed to develop a timeline and method, set goals, and lead the self-study process. The twelve-person Steering Committee was comprised of students, faculty and staff with two co-chairs: the Dean of Faculty (now interim Vice President for Academic Affairs) and a professor voted on by the committee membership. The Steering Committee began meeting in March 2010.

Several members of the committee prepared by attending the 2010 Self-Study Workshop offered by NEASC and engaging in a discussion with NEASC Associate Director Louise Zak, who came to campus and provided valuable additional information about how to approach the work ahead. Following this conference and campus visit, the committee developed the time frame and process for the self-study. Our procedures involved a range of activities from creating college-wide representative task forces to review University programs relative to Commission on Institutions of Higher Education (CIHE) Standards; compiling information and writing the Self-Study; gathering data and information for the electronic workroom; distributing the report to the campus and larger community for feedback and comment; and ultimately submitting it to the visiting team scheduled for our site visit in early April 2012.

The goal of the self-study was to complete a comprehensive, evidence-based review of the University's programs and services to determine their effectiveness at meeting CIHE Standards and the University's public higher education mission and purposes. Specific emphasis was placed on a review of strategic planning, campus governance and assessment practices – areas cited during the 2002 and 2007 NEASC visits. The review was to incorporate description, appraisal and projections with the objective being an honest appraisal of strengths and challenges as well as a realistic set of actions for moving forward.

Task forces were created around the eleven Standards with a few Standards (Standards One and Two, Standards Seven and Eight, Standards Ten and Eleven) combined for review by one task force. In total eight task forces were created with nearly 100 faculty,

staff and students directly participating as members. Members of the Steering Committee served as liaisons to the task forces; University vice presidents served as resources to each task force as they completed their work. Task forces were launched in September 2010 and continued working throughout the academic year. Each task force was given the freedom and authority to determine the best process for review. Participants used various methods to conduct their reviews. Among the many efforts, members engaged in a collection and review of documents and physical materials relevant to each standard; interviewed various constituents, subject experts and representatives; analyzed existing surveys and data; and engaged in thoughtful committee discussion and debate.

Each task force was charged with submitting narrative bullet statements to the Steering Committee describing their findings on each numbered paragraph within the standard with their overall description, appraisal, and projection comments documented for the Steering Committee. The rationale for that process intended to ensure that each numbered paragraph of the standard would be addressed in bullet point paragraphs, allowing a narrative to be constructed with assurance that the task force had assessed the specifics of each standard. Opportunities and checkpoints were provided along the way to solicit feedback from the Steering Committee to ensure that members were on the right track and allowing for revisions both in process and product as needed. Final task force reports were completed in May 2011.

Through the summer of 2011, two faculty writers worked to create one document from the eight separate task force reports. This proved more laborious than anticipated, since bulleted statements were difficult to transform into a coherent narrative and writing in "one voice" still proved to be a challenge. The summer writing schedule provided the Steering Committee with a strong base document from which the final product was derived.

A final draft of the Self-Study was presented to the Steering Committee in September 2011. Over the course of the fall semester, several revisions were made to the report based on the review from task force members, Steering Committee members and other campus staff who volunteered to assist. While revisions were underway, members of the Steering Committee also continued to collect evidence from the task forces for the electronic workroom. In December 2011, a draft of the final report was shared with Student Government and students were asked to provide feedback on the Self-Study. More than 70 students participated in reading parts of the report and providing critiques that led to further revisions of the document.

In January 2012, the Steering Committee released the report to the University President, his Cabinet, the Board of Trustees (BOT), and the larger Westfield State University community (faculty, staff and students). Two open forum opportunities were provided for all campus members to attend and provide comment. In addition, the report was placed on the campus portal (internal site) and on the University website. Alumni were invited to read and comment on the Self-Study through the alumni webpage and public

feedback was sought from the area community through the University's website and a printed announcement published in the two local newspapers.

The goals for this self-study have been met. The University set out to engage the campus community in a comprehensive look at its programs and services with the end result of completing an honest appraisal of our institution's effectiveness at meeting our mission and purposes. A comprehensive set of agreed-upon strengths and challenges, including a plan of realistic projections, was produced. Within this process, the University invited participation from every campus constituency and sought the voices of students, members of the greater community, and each of the unions and organizations of the campus.

Along the way, Steering Committee members have learned many important lessons about the process that will be recorded for future NEASC reviews. Plans are underway to keep a small committee in place to oversee archiving and maintaining the electronic workroom in a fashion that will allow for future accreditation teams (both program-driven and campus-wide) to have ready access to updated documents and data to assist in their reviews. This dynamic repository of forms might be used, in the best of all possible outcomes, to inform our ongoing and formative progress toward a true culture of assessment on campus.

Final discussion and preparations are underway as the University moves forward toward welcoming the visiting NEASC team in early April.

Next year, Westfield State University will celebrate its 175th anniversary. Founded in 1838 by educator and reformer Horace Mann as the first public coeducational teachers college in the nation, the University has grown and evolved in ways that Mann could never have imagined. But the core of our current Mission Statement remains little different than it was in 1838: *Westfield State University's primary mission is to assist its students to develop intellectually and to use their knowledge and skills to improve the social and economic conditions in their communities. The University seeks to instill among members of its community a sense of social responsibility and citizenship.* Mann's early vision of an accessible public education for *all* citizens without barrier to race, gender and economic class remains central to our University's values.

The past 174 years have seen a steady evolution, but also periods of considerable and rapid transformation. The late 1960s through early 1970s was one such period. After almost 130 years as Westfield Normal School and then Westfield State Teachers College, the school became Westfield State College and offered Bachelor of Arts degrees for the first time. Between 1965 and 1974, degree programs proliferated, the student population burgeoned, and the physical plant expanded from 5 to 12 buildings.

The decade since the last comprehensive evaluation by the Commission on Institutions of Higher Education has been a period of significant change and growth as well. The Massachusetts Board of Higher Education (BHE) has approved new graduate degree programs in Accountancy, Applied Behavior Analysis, Public Administration, and Social Work; new undergraduate degrees in Athletic Training, Ethnic and Gender Studies, Nursing, and Theatre Arts; and reinstated majors in Chemistry and Spanish. Westfield State now offers 31 undergraduate academic majors in the arts and sciences and in professional fields, and through the Division of Graduate and Continuing Education (DGCE), offers 25 graduate degree programs and graduate certificates. Recognizing the transformation of Westfield and our sister institutions in the state, in 2010 the legislature changed the state college system to a state university system.

In keeping with the goals of the 2005-2010 Strategic Plan, the University has expanded our Honors Program, with students in the program now comprising 5% of the student population. A newly created Office of International Programs has brought students from countries as diverse as Ghana, Moldova, Lebanon, Indonesia, Russia, Germany, Ukraine, South Africa, Morocco, Brazil, South Korea, India, Togo, and Argentina to study on the Westfield campus; established exchange programs in China, Ireland, and Poland; and sent students and faculty on national and international short-term trips to Nicaragua, Costa Rica, Belgium and Germany, Ireland, Ghana, Puerto Rico, Belize, Jordan, and San Francisco. In addition to the reinstated major in Spanish, the University has added courses in Arabic and Chinese to our curriculum. Westfield has moved into cyberspace as

well: in addition to offering hundreds of course sections online each academic year, Westfield offers online degree completion programs in Business, Sociology, History, and Liberal Studies.

The University has made significant progress in creating a culture of evidence and assessment, and academic and administrative departments are expected to engage in regular assessment of their programs. Grassroots, faculty-led assessment efforts focused on program development and improvement of student learning and faculty pedagogy are the particular strength of Westfield's assessment efforts. The University's newest programs have among the most comprehensive programs of assessment in place, required as part of the BHE's program approval process. Considerable work remains, particularly in assessing the General Education Core and institution-wide outcomes, and the progress the University has made over the past five years is imperiled by elements of the Department of Higher Education's (DHE) Vision Project, perceived as antithetical to the institution's strong, campus-based assessment effort.

During this same period, the student body has grown from 5153 to 6092; the number of full-time faculty has increased from 171 to 220. The number of active military and veteran students has increased sharply, and the University, named a Top Military-Friendly University for two consecutive years, has created an Office of Veteran and Military Services to meet the special needs of these students. To accommodate this growth, the University has expanded the Dining Commons and added five new buildings in the last ten years: Woodward Center, Athletic Storage Building, a new Residence Hall, Mod Hall, and Lansdowne Place. Westfield remains the most residential public institution of higher learning in Massachusetts. The campus Master Plan details significant long range and short range construction and improvement initiatives. Planning is currently underway for two new buildings: a new residential hall scheduled for fall 2013 occupancy and a new academic building, slated to open in fall 2014.

Despite the rapid change, the University continues to hold the concept of *education as opportunity* at the heart of its mission. President Dobelle has made the recruitment and retention of diverse students, faculty, and staff a high priority. The University has established Sankofa, an organization of diverse faculty and staff that provides a network of support, recruitment and mentoring for faculty and staff of diverse backgrounds. An Institutional Diversity Advisory Committee (IDAC) has also been established. Reporting to the President, the committee assists in the recruiting of diverse faculty/staff, provides support for those who join the campus community, and supports students of color with scholarships for travel abroad opportunities. An Office of Multicultural Affairs promotes campus awareness of diversity issues, social justice, and broad participation throughout the campus community by supporting multicultural celebrations. The University is firmly committed to policies of non-discrimination on the basis of race, color, creed, religion, national origin, gender, age, disability, sexual orientation, gender identity, marital status, genetic information, or veteran status.

Through its Banacos Academic Center, TRiO and Urban Education Programs, Reading and Writing Center, and Academic Advising Center, the Academic Achievement

Department supports student success and provides assistance to specific at-risk populations including first-generation and low-income students, students with disabilities, and second language learners. Westfield consistently has among the highest student retention and graduation rates in the state university system and far exceeds national averages for institution in its Carnegie classification. In fact, in its 2010 study on cost versus quality, MassINC, the Boston-based nonpartisan public policy think tank, reported that Westfield State ranked first among all Massachusetts public and private institutions. The study used measures of college cost effectiveness, assessing colleges by graduation rate as compared to the cost of tuition, fees, room, board, books and supplies. MassINC reported "given the relatively similar profile of incoming students to several other Massachusetts public colleges, the success of students obtaining their attempted degree (at Westfield State) is phenomenal." Student support programs have contributed to reducing the disparity in outcomes for at-risk populations, and differences in the University's graduation and retention rates for different student population groups are much lower than the average gaps observed nationally. In contrast to the widely observed gap between students from high and low income families, for example, Pell grant recipients at the University graduate at the same rate as other students.

As the current Mission Statement notes, *The University, from its beginnings, prepared students to serve their communities as teachers, and teacher education remains a central part of the programs and a model for engagement with the community.* Practicum students in the University's Education programs are placed in every school in the City of Westfield and in almost every town within a 25-mile radius. In accordance with the mission of the state universities, Westfield State is committed to *contributing to the region's cultural, environment, and economic* development. The University has opened a Downtown Art Gallery, housed in the historic Rinnova Building, and has inaugurated a summer Festival of the Arts with events both on campus and downtown. The annual Speaker Series has brought national figures to campus for free lectures, open to the public and advertised throughout the region. The University's Westfield River Environmental Center is active in the region, and operating in a productive collaboration with the Westfield River Wild and Scenic Advisory Committee, Westfield houses staff from the National Park Service and Massachusetts Department of Fish and Game's Division of Ecological Restoration in offices adjacent to the University's Biology and Environmental Science departments.

Over two hundred students are now living downtown in the Lansdowne building, contributing significantly to the City each month. This spring, the University is celebrating its relationship with the City and a mutual commitment to civic engagement and public service with the first annual Horace Mann Awards, honoring members of the community whose leadership and service reflect the legacy of Horace Mann and the traditions of Westfield State.

The University is partially dependent on state appropriations, which have been declining in the Commonwealth at a rate sharper than most states. Despite increases in fees and the injection of federal stimulus funds, the University's operating and personnel budgets have shrunk over the past several years. Focused on maintaining a balanced budget and

financial stability as well as the institution's core value of affordable higher education, Westfield has been strategic in responding to the economic downturn and reduced state funding, with a budget-planning process that demonstrates commitment to maintaining support of faculty and student related functions. Vacant and new program faculty positions have been filled to provide for growth and expansion of the University's offerings consistent with mission and purpose. This has required reduction of non-academic staff through attrition and decreases in operating expenses. As a result of conscientious fiscal stewardship at all levels of the University, Westfield has remained both competitively priced and financially stable. Nevertheless, decreased funding has left many areas under funded, stressing departments across campus and threatening our ability to innovate. Although they differ in the metrics they use and the solutions they advocate, both the BHE and the advocacy group Public Higher Education Network of Massachusetts (PHENOM) agree that the Commonwealth's per capita spending on public higher education is lower than more than half the states in the nation and that students are at risk of being priced out of public higher education as a result of chronic declines in state appropriations.

With the Governor proposing level funding for public higher education in FY13, state appropriations and pressures on the University's budget emerge as an ongoing area of concern. Since the institution's founding it has, of course, operated in the context of spirited political debates over the mission and funding of public higher education. The current political climate is no more tumultuous than it has been at other times, but is the source of considerable uncertainty. Beyond the immediate financial pressures brought on by the recession, there is increased scrutiny and pressure on institutions of higher education to be both efficient and accountable, as evidenced by the BHE's Vision Project and the Commissioner's Task Force of Collaboration and Efficiency.

Our enrollment picture is also changing. We are challenged in our core values of accessibility and affordability and in reaching our strategic goal of providing access to under-represented groups. We face a time of profound demographic changes, including sharply decreasing numbers of high school graduates and changing workforce needs. The delivery of higher education itself is evolving, as the growth of online and blended courses test the University's residential model and campus culture.

For reasons that include but go well beyond this Self-Study process, the past several years have been characterized by frank and open introspection on our campus. Recognizing the significant challenges and opportunities ahead, the University has been engaged in a comprehensive planning process that includes the revision of our Mission Statement, the evolution of our strategic and long range plans, and the formation of a strategic academic planning committee. The process has been contentious at times; it has also revealed a shared vision and shared commitment to the core mission of the University that are deeply held and nearly universal on campus. The campus governance process has evolved in subtle ways to meet the challenges: governance committees have assumed more active leadership and coordination of planning processes, which are open and transparent. As the following Self-Study reveals, Westfield State University is entering its 175th year with a realistic view of its strengths and challenges, a renewed

commitment to transparent, collaborative process and authentic shared governance, and is energetically planning for the next 10 years.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	http://www.wsc.ma.edu/about-westfield/mission-statement/	April 14, 1998

Mission Statement published	URL	Print Publication
Public Website	http://www.westfield.ma.edu/about-westfield/mission-statement/	N/A
Undergraduate Bulletin	http://www.wsc.ma.edu/uploads/registrar/bulletin.pdf	Undergraduate Bulletin
Student Handbook	http://www.westfield.ma.edu/prospective-students/campus-life/student-handbook/student-handbook-mission-statement/	

Related statements	URL	Print Publication
Values Statement	http://www.wsc.ma.edu/uploads/registrar/bulletin.pdf	Undergraduate Bulletin
Student Affairs Mission Statement	http://www.westfield.ma.edu/prospective-students/campus-life/student-affairs-mission/	
Graduate Catalog: Introduction	http://www.westfield.ma.edu/uploads/dgce-pdfs/gradcat.pdf	

Westfield State University

Mission Statement

Emphasizing teaching, student advising, and student involvement in the life of the University and the community, Westfield State University's primary mission is to assist its students to develop intellectually and to use their knowledge and skills to improve the social and economic conditions in their communities. The University seeks to instill among members of its community a sense of social responsibility and citizenship.

The University emphasizes the importance of collaborative education, distinguished and strengthened by a general education program which links the arts and sciences with professional studies and by opportunities for experiential and community-based learning. General education courses are developed to respond to stated knowledge and skill objectives. Students examine significant academic and social issues through upper-level integrative courses and courses stressing national and global diversity. Community-based learning and other capstone experiences provide significant opportunities to enrich students' understanding of academic principles and concepts, illuminate differences between theory and practice, inculcate habits of mind and work conducive to success, and instill respect for others. Westfield State's residential program, the largest of the state university system, complements the academic program.

The University, from its beginnings, prepared students to serve their communities as teachers, and teacher education remains a central part of the programs and a model for engagement with the community. Faculty are professionally involved in their disciplines in the community to support learning and scholarship. Building upon a strong base of graduate programs, Westfield State University intends to strengthen and expand its graduate offerings. The University occupies a leadership position in offering post-baccalaureate and professional development programs for educators and will utilize new technologies to improve upon and expand our delivery of these programs. Collaborative relationships with other universities will also make possible the efficient development of new programs in other areas marked by strong undergraduate programs. The nationally recognized Criminal Justice Program stands as an example of the university's service, collaboration and outreach to communities, other universities and state agencies. Technology will continue to be an important priority in the Westfield

State's future, enhancing the educational experience and creating new opportunities for collaboration with other colleges, universities, local school systems, and businesses.

Each of the state system's higher education institutions place a special emphasis on teaching, lifelong learning, and a campus life that fosters intellectual, social and ethical development. The state universities are committed to excellence in instruction, affordable costs, and to providing responsive, innovative and educational programs of high quality. This is accomplished by developing each student's critical thinking skills, oral and written communication, and a practical appreciation of the arts, sciences, and humanities as they affect good citizenship and an improved quality of life.

Westfield State offers a campus climate that respects the ideas, values, perspectives and contributions of a culturally diverse community. They provide both academic and personal support services to assure that all students have a realistic opportunity to achieve academic and career success. They serve as a leader and resource for the community, identifying opportunities and solutions to community problems, and contributing to the region's cultural, environmental, and economic development.

Westfield State, as part of public higher education, supports the system through their commitment to joint admissions programs by managing their resources in an efficient and responsible manner; by maintaining high admission standards and career replacement rates; by preventing unnecessary duplication of academic programs; by expanding collaborative efforts with K-12 and other baccalaureate institutions; by providing high quality teacher education programs; and, by developing for each university, beyond its core programs, a distinctive academic focus based upon established strengths, as well as regional and state needs.

Description

> *Emphasizing teaching, student advising, and student involvement in the life of the University and the community, Westfield State University's primary mission is to assist its students to develop intellectually and to use their knowledge and skills to improve the social and economic conditions in their communities. The University seeks to instill among members of its community a sense of social responsibility and citizenship.*

The Westfield State University Mission Statement expands the core focus of its first paragraph (above) with statements on pragmatics, aspirations, and the relationship of the University with the rest of the state university system. The distinctive character is clearly articulated: Westfield State University is a student-centered learning community, dedicated to serving the regional community, rooted in and continuing a tradition of educating students to become public sector professionals and responsible citizens.

The full statement situates Westfield as part of the state university system, focusing on affordable education, embracing diversity, and acting as a community resource. It also sets out aspirations to expand graduate programming, integrate the use of innovative technologies to deliver instruction, and collaborate with other state institutions to best serve the Commonwealth. The mission statement references the professional involvement of faculty within their disciplines and in the community as essential support of scholarship and learning. Capstone projects, experiential learning, and research extend student work to serve a community objective. Westfield's role as a partner for the arts and economic development in the region is included in the extended mission statement.

The University has a history of working with the City of Westfield and the greater community. For example, Education students completing fieldwork in preparation for licensure experiences are placed in every school in the city and in the majority of towns within a 25-mile radius. Over the past several years, Westfield has initiated a variety of activities to fulfill its mission of serving the community. These include a speaker series with prominent national and global figures, open to the public and actively advertised in the community. Other notable and recent initiatives include the Art Department's completion of a mural on the side of a downtown building; establishment of a downtown art gallery; Regional Planning classes working Saturdays on a Habitat for Humanity house in Springfield; a math class working with the City to develop a database of 3D renderings of buildings in the downtown; Environmental Science's Westfield River watershed activities; and scores of other ongoing and ad hoc community-based initiatives.

At least half of the University's academic departments make an explicit connection between their individual department missions and that of the University. Some are on the department websites (five) and others (ten) in their self-study documents. Academic department missions are more narrowly focused within disciplines, but all align with the larger theme of students becoming responsible citizens, who make tangible contributions to their communities. Many, but not all, of the mission statements for administrative units are explicitly aligned with the University's mission as well.

Institutional Effectiveness

The Strategic Planning Committee (SPC) is in the process of developing the next 5-year Strategic Plan. One part of this work is revisiting the current Mission Statement. In fall 2009, the committee hosted two open listening sessions where members of the campus community shared their views of our mission, values, vision, and immediate challenges. This was augmented with an online survey conducted during February-March 2010, in which 189 participants commented on the same issues. In the fall of 2011, SPC sent a first draft of a revised mission statement out for review, and the committee is in the process of refining the draft based on feedback received. A revised version will be submitted to the All College Committee (ACC) in spring 2012, along with the proposed 2012-2017 Strategic Plan.

Westfield is committed to ensuring that all aspects of the Institution reflect its mission. In that regard, re-visiting our current Mission Statement has been a beneficial process. Thinking deeply about and debating the mission, values and vision of the institution is a healthy exercise, and the revision process a time to articulate and recommit to our common purpose.

Appraisal

Strengths

The annual strategic planning process relies on the Mission Statement to guide objectives and implementation actions. Evidence over the last decade clearly indicates consistent and ongoing alignment of core values and vision of the Westfield mission with the action plans of the University. The current Westfield Mission Statement is available on the University's website as well as in the 2011-2012 *Bulletin*.

Comments collected from the 2009-2010 online survey by the Strategic Planning Committee reflected a desire to create a shorter mission statement, and to include a sense of developing the whole person and the importance of retaining the unique character of the University. The themes that have emerged through the intensive and highly participatory NEASC and Foundations of Excellence® (FoE) self-studies, which examined the strength and weaknesses of first-year programming, also contribute to the current strategic planning process.

Areas of improvement

Most participating in the information gathering process agree that a more concise statement, developed through a participatory process, is necessary to guide strategic planning. The current version includes language from the DHE related to the

Massachusetts state university system that may be more appropriately referenced elsewhere. Wider acceptance and inclusion of a new Mission Statement, including reference by each academic department and administrative unit, would reinforce our common purpose.

Projection

A new version of the Mission Statement, one that reflects both what the University is doing and hopes to accomplish, is being crafted through a collaborative process. Open forums and email notices have yielded a broad spectrum of input. The revised statement will continue to support and define our identity as a quality public institution of higher education. The SPC will submit a revised Mission Statement, Values, and Vision with the 2012-2017 Strategic Plan in spring 2012.

Standard 2: Planning and Evaluation

PLANS	Year of Completion	Effective Dates	URL or Folder Number
Strategic Plans			
Immediately prior Strategic Plan			
Current Strategic Plan	2005	2005-2012	Standard 2: Strategic Plan
Next Strategic Plan	In progress	2012-2017	Standard 2: Strategic Plan
Other institution-wide plans			
	2011	2011-present	Standard 2: Campus Master Plan
Master plan	2007		Standard 8 : Captial Improvements Strategy
			Standard 2: Master Plan for State and Community Colleges
Academic plan	In process		Standard 2: Strategic Academic Planning
Financial plan			
	2003	2003-2007	Standard 7: Information Technology
Technology plan	2011		Standard 7: Information Technology-Annual Report
Enrollment plan		2011-2014	Standard 6: Admission Recruitment Plan
Division of Graduate and Continuing Education Business Plan	2010	2011-2015	Standard 9: business plan
Development plan			
Plans for major units (e.g.,departments, library)			
Student Affairs Action Plan		2009-2010	Standard 6: Student Affairs-General
Library Annual Report	2011	2011-2012	Standard 7

Standard 2: Planning and Evaluation (continued)

EVALUATION	URL or Folder Number
Academic program review	
Program review system (colleges and departments). System last updated:	Sept. 2010 (Approximately)
Program review schedule (e.g., every 5 years)	Every 7 years; see Standard 4:Undergraduate Education
Sample program review reports (name of unit or program)	
Athletic Training (CAATE)	Standard 4: Undergraduate Education
Computer Science (ABET)	Standard 4: Undergraduate Education
Criminal Justice (PCIPP)	Standard 4: Undergraduate Education
Education (NCATE and related professional organiztations)	Standard 4: Undergraduate Education
Music (NASM)	Standard 4: Undergraduate Education
Social Work (CSWE)	Standard 4: Undergraduate Education
Art	Standard 4: Undergraduate Education
Biology	Standard 4: Undergraduate Education
Communication	Standard 4: Undergraduate Education
Economics and Management	Standard 4: Undergraduate Education
English	Standard 4: Undergraduate Education
Environmental Science	Standard 4: Undergraduate Education
History	Standard 4: Undergraduate Education
Math	Standard 4: Undergraduate Education
Physical Science	Standard 4: Undergraduate Education
Political Science	Standard 4: Undergraduate Education
Psychology	Standard 4: Undergraduate Education
Sociology	Standard 4: Undergraduate Education
Review of Common Core	Standard 4: Undergraduate Education
System to review other functions and units	
Program review schedule (every X years or URL of schedule)	No set schedule
Sample program review reports (name of unit or program)	
Library Site Visit 2007	Standard 7:Library: Library Review
Other significant evaluation reports (Name and URL or Location)	Date
Space Utilization Review: Standard 8: Space Analysis	2006 and 2010
Student Affairs Data and Assessment Report: Standard 6	2009
NCAA Institutional Self-Study: Standard 6: Institutional Effectiveness: Athletics	2010

Description

Planning

Westfield State University is committed to responsible planning for its future through processes involving both external and internal stakeholders. Numerous committees constitute the planning bodies at the university as briefly described here and organized within the governance section of this document. They include all three representative unions on campus, students, and non-unit administrators. Planning bodies include the committees devoted to strategic planning, long-range planning, curriculum, student affairs, academic policies, graduate studies (Graduate Council), international programs, budget, enrollment management, academic planning, campus technology, and institutional assessment. All planning recommendations go to the ACC, and in some instances, concurrently to the appropriate vice president. The ACC has representation from all constituents, including students.

As part of the Massachusetts state university system, Westfield is included in the system-wide planning by the DHE, including master plans for capital renewal and construction, and supported initiatives.

Internally, campus governance created a Strategic Initiative Plan in 2003 that began an internal strategic planning process that continues today. In March of 2003, the SPC was established, comprised of fifteen members of the faculty, staff, administration and students.

In May of 2003, the SPC issued a report proposing a list of priorities and recommending that work continue toward developing a more formal strategic plan. This report acknowledged that the strengths of Westfield lie in its committed faculty and close-knit community. Challenges at the time included the need to expand programs and encourage diversity without losing our sense of scale and community. The plan also acknowledged the fiscal realities facing the institution, finding that its greatest challenge was the uncertainty of public funding.

Beginning in fall 2004, the SPC took on the task of developing a comprehensive plan for 2005 – 2010. The SPC developed several online surveys to canvass students, faculty, administration, alumni and members of the greater Westfield community, in order to solicit their input regarding their values, priorities and goals for the institution. The result of these efforts was a strategic planning document that included five priorities and twenty-seven goals. Members of the SPC solicited campus wide input on these priorities and goals, and in April 2005 the Board of Trustees approved the *Westfield's Strategic Plan 2005 – 2010*.

Values articulated through this process included: Student Centered Education, Academic Excellence, Educated Citizenry, Institutional Stewardship, Accessibility/Affordability, Nurturing Environment, and Effective Communication. The five-year Strategic Plan provided a guiding framework used for annual strategic planning assessments. A diverse group, with representatives from all campus constituencies (staff, faculty, administration and students) is convened in the early fall each year to evaluate progress on the five-year plan, review the previous year's accomplishments, and adopt a set of priorities for the current year. Goals are selected from the plan in each academic year at the dedicated Strategic Planning Retreat, based upon their overall strategic importance and potential for impact on the University, their alignment with the mission, and in consideration of current fiscal realities.

Each selected goal is assigned to appropriate senior administrators for oversight and accountability. Implementation of the goals occurs through the development of action plans which include: (1) strategies for accomplishment; (2) key actions necessary to implement those strategies; (3) progress indicators/measurable outcomes, i.e. measures which would monitor the accomplishment of those goals; (4) timelines; and (5) persons and groups responsible for those actions. Each division of the University provides an update on assigned goals to the SPC after several months of execution, as well as a summary at the fall Strategic Planning Retreat. A comprehensive analysis allows retreat members to recommend the focused goals for the next academic year.

The Institutional Assessment Committee (IAC), originally formed in 2002 and reconstituted in 2009, is charged with supporting the development of student learning outcomes and the program review process, as well as designing a system for measuring institutional effectiveness. Across those seven years, progress was evident on developing outcomes and tightening program review cycles. Cultural change in adopting a norm of assessment and evaluation met with some resistance; however, recognition of the value of assessment has become more widespread on campus.

In the spring of 2010, the DHE formally launched the Vision Project, a comprehensive initiative with five key outcomes: college participation (college-going rates of high school graduates); college completion (graduation and success rates); student learning (academic achievement by our students on campus-level and national assessments of learning); workforce alignment (alignment of our degree programs with key areas of workforce need in the state's economy); and the elimination of disparities (achievement of comparable outcomes among different ethnic/racial, economic and gender groups).

The DHE's emphasis on the Vision Project has impacted the direction of a number of campus programs, in some instances providing support and momentum to efforts already underway (academic programs in science, technology, engineering, and mathematics (STEM) fields and the revision of the University's general education requirements, for example) and in other instances redirecting energy. The impact has been felt most strongly in the area of assessment, where the DHE's Advancing a Massachusetts Culture of Assessment (AMCOA) team and the decision to affiliate the state with the Association of American Colleges and Universities (AAC&U) Liberal Education and America's Promise

(LEAP) initiative have shifted the focus of the University's assessment activities. The Vision Project has complicated campus conversations and threatens to undermine the University's assessment process. The ACC has collected campus-wide feedback on the Vision Project and the application for Massachusetts to become a LEAP state, and as a result has communicated opposition to the lack of process around these decisions.

When the IAC was contractually reconstituted in 2009, it was charged to (1) evaluate the institution's current efforts with regard to NEASC Standard Four, (2) determine needs of academic departments, and develop and recommend strategies to assess general education and academic program effectiveness, (3) make recommendations as to the implementation of assessment frameworks and their use in program development, faculty/staff development, and continued evolution of the common core, and (4) monitor progress of departments and programs toward meeting Standard Four. With this charge, the IAC has assumed an advisory role in the process of designing and implementing an assessment plan and continuing to actively move the Institution forward (more detail provided in Standard Four).

In recognition of the need for more integration and coordination between planning committees, as well as the need to carefully align academic planning with mission and fiscal realities, the Committee on Academic Strategic Planning (CASP) was recently created. Beginning work in fall 2011, this committee is chaired by faculty and is comprised of seven faculty, six administrators and staff, and two students. CASP is currently in the process of identifying criteria for academic programs that will allow the University to plan for growth, while being mindful of its limitations. The resulting plan will foster a shared vision for long-term enrollment, academic direction, and realistic fiscal health. It involves assessing a changing environment, academic program planning, net operating revenues, operating expenses, auxiliary income, educational pricing, financial aid policies, cost of student populations and/or subpopulations, shaping the student profile, and student retention. Most importantly, it involves aligning the University mission with an environment that promotes stability, survival, growth, and excellence.

The Division of Student Affairs, in addition to participating in the campus strategic planning process, has led retreats each year for the director-level staff in the Division. These planning retreats are designed to evaluate progress toward previous year goals and set new objectives and action items for the year ahead. Objectives are consistent with the University's overall strategic goals. Each department head develops action plans with staff, which are visited throughout the year at regularly scheduled director-level meetings.

At a time of profound demographic changes (e.g., decreasing number of graduates from high school), the need to provide access to under-represented groups, a changing higher education economy, a change in workforce needs, recognition of the need for efficiency and accountability, and realistic consideration of academic resources (e.g., number of full-time faculty, space, library, technology) Westfield is at a crossroads. The CASP, working closely with SPC, seeks to provide a connection between their planning

processes and other University planning committees, academic departments and program areas. This committee is charged with reporting back to ACC in fall 2012 as it completes the first stage of its work. All recommendations to ACC will subsequently be assigned to the proper governance committees.

Evaluation

Each division of the institution completes either a monthly or an annual report, focusing on issues that the divisions are facing and accomplishments achieved in the implementation of the goals set at the Strategic Planning Retreat. The members and leaders or heads of the divisions evaluate these. Academic departments provide the Vice President of Academic Affairs (VPAA) a yearly report. These reports are created with the support of the department faculty. The chair of the department meets with the vice president to review the report and to clarify recommendations and priorities. The vice president summarizes these reports to the president as needed and requested.

Academic program review occurs on a 7-year cycle for both undergraduate and graduate programs. Academic program reviews involve an external reviewer. Reviews produce highlighted strengths as well as recommendations for improvement that are considered when building the academic budget. New programs undergo a rigorous assessment through the Board of Higher Education and several programs require external review for accreditation, for example, by the Council on Social Work Education (CSWE), Commission on Accreditation of Athletic Training Education (CAATE), Commission on Accreditation of Allied Health Education Programs (CAAHEP), Computer Science by Accreditation Board for Engineering and Technology (ABET), National Association of Schools of Music (NASM), Commission for the Accreditation of Exercise Science (CoAES), and National Council of Accreditation of Teacher Education (NCATE).

Attending to the issue of general education review and evaluation, in 2006 the VPAA established the *ad hoc* Review of the Common Core Committee (ROCCC) for the purpose of evaluating and recommending possible revisions to the common core of the undergraduate education requirements implemented in 1998. The 14 members of ROCCC consisted of students, faculty, and administrators representing a wide variety of academic and administrative departments. From May 2006 to May 2008, ROCCC members sought information on common core revision through heavy collaboration with faculty, students, and staff. They attended conferences on general education held by the AAC&U and sought feedback from campus constituencies on the effectiveness of the common core by meeting with academic departments and holding open forums. In January 2009, ROCCC members submitted a 48-page review of the common core with suggestions for revision to ACC. ACC then sent the report to the Curriculum Committee with the charge to evaluate and make recommendations based on the report's findings. The process through governance has taken longer than expected, in part because of the complexity of the proposed changes, objections to the substance of the proposal, and the workload of the Curriculum Committee charged with its review.

Nurturing a culture of assessment, the evaluation of student learning and the effectiveness of the curriculum and general education core have both been active initiatives over the

past decade (see also Standard 4), as evidenced by the work of ROCCC, academic departments, and the administration. With the encouragement of NEASC feedback from the 2002 campus visit, the University engaged in a campaign to develop department-specific assessment plans, as well as requiring that new academic proposals include student learning outcome information. With the continuation of academic debates about the definition of *student achievement and success*, many academic departments have developed, advanced, and executed assessment and data collection processes, while others remain in early developmental stages with their assessment plans. Learning outcomes are identified and attached to the current, active, general education core. Currently, assessment of this core includes the writing and communication elements (both quantitative and qualitative), and traditional quantitative math. Academic departments approach measurement of their adopted outcomes in diverse ways. The IAC continues to promote the active adoption of best practices in learning outcome assessment.

Institutional Effectiveness

Westfield has firmly established a comprehensive and organic system of strategic planning, assessment, and analysis, and uses that analysis in a recursive process. We have an active governance committee structure devoted to, and many created solely for the purpose of, planning and evaluation. We have also seen significant change in our culture of adopting learning outcomes, respecting that this continues to be an ongoing process, recognizing the many assessment and evaluation plans developed and/or in process. Based on this evidence, we believe Westfield is improving our planning and evaluation strategies toward the achievement of our mission.

Appraisal

Strengths

The strategic planning process is systematic, comprehensive, and highly sensitive to participation from all stakeholders, including students. Allocation of campus resources has been linked to the strategic goals from the plan's inception to the present. An annual retreat is the venue for discussing the results of previous action plans, making adjustments, adoptions, and changes that improve and direct the institution. Assessments, such as this NEASC self-study and the concurrent Foundations of Excellence study, are purposefully woven into the process to lay the groundwork for the development of the institution's subsequent strategic plan.

Westfield undertakes short and long-term planning, including realistic analyses of internal and external opportunities and constraints, and systematic collection and use of data to support its planning efforts and to enhance institutional effectiveness. The University plans for and responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives. Decision-making and allocations are consistent with priorities (see also Standard 9).

The Institution has a demonstrated record of success in implementing the results of its planning, as evidenced by the goals selected annually from the Strategic Plan, as well as

the action plans surrounding those goals and their updates.

The assessment culture at the Institution has begun to take shape and is on a path toward adopting assessment and evaluation as a normative process. The Institution has a system of periodic review of academic and other programs that includes the use of external perspectives including national accrediting agencies and standards (see Standard Four).

Major initiatives in Student Affairs have included a revision of the division's mission statement and development of overarching goals and student outcomes related to that mission; an emphasis on assessment and evaluation; increased collaborations with Academic Affairs; continued emphasis on "students first" in daily practices and operations; and heightened efforts in communicating successes, including student successes, to the campus and beyond.

Areas for Improvement

Planning and evaluation could benefit from more integration and coordination among planning committees. While the CASP and the University's SPC have begun a process of collaboration, other planning committees remain less integrated into the greater planning process. The annual strategic planning process includes direct accountability from the administrative departments of the University, but less so from academic departments. Administrative departments must assess progress of their yearly action plans; academic departments are not required to do so. Many department chairs have expressed a perception of an insufficient stake in the strategic planning process and question the departments' role in planning.

In some cases, planning recommendations and/or evaluations have not been submitted to the appropriate division leadership, indicating a need for improving our communication processes and accountability expectations.

While evaluation efforts have improved significantly in recent years, the efforts are variable across academic departments. Some areas still need fully developed evaluation plans which identify the data being collected, and define how effectiveness will be assessed.

Projection

Westfield State will continue with a systematic, comprehensive, and inclusive strategic planning process, as well as other short and long-term planning processes described above. Westfield will continue to use specifically constituted and charged committees within our governance structure, working collaboratively with academic and other relevant departments on campus, to advance work toward program assessment. Periodic program review, with changes to programs as a result of the analysis, will continue.

The general education evaluation will be completed, and the Curriculum Committee will make recommendations regarding the ROCCC proposal.

Through the strategic planning process, Westfield will provide a comprehensive evaluation of the mission, with particular emphasis on providing the requested clarity pertaining to educational objectives.

All academic departments will have assessment and evaluation plans in place by fall 2012, allowing annual reports to reflect departmental engagement in the process of assessment for program enhancement.

Changes in leadership within the Student Affairs division (four different vice presidents since 2007) have prompted planning to contribute more fully to the University's strategic goals and to rely on a collaborative model for annual planning that includes the voices of students and members of the division.

Standard 3: Organization and Governance

Please attach to this form:

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

2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "related

Name of the related entity	
URL of documentation of relationship	

Governing Board	**URL**
By-laws	Standard 3: Board of Trustees
Board members' names and affiliations	Standard 3: Board of Trustees

Board committees	URL or document name for meeting minutes
Executive	Standard 3: Board of Trustees-Minutes
Finance and Capital Assets	Standard 3: Board of Trustees-Minutes
Academic and Student Affairs	Standard 3: Board of Trustees-Minutes
Governance and Nomination	Standard 3: Board of Trustees-Minutes

(Insert additional rows as appropriate.)

Major institutional committees or governance groups*	URL or document name for meeting minutes
All College Committee	Standard 3: Campus Governance: ACC
Curriculum Committee	http://www.westfield.ma.edu/committees/curriculum-committee/curriculum-committee-minutes/
Academic Policies Committee	
Student Governmeent Association	http://www.westfield.ma.edu/prospective-students/campus-life/student-government-association/archived-minutes/

*Include faculty, staff, and student groups.

Standard 3: Organization and Governance (Locations and Modalities)

Campuses, Branches, Locations, and Modalities Currently in Operation

	City	State or Country	Date Initiated	Enrollment*
Main campus	Westfield	MA	1844	6881
Other principal campuses				
Branch campuses				
Other instructional locations	Framingham	MA	1982	13

Distance Learning, e-learning	Date Initiated	Enrollment*
First on-line course	2002	2487
First program 50% or more on-line	2008	
First program 100% on-line	2009	

*Includes partially online as well as fully online students.

Distance Learning, other		Date Initiated	Enrollment*
Modality	None offered		

Correspondence Education		Date Initiated	Enrollment*
	None offered		

Low-Residency Programs		Date Initiated	Enrollment*
Program Name	None offered		

General Laws

PART I ADMINISTRATION OF THE GOVERNMENT
(Chapters 1 through 182)

TITLE II EXECUTIVE AND ADMINISTRATIVE OFFICERS OF THE COMMONWEALTH

CHAPTER 15A PUBLIC EDUCATION

Section 5 Public institutions of higher education system

Section 5. There shall be, for the purposes of this chapter, a system of public institutions of higher education, hereinafter called the system, which shall consist of the following segments: (i) the university of Massachusetts segment, which shall consist of the University of Massachusetts at Amherst, Boston, Dartmouth, Lowell and Worcester; (ii) the state university segment, which shall consist of Bridgewater State University, Fitchburg State University, Framingham State University, the Massachusetts College of Art and Design, the Massachusetts Maritime Academy, the Massachusetts College of Liberal Arts, Salem State University, Westfield State University and Worcester State University; and (iii) the community college segment, which shall consist of Berkshire Community College, Bristol Community College, Bunker Hill Community College, Cape Cod Community College, Greenfield Community College, Holyoke Community College, Massachusetts Bay Community College, Massasoit Community College, Middlesex Community College, Mount Wachusett Community College, Northern Essex Community College, North Shore Community College, Quinsigamond Community College, Roxbury Community College and Springfield Technical Community College.

The board shall coordinate activities among the public institutions of higher education and shall engage in advocacy on their behalf, which advocacy shall include a sustained program to inform the public of the needs, importance, and accomplishments of the public institutions of higher education in the commonwealth.

http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleII/Chapter15a/Section5

http://www.malegislature.gov/Laws/SessionLaws/Acts/2010/Chapter189

- Acts
- 2010
- CHAPTER 189 AN ACT RELATIVE TO STATE UNIVERSITIES.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as follows:

SECTION 1. Section 18B of chapter 6 of the General Laws, as appearing in the 2008 Official Edition, is hereby amended by striking out, in lines 4 and 35, the second time it appears, the word “colleges” and inserting in place thereof, in each instance, the following word:- universities.

SECTION 2. Section 133 of said chapter 6, as so appearing, is hereby amended by striking out, in line 21, the words “state college, state university,” and inserting in place thereof the following words:- state university.

SECTION 3. Section 133A of said chapter 6, as so appearing, is hereby amended by striking out, in line 4, the words “state college, state university,” and inserting in place thereof the following words:- state university.

SECTION 4. Section 133C of said chapter 6, as so appearing, is hereby amended by striking out, in lines 4 and 5, the words “state college, state university,” and inserting in place thereof the following words:- state university.

SECTION 5. Section 35EE of chapter 10 of the General Laws, as so appearing, is hereby amended by striking out, in line 22, the word “colleges” and inserting in place thereof the following word:- universities.

SECTION 6. Section 18A of chapter 15 of the General Laws, as so appearing, is hereby amended by striking out, in line 8, the first time it appears, the word “colleges” and inserting in place thereof the following word:- universities.

SECTION 7. Section 1 of chapter 15A of the General Laws, as so appearing, is hereby amended by striking out, in line 32, the words “university, the state college” and inserting in place thereof the following words:- the University of Massachusetts, the state university.

SECTION 8. Section 4 of said chapter 15A, as so appearing, is hereby amended by striking out, in line 20, the words “state university” and inserting in place thereof the following words:- University of Massachusetts.

SECTION 9. Said section 4 of said chapter 15A, as so appearing, is hereby further amended by striking out, in lines 21 and 22, the words “college chosen by vote of the chairs of the boards of trustees of each of the state colleges” and inserting in place thereof the following words:- university chosen by vote of the chairs of the boards of trustees of each of the state universities.

SECTION 10. Subsection (a) of said section 4 of said chapter 15A, as so appearing, is hereby further amended by striking out the last sentence.

SECTION 11. Section 4A of said chapter 15A, as so appearing, is hereby amended by striking out, in lines 27 and 28, the words “state university or college, 1 of whom shall be a president of a state college or his

designee" and inserting in place thereof the following words:- campus of the University of Massachusetts or a designee, 1 of whom shall be a president of a state university or a designee.

SECTION 12. Section 5 of said chapter 15A, as so appearing, is hereby amended by striking out the first paragraph and inserting in place thereof the following paragraph:-

There shall be, for the purposes of this chapter, a system of public institutions of higher education, hereinafter called the system, which shall consist of the following segments: (i) the university of Massachusetts segment, which shall consist of the University of Massachusetts at Amherst, Boston, Dartmouth, Lowell and Worcester; (ii) the state university segment, which shall consist of Bridgewater State University, Fitchburg State University, Framingham State University, the Massachusetts College of Art and Design, the Massachusetts Maritime Academy, the Massachusetts College of Liberal Arts, Salem State University, Westfield State University and Worcester State University; and (iii) the community college segment, which shall consist of Berkshire Community College, Bristol Community College, Bunker Hill Community College, Cape Cod Community College, Greenfield Community College, Holyoke Community College, Massachusetts Bay Community College, Massasoit Community College, Middlesex Community College, Mount Wachusett Community College, Northern Essex Community College, North Shore Community College,

Approved July 28, 2010

Description

Institution-wide Organization and Governance

Authority and governance of the institution is well defined in the by-laws, charts/tables of organization for each division and for the institution as a whole, and by the three collective bargaining agreements that establish the working relationships of the faculty, administration and staff to the University and to one another. The University's organized system of governance, established by the Massachusetts State College Association (MSCA) contract, through standing, ad hoc, and special committees involves all constituencies, addresses relevant issues to academic and student life, and promotes effective communication among them. Virtually every committee working in governance is involved with planning and evaluation (see Standard Two). Each of the committees is linked to their charge and purpose. All committees ultimately make a recommendation to the ACC, and after deliberation and action, specific recommendations are forwarded to the president for approval. Standing committees of ACC include the Curriculum Committee, Student Affairs Committee, and the Academic Policies Committee. The Graduate Council, established by the MSCA bargaining agreement as the Graduate Education Council, submits its recommendations directly to the president through the VPAA rather than through ACC. Many governance actions further require approval of the BOT, and upon presidential approval of the items, they are placed on the agenda of the next board meeting.

The members of the Board of Trustees are selected from all sectors of the Commonwealth, from the professional ranks of manufacturing, banking and state police to the nonprofit sectors of charitable, community and developmental organizations. All exhibit a deep interest in the continued success and value provided by the University. Many are alumni of the University, with an extensive track record of supporting the University through various means. Board and committee participation is high for the members, and communication is open and free-flowing. Diverse viewpoints are respected and addressed with in-depth discussion. All members exhibit the highest level of commitment to affording students access to quality public education at reasonable cost.

The institution's mission and purposes are clearly understood by the board, with access and affordability for all, as originally proposed by founder Horace Mann. Compatibility of the Mission is consistently demonstrated in the trustees' actions related to strategic planning, long range planning, campus Master Plan, and adoption of new programs and initiatives. The trustees use consultants as necessary for the benefit of the University and its many publics, such as during recent process related to changes to the Master Plan.

The trustees have established standing committees to assist in its function. The bylaws define the minima: (1) an executive committee, (2) an academic and student affairs committee, (3) a finance and capital assets committee, and (4) a governance and nomination committee. Each standing committee has a description of its responsibilities and scope of work separate from these bylaws. Standing committees routinely work with divisional vice presidents to oversee institutional work, including advancements, operational plan, audits, budget, changes, policies, and tenure and promotion of faculty. Recommendations are then made to the full board.

The trustees meet in person no fewer than five times each year. A notice of each meeting of the trustees is posted in accordance with the requirements of the state's open meeting law. Minutes/findings of the board meetings are available on request to the Office of the President after preparation by the secretary.

The governance and nomination committee oversees and determines, with the board chair and president, the timing and process of periodic board self-assessment. The board's executive committee has the responsibility to oversee the president's annual performance evaluation in accordance with the board's standing policies and procedures and mutually agreed-upon goals and criteria. Specific goals and objectives to which the chief executive officer has committed the institution's resources are reflected in the University's Strategic Plan.

Each of Westfield's presidents has led a periodic organizational review to assure efficiency aligned with the institution's mission and priorities. As a result of such a review, and after input was gathered from all constituents and governance bodies, significant organizational changes were made in 2008, as reflected in the organizational chart and supporting documents. Changes included greater divisional definition of responsibility and accountability, as well as a significant increase in full time faculty, most tenure track. Organizational changes paved the way for several new academic initiatives, including a nursing and graduate social work program, defining four additional academic departments, (see Standard Four) and establishing an Office of International Programs (OIP).

The president is authorized by the Board of Trustees to recommend vice presidents and other officers to carry out efficiently and effectively the considerable responsibilities inherent in his office and suggested in the strategic plan. All such officers, under the president's supervision, meet on a weekly basis with the president as a cabinet. Leadership of the three unions on campus occasionally attends and presents at cabinet meetings, representing the respective constituencies. The divisional vice presidents meet with their respective staffs on a weekly basis and vice presidents convey information flow to and from cabinet meetings.

In addition to formal weekly meetings, the president annually invites each academic department to meet with him. Faculty members and department chairs may contact the president individually at any time. The president is actively engaged with students each day. He responds individually to student concerns in person and via email. The president also invites students to meet with him and the Student Affairs staff on a regular basis.

Twice a year, the president invites students to late night "breakfasts" with him and the cabinet. The president, through his senior administration, supports a cross-section of campus-wide events and activities.

Academic-Specific Organization and Governance

The institution's chief academic officer, the vice president of Academic Affairs, in concert with the faculty, is responsible for the quality of academic programs. The quality is maintained through the academic governance structure (see divisional chart). Undergraduate programs, graduate programs, distance education, international and national programs and exchanges, and part-time programs are all governed by committees which include student representatives.

All academic programs are conducted under the leadership of the vice president and directly overseen by a group of deans and directors who report to that office. The vice president and academic administrative leadership meet monthly with the chairs of all academic departments and programs to assess and maintain the quality of the academic programs at the University and to discuss and consider changes and proposals affecting academic programs.

Department chairs are the normal conduit for communicating important institutional requests and introducing academic initiatives to faculty in their departments. Chairs serve as liaisons from their departments to the academic affairs administrators. This allows for both the consideration of institutional initiatives and departmental concerns in a deliberative, collaborative setting.

Faculty voices are vital in all matters of the academic program and departments are consulted in deliberations germane to their areas of responsibility and expertise. Westfield values that faculty lead and/or chair most ad hoc and standing committees in the governance structure.

Student Organization and Governance

While informal feedback from students is always welcomed, the primary institutional voice of students is the Student Government Association (SGA). Comprised of 70 students, student government includes representatives from each of the classes, the residence halls, commuter council, and other representatives from alumni, athletics, the Westfield State University Foundation and a multicultural representative. Student government also oversees 70 clubs and organizations, has regular meetings with the dean of students, the vice president of Student Affairs, and delegate meetings with the vice president of Academic Affairs. Representatives-at-large, as well as other students, hold membership on campus governance committees. Student government also has a member who sits on the trustees as the student trustee, contributing student opinion and value to the highest level of decision-making.

Institutional Effectiveness

Through an established, contractual system of shared governance, Westfield has built a network of working committees with inclusive representation that facilitates the accomplishment of our mission and purposes, and supports institutional effectiveness and

integrity. Through appropriately constituted and charged ad hoc, standing, and special committees, to the invested participation of the president and trustees, Westfield is effectively governing and addressing the issues that allow continued accomplishment of the mission.

ACC has begun a new tradition of sponsoring campus update forums with the goal of improving campus-wide communication, cooperation, and transparency. Three forums were held in the fall of 2011 and four are scheduled for the spring of 2012.

The institution continues to examine the effectiveness of its structure and governance. Concerns about the workload of some department chairs and the need for coordination and advocacy among related academic departments led to a study of the academic administrative structure. At the request of the ACC, a special committee of faculty members, administrators and staff evaluated the feasibility of dividing academic departments into schools, each under its own dean. Proponents of this plan cited the benefits of sharing the increasing load of administrative tasks now falling to department chairs and consolidating the lines of communication between departments and administration. The special committee studied the organizational and financial ramifications of such a re-organization and presented its findings to the campus community for feedback at open forums and through written comments. In the committee's report to ACC, it recommended against the establishment of schools within the University at this time due to the expense of implementing such a plan and the lack of widespread campus support for it.

Appraisal

Strengths

The organization and governance structure, with dynamic flexibility of focus, promotes a healthy work environment and empowers staff, faculty, and students to contribute toward a positive and healthy work place, as discovered in a workplace study in 2007-2008. Working groups in the governance of the University encourage a free exchange of ideas.

The breadth of expertise exhibited by our trustees reflects the public interest and clearly reflects the areas of competence needed to fulfill its responsibilities. Legal, fiscal, political, philosophical and practical considerations of the University are comfortably within the purview of the trustees. The fiduciary responsibility of this governing body is clearly demonstrated by recent deliberations on the campus Master Plan, sharing of the plan and intentions with the entire campus community, and by using focused forums and presentations.

The president has an accessible, open door policy to all. The president fully supports quality academic programming, teaching, learning, service, and scholarship. He has increased full-time, tenure track faculty from 181 to 220 in four years, and has continued to financially support numerous extra-contractual faculty initiatives (e.g. additional travel support for faculty of $1,200 AY 2009-2010, $600 AY 2010-2011, and $600 AY 2011-2012).

The SGA has a valued voice across campus. Students have seats on all governance committees pertaining to students, host speakers at their regular meetings to address student concerns, and have a student member on the trustees.

Areas for Improvement

While the governance organization structure is applauded for its inclusivity and function, there is room for the evolution of collaboration and coordination among elements, offices, and committees. Continued attention to information transparency, access, and communication, in and among organizational elements lower than the president's cabinet, would be welcomed. The effectiveness of the structure and system needs to be assessed systematically.

There is no known formal system in place to measure the trustees' effectiveness. An evaluation system that is transparent to the campus community should be adopted. Similarly transparent should be the trustees' evaluation of the president.

While present for most committees, a standard expectation of minute-taking and transparent disclosure of agenda and minutes to the community needs enforcement. Using the University's website as the primary, official mode and means of communication leaves those without access to electronic communication only partially included in regular and predictable information updates. Efforts should continue to provide open channels of communication respectful of the diversity of community members.

Communication between offices and constituencies needs improvement so that collaborative endeavors and initiatives can progress smoothly and more effectively. The self-study process illuminated this need, hampered by the occasional lack of effective feedback as the data with which to respond to NEASC standards was shared among members of task forces and the steering committee.

Projection

As a dynamic organization subject to numerous internal and external changes, Westfield has regularly reflected on and engaged community input on the viability of university organization as it serves our mission. Reorganization concerns, opportunity for input and any subsequent reorganization will continue to be clearly communicated to the University community with governance consultation, an evolution of the process modeled in 2008.

All governance committees will record minutes or meeting summaries for public disclosure.

Trustee minutes and agendas will be made available to the Westfield State community both electronically and on request, residing either in the campus intranet (myWestfield portal) or another secure but available location.

A formal process by which the trustees measure their own effectiveness will be made more transparent. Additionally, clear avenues for providing feedback to the trustees will be disseminated.

An annual statement from the trustees to the campus community will state their commitment and intentions on the management of the institution, and provide information on their responsibility to evaluate the chief executive officer.

Standard 4: The Academic Program
(Summary - Enrollment and Degrees)

2011 Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Main campus FTE	Other Locations FTE	On-Line FTE	Total FTE	Unduplicated Headcount Total	Degrees Awarded, Most Recent Year
Bachelor's	4,524	0.2	400	4,924	5,271	1,044
Master's	236	2	48	286	497	139
Total Degree-Seeking	4,760	2	448	5,210	5,768	1,183
Non-matriculated students	68	9	17	94	272	
Visiting Students	15		1	16	22	

Title IV-Eligible Certificates

						Certificates Awarded, Most Recent
Students seeking certificates	22	0.3	1.2	24	47	27

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

For Fall Term, as of Census Date		3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2010)	Current Year* (FY 2012)	Next Year Forward (goal) (FY 2)
Certificate						
None						
Total		-	-	-	-	-
Associate						
none						
Total		-	-	-	-	-
Baccalaureate						
Art		119	119	108	117	115
Athletic Training				46	45	45
Biology		124	156	174	172	175
Business Management		774	757	752	758	750
Chemistry		8	20	18	17	20
Computer Information Science		56	54	69	76	75
Communication		329	314	305	290	300
Computer Science		42	39	50	47	45
Criminal Justice/Framingham		2	2	2	1	-
Criminal Justice		731	770	777	738	750
Early Childhood Education		19	16	162	191	190
Economics		18	22	19	22	25
Ethnic and Gender Studies				10	16	16
Elementary Education		489	502	354	341	340
English		142	159	144	125	125
Environmental Science		67	87	95	108	110
General Science		12	8	8	6	8
History		156	179	188	168	170
Liberal Studies (BA)		108	91	78	137	135
Liberal Studies (BS)			1	2	2	2
Mathematics		75	67	86	75	75
Movement Science		246	253	230	234	230
Music		67	77	85	68	70
Nursing				23	57	75
Occupational Education		5	5	3	2	3
Political Science		52	69	68	65	65
Psychology		307	333	359	367	365
Regional Planning		37	39	32	35	35
Pre-Social Work		71	76	99	95	95
Social Work		41	48	36	51	55
Sociology		34	24	29	36	35
Spanish				6	9	10
Special Education		70	84	89	108	100
Theatre Arts		19	24	28	20	20
Undecided		520	530	564	655	650
	Total	4,740	4,925	5,098	5,254	5,279
Total Undergraduate		4,740	4,925	5,098	5,254	5,279

interim or progress report, the year in which the report is submitted to the Commission.

Standard 4: The Academic Program
(Headcount by GRADUATE Major)

For Fall Term, as of Census Date	3 Years Prior (FY 2009)	2 Years Prior (FY2010)	1 Year Prior (FY 2011)	Current Year* (FY 2012)	Next Year Forward (goal) (FY 2)
Master's					
Applied Behavioral Analysis	17	16	20	21	20
Accounting	4	15	21	17	20
Biology	6	7	9	3	5
Criminal Justice/Framingham	15	18	11	7	-
Criminal Justice	32	36	34	46	50
Education Administration (Elementary)	3				
Education Administration (Middle)	3	2	1	1	1
Education Administration (Secondary)	1	3	3	3	3
Early Childhood Education	22	17	21	16	20
Education Administration	2	1	1		
Elementary Education	62	43	34	40	40
English	25	31	36	26	30
General Science	4	7	9	5	7
History	24	26	26	23	25
Mathematics	3	5	8	11	12
Movement Science	7	4	3		
Music	2	1			
Occupational Education	1	1	1	2	2
Public Administration	17	24	45	48	50
Psychology	37	31	45	53	55
Reading Education	24	18	21	28	30
Secondary Education		1		1	
Special Needs Administration	12	16	18	16	16
Special Needs-Moderate Disability	48	38	45	45	45
Special Needs Intensive	2	3	2		
Social Work			37	83	85
Special Education	2		2	2	2
Technology Education	10	13			
Total	385	377	453	497	518
Doctorate					
None					
Total	-	-	-	-	-
First Professional					
Total	-	-	-	-	-

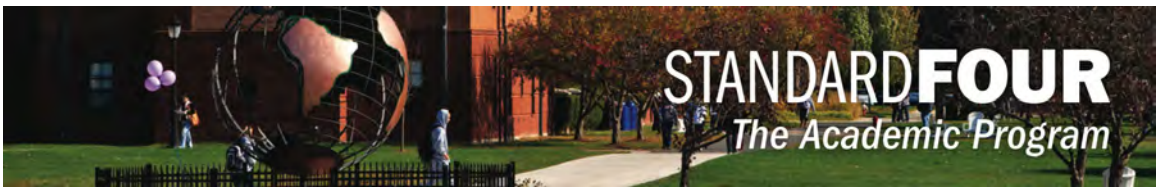
For Fall Term, as of Census Date	3 Years Prior (FY 2009)	2 Years Prior (FY2010)	1 Year Prior (FY 2011)	Current Year* (FY 2012)	Next Year Forward (goal) (FY 2)
Other					
Art Post-baccalaureate Certificate	5	3	6	2	2
Biology Post-baccalaureate Certificate	3	1	2	4	4
Business Management Post-baccalaureate Certificate	1			1	
Education Admin. (Elementary)-CAGS	1		1	1	
Education Admin. (Middle)-CAGS	1	2	3	2	3
Education Admin. (Secondary)-CAGS	4	2	6	6	6
Early Childhood Education Post-baccalaureate Certificate	2	2	3	2	2
Education Administration-CAGS	3	2	4	3	3
Elementary Education Post-baccalaureate Certificate	7	7	3	4	4
English Post-baccalaureate Certificate	5	3	4	5	5
General Science Post-baccalaureate Certificate	3	3	1		
History Post-baccalaureate Certificate	5	5	9	3	3
Mathematics Post-baccalaureate Certificate	8	5	8	2	2
Movement Science Post-baccalaureate Certificate	3	1	2	1	1
Music Post-baccalaureate Certificate	1	2	2	6	5
Special Needs 5-12, Post-baccalaureate Certificate	6	1	5	4	4
Special Needs-Moderate Disability Post-baccalaureate Certificate	5	4	2	1	1
Total	63	43	61	47	45
Total Graduate	448	420	514	544	563

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

Standard 4: The Academic Program
(Credit Hours Generated By Department or Comparable Academic Unit)

	3 Years Prior (FY 2)	2 Years Prior (FY2009)	1 Year Prior (FY 2010)	Current Year* (FY 2011)	Next Year Forward (goal) (FY 2012)
Undergraduate					
Art	5910	6,737	7,770	8,019	
Biology	4838	5,665	6,207	7,466	
Economics and Management	15582	16,740	17,466	16,785	
Computer and Information Science	1972	1,511	1,412	1,443	
Communication	6864	7,170	7,563	6,999	
Criminal Justice	11259	11,163	11,619	11,238	
Education	11337	10,788	10,695	10,611	
Ethnic and Gender Studies			3,199	3,687	
English	15699	16,026	17,092	17,380	
Environmental Science	246	246	513	389	
Geography and Regional Planning	5741	5,586	6,172	5,753	
History	6480	6,898	6,815	7,602	
Mathematics	8681	9,660	9,435	10,119	
Movement Science	5414	6,244	7,219	7,860	
Music	5856	5,575	6,300	6,502	
Nursing and Allied Health			-	48	
Philosophy	3126	3,052	2,740	1,920	
Physical Science	3828	4,246	4,351	5,096	
Political Science	3786	3,630	4,011	4,071	
Psychology	10500	11,738	11,489	12,159	
Social Work			2,079	2,217	
Sociology			3,948	3,912	
Sociology & Social Work	5511	5,436		na	
World Language Studies			2,239	1,914	
World Languages, Multicultural, & Gender Studies	3556	4,039		na	
Unclassified	1364	890	918	375	
Total	137,550	143,040	151,252	153,565	-
Graduate					
Biology	52	75	93	60	
Criminal Justice	1125	1,020	939	909	
Economics & Management	30	165	399	581	
Education	4584	3,822	3,657	3,372	
English	357	355	361	403	
Geography & Regional Planning	33	15		147	
History	210	255	189	300	
Mathematics	63	53	95	105	
Movement Science	174	96	66	57	
Music	45	15	3	3	
Physical Science	15	44	104		
Psychology	1335	1,073	1,112	1,533	
Public Administration	228	249	390	522	
Social Work				920	
Unclassified	275	129	240	270	
Total	8,526	7,366	7,648	9,182	-

the year in which the report is submitted to the Commission.



Description
Westfield State University offers 31 undergraduate academic majors in the arts and sciences and in professional fields. Of those academic majors, 14 lead to the Bachelor of Arts degree, 12 lead to the Bachelor of Science degree, four lead to the Bachelor of Science in Education degree, one leads to the Bachelor of Science in Nursing, and one leads to the Bachelor of Social Work. Students at Westfield State may select from 38 academic minors and 41 concentrations. The University, through the Division of Graduate and Continuing Education (DGCE), offers 25 graduate degree programs and graduate certificates focused on professional education.

The past five years have been a period of unusual growth and creativity for Westfield's academic programs. The university has added three new graduate degrees and five new undergraduate majors, reinstated two undergraduate majors, created several new departments and reorganized others, expanded the Honors Program, and created the Office of International Programs (OIP). New academic programs in Ethnic and Gender Studies, developed with attention to diversity and social justice, distinguish Westfield among its peers and complement the University's current professional programs; others strengthen STEM (Chemistry, Nursing, Athletic Training) and performing arts (Theatre Arts) programming. Graduate programs in Accountancy, Social Work and Applied Behavior Analysis have been added.

<u>Undergraduate Degree Programs</u>
The baccalaureate degree requires the completion of a minimum of 120 credit hours with a cumulative grade point average of 2.0 and a minimum of 2.0 in the major. All students must fulfill common core requirements of 43-52 credits, and requirements of a major which range from 36-80 credit hours. The remainder of the degree credit requirements may be filled by prerequisites, electives, or by the selection of minor(s) or second major.

All undergraduate degree programs have requirements that include introductory courses leading to upper division required courses and electives. The number of credit hours per major is widely differentiated by field and in some cases is determined by outside accrediting agencies, sometimes resulting in few unrestricted electives. For example, Education majors completing the core and requirements for certification in Special Education, Early Childhood and Elementary Education have only one Education elective. These requirements significantly affect the student's freedom to explore areas outside their major and core.

Many students are able to combine programs of study in creative ways, which is valued in a comprehensive liberal arts education. The major in Liberal Studies allows students to design their own interdisciplinary academic major with three interconnected areas of

concentration. Some other majors lend themselves to integrated study in significant ways: Economics, Ethnic and Gender Studies, Political Science, Regional Planning, and Spanish are common choices for students as double majors because of their flexibility and relevance in today's workforce.

Westfield State has been offering online classes since 2002 and we have four programs that offer baccalaureate degree completion opportunities entirely online. These programs are offered through DGCE in Business, Sociology, History, and Liberal Studies. Graduates of Massachusetts's community colleges who have completed a curriculum designed for this purpose are able to complete their degree entirely online through the University. Students who have not completed the courses specified in the articulation agreements may still be eligible to enter this program and complete the majority of their courses online, following appropriate advising and development of an individual plan of study.

OIP complements the undergraduate programming. Working with faculty and the Special Committee on International Programs (SCIP), the Office is charged with creating opportunities for students matriculated at the University to study overseas and within the National Student Exchange program. The office also supports Enrollment Management in their mission to increase the international student presence at Westfield. For AY11, the OIP's goal was to increase the international student count on campus by 20% (a 16-student increase); actual increase for the year was 67 students or 81.7%. The present administration has supported international initiatives significantly and formal direct-exchange agreements have been established in China, Ireland, and Poland. Study abroad is offered to Westfield students at more than 250 additional colleges and universities around the world. In 2010-2011, six short-term courses ran successfully, sending 98 students and 11 faculty/staff to Nicaragua, Costa Rica, Europe, and Ireland; the University hosted a visiting scholar from Poland and a delegation from Westfield's exchange partners at United International College in Zhuhai, China. Eleven courses were approved for 2012, including courses in Costa Rica, Ghana, Nicaragua, Puerto Rico, Belize, Europe, Jordan, Ireland, and Vietnam, and in San Francisco as the first in what is expected to become a series of repeating short-term courses in the continental United States.

The Honors Program at Westfield offers additional enrichment opportunities for qualified undergraduate students. The mission of the Honors Program is to offer an engaging educational experience for high achieving, academically motivated students through general education Honors courses, interdisciplinary honors electives, Senior Honors Projects made up of a two-semester research thesis, and through cultural and social activities designed to promote intellectual growth, cultural understanding, and social responsibility. Honors courses are distinguished by a higher level of student participation, more challenging reading and writing assignments, a higher order of critical thinking and debate, development of research skills, oral presentation of individual and group term projects, speakers and field trips. In addition, a number of Honors students gain public speaking experience at the annual Massachusetts Undergraduate Research Conference and other conferences. Each student completing the Senior Honors Project works under the close supervision of a faculty advisor and faculty committee, and presents at a

reception on campus. Students who write a thesis and successfully complete Honors Program requirements receive the distinction of Commonwealth Honors Scholar, while those who choose not to write a thesis are designated University Honors Scholars. The program was assigned a full-time director for two years beginning in the Fall of 2008, charged with reinvigorating the quality and size of the program, and received increased financial and staff support. The number of students enrolled grew from about 60 to more than 230 today, reaching the goal of comprising 5% of the University's student population. A new Student Honors Advisory Council, providing leadership opportunities for students, has helped the Honors Advisory Committee guide the program and weigh in on course offerings and other programming. Honors housing and a new Honors Center which opened in the fall of 2008, have helped create an active and involved community of Honors students. At present there is a half-time director and a quarter-time assistant director, as well as almost full-time staff support. Efforts are underway to expand academic and social opportunities, encourage more Honors students to complete Senior Honors Projects, offer Honors-only short-term travel courses, develop community service activities, and expand Honors housing.

As a result of a yearlong self-study led by Academic and Student Affairs divisions under the guidance of the John N. Gardner Institute for Excellence in Undergraduate Education, the University has a newly formed Advisory Committee on the First Year and a strategic action plan for new programming to help build student success. For example, the FoE study prompted Academic Affairs to plan a schedule that provides each new first-year student in fall 2012 to be enrolled in two courses in the common core that consist only of first-year students. Faculty who have volunteered to teach these sections will participate in professional development workshops to adjust their syllabi to include agreed upon first-year experience delivery strategies and activities. In other examples, all first-year students will be assigned one book to read over the summer, the University has created a new website for first-year students and another for parents, electronic resource room for faculty and staff, and is developing programming to increase student exposure to diversity.

Other initiatives to expand and enrich students' experiences include an increasing number of courses and opportunities for service learning, including in short-term travel courses in the United States and around the world. In January 2012, 3-credit Westfield courses in San Francisco and Nicaragua offered service-learning experiences. The goal in such courses is to begin a consciousness and habit of civic engagement that will last well into the future. Plans are underway for other opportunities that will help build in students a rich understanding of the value of involved citizenship.

General Education

The Common Core or general education core introduces students to a variety of academic disciplines and social issues in keeping with the university's mission "to assist its students to develop intellectually and to use their knowledge to improve the conditions of their communities." The foundation of the Common Core includes areas of academic inquiry and practice. Each area of the core has an associated set of values offering students an opportunity to develop the critical skills needed to deal effectively with a

variety of academic disciplines and concepts. Courses must be evaluated and approved through campus governance according to whether they meet the standards and objectives of the relevant section of the core.

The general education component of Westfield's curriculum is distributed among academic areas as follows: Humanities including English Composition I and II, Literary and Philosophical Analysis, and Appreciation of the Arts (18 credits); Social Science including United States History, Government, and Social Understanding (12 credits); Mathematics and Applied Analytical Reasoning including Traditional Mathematics and Applied Analytical Reasoning (6-8 credits); Science including Laboratory Science and Allied Science (7-8 credits); and Diversity, including Global and United States Diversity (6 credits). Students select courses from within each area and some courses meet one or more core requirements. In practice the number of credits needed to complete the requirement ranges from 43 to 52, depending on student course selection.

A general education curriculum is a work in progress and requires periodic review. Westfield has undertaken a review of the common core curriculum. The Curriculum Committee has communicated its endorsement of the proposed philosophical changes and educational vision of the ROCCC to ACC. Currently the Curriculum Committee is reviewing the concrete changes proposed by ROCCC for recommendation to ACC this academic year.

The Major or Concentration

Majors range from 36 to 80 semester hours of credit or approximately one to two-thirds of the student's degree program. The requirements for academic majors, programs of study, course sequencing, and course information are published in the *Bulletin* (described fully in Standard 10). Many departments maintain a web page, publish program manuals, and some also utilize social networking sites such as Facebook to disseminate information.

The academic majors are designed to lead students through introductory, intermediate and advanced level coursework. Some majors, including History, Criminal Justice, English, Ethnic and Gender Studies, and Communication, allow for creative sequencing of requirements with attention to the major core areas. Other programs, including Music, Math, Chemistry, Biology, General Science, Business Management and Spanish, require a more standardized sequence of courses and require students to adhere to a fairly rigid sequencing of courses in majors. Still others, including Social Work and Athletic Training, require specific prerequisites before enrolling in major classes. Nursing and Education lay out the student's program of study from first year to senior year, with the only options being the exact order in which some of the courses are taken. Each of these programmatic structures adheres to standards within specific disciplines and is validated by the external review process.

Advising is central to helping students complete their degree. Advisors are responsible for guiding students through a program of study that is sequential and ensures they acquire the knowledge and develop the skills and disposition required by the discipline.

All academic programs assign a faculty advisor to each student as soon as they declare a major. The *Agreement* requires that faculty hold office hours throughout the week so that students have regular access to their faculty advisor. The University views advising as a shared responsibility between faculty and students, as reflected in the advising expectations and responsibilities published in the *Bulletin*. The Academic Advising Center offers significant support, advising undeclared students and offering handouts for ready reference on topics that may cause confusion for students, such as appropriate math course sequencing. Advising is required each term in order to secure a registration pin number for course registration.

The University has an ongoing review cycle for academic programs and over the last five years all but one academic program (a minor) have gone through the review process. The programs accredited by external agencies are reviewed in accordance with their guidelines. These include Computer Science – Accreditation Board for Engineering and Technology (ABET); Exercise Science – Commission on Accreditation of Allied Health Education Programs (CAAHEP); Athletic Training – Commission on Accreditation of Athletic Training Education (CAATE); Social Work – Council on Social Work Education (CSWE); Music – National Association of Schools of Music (NASM); and Education – Department of Elementary and Secondary Education/National Council for Accreditation of Teacher Education (DESE/NCATE).

Departments not accredited by an external agency are expected to go through program review on a 7-year cycle. This review includes one or two outside reviewers who are required to complete a common program review template provided by Academic Affairs ensuring standardized information for the program review process.

Departments that have gone through program review over the last three years have been reviewed favorably, with suggestions and ideas emerging for positive change. Academic changes such as curriculum and overall program direction are often the result of these reviews. These changes are required to go through a departmental curriculum committee, the academic department, the chair of the department, the various governance committees on campus, and appropriate administration, before implementation. Students completing their programs during a period of adjustment follow prior requirements and are accommodated accordingly.

Some examples of recent programmatic changes resulting from these reviews can be found in Biology, Communication, and Geography and Regional Planning. Biology restructured the major requiring a set of core major courses that cover the main areas in the field. The reorganization also includes first-year and senior seminars that will help students prepare for their major and will help them develop a student portfolio. The Communication Department revised its curriculum, increasing student competencies in technological convergence and in global and international communication systems, practices, and processes. As a result of the 2010 self-study, the Department of Geography and Regional Planning (GARP) is updating and revising its curriculum – including the reestablishment of concentrations in urban planning and environmental planning – to pursue national accreditation with the Planning Accreditation Board (PAB).

Graduate Degree Programs

The graduate degrees offered at Westfield include the long standing Master of Arts in English; Master of Arts in Psychology with concentrations in School Guidance Counseling and Mental Health Counseling; Master of Science in Criminal Justice; and Master of Education degrees in multiple areas. Since the last NEASC visit Westfield State University has created graduate degree offerings in Applied Behavior Analysis, Public Administration, Social Work, and Accountancy. All teacher licensure programs available to full-time undergraduates are available to students in a post-baccalaureate program as well. Additionally, two non-degree graduate certificates are offered in Homeland Security and Applied Behavior Analysis.

Graduate Council oversees governance of graduate education. Responsibilities include approval of degree requirements and all changes to degree programs. The process requires that all programs have clearly stated requirements and objectives (reflected in the *Graduate Catalog*), and provide rationale for proposed changes. Additionally, programs and syllabi of new courses are assessed for higher-level knowledge and specialization beyond the undergraduate level.

In addition to the contractually required Graduate Council, each department with a graduate program has a graduate committee responsible for curriculum review and development and implementation of assessment plans. The departmental graduate committee customarily consists of faculty teaching in the graduate program. Also, all graduate programs undergo review as part of the institutional cycle. In most cases, programs have been through external review within the past five years. These include Education and School Guidance (NCATE); Criminal Justice (DHE PCIPP); Applied Behavior Analysis, Accountancy, and Social Work (DHE approval process). The Master in Public Administration and Master of Science in Mental Health Counseling have been through internal review. The program review for the Master of Public Administration recommended significant revisions.

Learning objectives in graduate programs reflect a high level of mastery. Course descriptions demonstrate a link among academic lessons, outside experiences, and policy evaluation that is beyond that acquired in undergraduate study. Additionally, students earning a master's degree demonstrate that they have achieved this level, acquired the knowledge, and developed the skills identified as program objectives by successful completion of a culminating experience (written comprehensive exam, thesis, or capstone project).

A capstone project or master's thesis "is meant to demonstrate that candidate's ability to engage in discipline specific research and/or focuses study" (Graduate Catalog). The project/thesis is required to be completed with the approval and under the direction of a graduate advisor. This work is required and presented in a public forum and bound copies are submitted to the department, the Library, and DGCE. Candidates for Certificates of Advanced Graduate Study (CAGS) are required to complete a thesis. Culminating experiences are evaluated by a minimum of three graduate faculty members using department-specific guidelines.

The approval process for graduate programs has multiple layers that ensure that resources and expectations exceed those of undergraduate programs. All proposals for new graduate programs require the submission of an academic and an administrative proposal. As part of the administrative proposal, an assessment of required resources, including personnel, information, and technology, is required. A financial commitment for the required resources is made in several ways through direct contributions to the institution, financial support of faculty, and direct contributions to the library, capital improvement, and technology. For example, the library will receive an additional $5,000 over the next two years to develop an advanced library collection for the Master of Social Work program.

Graduate programs allow for specialized concentrations and courses that are not available in undergraduate programming. This is seen in all graduate programs and allows for more in depth study of a topic. For example, Public Administration offers "Information Management," Accountancy offers "Advanced Auditing," Education offers "School-Community Relations," and Psychology offers "Behavioral Interventions." Program proposals also require that courses be offered in a sequence that allows students to continuously move toward program completion. Program size and demand dictates the number of courses that are offered in any given semester. Some programs operate on a cohort model with three to four courses per term for each cohort, while others, such as Education, are large enough to support approximately 30 courses per term.

By the *MSCA-DGCE Agreement* no faculty member teaching in DGCE may be designated as full-time, although many who teach in DGCE are full-time faculty under the day contract. Some full-time day faculty teach graduate courses through DGCE for day load credit; other full-time day faculty teach graduate courses in traditional terms and in summer for additional compensation; and other graduate faculty are qualified adjuncts with professional expertise in their area of teaching. On average approximately 50% of graduate classes are taught by full-time faculty, most in addition to their day load. It is important to note that this figure is skewed by Education, one of Westfield's largest graduate programs, with a higher usage of adjuncts in their graduate coursework compared with other programs.

The *MSCA-DGCE Agreement* specifies the requirements for teaching within the Division. Specific to graduate level teaching, the Graduate Council is responsible for recommending the criteria for designating members to the graduate faculty. The specific process for the assignment of faculty begins with DGCE Chairs, who recommend faculty to the Graduate Dean. The DGCE Chair and Graduate Dean vet all vitae for suitability of graduate level teaching. It is expected that faculty will have an appropriate degree from a regionally accredited institution at least one level above the degree associated with the program within which their teaching assignment lies, or demonstrate an equivalent level of competence in the specific subject areas they are assigned to teach. This competence includes contributions to the development of their field. These criteria apply to all faculty teaching graduate courses, regardless of whether they are full-time day or adjunct faculty. An example of similar academic accomplishments can be seen in Psychology: adjunct faculty have PhDs, have worked as licensed practitioners, have presented papers, and have published scholarly work.

Admission requirements for specific graduate programs vary with respect to test scores and other criteria, but all admissions standards and changes to them must be approved by department curriculum committees, Graduate Council, the Dean of Graduate and Continuing Education, the Vice President of Academic Affairs, and the President. Program specific admission standards are published in the Graduate Catalog and include criteria that are evaluated in totality. These standards include GPA, letters of reference, application essay, and standardized test results. It is important to note that Westfield undergraduates with a 3.5 GPA or higher are exempt from taking the standardized test. Academic departments may have additional requirements or exemptions. For example, Psychology requires an interview; Criminal Justice exempts University undergraduates with a 3.3 GPA from standardized test submission; and the GPA minimum for acceptance into graduate programs vary from 2.7 to 3.0.

Program chairs of the various graduate programs make recommendations for admission with final approval by the Dean of Graduate and Continuing Education. The Division also permits students to enroll in coursework on a non-matriculated basis, provided the student holds a bachelor's degree from an accredited college and meets all the prerequisites for the individual course. Students may use their grades in these courses in support of their application. Students who intend to apply to a program must request permission for a program chair to enroll in any coursework that would result in the student having taken more than 6 credits of coursework prior to matriculation.

The committees primarily responsible for graduate curriculum are departmental graduate committees and the Teacher Education Council (for teacher education programs), which report to the Graduate Council. The responsibility for curriculum review is shared by these entities and administered through DGCE. Additionally, many graduate programs have recently undergone external review and all graduate programs require successful completion of a culminating experience, either a capstone project, thesis, or comprehensive exam for program completion.

Graduate degree requirements vary by discipline. However, a research methods course is required for all graduate programs. Some programs have multiple courses to give students an understanding of discipline specific research. For example, the M.Ed. in History requires six credits of independent research and six credits of thesis research, while Criminal Justice requires six credits of research methods and statistics.

Each graduate program has prerequisites for program entrance and prerequisites for courses. This process is meant to guide the student through sequential development of knowledge and skills. This is also emphasized in the distinction between required courses, program electives, and specialization areas. For example, students in the Master of Public Administration program are required to take seven core classes and choose from one of three specialization tracks that best match their professional goals. Other programs require pre-practicum and practicum experiences to prepare students for professional practice. This experiential application of knowledge is required for the Master of Social Work, Master of Education, Master of Arts in Psychology, and Master of Arts in Applied Behavior Analysis.

Graduate programs also emphasize research activities and professional practice through program and curriculum requirements. Practicum experiences are required for many graduate programs; however, the relative emphasis on research and professional practice can be more clearly defined in published program materials.

Each year, Westfield State confers 150-175 graduate degrees. Graduation requires approval by the Graduate Chair and the Dean. Students are required to complete all program requirements, including a culminating experience. These requirements are completed within six years (seven years for Psychology) from the date of the first course credited toward the degree. No credit is given for courses that are older than this at the time of graduation. Students are allowed to petition the Dean for an extension of this requirement, but the university does not guarantee an extension will be granted.

DGCE is only authorized to award a Master's degree if coursework is completed with a 3.0 GPA or better and a GPA of 3.0 must be maintained throughout matriculation to remain in good academic standing. Students are allowed to earn one C that will count toward their degree, but a second C or an F requires the course be repeated with a grade of B or better. Students who earn three C's or two F's are academically dismissed from the program. Students may transfer up to six credit hours of master's coursework into their program with approval, provided the prior work has not been used toward a degree.

Additionally, the Accountancy and Applied Behavior Analysis programs are structured to provide students with skills needed to pass professional licensing exams. While the successful completion of the graduate degree is not contingent upon successful completion of this exam, it does provide another assessment method for determining program effectiveness.

Integrity in the Award of Academic Credit

In accordance with the *Agreement*, faculty and administration maintain control over all academic matters (policies, procedures, and curricula) including the awarding of credits (in residency and transfer) and the conferral of all degrees regardless of the modality of the program or course instruction (in class, online, and/or hybrid). The University also maintains oversight of all off-campus programs or courses.

The Undergraduate *Bulletin* and *Graduate Catalog*, available in print and online, clearly articulate the institution's academic policies, procedures, and program requirements. Additionally, the two separate divisions of the University (Day Division and DGCE) publish supplemental materials throughout the year that include updated policies, procedures, course offerings, advising information, and registration dates.

Degrees conform to nationally recognized standards. The internal governance and external review processes ensures consistency of degree types awarded within American higher education. As a state university, all new programs must be reviewed and approved by the DHE, a process that also requires an external review.

The institution offers required and elective courses that allow students to graduate within four years. The average four-year graduation rate of 44.5% (for students entering fall 2001 to fall 2005) is one of the highest among the state universities. Westfield's 2002

cohort six-year graduation rate was 58.6% compared to the state university system average of 50.7%. Efforts are made during the development of semester schedules to offer an appropriate number of courses relative to enrollment data. Historical data of course offerings and enrollments are provided for departments to analyze and use in schedule development.

Syllabi for core courses include objectives and most departments have identified program-wide objectives. The objectives (course and program) are considered through the internal and external review process. There is no academic policy insuring that objectives are included on course syllabi. To assist with the creation of a culture of assessment, Academic Affairs plans to submit a request to ACC that creates such a policy.

Westfield does not allow remedial or developmental coursework as credit toward graduation. The University awards credit for coursework based on the semester hour. Consistent with the *Agreement* and the NEASC "Statement on Credits and Degree," one semester hour of credit is awarded for one 50-minute block of instruction during the week for a semester consisting of approximately 14 weeks of instruction (therefore a three-credit course meets for 150 minutes or 2 ½ hours per week). Two to three hours of laboratory or studio time per week is required for one credit over the same period of time. Weekly meeting times of any courses offered in a shorter time frame (summer and winter sessions particularly) are adjusted accordingly to ensure a standard number of instructional hours.

Online courses are designed to mimic the same number of "in class" hours during the week and are evaluated by assigned work, such as required and timely submission of assignments and participation in discussion boards. The University does not have a system-wide policy regarding online education; however, in spring 2011 ACC convened a Special Committee for Online Instruction charged with researching and developing a policy for online instruction which will serve as a recommendation to campus governance. The committee has been meeting consistently since summer 2011.

Policies regarding required hours for internships, practicum, and field experience are clearly outlined in the *Bulletin*.

The content and level of the course is evaluated during initial approval of the governance process. Undergraduate courses can be 100, 200, or 300-level. Graduate courses can be either 500 or 600-level. Courses at the 500 level may be cross-listed with a 300-level undergraduate course with the provision that faculty provide advanced requirements for graduate students. Courses at the 600 level are exclusively for graduate students.

As noted above, study abroad programs and the National Student Exchange program are administered through the OIP. Prior to participating, students must seek approval to take courses from the department chair in which the course would be offered at Westfield. This process ensures that the appropriate academic department evaluates the content of the course that will receive credit. The Registrar's Office assists department chairs in this evaluation as international schools often run on different calendar systems.

Credit for prior learning experience is currently awarded through nationally recognized and normed programs such as CLEP, DANTES, and Advanced Placement. The university utilized the American Council on Education (ACE) recommendations for the minimum scores and the number of credits awarded. Also, the university recently approved a Prior Learning Portfolio process and individual departments are determining how to handle the specifics relative to their disciplines. This program will give students an opportunity to develop a portfolio of work in a particular discipline that is presented to the academic department to determine if credits, substitutions, and/or waivers of required or elective course work can be granted.

Policies are included in the *Bulletin* and *Graduate Catalog* clearly listing the requirements for continuation in, termination from, or readmission to academic programs. Each semester the Office of the Registrar (for day division students) and the Dean of DGCE (for evening and graduate students) review each student in accordance with the published table on academic standing. The scaled table is a combination of credits attempted and institutional GPA. Students are notified of their dismissal/suspension or placement on academic program. Those who are dismissed or suspended have an option to appeal the action to the Committee on Academic Standing. If allowed to return, the student is automatically placed on academic probation. Any student on probation is limited to carrying 12 credits for the semester and has one semester to achieve a GPA that places them in good standing or earn a 2.5 term GPA to continue their probation. Before being eligible to return, a dismissed or suspended student must "repair" their GPA to the appropriate level by taking additional coursework either through DGCE at Westfield or another accredited institution of higher education.

Graduate programs require at least 33 graduate credits, although some programs require more, and a minimum GPA of 3.0. Certificate of Advanced Graduate Study (CAGS) programs require at least 33 credits beyond the awarding of a master's degree.

Credits awarded for academic experiences are vetted through the governance process. Faculty assigned to the course issue the final grade. In the event the student believes there is reason to appeal the submitted final grade, the Grade Appeal Committee may alter it. The institution recently reviewed and significantly redesigned its policies on academic honesty (cheating and plagiarism) and grade appeals. Appeal committees are comprised of faculty and student representation, with the faculty holding the majority. The appropriate divisional Dean (Day or DGCE) convenes the appeal committees.

Westfield offers several off-campus programs and courses that are administered through DGCE: M.S. degree program in Criminal Justice (Framingham State University); a certificate in Applied Behavioral Analysis; courses for academic credits or professional development points (PDP's) at various sites through the Center for Teacher Education and Research; courses for academic credit at various sites for the Massachusetts Association of Vocational Administrators; and courses for academic credit at remote locations. Four online bachelor completion programs are offered in Business Management, Sociology, History, and Liberal Studies.

All online instruction, regardless of the division, is technologically supported by the Center for Instructional Technology (CIT). The CIT staff supports the

Blackboard/PLATO (People Learning and Teaching Online) software used to offer online instruction along with many other tools specifically geared toward online instruction (See Standard 7).

Additional credentialing is provided for students in the form of non-degree bearing credit certificate programs offered through DGCE at the graduate level in Homeland Security and Applied Behavior Analysis and at the undergraduate level in Geographic Information Systems (GIS) and Computer and Information Science. These programs award academic credit and follow the same approval process and faculty oversight as outlined earlier.

All undergraduate students must complete at least 30 credits of the degree in residence and graduate students must earn at least 27 graduate credits in residence. A maximum of 67 community college credits may be applied toward a Westfield undergraduate degree. The evaluation and awarding of pre-matriculation transfer credit occurs during the admission process and the results of the evaluation are communicated to students upon their acceptance to the university and in advance of any date requiring the student to submit an enrollment deposit or confirm their acceptance of the offer of admission. The university has developed many course-to-course articulation guides with state community colleges. In addition, the institution has also developed many program-to-program articulation guides. The Associate Director of Admissions coordinates all articulation guides working with academic department chairs and the appropriate divisional Dean.

The Office of the Registrar (or DGCE) handles post-matriculation transfer credit. Typically, students must receive prior-approval from the academic department offering the course on campus and their major department chair before taking these courses to ensure transferability and applicability to the degree requirements.

As a member of the state higher education system, Westfield also participates in the MassTransfer program, which, through specific criteria, may guarantee admission and the minimum number of transfer credits awarded. The specifics of this program are listed in the *Bulletin* and are also available online. Graduate transfer credit into Westfield Master's level and CAGS programs is limited to a maximum of 6 credits of coursework earned prior to matriculation. Once matriculated, graduate students are not allowed to transfer in credits except on rare occasions representing extenuating circumstances and only with permission.

Assessment of Student Learning

Westfield has begun an initiative to create a culture of evidence and assessment. The University's strength in these areas is in grassroots and faculty-led assessment practices where the focus is on program development and improving student learning and faculty pedagogy.

Academic departments are expected to engage in regular assessment of the student learning outcomes they have developed for their programs. Departments report on their assessment progress in the departmental annual report. To further advance the process, the Office of Academic Affairs, in conjunction with the IAC, has initiated an ongoing rotating Assessment Coordinator program that provides alternative professional

responsibility (APR) credit to three faculty members each semester, allowing them to spend additional time advancing the assessment activities of their academic departments.

Westfield has endeavored to make departmental programmatic outcomes public through department websites, handbooks, and in some cases the *Bulletin*. The outcomes for the core are published in the *Bulletin* and on the Curriculum Committee's website.

There are many departments on campus that are actively engaging in robust programs of assessment, inspired by the requirements of outside accrediting agencies, as previously noted, including but not limited to Education, Athletic Training, Computer Science, Social Work, and Music. Several other departments and programs have embraced the assessment process over the past few years and have actively utilized their findings to make appropriate changes to enhance student experiences in their particular programs.

Some of these successes are a result of suggestions and recommendations from external program reviewers. For example, the Communication Department has written and instituted a program-wide assessment cycle and collected and analyzed data that has led to programmatic changes. Some departments, such as English, have created streamlined assessment plans that have allowed them to see results quickly and make necessary adjustments that have resulted in pedagogical successes. Physical Science, Biology, and Environmental Science assessments have pointed to the need to collaborate with cognate departments to contemporize course offerings (Biochemistry and Environmental Chemistry).

The university's newest majors have developed robust programs of assessment, as part of the BHE approval process. These departments include Environmental Science, Ethnic and Gender Studies, Spanish, and Chemistry.

The programs on campus in which we are excelling at assessment show demonstrable changes and adjustments in courses and programs. For example, the English Department recently assessed students' ability to write critically and with sophistication about literature. They discovered that the students were doing well in this process in many ways, better than they expected. However, they noticed that students needed more theoretical tools specifically from literary criticism and theory. They have considered adding coursework to their program or incorporating additional material in several upper division offerings. They also noted that they need to address a more comprehensive understanding of literary history and are addressing that programmatically.

Many departments employ capstone-style experiences, which allow for an opportunity to assess the overall program using portfolios, performances, presentations, and written work to explore how students perform in relation to departmental outcomes. A capstone experience allows faculty to know in a number of ways whether they need to improve the program or the methods in order for students to have facility in the departmental outcomes.

Institutional Effectiveness

Westfield State endeavors to assure the integrity and effectiveness of all its academic

programming through a combination of practices that include the comprehensive program review and accreditation activities described under Standard Two and the establishment and assessment of student learning outcomes across the general education and academic program curricula. The University is committed to the ongoing development and implementation of an authentic assessment program to inform significant improvement and change. Under the purview of the ACC and with support from the Dean of Faculty and the Associate Dean of Institutional Research and Assessment, IAC leads and overseas the development and implementation of both general education and academic program assessment, in close collaboration with the Curriculum Committee. The University has provided resources to enable members of the Committee to attend relevant regional and national meetings, including the NEASC annual convention, assessment forums sponsored by the New England Educational Assessment Network (NEEAN), and AAC&U assessment conferences.

Concurrently, the University has embarked on a strategic academic planning process that is campus-inclusive. CASP is currently outlining guiding principles for process and will soon be defining what data and criteria will be used in academic planning decisions. Together, the IAC and CASP will lead the conversations and processes that will determine how assessment data are used to help improve programs and the quality of education at Westfield. Thus, academic programs at Westfield are the responsibility of faculty, and evaluative criteria take into account the differences between how data is gathered and used in different disciplines.

Appraisal

Westfield State University is recognized for the high quality of its academic programs, some with external accreditation and all reviewed in regular cycle. External reviews affirm and endorse Westfield's performance, which is further validated by its success in meeting the rigorous standards of accrediting organizations. Among common strengths noted are consistent praise for faculty commitment, expertise, and perseverance even under a heavy teaching course load and significant advising demands. Reviewers note that the University's programs are academically sound and often superior; they are clear that majors are designed with the intent to move students from introductory skills and knowledge to the more sophisticated and in depth study that is required by their particular disciplines.

Despite several difficult economic years, the University has continued to grow and create new programs. The newest majors have been approved by the Massachusetts Department of Higher Education following a significant review required by that body. The approval of these new and reinstated programs enhances the University's curriculum. Creation of the OIP and the commitment of additional resources to the Honors Program have likewise enhanced and strengthened the academic program.

In addition to the introduction and growth of new majors, Westfield has seen some shifting demographics and enrollment trends in choice of major, often reflecting perceived or actual changes in the needs of the employment market. Accordingly, the University has made appropriate changes to existing programmatic curricular structures. For example, the Department of Nursing and Allied Health offers a major leading to the

Bachelor of Science in Nursing. The program has been carefully designed to meet the standards set forth by the Massachusetts Board of Registration in Nursing and incorporates the recently defined Nursing Core Competencies for the Nurse of the Future. This four-year program will provide nursing graduates with the knowledge base, clinical skills and values that are at the very heart of current, cutting edge professional nursing. While a generalist program, it particularly capitalizes on faculty expertise in gerontology and focuses on long-term care, aligning with evident needs in healthcare.

Not unexpectedly, however, the University is constrained in the ability to concurrently support new and/or growing programs and maintain quality in existing programs by the economic situation and the most recent struggle with resources. The consequences of growth without a comprehensive plan have impacted some departments in negative ways. For example, growth in Environmental Science and Nursing puts new pressure on Biology and other sciences in terms of enrollments in classes and resources. This domino effect has made staffing and other resource decisions complicated.

In other instances, growth in student enrollment has exceeded faculty resources, resulting in excessive student/faculty ratios. For example, enrollment remains strong in Criminal Justice with 777 undergraduate majors in fall 2011; together with several vacancies on the department faculty, the strong enrollments have pushed the student/faculty ratio to approximately 60:1. While within acceptable limits, this ratio exceeds the recommended level suggested by the Academy of Criminal Justice Sciences and is of considerable concern.

Faculty in large departments often carry excessive advising loads, making it difficult to effectively serve students. Faculty in the departments of Education, Economics and Management, and Criminal Justice routinely have over 50 advisees and have difficulty carving out time during the advising period for substantial advising with each individual student. Since the last self-study, the university has added a degree audit system through the Registrar's Office. The online degree audit is available to students, faculty and other academic advisors. The audit outlines the student's progress in the core, major, minor and concentration within a major, and provides a GPA calculator. The online system also responds to a "what if" scenario allowing students to determine the outcome of a change in major, minor, concentration or *Bulletin* year. The system, positively received, enables students to monitor their own progress, provides faculty with up-to-date and easily accessible information, and makes it easy for advisors to work on a plan of study with each student and to chart that student's progress. This allows more time for engaged discussion and feedback between faculty and students. We also have restructured the advising and registration periods over the past two years in an effort to make the system of advising student focused. Even with these adjustments the sheer number of student advisees makes advising too rushed and sometimes students are not served with the kind of feedback they need.

At the other extreme, the University's smaller academic programs pose a different challenge: upper division courses are difficult to sustain when low enrollments are not cost effective. Administration and academic departments continue to negotiate in order to offer all the courses needed in low-enrolled majors to allow students to complete their

degrees within four years, but a more thoughtful approach to course scheduling in several smaller programs is still needed.

As noted above, the Curriculum Committee is currently exploring significant revisions to the University's general education requirements. The core currently includes some upper-level courses: 21 (12%) of the courses are at the 300-level, with 70 (40%) at the 200 level and 83 (48%) at the 100 level. In practice it is difficult to offer an abundance of upper-level courses in the Common Core. General education implies introductory-level course work available to a majority of the student body, whereas by their nature, upper-level courses examine advanced content and require students to have taken a number of pre-requisite courses. Despite intentions, the current core does not assure that students have "an opportunity to extend their understanding of a subject beyond the introductory level and to appreciate the value of multi-disciplinary approaches to areas of inquiry." Students do not have to complete their core with 200 and 300-level courses and in practice, many of them do not. The ROCCC report recommends a multitude of ways to address this deficiency, which are now under discussion.

Regardless of the shape the general education requirements take in the coming years, an institutionalized process is needed to monitor and determine whether courses designated as core courses do indeed exemplify the requirements of the particular standard. Further formal assessment is also needed to determine whether students who have taken core courses manifest the anticipated competencies and learning outcomes.

Experiential coursework remains a strength of Westfield's academic programming. Many of the University's academic departments have extensive field placement and internship networks, and field placement programs are characterized by outstanding supervision at the campus and on the site. In addition to its robust student teaching practicum program, the Education Department provides multiple opportunities for students to have practical experience in the classroom prior to student teaching. The University has strong ties to a number of external internship programs such as The Washington Center and the Disney Program.

The University has also been steadily growing its service learning opportunities on a number of fronts. The university would benefit from a more comprehensive plan and connected network of these opportunities for students. To assist in the advising process, the University should give thought to establishing a collective information bank of internship and service learning possibilities for students that includes departmental and international opportunities as well, available to all advisors.

Like the Day Division, DGCE has seen significant growth since the last NEASC visit. Enrollments are up sharply, and the Division has added new online degree completion programs and new graduate programs in Accountancy, Social Work and Applied Behavior Analysis. DGCE should continue refining existing curriculum, developing new graduate programming, and developing certificate programs that can serve as stand-alone or bridge-to-Master's programs. Additionally, Graduate Council has begun a discussion of online programming to ensure academic quality and consistency with the institutional mission. Academic departments with graduate programs need to pay increased attention to assuring that the greater level of understanding required for

graduate level coursework is clearly articulated in both program descriptions and on course syllabi, particularly in cases where graduate courses are cross-listed with undergraduate courses. It is important to note that the departments are aware of this problem and they are already taking steps to improve clear articulation of advanced knowledge.

In the process of compiling information for this self-study, it is evident that the appropriate parties at Westfield State University should undertake the following work in order to continue ensuring the quality of degrees and credits: review and assess new grade appeal and academic honesty policies; conduct a review of academic standing requirements; review the differences between the awarding of post/pre-matriculation transfer credits; and introduce a new policy requiring that all new course proposals submitted to ACC should be required to list specific course outcomes.

Several challenges have slowed progress. The University has experienced multiple changes in administrative leadership, undergoing at least two redesigns of the Academic Affairs structure and leadership model (see divisional position charts) since the last review. We have had two presidents and one Chief Executive Officer/Interim President within that time period, three Vice Presidents of Academic Affairs, and have made several attempts to create an administrative position whose principle responsibility would be to design and implement a systemic approach to assessment of student learning. We began by hiring an Dean of Institutional Research in fall 2005 and later also created the position of Dean of Accreditation and Assessment. The job descriptions for both positions indicated a responsibility for fostering campus-wide assessment and help with all accreditation efforts, with a particular emphasis on development of departmental assessment plans as a first step to create links across the campus and throughout the institution. In a 2008 campus-wide process of reorganization, several positions were eliminated or consolidated. However, the commitment to assessment continued through the work of the Institutional Assessment Committee, academic departments, Dean of Undergraduate Studies, Dean of the Faculty, and Associate Dean of Institutional Research and Assessment.

The responsibility for assisting departments with their assessment plans and implementation has fallen on the Office of Institutional Research and the IAC, which was reconstituted in spring 2009 to begin helping departments that had not yet created assessment plans nor undertaken assessment activities. This is too much responsibility for the one person in Institutional Research or even one committee that has largely been working on information gathering, educating the members of the committee and, by extension, the campus about assessment over the last three years. The responsibility for systemic assessment cannot fall completely on one committee or the Associate Dean of Institutional Research. In order for assessment to provide valuable information for improvement, we need a more comprehensive and coordinated effort and a genuine culture change on the campus.

As noted above, the Office of Academic Affairs has attempted to help foster a culture of evidence and assessment over the last several years through a variety of mechanisms requesting that departments include a section on assessment in the annual reports. The

IAC has likewise played a role in attempts to create a culture shift, working to educate the faculty and administrative members of the committee and provide them with tools that would then be disseminated to the campus at large. The University needs to find additional ways to connect all the assessment efforts taking part on campus as well as ways to bring along those community members still opposed to those efforts, and those departments and programs still without assessment plans or information. Any comprehensive institutional assessment plan must include the development of institutional outcomes, which in Westfield's case we need to connect to the much needed review and revision of the Mission Statement.

According to the *Agreement*, it is the responsibility of the standing Curriculum Committee to assess the Common Core. Two processes have addressed the assessment of the core. The ROCCC engaged over the course of 18 months in comprehensive discussion with faculty and departments about their core offerings and thoughts on the core itself but did not perform a formal assessment. The IAC attempted to facilitate the assessment of the core in spring 2011, creating working groups to develop criteria and rubrics to assess each part of the core. Faculty teaching core courses in spring 2011 were asked to list the assessments used in their courses that aligned with the core outcomes. With a limited and variable response, the IAC chose to convene working groups of faculty to develop rubrics for assessing the core outcomes. While attempting to create rubrics, the major finding was that the outcomes were inadequate, poorly defined, and antiquated. The ROCCC proposal provides updated outcomes that the Curriculum Committee has endorsed; however, the University is currently at a crossroad as the Curriculum Committee deliberates on the specific ROCCC recommendations.

Moving forward, the University will need to re-evaluate the role of the Institutional Assessment Committee and consider the ways it can be more instrumental in facilitating connections between assessment of academic programs, the General Education Core, and institution-wide outcomes. The University would benefit from a focus on the development of institutional outcomes that are tied to the university Mission Statement. There has not been a comprehensive effort to tie departmental outcomes to the mission statement, although departments that have recently received approval by DHE have had to articulate these connections specifically in their proposals. Some departmental outcomes naturally fall under the broad based statements in the Mission. This is particularly true of the education students and those programs preparing students to work in the community; but the program review template does not require departments to align their outcomes and assessment of the mission, although this is implied.

ACC should consider recommending the re-structuring and re-formation of the IAC with special attention to increasing membership from faculty and departments that now have successful assessment plans and data collection who can lead with experience on this next stage. Also important would be consistency of committee leadership as the learning curve is steep. Communication and connections, as well as more support and resources for assessment activities, are key to continued improvement since financial realities make any investments in the very near future difficult and unlikely. In this case we must develop cost effective and creative solutions so that we can continue efforts to create a culture of evidence and assessment at Westfield State University.

Projection

Over the next two years, strategic academic planning (see Standard Two), revision of the University's general education program, a deepening commitment to international education, service learning and honors programming, and further progress toward an authentic culture of evidence and assessment will comprise the major areas of focus relevant to the University's academic program. Specifically:

- The Curriculum Committee and the ACC are committed to bringing discussion of revision to the general education program to conclusion, and to implementing revisions emerging from the process.

- The IAC, in conjunction with the Curriculum Committee and other appropriate working groups, will develop and implement an assessment plan for the general education core, and create a plan for monitoring core courses to assure that they meet the requirements for inclusion.

- The University will expand service-learning opportunities as well locally, across the state, and around the country, as part of a larger initiative on civic engagement.

- The University will continue to identify and support faculty leaders and emphasize faculty leadership in the development of a culture of assessment on campus at every level; will continue to refine the role of the IAC, particularly in aiding increased communication and collaboration between faculty and Academic Affairs administration.

- The University will create a comprehensive website that houses all assessment plans on campus and allows faculty to interact with each other with regard to assessment activities.

In addition, DGCE will:

- Revise the graduate course approval process to ensure that graduate course descriptions reflect objectives and knowledge beyond that required at the undergraduate level.

- Work with Graduate Chairs to revise current program descriptions, program objectives, and course descriptions, to ensure that an advanced level of study is reflected. This process will also require a clear articulation of program-specific emphasis on research and professional practice.

- Engage more full-time day faculty in graduate level teaching. We are working with the local MSCA for clarification on appropriate processes for faculty and student evaluation, as well as appropriate pathways for review of program/course requirements. This will become more imperative as the University supports and invites faculty to teach graduate courses for day load release.

Standard 5: Faculty
(Rank, Gender, and Salary, Fall Term)

		3 Years Prior (FY 2009)		2 Years Prior (FY 2010)		1 Year Prior (FY 2011)		Current Year* (FY 2012)		Next Year Forward (goal) (FY 2013)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty											
Professor	Male	46		45		48		49			
	Female	29		31		32		37			
Associate	Male	20		24		25		22			
	Female	23		23		25		24			
Assistant	Male	35		38		40		43			
	Female	36		43		38		36			
Instructor	Male	5		4		-		4			
	Female	3		3		6		5			
Other*	Male	1	137		136		136		128		
	Female		114	1	114	1	114	1	120		
Total	Male	107	137	111	136	113	136	118	128	220	250
	Female	91	114	101	114	102	114	103	120		
Total Faculty											
Professor		75	-	76	-	80	-	86	-	-	-
Associate		43	-	47	-	50	-	46	-	-	-
Assistant		71	-	81	-	78	-	79	-	-	-
Instructor		8	-	7	-	6	-	9	-	-	-
Other		1	251	1	250	1	250	1	248	-	-
Total		198	251	212	250	215	250	221	248	220	250
Salary for Academic Year		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum	65,424		69,410		65,997		65,442			
	Mean	78,115		79,266		79,116		83,428			
Associate	Minimum	55,499		55,958		56,071		55,685			
	Mean	63,862		65,104		63,513		66,490			
Assistant	Minimum	44,700		44,880		48,284		46,668			
	Mean	53,742		53,615		53,923		56,780			
Instructor	Minimum	41,000		41,500		41,114		43,283			
	Mean	47,970		46,974		45,652		52,136			
Other	Minimum										
	Mean										

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

**Part-time Other includes adjunct faculty who teach only on one-term contracts; excludes full-time faculty teaching on DGCE contracts. Also includes full-time non-insstructional staff teaching as adjunct faculty.

Standard 5: Faculty
(Highest Degrees and Teaching Assignments, Fall Term)

		3 Years Prior (FY 2098)		2 Years Prior (FY 2010)		1 Year Prior (FY 2011)		Current Year* (FY 2012)		Next Year Forward (goal) (FY 2013)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate											
Professor		67		68		72		78			
Associate		38		41		44		42			
Assistant		51		62		63		65			
Instructor											
Other			54		48		50		47		
Total		156	54	171	48	179	50	185	47	-	-
Highest Degree Earned: Master's											
Professor		6		7		7		7			
Associate		5		6		6		3			
Assistant		19		17		13		11			
Instructor		7		6		6		12			
Other		1	146	1	140	1	155	1	146		
Total		38	146	37	140	33	155	34	146	-	-
Highest Degree Earned: Bachelor's											
Professor											
Associate											
Assistant		2		2		1					
Instructor		1		1							
Other			27		28		30		31		
Total		3	27	3	28	1	30	-	31	-	-
Highest Degree Earned: Professional License											
Professor		1		1		1		1			
Associate											
Assistant						1					
Instructor											
Other			6		7		9		10		
Total		1	6	1	7	2	9	1	10	-	-
Fall Teaching Load, in credit hours											
Professor	Maximum	19		16.25		17.8		16.50			
	Median	12		12.00		12.0		12.0			
Associate	Maximum	19.5		17.25		17.6		16.5			
	Median	12.5		12.00		12.0		12.0			
Assistant	Maximum	18		20.66		16.7		19.3			
	Median	12		12.00		12.0		12.0			
Instructor	Maximum	14.7		15.25		15.0		12.0			
	Median	12		12.00		12.0		12.0			
Other	Maximum	10.5	16	9.00	16	6.0	15.3	9.0	12.33		
	Median	10.5	6	9.00	6	6.0	6	9.0	6		

Explanation of Teaching Load (if not measured in credit hours): Teaching load includes courses taught under both the Day and the DGCE MSCA contracts. Workload is measured in instructional credit hours as defined in the MSCA Contract. This unit is approximately the same as student credit hours but includes allowances for differing instructional methods such as studio, lab and independent study.

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

Standard 5: Faculty
(Appointments, Tenure, Departures, and Retirements, Full Academic Year)

	3 Years Prior (FY 2008-09)			2 Years Prior (FY 2009-10)			1 Year Prior (FY 2010-11)			Current Year* (FY 2011-12)		
	FT TT**	FT-Temp***	PT	FT TT	FT-Temp	PT	FT TT	FT-Temp	PT	FT TT	FT-Temp	PT
# of Faculty Appointed												
Professor	1			2								
Associate	3			1			1					
Assistant	16	12		17	3		14	6		9	8	
Instructor		3			4			7		1	5	
Other		1			1			1			1	
Total	20	16	-	20	8	-	15	14	-	10	14	-
# of Faculty in Tenured Positions												
Professor	75		0	76		-	79		-	86		
Associate	36			43			43			42		
Assistant	7			11			8			3		
Instructor	0			-								
Other												
Total	118	-	-	130	-	-	130	-	-	131	-	-
# of Faculty Departing												
Professor												
Associate	1			1						2		
Assistant		6		5	8		2	4			7	
Instructor		3			6			3			9	
Other		1			1			1			1	
Total	1	10	-	6	15	-	2	8	-	2	17	-
# of Faculty Retiring												
Professor	3			3			1					
Associate				1			2					
Assistant												
Instructor												
Other												
Total	3	-	-	4	-	-	3	-	-	-	-	-

*"Current Year" refers to the year in which the team visit occurs, or, if these forms are being completed in conjunction with an interim or progress report, the year in which the report is submitted to the Commission.
**FT TT refers to Full Time Tenure Track Faculty

***FT/Temp faculty are faculty with full-time limited term contracts who are ineligible for tenure. Contaract terms range from one semester to two years. Each individual is counted as an appointment in the year hires and as a departure at the end of the last term.

Standard 5: Faculty
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year		Next Year Forward (goal)	
	(FY 2009)		(FY 2010)		(FY 2011)		(FY 2012)		(FY 2013)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit)										
Art	7	12	8	11	8	11	8	11	8	
Biology	12	6	12	6	12	12	12	9	12	
Economics and Management	16	20	18	20	15	24	16	21	16	
Computer and Information Science	6	-	5	-	5	-	5	3	5	
Communication	10	9	11	11	11	6	12	6	12	
Criminal Justice	12	13	13	11	14	9	12	8	12	
Education	16	60	18	54	18	48	18	49	18	
Ethnic and Gender Studies			3	2	3	5	4	4	4	
English	27	29	28	29	26	36	29	30	29	
Environmental Science					1	1	2	1	2	
Geography and Regional Planning	7	4	9	4	9	3	8	5	8	
History	10	6	10	8	10	8	9	6	9	
Mathematics	11	8	11	8	11	9	11	10	11	
Movement Science	12	10	12	14	13	15	13	14	13	
Music	8	32	7	27	7	30	8	27	8	
Nursing and Allied Health			1	-	1	-	2	-	3	
Philosophy	5	3	4	1	3	1	4	-	3	
Physical Science	7	5	8	5	9	5	9	6	9	
Political Science	4	3	5	3	6	2	5	5	6	
Psychology	14	18	16	16	16	15	16	19	16	
Social Work			4	3	7	3	10	5	10	
Sociology			5	-	5	3	5	3	5	
Sociology & Social Work	8	6								
World Language Studies			4	4	4	3	4	4	4	
World Languages, Multicultural, & Gender Studies	6	7								
Public Administration				1		1		1		
Total	198	251	212	238	214	250	222	247	223	-

Description

Overview, *Agreement*, and Responsibilities

The 220 full-time faculty and seven full-time librarians at Westfield State are qualified and appropriately matched to their assignments as demonstrated by the completion of terminal degrees and adherence to approved hiring practices. They are drawn from a range of degree-granting institutions and professions, thus offering students the potential to engage with instructors offering a variety of viewpoints and methodologies.

Faculty adhere to a collective bargaining agreement, reappraised and renegotiated on a statewide basis every three years. The *Agreement* articulates compensation, benefits, and expectations for teaching, advising, continuing scholarship, professional activity, alternative professional responsibilities (APR), as well as evaluation, promotion, and tenure of faculty. Notable for later discussion, the *Agreement* stipulates that part-time faculty may not teach more than 15% of a department's three and four-credit courses per year.

Minimum salaries are determined by the *Agreement*, but higher initial salaries within the ranges specified by the *Agreement* may be negotiated between prospective employees and the vice president of Academic Affairs. Various health and dental care plans are available at varying costs. Co-pays and employee contributions are not negotiable and various optional retirement plans (ORP) or fixed-benefit retirement plans (State Retirement System) are available to all employees. Contributions made to retirement funds by the University are not negotiable. Professional development funds are also contractually negotiated and available to faculty who request them. It is noteworthy that Westfield provides additional non-contractual funding through various programs administered by the VPAA and described in this section.

The faculty has a 12-credit workload per semester. Typically, the 12-credit load is constructed of four 3-credit courses or, in departments and programs with studio, workshop, or laboratory courses, of three 4-credit courses or the contractually defined equivalent. The faculty employs lecture, experiential, service learning, discussion, field and practicum instructional modalities in their classrooms. While primarily a teaching institution with expectations in line with the mission, the University recognizes that faculty members are teacher-scholars engaged with students. Scholarly and creative endeavors are encouraged. With faculty guidance, students submit and/or present creative works in the community (e.g., art murals in Westfield, regular music performance, theatre performance) and scholarly works at conferences.

Release time for APR is given upon approval of the VPAA in recognition of this guidance and mentoring of student scholarship. Campus governance has provided principles for considering these awards. Unless granted APR, overloads and under loads must be compensated by adjustments in future semester loads. Some grants are available for research or professional development that also qualify for APR.

All faculty members are required to advise students, holding a minimum of 75 office hours per semester. Academic advising at Westfield is comprised of course/schedule planning, career advice, programmatic planning, and general university life guidance and problem solving. Academic advising takes place primarily through academic departments where faculty advisors are assigned to students by department chairs. Depending on the needs of students and complexity of program structure, departments vary in their approach to advising formats, utilizing large group, individual meetings, and combination approaches. Typically, faculty advisors schedule meetings with students prior to registration dates and at those meetings students receive an alternate PIN number to facilitate course registration. Many departments distribute handouts or advising booklets to support the highly encouraged face-to-face interactions. Departmental faculty advisors work in conjunction with the Honors Program, Learning Disabilities Program, and Academic Advising Center staff to provide specialized guidance to students on academic probation and certain student populations. High advising loads (more than 30 assigned advisees) can be credited to faculty as service per the *Agreement*.

The Faculty Center offers information sessions on advising in conjunction with the Academic Advising Center and some departments offer advising training for new faculty. For example, in the Communication Department an informal mentoring program provides training for new faculty in the form of curricular discussions with the chair and sitting in on advising sessions with a senior faculty member.

The *Agreement* requires that faculty demonstrate their continuing scholarship in order to receive tenure or promotion, and faculty curriculum vitae attest to the fact that many faculty participate regularly in conferences and professional societies in their field. Many members publish articles regularly, and some also publish single-authored books and edited collections. The Faculty Center's Scholarship of Teaching and Learning grants explicitly encourage faculty to study teaching practices, but faculty also integrate scholarship and teaching in other ways such as by publishing and presenting papers on issues germane to their teaching. Additionally, the Agreement mandates faculty participation in shared governance, with significant elected representation on numerous committees, including Curriculum Committee, APC, LRPC, and the ACC.

The evaluation process associated with personnel decisions is also clearly defined by *Agreement*. Faculty must be reviewed every year by the department chair and the vice president of Academic Affairs prior to tenure. In the second and fourth year, a departmental peer review committee also evaluates faculty members. In the typical pattern, faculty members go up for tenure in their sixth year, and are reviewed by a college-wide tenure committee. Finally, in the seventh year, faculty members apply for promotion to associate professor. The only evaluation tool that is used annually is the

SIRII course evaluations by students. Tenure-track and part-time faculty members must conduct these evaluations for every section taught. Tenured faculty members, on the other hand, need to evaluate one section of each type of course annually.

Criteria for evaluation include teaching effectiveness, advising effectiveness, professional service, and contributions to the discipline. These criteria match the institution's mission. While listing evaluation criteria, the *Agreement* does not address full-time and part-time faculty roles in fulfilling the specific mission of Westfield State University. The institution protects and fosters academic freedom of all faculty, regardless of rank or term of appointment.

Hiring Practice (Full-Time Faculty)

The *Agreement* requires that full-time faculty appointed "initially at any rank" [must] "possess a terminal degree effective on or before the date of appointment," though it makes clear that individuals of "exceptional talent or accomplishment" may be hired under unique circumstances. A majority of full-time faculty (89%) holds terminal degrees. Current faculty at Westfield obtained their highest degree – with only a few exceptions a doctoral or other terminal degree – from 104 different universities in 35 different states, the District of Columbia, two Canadian provinces, and two foreign countries other than Canada (England and Germany). Faculty degrees are listed in each year's *Bulletin,* representing many of the top-ranked universities in the United States.

Human Resources offers a checklist of tasks to academic departments to guide the hiring process in an effort to provide consistency, ensure adherence to legal parameters and institutional priorities, such as diversification of faculty. Crucially, it is the purview of academic departments to determine the preparation and qualification of faculty members recommended for hire.

Academic departments review applicants according to departmental search policies. Sixteen departments now have hiring policies. Prior to the end of spring 2011, the Dean of Diversity and Affirmative Action monitored the hiring process. At this time, the responsibilities of this position have been split between the Director and Assistant Director of Human Resources. In the meantime, all advertisements and the Human Resource web service clearly state the Equal Employment Opportunity policy. Academic Affairs provides new hires with a contract, starting date, and conditions of hire.

Hiring Practice (Part-Time Faculty)

The qualifications and processes for hiring part-time, adjunct and temporary full-time faculty are more flexible and less consistent. Such faculty may be hired outside the *Agreement* time frame (e.g., summer, January). In such cases department chairs may exercise more independence in the process, making it efficient and possible to interview, check references, and evaluate materials as funding becomes available and staffing needs are adjusted (e.g., sick leave, faculty departure, course reductions or increases depending on enrollment). In the hiring of part-time faculty, professional experience or unique contributions to the field, not advanced degree, may weigh more heavily than in hiring full-time faculty. For example, a master's level credential, MA, MS or M.Ed., with

professional experience or unique contributions to the field may suffice in hiring a part-time candidate to teach undergraduate courses.

Part-time and adjunct faculty members are not generally expected to attend departmental meetings and, therefore, are not integrated into their respective departments or the university as a whole. With the notable exception of Faculty Center Brown Bag events focused on teaching and inclusive of all interested faculty members, efforts to integrate part-time and adjunct faculty into the university culture are sporadic and primarily located within individual departments. For example, the English Department offers workshops for part-time and adjunct faculty teaching English Composition, and the Faculty Center sponsors lunches for part-time faculty.

Adjunct faculty, while offering substantial creative contributions to the University in their teaching of both required and elective courses, sometimes devoting years of service, have far fewer opportunities for professional development than full-time faculty, and SIR II evaluations often do not receive similar attention (noted further in Areas for Improvement).

Orientation, Professional Development Support, Program Development Support

Full-time employees attend an orientation program before they begin teaching and are provided with a copy of the Contract. There is no campus-wide orientation for part-time faculty, but rather this is left as an elective concern for individual departments to manage.

The institution provides multiple contexts and support for faculty development designed to improve teaching and promote innovation in the form of internal grants, opportunities for research such as sabbaticals and Semester Time Award for Research and Scholarship (STARS) grants, internal workshops and trainings, Faculty Center programming, and both contractually funded and extra-contractual funding of professional development. Using travel and professional development funds, faculty present at conferences focused on pedagogy and scholarship, attend summer institutes and participate regularly in workshops, both on and off campus. The Faculty Center offers regular brown bag lunches and workshops about teaching and learning, including recent workshops focused on helping students avoid plagiarism, engaging students, leading class discussions, evaluating group presentations, working with students on independent research, and facilitating effective peer review experiences. In collaboration with the Faculty Center, the Writing Across the Curriculum (WAC) coordinator offers regular workshops designed to help faculty improve students' writing, and is available for weekly consulting hours in the Faculty Center. CIT sponsors regular technology workshops, provides one-on-one consulting with faculty, and leads a "web camp" twice each year to instruct faculty who will teach online courses. Teaching in learning communities has also allowed faculty members to experiment with course design and fosters collaborative approaches to subject matter and pedagogy.

All these programs encourage faculty members to innovate in the classroom, but two grants give more focused support for innovation. The Innovative Pedagogical Initiative grant, offered through Academic Affairs, provides funds to faculty members to attend

workshops and seminars designed to support innovation in their teaching. Scholarship of Teaching and Learning grants, awarded through the Faculty Center, support faculty in researching their teaching practices and in sharing the results of their studies. The Office of Human Resources also offers a series of workshops open to faculty as well as staff. Finally, various departments organize professional development for their own faculty members, including workshops and retreats. The relatively small size of our institution makes it possible for faculty from different departments to work with one another and share ideas about teaching and learning.

Both professional development programs and campus governance encourage attention to academic integrity. During the 2009-2010 year, Margaret Price from Spelman College in Atlanta came to campus for two days to lead workshops and discussions about plagiarism. The WAC Coordinator also facilitates workshops that address strategies for helping students steer clear of plagiarism. Last year, the ACC revised the Academic Honesty Policy (developed with the APC), included in the *Bulletin*.

Other faculty supports include a consistent record of granting all sabbatical requests, making available policies and procedures related to research, most especially ethical considerations in the form of an Institutional Review Board (IRB) for human subjects and Institutional Animal Care and Use Committee (IACUC), and providing the assistance of graduate students for clerical and research tasks relevant to the graduate program. Westfield does not employ graduate student teaching assistants.

An increasing variety of specialized technologies is made available to faculty, as documented in Standards Seven and Eight. Additionally, Academic Affairs supports accreditation and program review processes (further discussed in Standards Two and Four). Fourteen programs are accredited by recognized external accreditation agencies and twenty-five of the other thirty academic programs are on schedule for Academic Program Review. Academic Affairs tracks the stages of review for each department. These program reviews are designed to "[ensure] that the content and methods of instruction are meeting generally accepted academic and professional standards."

Academic Affairs supports departmental retreats and consultancy directed toward review and assessment activities. However, as addressed in Standard Four, the institution must promote consistent, sustained initiatives in order to successfully develop a culture of evidence and assessment at Westfield. On the whole faculty do seem to "accept the obligation to take advantage of these opportunities," though it is difficult to document this engagement precisely.

Institutional Effectiveness

As a teaching institution, it makes sense that Westfield highly values teaching effectiveness. That said, the evaluation process and the *Agreement* also require faculty members to demonstrate their effectiveness in advising, their service to their departments and to the university, and their scholarly involvement.

In addition to the ongoing assessment done by departments, Academic Affairs works to determine the "sufficiency of faculty" and continually evaluates the number of full- and part-time faculty in light of changing enrollments and new initiatives. Of course, these decisions must be made within the constraints of limited budgets and we can rarely add as many new faculty lines as we would like. The Strategic Academic Planning process, previously discussed, is intended, in part, to determine and articulate institutional priorities that will help guide decisions about how best to allocate resources to support faculty and departments.

The Faculty Center, CIT, Grants Office, and Writing Across the Curriculum coordinator participate in their own evaluation of their programming and outreach and advocate for additional funds and resources directly to Academic Affairs. The institution uses nationally recognized evaluation tools to assess teaching, and department chairs follow contractually mandated procedures to evaluate faculty members' teaching effectiveness. Procedures are in place to "periodically and systematically assess" teaching, and the process encourages faculty members and department chairs to use this evaluation process to improve "the quality of teaching and learning."

Appraisal

Strengths

Eighty-nine percent 89% of Westfield's faculty hold terminal degrees, ensuring that faculty are qualified and prepared in their areas of expertise at the time of hire. Faculty are hired in numbers necessary at least to replace lost faculty; in fact, between fall 2008 and spring 2011, 19 full-time tenured/tenure-track faculty left, while 45 new full-time faculty were hired into tenure-track positions. Flexibility in hiring part-time or temporary faculty is provided and appreciated in staffing emergencies. The increases in tenure-track faculty have not been offset by decreases in the number of full-time, non-tenure-track position which have varied from 11 to 17 during the same period. Overall, the number of full-time faculty has grown by 7% at a time when reductions were more common in higher education across the country.

The contract provisions of the MSCA *Agreement* are honored. In cases of dispute, the grievance procedure is used. Academic Affairs and the MSCA monitor compliance with all provisions, including the workload provisions of the contract, with a process that has become increasingly equitable and transparent, even in the presence of more APR denials.

The language in the current contract appears to provide sufficient protection for academic freedom. Faculty and staff periodically debate and explore issues or recent public controversies over academic freedom, with informed conversations about such issues.

The ways in which faculty fulfill responsibilities to the University are diverse across and within departments, as well as complex to appraise. Every department graduates students under its program requirements and every student has at least one academic advisor, assigned on declaration of a major. Associated concerns are listed below.

The *Agreement* outlines an evaluation process that ensures that faculty members demonstrate their contributions to teaching, advising, service, and scholarship. Although some confusion arises about the exact meaning of "contributions to the discipline" in the contract (and confusion over how frequently tenured faculty need to administer SIR II student evaluations), the criteria for evaluation are otherwise clear and appropriate.

Since the institution has in place a schedule for program assessment, works with specific departments in accreditation processes, and has been actively working with departments on student outcomes assessment, we believe the university meets this standard in some way. As stated in Standard Four, work in this area has been significant with significantly more work to be accomplished.

The University does offer different opportunities for professional development, though we are interested in determining through benchmarks whether these offerings count as "substantial." One of Westfield's strengths is faculty members' ability to choose how they will use their professional development funds. A second strength is the grass-roots nature of the Faculty Center: the programs offered are planned by the faculty, for the faculty.

Faculty strive to provide students with opportunities to manifest their learning in forums outside the classroom, even though the reality of rising course caps allows fewer opportunities for seminar-style classes, limiting student access to an important university learning experience.

The institution is quite successful in offering support for innovative teaching. A review of our programs reveals that there are many opportunities, both on and off campus, for professional development for faculty members, though it has become increasingly difficult to resource these programs in the budget climate (e.g., current lack of funding for learning communities takes away one incentive for faculty members to experiment with innovative teaching practices).

Like many of our sister institutions, we have identified plagiarism as an issue on campus and have taken steps to support faculty in encouraging academic integrity. Our policies make clear that plagiarism is a serious offense and can lead to failure of a course or even expulsion from the university. Through the new (*Bulletin,* 42) academic honesty policy, we are working to develop a culture of integrity on campus. Although our focus has been on academic dishonesty, we realize the importance of not simply focusing on the violation (the act of plagiarism), but also focusing on helping students to become intellectually engaged and to develop respect for the importance of academic integrity.

Although there is an expectation of scholarship, this expectation is not precisely defined by the *Agreement* or by the institution, in part due to the complexity of faculty contributions mentioned above. Many faculty members are actively engaged as scholars and keep current in their academic fields, so it may well be that the existing contract language produces the desired effect of an intellectually engaged faculty. Thus, we deem the faculty as a whole meets the expectation for research appropriate to a teaching

institution. Further, faculty involvement of students in research, where appropriate, is adequate. The Institution has recently updated IRB policies and animal care policies, bringing important clarity to campus procedures.

Areas for Improvement

There is concern that the number of faculty is inadequate, considering all expectations and responsibilities. The issue of institutional capacity as it relates to full-time faculty workforce should be immediately assessed.

Present senior administration has supported a significant increase in faculty at Westfield. Yet, despite recent hires, there is concern that the numbers of faculty are inadequate, with few departments in contractual compliance in the areas of adjunct hires (noted further in Areas for Improvement).

The hiring process for full-time faculty, while well defined, does not provide for a systematic recruitment of candidates. Workshops or online seminars through the Faculty Center might help chairs and search committees reflect on and refine their approaches to conducting faculty searches. Individual departmental policies for conducting searches, establishing search committees, and outlining candidate evaluation practices during the hiring process should be made available and shared.

Current levels of faculty compensation likely influence our ability to attract and retain the quality of faculty required to meet the claims of excellence in our Mission Statement. Several independent salary studies conducted during the past ten years have concluded that the University's faculty salaries are 10-20% lower than our peer institutions (percentages vary by rank with the greatest disparity at the rank of full professor). Massachusetts currently ranks 45th in its support of public higher education. PHENOM (Public Higher Education Network of Massachusetts), a recently formed statewide organization, is trying to rectify this situation. Members of this group have testified before various legislative committees and have worked closely with legislators to introduce legislation aimed at boosting funding for public higher education. If their efforts succeed, more funds should be available to hire and retain high-quality faculty. If their efforts fail, we can expect to see a decline in the quality of faculty and a subsequent decline in the educational experience of our students. However, given the current state of the economy and the uncertainty surrounding near-term federal and Massachusetts budgets, it is unlikely that the Massachusetts legislature will increase funding for public higher education and therefore faculty salaries will continue to lag behind our peer institutions.

There is no question that we rely too heavily on part-time and adjunct faculty for classroom instruction across campus. Seventeen (17) departments are large enough to be subject to that *Agreement* rule; 10 are within the 15% limit, 7 departments are out of compliance. This reliance on part-time faculty is part of a national trend in higher education, and increased enrollments at Westfield have meant that we needed to increase the number of part-time faculty. The grievances filed against the administration are currently in consideration by the Massachusetts Labor Relations Board. Whether or not

the 15% rule has legal standing, it is unlikely, given the current fiscal climate, that number of part-time and adjunct faculty will be reduced. It is important also to note that part-time faculty members do bring professional expertise to the institution, and many also have taught here for many years. These long-serving faculty members do not always feel supported by the institution. Because they are not given opportunities for professional development and work at other institutions, part-time faculty members do not always have the ability to attend conferences, workshops, and seminars that might help them further develop expertise in their subject areas. Again, while some departments have made efforts to plan orientations and professional development for part-time faculty, part-time faculty members are not well integrated into the university as a whole. The hiring process for temporary and part-time faculty, while flexible, lacks consistency.

Associated with the above, even though chairs regularly observe part-time faculty members teaching, department chairs do not receive clear guidance from the contract about how to use these evaluations (or how to use the results of the SIR II evaluations). There is not always a clear indication of how to use teaching evaluations and classroom observations to improve teaching. In other words, we do not require faculty members to reflect on their evaluations or classroom observations in any systematic way, and we do not support department chairs in learning how to talk to faculty members about "best practices."

In our review process, we realized that we have many ways to evaluate "the sufficiency of and support for" faculty—annual reports, program reviews, accreditation reports, faculty personnel—but do not have a clear structure in place for sharing this information across departments and programs. We do not always gather these various documents together, synthesize them, and analyze more broadly the information they contain. The Office of Institutional Research does perform some of this work of synthesis and analysis, and in the recent years the Office of Academic Affairs has shared more information about enrollment trends and instructional costs with department chairs than had been shared in previous years. Also, department chairs have begun to participate more fully in budget discussions and decisions affecting all faculty (not just those in their own departments), and they have also begun to come together to advocate for classroom and lab improvements required by many different departments. Our review suggests that more should be done to share information and to ensure that faculty are in fact receiving adequate support for their work in the classroom, reasonable advising loads, enough funding for research, and so on.

There has been some confusion over the frequency with which tenured faculty members need to administer SIR II evaluations.

A post-tenure review process is delineated by the *Agreement*.
Should we have clearer definitions of what constitutes adequate scholarship activity for tenure and promotion? We are not sure, but we would suggest that our campus community ask this question in the coming years.

As described above, the institution has multiple policy guides (each of which includes procedures for addressing violations) and resources. First, a central repository with an easy to navigate table of contents and search mechanism would greatly aid the community. Second, individual departments may have particular codes of ethics or expectations. The central repository could include two tiers: a university or community-wide set of policies and a department-specific set of policies. Additionally, we might consider adopting a community aspirations statement as a mechanism to encourage positive community expectations above and beyond minimal behavioral standards. These aspirations could conceivably be based upon the first paragraph of the current university mission statement.

While faculty roles are defined by the Agreement, we could do more to ensure that faculty members' roles and responsibilities are further aligned with Westfield's mission and NEASC standards. A process is needed by which full-time and part-time faculty roles are evaluated in relation to the Standards of the Commission. One concern is that there is not an annual evaluation required for faculty members beyond tenure. Post-tenure review is optional under the *Agreement.* We are undecided whether it would be desirable or useful to have formal evaluations continue after promotion to full professor, but the university should consider better how to meet the "regular evaluation" NEASC stipulates in this standard.

We suggest that the institution explore the values embedded in its culture of teaching and learning. For example, faculty who have a frequent physical presence on campus are more likely to engage students, contribute to governance, and the maintenance of the university community generally. At this moment we are particularly poised to explore these issues since we are expanding online learning opportunities, which practically may take faculty away from the physical space defined as campus, but simultaneously prize community engagement.

Workload equity and consistent practice in the area of advising need attention. In some departments, faculty members are assigned more than 30 student advisees. While the *Agreement* provides for more heavily weighting faculty evaluations in the area of service if more than 30 students are assigned, advising loads in larger departments preclude the kind of face-to-face, multiple session advising that is ideally required to provide students with consistent and program-specific advice. Both faculty and students report (informally, and students formally in Appendix H) they desire more time to discuss career planning and long-term goals. Heavy advising loads, where they exist, make this kind of contact nearly impossible. According to the Student Government Association, students primarily see advisors as PIN number distributors, despite faculty efforts to communicate academic planning, guidance, and career information more regularly. Related to these concerns, the staffing and institutional expectations of the Academic Advising Center should be re-assessed to identify suggested improvements and redefine staff roles in the pre-advising process.

While not advocating for a more structured policing of faculty or staff time, nor advocating for a panoptical culture of self-monitoring, it might be useful to more

intentionally examine *the ways* faculty fulfill responsibilities to the institution--not only an examination of who is doing what, but also in part an examination of the culture of the institution. Just what do we value in faculty? How do we want faculty to allocate time? How do we communicate such values to evaluation committees, new faculty, and department chairs?

The University's Faculty Handbook needs to be updated. For example, an updated faculty handbook could include information about the location and hours of the union office, the process for collecting materials, the role of Academic Affairs in the reappointment and tenure process, the Academic Honesty Policy, etc.

As noted also in Standard 10, navigation issues of the university website and portal, specifically to find information about policies, should be resolved.

There are two major challenges regarding professional development: (1) decreased or eliminated funding for some popular programs, such as learning communities, STARS and other professional development programs; and (2) lack of coordination or communication among various professional development and grant programs across campus.

In the past couple of years there has been greater enforcement of the 12-credit load related directly to a reduction of release time for alternate responsibilities. During this same time period, in an effort to reduce reliance on adjunct faculty, APR awards (e.g., for book review editing, internship supervision, learning communities) have been cut. In essence, the faculty is expected to sustain creative programming, administrative responsibilities, innovation, and professional development with less APR allowance.

Participation in events held at the Faculty Center seems to be lower recently and more faculty participation and support should be encouraged.

As noted in Standard Eight, deferred maintenance memorandum submitted to Facilities as well as to the NEASC steering committee demonstrates the significant and programmatically damaging lack of studio, technological, and laboratory space maintained appropriately on campus. Media Services and Information Technology are sources of ongoing concern for faculty, even with a special committee to facilitate conversations and make recommendations.

Projection

Several issues, while dependent on the budget, are projected for priority attention:

- Promote intentional use of faculty time, with an institutional re-evaluation of using APR to encourage faculty development, student engagement, and contributions to academic fields.
- Maintain support for teaching and learning (through the Faculty Center, CIT, WAC, and various grants) and encourage continued collaboration and coordination among these programs.

- Continued and increased support for the Scholarship of Teaching and Learning and other grants that help to explicitly integrate scholarship and instruction.

The Westfield Chapter of the MSCA should work with the Faculty Center and Academic Affairs to develop documentation that defines full- and part-time faculty roles with respect to the mission and the Standards of the Commission. An overview of these new policies should also be discussed at the new faculty orientation each year. Ideally, Academic Affairs should begin to host an orientation for part-time faculty, as well, but at the very least, department chairs should be asked to discuss these new role definitions with all part-time faculty.

Academic Affairs should take immediate action to update our institution's Faculty Handbook. The Dean of Faculty is best able to undertake this task, and it should become a document that is revised and re-distributed annually.

We should create clearer guidelines for evaluating part-time faculty, keeping in mind the need to work within the contract and the fact that part-time faculty should never be required to produce elaborate documentation.

Academic Affairs should develop a more intentional and coordinated approach to offering professional development opportunities for faculty. This effort could be led by the Dean of Faculty, working in concert with the Faculty Center Coordinator, the Faculty Center Steering Committee, and the Grants Office, and this effort should be focused on coordinating, fully supporting, and advocating for the following components of professional development: (1) The Faculty Center; (2) travel; (3) external grants; and (4) internal grants.

More direct conversations between the Long-Range Planning Committee and Special Committee on Technology with faculty might ensure that faculty research and infrastructure needs are taken into account during planning and decision-making. The special committee on technology should meet regularly to address its charges, perhaps with the support of ACC, Chairs, Chair budget subcommittee, student government, and technologically dependent departments.

Academic Affairs should publicize faculty and student successes regularly. Currently, the Faculty Center, *Focus*, and *The Resource* publicize faculty and student accomplishments. However, we recommend an ongoing Academic Affairs "newsletter" or simple regular email documenting successes and creativity of faculty and students.

As part of the larger strategy of sharing best practices, we recommend departments make sample advising materials and manuals available. Since advising loads on campus vary widely, advising should be considered central to conversations about pedagogy, evaluation, workload, equity and reassignment time.

Though the academic planning process ideally will help to create a structure for a more intentional, ongoing process of articulating academic priorities in light of the institution's

mission without creating divisiveness or putting any departments at risk, we propose another committee to evaluate the support available for faculty. Academic Affairs and the local MSCA chapter -- working with the Faculty Center, the Grants Office, CIT, and representative department chairs from the Arts, Humanities, Social Sciences, and Sciences -- should establish a committee charged with the ongoing evaluation of professional development support to help faculty members with teaching, advising, scholarship, and service.

Standard 6: Students
(Admissions, Fall Term)

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2009)	2 Years Prior (FY 2010)	1 Year Prior (FY 2011)	Current Year* (FY 2012)	Next Year Forward (goal) (FY 2013)
Freshmen - Undergraduate					
Completed Applications	5,202	5,393	5,201	5,207	5,200
Applications Accepted	3,224	3,124	3,289	3,186	3,100
Applicants Enrolled	1,140	1,141	1,149	1,134	1,140
% Accepted of Applied	62.0%	57.9%	63.2%	61.2%	59.6%
% Enrolled of Accepted	35.4%	36.5%	34.9%	35.6%	36.8%
Percent Change Year over Year					
Completed Applications	-	3.7%	-3.6%	0.1%	-0.1%
Applications Accepted	-	-3.1%	5.3%	-3.1%	-2.7%
Applicants Enrolled	-	0.1%	0.7%	-1.3%	0.5%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)					
Combined SAT	1013	1021	1019	1022	
Transfers - Undergraduate					
Completed Applications	631	755	810	682	700
Applications Accepted	505	567	650	523	525
Applications Enrolled	313	355	442	365	365
% Accepted of Applied	80.0%	75.1%	80.2%	76.7%	75.0%
% Enrolled of Accepted	62.0%	62.6%	68.0%	69.8%	69.5%
Master's Degree					
Completed Applications	143	113	224	227	245
Applications Accepted	121	100	198	184	200
Applications Enrolled	95	80	161	136	147
% Accepted of Applied	84.6%	88.5%	88.4%	81.1%	81.6%
% Enrolled of Accepted	78.5%	80.0%	81.3%	73.9%	73.5%

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

Standard 6: Students
(Enrollment, Fall Census Date)

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2009)	2 Years Prior (FY 2010)	1 Year Prior (FY 2011)	Current Year* (FY 2012)	Next Year Forward (goal) (FY 2)
UNDERGRADUATE						
First Year	Full-Time Headcount	1,209	1,232	1,225	1,235	
	Part-Time Headcount	11	11	15	14	
	Total Headcount	1,220	1,243	1,240	1,249	-
	Total FTE	1,230.5	1,248.0	1,236.2	1,245.8	
Second Year	Full-Time Headcount	984	1,081	1,151	1,135	
	Part-Time Headcount	23	29	31	32	
	Total Headcount	1,007	1,110	1,182	1,167	-
	Total FTE	989.7	1,079.3	1,162.0	1,145.4	
Third Year	Full-Time Headcount	1,138	1,079	1,200	1,214	
	Part-Time Headcount	94	125	150	163	
	Total Headcount	1,232	1,204	1,350	1,377	-
	Total FTE	1,181.0	1,118.0	1,244.8	1,271.6	
Fourth Year	Full-Time Headcount	1,046	1,127	1,057	1,179	
	Part-Time Headcount	209	207	245	255	
	Total Headcount	1,255	1,334	1,302	1,434	-
	Total FTE	1,126.8	1,200.2	1,146.3	1,270.9	
Unclassified	Full-Time Headcount	8	7	3	10	
	Part-Time Headcount	18	27	21	17	
	Total Headcount	26	34	24	27	-
	Total FTE	14.2	16.5	10.1	14.1	
Total Undergraduate Students						
	Full-Time Headcount	4,385	4,526	4,636	4,773	-
	Part-Time Headcount	355	399	462	481	-
	Total Headcount	4,740	4,925	5,098	5,254	-
	Total FTE	4,542.2	4,662.0	4,799.4	4,947.8	-
% Change FTE Undergraduate		na	2.6%	2.9%	3.1%	-100.0%
GRADUATE						
	Full-Time Headcount	87	89	172	197	
	Part-Time Headcount	594	543	516	498	
	Total Headcount	681	632	688	695	-
	Total FTE (12 credits/FTE)	281.1	263.7	337.8	367.1	
% Change FTE Graduate		na	-6.2%	28.1%	8.7%	-100.0%
GRAND TOTAL						
Grand Total Headcount		5,421	5,557	5,786	5,949	-
Grand Total FTE		4,823.3	4,925.7	5,137.2	5,314.9	-
% Change Grand Total FTE		na	2.1%	4.3%	3.5%	-100.0%

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

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

http://www.westfield.ma.edu/prospective-students

	3 Years Prior (FY 2009)	2 Years Prior (FY 2010)	Most Recently Completed Year (FY 2011)	Current Budge (FY 2012)	Next Year Forward (goal) (FY 2013)
Student Financial Aid					
Total Federal Aid	$17,632,000	$23,857,000	$27,979,000	$32,059,000	
Grants	$3,020,000	$3,466,000	$5,085,000	$6,442,000	
Loans	$14,190,000	$20,021,000	$22,393,000	$25,117,000	
Work Study	$422,000	$371,000	$500,000	$500,000	
Total State Aid	$2,870,000	$2,935,000	$3,190,000	$3,296,000	
Total Institutional Aid	$1,506,000	$1,644,000	$1,726,000	$1,728,000	
Grants	$1,506,000	$1,644,000	$1,726,000	$1,728,000	
Loans					
Total Private Aid	$5,595,000	$3,869,000	$4,352,000	$4,295,000	
Grants	$610,000	$596,000	$723,000	$636,000	
Loans	$4,986,000	$3,273,000	$3,629,000	$3,659,000	
Student Debt					
Percent of students graduating with debt*					
Undergraduates	72%	73%	75%	78%	
Graduates					
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$ 17,000.00	$ 18,600.00	$ 21,000.00	$ 23,000.00	
Graduates					
Average amount of debt for students leaving the institution without a degreet***					
Undergraduates	$3,570	$3,371.00	$4,418.00		
Graduate Students					
Cohort Default Rate	3.6	3.2			
Percent of First-year students in Developmental Courses**					
English as a Second/Other Language	0%	0%	0%	0%	0%
English (reading, writing, communication skills)	0%	0%	0%	0%	0%
Math	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%

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

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

***Students from first-time student cohort who did not re-enroll for a second year.

Description

Admission

Westfield State University admits full-time students through the Undergraduate Admission Office, and part-time and graduate students through DGCE. The University is bound by state admission standards; students meeting the minimum standards are considered for admission based on their academic records, standardized admission test scores, and other supporting materials. Specialized majors (Music, Art, and Nursing), as well as graduate programs, have additional criteria and have a direct input in the admission process. The majority of students (93% incoming first-year students 2011) are state residents, as our primary mission is to provide educational opportunities to the citizens of the Commonwealth.

Admission and retention policies and procedures are available to prospective and enrolled students through website, campus portal, hard copy application and recruitment materials, and the *Bulletin*, which is distributed to all first-year undergraduate students each year.

Students accepted through special admission into the Learning Disabilities Program are exempt from the state standards, and are allowed to substitute diagnostic test results and other college preparatory classes for standardized test scores and foreign language classes. The Office of Admission gives students an initial review, but the program Director makes the final decisions on acceptance. The program can refer students to resources available for testing for a learning disability should a student initiate a request for review.

Retention and Graduation

A majority of incoming first-year students take the Accuplacer exam during New Student Orientation; students participating in the Learning Disabilities Program are exempted from the exam. This testing assists the Academic Affairs division in identifying students who could benefit from additional support with college level reading and mathematics. First-year students are also required to complete a traditional writing exam; students who exhibit below college level writing skills are placed in an English course with an additional workshop component. Westfield does not, at DESE request, offer remedial coursework and does not admit students who have not completed the required course work at the college preparatory level.

Several programs including Learning Disabilities, Urban Education, Athletics, and International Programs recruit targeted populations and offer academic and support services to students while they are enrolled to insure comparable academic experience,

and opportunity for academic retention and success. As well, the University's Honors Program serves as a retention tool for high achieving students.

The Academic Achievement Department provides support through the various programs mentioned above, in keeping with the Horace Mann legacy to "assure that all students have a realistic opportunity to achieve academic and career success." Under the umbrella of Academic Achievement are five units designed to facilitate the success of enrolled students.

Academic Advising Center – The Center serves over 1,000 students each semester providing academic advising to students with an undeclared major, who comprise approximately 30% of incoming first-year students. The Advising Center also provides pre-advising for liberal studies/education majors, and current first-years and sophomores. Peer advising is available. The Center also serves to monitor and advise students on academic probation.

Banacos Academic Center – Encompasses the Disability Services Program, the Learning Disabilities Program and the Tutoring Center. The Banacos Center serves more than 550 students with learning disabilities. It provides disability support services, including personalized tutorial assistance, test accommodations, academic advising, early registration, and adaptive technology, as well as free tutoring for the general student body. The programs in the Banacos Center have grown dramatically over the last few years. The Center has a new facility on campus, with tutoring space, a new computer lab, an assistive technology computer lab, and a private space for examinations. Students have access to early registration in their first and second years, as well as late withdraw privileges. Nearly 50% of the graduates of the class of 2011 who were served by the Learning Disabilities Program attained a 3.0 or better GPA.

Reading & Writing Center – Provides services to all students. Faculty members and/or academic advisors typically refer students to the Center. Students make individual appointments for assistance with reading strategies and writing assignments. Faculty also may schedule in-class sessions with specialists from the Center. Peer tutors work with students at the Center and at the University library.

TRiO Program – Administers a federally funded program serving more than 160 students who meet specific criteria that may cause academic disadvantages. At least two-thirds of the students who participate in TRiO are required to be individuals with disabilities and/or low-income individuals who are also first-generation college students. At least one-third of the participants are required to be individuals with disabilities and also low-income. A TRiO counselor or peer mentor is assigned to follow students throughout their academic career. Students are provided with professional tutoring, academic resources for loan (such as laptops and e-readers), personal support, and financial planning assistance. In 2010, 28 students earned Dean's List in the spring and 29 in the fall. TRiO students have been successful attaining competitive summer internships, as well gaining induction to the Massachusetts Hall of Black Achievement.

Urban Education (UE) - Provides 226 students with the academic and personal support necessary to ensure their retention and graduation from Westfield. The UE program serves first-generation, low-income and those eligible for financial-aid, individuals with disabilities, and non-traditional, underrepresented and second language learners. A required, five-week, Summer Bridge Program focuses on academic skills, leadership development, and a transition to college. The UE Program also allows students to function as peer and recruitment mentors, which helps in developing leadership potential.

In the summer of 2011, the Academic Achievement Department launched Westfield360, a web-based system to increase student support and retention. The software systematizes Early Alert Progress Reports, which are critical to identifying at-risk and other students by tapping into the University's support network. Among the tools available in the system is one that offers staff an easy way to manage student case notes, contacts, progress, and referrals. Through Westfield360 the department has built campus partnerships and increased staff efficiency by opening up lines of communication, connecting key support staff with students and faculty, and coordinating efforts to engage students.

The Honors Program is designed to provide academically motivated students with intellectually challenging courses from an interdisciplinary perspective and/or with a specialized topical focus. Honors classes are limited to 15 – 18 students. Coursework may emphasize greater interaction with classmates and the professor, more in-depth writing and discussion, and independent study. The Honors experience extends beyond the classroom and may include attendance at special events, receptions with guest lecturers, field trips to cultural events, participation in conferences, informal gatherings to provide students with opportunities to socialize and learn, and Honors housing. Priority registration is available to honors students in good standing. Incoming first-year students with a minimum high school GPA of 3.5 and combined SAT scores (Critical Reading and Math) of 1150 may be considered for participation in the Honors Program.

Westfield State University clearly articulates all academic policies in the *Bulletin* and the *Graduate Catalog*. Decisions related to academic standing are reviewed each term by the Registrar for the traditional day student population and by the Dean of DGCE for part-time, evening, online degree completion, and graduate students. Students are notified if they are placed on academic probation, suspension, or dismissed from the university, and a clearly defined appeals process is in place.

Westfield State University regularly tracks retention/continuation rates and cumulative graduation rates, along with class average SAT scores, for the first-time, full-time, Baccalaureate Degree-seeking students. The data are disseminated to two government agencies, the state DHE and the federal Integrated Post Secondary Education Data System (IPEDS), as well as the NCAA (graduation rate only). In addition, this information is published in various college guides and the *Bulletin* as required by the Student Right to Know regulations.

The University routinely tracks graduation rates for targeted populations and programs. For instance, student athletes have a student graduation rate that is comparable to, if not slightly higher than, the overall rate. Complete graduation and retention data can be viewed in the electronic workroom. Specialized program retention rates: 90% or more of Disability Services students each semester maintain good academic standing; 89.9% of 2009-2010 UE students completed the year in good academic standing; 87.5% of TRiO students maintain good academic standing from one academic year to the next (See S1 table).

Student Affairs Services

The Division of Student Affairs' mission is to "foster the development of knowledge, skills, and values vital to students' personal, professional, and global success." This mission further details that programs and services will assist students to be informed decision makers; understand, respect, and appreciate diversity; engage in and strengthen their communities; embrace the importance of giving as volunteers; develop and exhibit transferable lifelong career skills; seek out resources for living and learning that enhance their overall well-being; think critically, engaging in independent thought and action; and work constructively with others. Most departments within Student Affairs evaluate their programs and services against these stated outcomes. Services under the Student Affairs umbrella include the following.

Athletics – Westfield State University administers 21 varsity sports programs through the fall, winter, and spring seasons, an intramurals program with 30 activities and an extensive club sports program. Men's and women's teams compete under the umbrella of the National Collegiate Athletic Association (NCAA). In addition to fielding 21 varsity teams in Division III of the NCAA, Westfield State holds memberships in the Eastern Collegiate Athletic Conference (ECAC), the Massachusetts State College Athletic Conference (MASCAC), and the New England Football Conference (NEFC). In order to participate in athletics at Westfield, a student-athlete must be enrolled in a full-time program of studies, be in good academic standing per University policy, and maintain satisfactory progress toward a baccalaureate or equivalent degree. Each student athlete must receive medical clearance by a physician, and academic certification from the department's compliance coordinator, Director of Athletics, and Vice President of Academic Affairs. For fall 2011, 53% of varsity athletes achieved a 3.0 or better, with 50% earning an overall GPA of 3.0 or better.

Campus Center - The Ely Campus Center serves as the student union for the campus and houses student activities programming, Wellness Center fitness programming, and the SGA and its many student clubs and organizations. The Campus Center also services the commuter student population providing space for and advising the Commuter Council which plans and implements programs to enhance commuter life and offer opportunities for student leadership and involvement.

Career Services - Dedicated to helping students and alumni develop and implement career and graduate school plans, the Career Center serves 2,000-2,500 appointments per year, providing year-round career counseling, a career resource library, career-preparation workshops and seminars, alumni networking, career fairs and on-

campus recruitment. In conjunction with academic programs, the center provides internships /cooperative education experience, and maintains a database that includes over 650 active internship sites. To facilitate access, the Career Center staff provides prospective and current students as well as alumni with extensive online resources through the department website.

Counseling Services – The Counseling Center offers short-term, solution-focused (individual, group, couples) counseling, walk-in triage urgent care, as well as consultation and referral services. A contracted psychiatrist is available on a limited basis to students engaged in counseling at the Center. A contracted nutritionist is available to members of the University community. The Counseling Center coordinates and consults with students and other departments on substance abuse prevention activities. The Counseling Center engages in mental health prevention through screening tools and information on its website, resource material in its library, and through training, programming, and outreach to students and other campus entities and departments. The Center also maintains a video and written library of materials related to lesbian, gay, bisexual and transgender issues, life management, and psychological health.

Health Services - Staffed by registered nurses, full-time nurse practitioners, and a part-time physician, Health Services exists to meet the immediate health needs of students, provide follow-up treatment inclusive of women's health care, and exercise preventive health education during the academic year. Health forms mandated by state and university policy are maintained in the Health Services office. Health Insurance is available through the University (information distributed with tuition bills) for those students who do not have coverage through other sources. Serious emergencies are transported to Noble Hospital and students requiring specialized medical services are referred to off-campus providers.

Public Safety - Responsible for law enforcement and for protecting life and property on campus, Public Safety's services include investigations of crimes and motor vehicle accidents on campus, enforcement of parking regulations, shuttle service operations, and operation of a lost and found. The department also provides crime prevention education and safety information. The department consists of a director, captain, three lieutenants, 15 sworn officers, two dispatchers, 10 security officers, 40 student security and 15 student EMS members, and administrative support staff. The department is part of the University Emergency Management Team and works in close collaboration with local, state and federal agencies including local police, fire, state police, Massachusetts Emergency Management Agency (MEMA), and Federal Emergency Management Agency (FEMA) to help ensure the appropriate and timely response in the event of emergency.

Residential Life - A variety of secure, well-maintained facilities and living arrangements is available (see Standard 9), with each hall managed by a full-time, live-in Residence Director. Residence directors supervise 4-11 resident assistants; advise hall council; work with students on personal, social, academic, roommate, policy, and other issues; and provide campus duty coverage on evenings and weekends. A full-time professional

residence director, student resident assistants, and staff promote personal development and civic engagement, as well as provide residence education and crisis response and interventions. Owl Advantage is an institution-wide, out-of-classroom programming slate offered by the Department of Residential Life in cooperation with other campus organizations and academic departments. Students earn rewards by attending targeted, educationally-focused programs and providing outcomes-based feedback. Complementing the Owl Advantage program is the co-curricular record that allows students to track out-of-classroom activities such as leadership positions, club/activity involvement, honors and awards, and participation in programs and workshops.

Dining Services – The University provides seven food venues on campus, including Tim and Jeanne's Dining Commons, Pandini's, Subway, Dunkin' Donuts, Jazzman's Cafe, the Wilson Grill and Quixote's, and the Garden Café. A selection of dining plans is available to all students, and is mandatory for residential students except for those living in the University apartments. In addition to the meal plans available to residential students, commuter students have the option of purchasing a five-meal per week plan. The Campus Card serves as an official University identification card, meal card, and optionally, as a declining balance card for purchases using "Owl Bucks," which may be used at many retail establishments in the city of Westfield.

New Student & Parent Orientation – This program consists of four, two-day sessions for first-year students and parents in mid-June, as well as Welcome Week activities each September. A shorter version of orientation is offered in January for transfer and new students joining the University in the spring. Orientation programs for first year, transfer, commuter, graduate, and international students familiarize new students with what is available, and in many cases introduce students to members of the offices with whom they will be interacting.

Student Conduct - In the interest of maintaining order on the campus and guaranteeing the broadest range of freedom to each member of the community, shared-governance adopts regulations for student conduct. Procedures for adjudicating non-academic student conduct violations are designed to protect due process rights and reach decisions that are in the best interest of both the student and the University. Students charged with misconduct are afforded the right to a written notice of charges, the right to a fair and impartial hearing, and the right of appeal. The *Student Handbook*, available in print and online, is e-mailed to all students and also handed directly to residents during check in. It clearly outlines all student life policies and provides grievance and complaint resolution procedures. The Office of Residential Life provides its annual terms and conditions for students living in University housing during the housing sign-up process each spring. Newly enrolled students receive a copy in their enrollment packet when they are offered University housing. The *Bulletin* also provides policies relative to academic and student life. Affirmative Action policies are outlined in these documents.

Several committees review the policies included within the *Student Handbook* and *Residential Life Terms and Conditions.* Proposed changes are discussed during the academic year and recommendations are made to the Dean of Student's office in the

spring semester for the following academic year. The *Bulletin* is updated and distributed in a similar fashion through the Registrar's Office.

Student Government Association – SGA is the official voice of the student body. It consists of approximately 70 elected student representatives who serve on college governance committees including the Westfield State BOT . Every Tuesday night during the academic year, SGA convenes an open meeting of the Student Senate. In support of student life outside of the classroom, SGA oversees the distribution of funds allocated for student activities, clubs, and organizations. SGA also collaborates with the Campus Activities Board (CAB) to produce and publicize student activities throughout the school year.

Veteran Services – Certifying the enrollment of all students who are veterans of the United States Armed Forces or have military status has been under the umbrella of Student Affairs for many years and recently (spring 2012) became housed within the DGCE operations. A full-time Veteran and Military Services Coordinator has recently been hired to develop a comprehensive program of services including enrollment certification, support, programming, outreach and recruitment. Current services include campus-wide veteran committee, veteran website, veteran specific programming, and an Reserve Officer Training Corp (ROTC) commissioning ceremony.

DGCE dedicates a number of resources to the support of non-traditional students, coordinating the needs of these students with the available campus resources described above. For graduate students, utilization of services tends to be primarily through the Reading and Writing Center, although students with documented learning disabilities are of course provided necessary supports.

Co-Curricular Support

Westfield State University has several offices and departments responsible for providing co-curricular activities either as their main focus or in an auxiliary role. Offices include those in Student Affairs (described above), as well as the President's Office and many academic departments offering co-curricular events such as guest lectures, gallery openings, open forums and debates. There are more than 75 clubs and organizations offered on campus. In the 2009-2010 academic year there were over 750 co-curricular programs offered and there were well over 1,000 offered in the 2010-2011 academic year. The University provides information about programming to students through the website and various publicity campaigns throughout campus.

Financial Aid - Westfield State participates in a variety of federal, state, institutional and private financial aid programs and has a published financial aid priority deadline of March 1st for students to file the Free Application for Federal Student Aid (FAFSA). Student financial aid awards are based on financial need, not merit, with a focus on awarding the students with the most need first. New student awards are made in March and April so that students can make an informed decision about attending Westfield State University. Returning student awards are made in June. The Admission Office awards a limited number of Paul Tsongas Scholarships and Presidential Merit Scholarships to high achieving students at the point of admission. Information on how to apply for financial

aid, descriptions of various aid programs, deadline dates and forms can be found on the Financial Aid webpage.

Westfield State is compliant with Title IX and follows all NCAA and institutional regulations regarding financial aid. All student-athletes must meet institutional regulations applicable to the general student body in order to be eligible to receive institutional financial aid.

Student Records and Privacy Regulations - The University has a Student Records and Privacy Regulations Policy that is consistent with the Family Educational Rights and Privacy Act (FERPA) of 1974 and affords students certain rights with respect to their education records: 1) the right to inspect and review education records, 2) the right to request the amendment of an education record, 3) the right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent; and 4) the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. These regulations apply to "education records" originating from the institution or from educational institutions defined as "records, files, documents, and other materials which…contain information directly related to a student" and "are maintained by an educational agency or institution." Records are maintained and destroyed consistent with this policy and the State Records Retention Schedule.

Student Services - Staff
All student services departments have an established, continuous, training program for members of their staff which prepares them for each academic year. Members of the DGCE staff are trained on an individual basis, with a strong focus on the customer service orientation that guides the entire division. The University's Office of Human Resource provides ongoing training for all University staff.

All newly appointed campus police officers are graduates of the special 17-week academy which is conducted by the Massachusetts State Police, followed by nine weeks of field training under the close supervision of a field training officer. Annual in-service refresher training and specialized in-depth trainings on a variety of police-related topics are frequent. The department has become the third college police agency and the 16th police department in the state to be certified by the Massachusetts Police Accreditation Commission. Certification is a self-initiated evaluation process by which police departments strive to meet and maintain standards that have been established by the profession.

Institutional Effectiveness
A complete review of assessment efforts within Student Affairs (conducted in 2009) can be found in the electronic workroom entitled Student Affairs Data and Assessment Report. Student Affairs uses the Educational Benchmarking Inc. ® (EBI) survey to collect data from the University's students. This survey allows for comparison of data between peer institutions and nationwide colleges. Residential Life conducts the EBI Survey every other year. Individual departments conduct surveys that have begun on a

three-year cycle starting in 2010. These surveys are designed to assess the effectiveness of student services and guide planning for upcoming years.

Westfield State Athletics has recently completed an NCAA Institutional Self-Study and will utilize the findings in future planning. This self study is required by the NCAA every five years. Its purpose is to allow the University to assess the role of athletics in the institution's educational mission. The study also examines institutional control and accountability of athletics programs finances, recruiting, admissions, financial aid and academic eligibility.

Appraisal

Within the area of admission, the undergraduate admission office hits or exceeds overall targeted enrollment each year and recruits high-achieving students [average SAT score 2007 (1014), 2008 (1010), 2009 (1021)][Average GPA 2.94 in 2000, up to 3.04 in 2010].

A comprehensive, two-day, well-attended (90% plus each year) new student orientation program is offered each June for incoming first-year students and transfer students. Specialized sessions within orientation are also provided for student veterans, Honors students, and students who commute. A parent orientation accompanies the new student orientation and offers parents the opportunity to attend a full day of sessions or stay overnight for a more comprehensive experience. 643 parents attended orientation this past August, most of whom chose to stay for the full program.

Westfield State students have wide access to support programs provided through Academic Achievement. Students considered to be at academic risk are served through Urban Education, Banacos Center, and TRiO programs, which provide tailored and specialized assistance. High achieving students may engage in additional challenges through the Honors Program. These programs contribute significantly to Westfield State University's high average graduation rates (four-year graduation rate of 44.3% for students entering fall 2004 and six-year graduation rate of 60.3%) highest among the Massachusetts State Universities. Student success is represented by the stable percentage (95%) of students in good academic standing over the past four years. First year retention rates are likewise strong: 91% of students return for the spring semester and 79% return after the first year (See S1 table).

Student life at Westfield is particularly rich. Westfield State University provides its students with the opportunity to hold leadership positions in a variety of levels, and participate within numerous organizations. Student Affairs departments are clearly described and events posted in several areas including web pages, departmental brochures, handbook, online calendars, student newspaper along with campus electronic message boards. A campus activities calendar is sent to faculty, staff and students every two weeks throughout the semester.

A wide range of recreation and intramural programs are offered throughout the school year. More than 400 programs are offered each month to students outside of the classroom. The Wellness Center is extremely active (56,276 visits during the 2010-11

academic year). There were 1,674 health/fitness, social and educational programs offered during the 2010-11 academic year.

Student athletes are encouraged to achieve levels of excellence through academics, competition, and individual development. Participation in varsity athletics has increased (370 student-athletes in 2006 to 440 in 2011), with four new teams added since 2007 (women's lacrosse, men's ice hockey, men's golf, women's golf). Westfield State University has captured the highly coveted Smith Cup, emblematic of the top program in the Massachusetts State Collegiate Athletic Program, four of the past five years, a historic run for Westfield State. Student athletes have excelled academically (58% earned a 3.0 GPA or better semester in 2010).

The staff in Health Services and Counseling Services provides access to a full range of medical and psychological care, either on campus or through appropriate referrals. Residential Life regards student safety and security as issues of paramount importance. Housing practices affirm the worth and dignity of each student by adhering to a strict non-discrimination policy regarding gender, race, sexual orientation, physical challenges, and other criteria.

A first-year student philosophy is currently under development as part of the FoE® self-study process. The Division of Student Affairs philosophy, as reflected in the mission statement, is found on the Student Affairs website and serves as the basis for review each year. Departments within Student Affairs set goals consistent with these statements and evaluate progress in the divisions' annual report. This mission statement has been shared widely in publications and materials given to schools and students during recruitment efforts.

Student Affairs has begun a three-year cycle of assessment designed to evaluate the effectiveness of programs and services in order to determine whether learning outcomes and goals have been achieved. Data have been used effectively to enhance services. For example, Counseling Center data were used by the Counseling Center to expand services, plan for outreach programs, discontinue or add new programs, establish protocols, and modify staffing patterns and positions. Results of a full-scale satisfaction survey led Health Services to increase clinical staff and determined renovations to its facilities. Each spring, Disability Services distributes a student satisfaction survey to a random sample of its program students to determine how well program services are meeting student needs and to solicit students' recommendations for improvement. Collaborations between a number of academic programs and offices within Student Affairs are used to measure student-learning outcomes: these include partnerships between Movement Science and the Athletic Department and Career Services and departments of GARP, Environmental Science, Communication, and Business and Economics. Over the last three years, the Career Center has conducted post-graduate surveys of each graduating class. The surveys are completed one year after each class graduates.

Westfield has made attempts to increase the out of state and international populations at the University. Both of these efforts have produced promising results. Enrollment of

ethnically diverse students increased slightly between 2008 and 2010 and from 11-17% of incoming students in fall 2011. Students participating in the FoE® survey reported that they would like greater "exposure to diversity" on campus. Admission also reports that current recruiting of students from various backgrounds is a continuing challenge and new strategies will need to be employed. While Westfield has continually encouraged diverse representation in student governance, increasing student diversity in student governance continues to be an objective.

As indicated in Standard 9, University staff have strategically managed resources through the most recent budget years with an intense and collective planning process that, while beneficial in ensuring fiscal stability, continued academic programming, and importantly no employee layoffs, did also result in positions on campus remaining unfilled once they were vacated. This savings through attrition and concurrent operations fund reductions have left several areas of campus feeling stressed in resources, or at minimum concerned about being able to continue with the quantity of service without sacrificing quality of service. Some units are straining to meet service demand, which has never been higher having reached our current maximum residential (bed) capacity. Examples include the following:

- Residential life services have been challenged due to overcrowded residence halls.
- There has been a strain on classroom space, temporarily solved by using loaned student meeting spaces in New Hall residential building as classrooms.
- The Disability Services Program has seen an increase in the number of walk-in students (35 in fall 2009, 64 in fall 2010, 47 in fall 2011). While the program does all it can to accommodate students, more increases in demand cannot be sustained without additional resources.
- There is concern that in limiting operations budgets as a strategy, areas such as admissions will have insufficient resources to support the recruitment strategies that will assist in the University's competitiveness and enrollment targets.
- Institutional financial aid is currently not competitive with other our sister institutions – this affects admission ability to successfully recruit sought-after populations. Limited institutional grant funds put a greater burden on students and parents with regard to shouldering the cost of attending Westfield, and negatively impacts our ability to meet the aid need of our neediest students.
- In 2009-2010, the Reading and Writing Center offered 1261 individual tutoring sessions, which is a 6% increase from the previous year. Similarly, the Banacos Center engaged in 4,972 hours of tutoring in 2010-2011, a 62.3% increase from the previous year. Thus far, the Banacos Center has provided 2,207 hours of tutoring for the first half of the 2011-2012 academic year. These demands for services exceed the available staff resources.
- The Counseling Center has had to engage waiting lists for services each semester in the last three years, and has had increased demand for psychiatric services. Similar increases in demand have been noted in Health Services.
- Operational budgets do not allow for staff to participate fully in required professional development opportunities (CEU) to maintain professional licensure; the individual employees must absorb some costs.

The collection of information and use of data, including graduation and retention data, can be improved, as noted by several units. Specifically:

- DGCE would like to more accurately track information for non-traditional undergraduate students in order to assess their retention rates, as well as persistence rates for graduate students.
- Retention data for targeted populations can be hard to find and it is not clear whether retention rates are determined consistently. The allocation of additional resources to the Office of Institutional Research would allow retention and graduation data for all populations/subpopulations to be consolidated in a single place, assuring consistency and facilitating dissemination.
- Emphasis on services to commuters continues to be a challenge – in past commuter student surveys, respondents were reportedly satisfied with their overall campus experience but reported feeling disconnected from the information flow on campus.

Student Affairs departments gather ample data; a challenge remains in utilizing the data regularly in evaluating and planning for the future.

Presently, most DGCE evaluations occur through the assessment of academic programs (See Standard 4). DGCE plans to expand assessment practices to include evaluation of its customer service.

Projection

The University is committed to maintaining progress in enrolling a diverse student body, including providing educational opportunities for underrepresented populations. A full and comprehensive Day school admissions recruitment plan was adopted during the 2010-2011 year, and can be found in the online workroom.

The University is currently engaged in implementing an action plan of student support services as they relate to first-year students following the completion of a comprehensive FoE® first-year self-study. A new Advisory Committee on the First Year that includes faculty, staff, and students has been formed to monitor, initiate and coordinate success initiatives including the development of first-year student and faculty electronic resource sites; the implementation of faculty professional development as it relates to teaching first-year students; campus wide adoption of a first-year philosophy; increase of diversity exposure in academic courses and programming; development of programmatic initiatives for the first-year; and engaging in ongoing assessment of the first-year. As a longer-term goal, the University plans to apply the information learned in the first-year self-study and the action approach to the sophomore, junior and senior years.

The Committee on Academic Standing has reviewed the language in the published academic policies with the goal of clarifying the policies and increasing the possibility of identifying potential problems before there is a need for academic probation, suspension or dismissal. Academic Affairs has submitted to campus governance proposals for increasing standards related to academic standing, as well as increasing its authority to place restrictions and requirements on students.

Relative to assessment, the Student Affairs Division will continue to follow the recommendations outlined in the 2009 review. A clearer effort will be made to link data collected to a review of student service programs and the use of such assessment in divisional strategic planning. DGCE will develop more specific assessment strategies for its customer service orientation toward the graduate and continuing education students it serves and Day and DGCE staff will work to survey commuters and adopt ways to further engage them in student life outside of class. Currently under development and initial implementation is an official co-curricular record providing a platform for students to plan, track, and report their experiences outside the classroom in an official way that is verified by the University. The platform being used allows for quick analysis of data to improve program offerings and assess learning outcomes.

Standard 7: Library and Other Information Resources
(Library)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)
	(FY 2008)	(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)
Expenditures/FTE student	4615	4863	4970	5157	
Materials	$ 89	$ 89	$ 81	$ 93	$ 479,340
Salaries & Wages	$ 148	$ 155	$ 156	$ 141	$ 727,526
Other operating	$ 13	$ 10	$ 10	$ 9	$ 45,348
Collections					
Total print volumes	149,818	152,067	154,312	154,760	155,000
Electronic books	303	2,185	4,125	4,713	4,713
Print/microform serial subscriptions	683	678	638	591	591
Full text electronic journals	1,219	1,262	1,295	1,373	1,373
Microforms	481,153	481,153	529,000	529,000	529,000
Total media materials	4,426	4,947	5,210	5,258	5,258
Personnel (FTE)					
Librarians -- main campus	8.0	8.0	8.0	8.0	8.0
Librarians -- branch campuses	n/a	n/a	n/a	n/a	n/a
Other library personnel -- main campus	5.0	6.0	6.0	6.0	6.0
Other library personnel -- branch campus	n/a	n/a	n/a	n/a	n/a
Library Instruction					
Total sessions -- main campus	268	255	266	144	263
Total attendance - main campus	4538	4064	4490	2275	4364
Total sessions -- branch campuses	n/a	n/a	n/a	n/a	n/a
Total attendance -- branch campuses	n/a	n/a	n/a	n/a	n/a
Reference and Reserves					
In-person reference questions	6952	6483	6946	3543	6295
Virtual reference questions	512	659	634	336	602
Traditional Reserves:					
courses supported	126	118	174	28	140
items on reserve	674	691	1300	196	888
E-Reserves:					
courses supported	17	13	4	6	11
items on e-reserve	65	53	14	44	44
Circulation (do not include reserves)	13986	12679	12477	6037	13047
Total/FTE student	3	3	3	2	3
Total full-text article requests	727	685	582	259	524
Number of hits to library website	4876111	5551056	14621470	2922246	15000000
Student borrowing through consortia or contracts	no data	no data	no data	no data	no data
Availability/attendance					
Hours of operation/week main campus	92	92	92	92	92
Hours of operation/week branch campuses	n/a	n/a	n/a	n/a	n/a
Gate counts/year -- main campus	148052	155364	193399	TBD	226277
Gate counts/year -- average branch campuses	n/a	n/a	n/a	n/a	n/a

URL of most recent library annual report:	in NEASC shared folder (not available on the web)
URL of Information Literacy Reports:	in NEASC shared folder (not available on the web)

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

Standard 7: Library and Other Information Resources
(Information Technology)

	2009	2010	2011	2012	
	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year* (actual or projection)	Next Year Forward (goal)
	(FY 2008)	(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)
Number (percent) of students with own computers					
Course management system	Plato				
Number of classes using the system					
Classes on the main campus	772	746	827		
Classes offered off-campus	1	1	0		
Distance education courses	118	230	277		
Bandwidth					
On-campus network	100 Mbps	200 Mbps	200 Mbps	200 Mbps	200 Mbps
Off-campus access					
commodity internet (Mbps)	100 Mbps	200 Mbps	200 Mbps	200 Mbps	200 Mbps
high-performance networks (Mbps)	1 Gbps	1 Gbps	1 Gbps	1 Gbps	1 Gbps
Wireless protocol(s)	3*	3	3	3	3
	*Open, WPA_Enterprise, WPA2-Enterprise				
Network					
Percent of residence halls connected to network					
wired	100%	100%	100%	100%	100%
wireless	100%	100%	100%	100%	100%
Percent of classrooms connected to network					
wired	100%	100%	100%	100%	100%
wireless	100%	100%	100%	100%	100%
Public wireless ports	3	3	3	3	3
	http, https, VPN				
Multimedia classrooms (percent)					
Main campus	72%	80%	89%	97%	100%
Branches and locations					
IT Personnel (FTE)					
Main campus	26.0	26.0	25.0	25.0	27.0
Branch campuses					
Dedicated to distance learning					

Software systems and versions	
Students	Banner 8, Luminis
Finances	Banner 8, State of Massachusetts Systems (HRCMS, MMARS, etc)
Human Resources	Banner 8, State of Massachusetts Systems (HRCMS, MMARS, etc)
Advancement	Banner 8, FinalSite
Library	Voyager 7.1.0, CLIO 6.0.2, Ariel 4.1.1
Website Management	Expression Engine 2.1
Portfolio Management	
Interactive Video Conferencing	Tanberg systems (Room Unit) Elluminate (desktop)
Digital Object Management	PastPerfect 4.0

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

Description

Information resources, technology, and training are provided through three units at Westfield State University: Information Technology (IT), Ely Library, and the CIT. All three units operate under the direction of the vice president of Academic Affairs. While each unit has a distinct mission and role, their functions are interrelated and they collaborate on many projects and initiatives.

All three units provide a significant level and breadth of information resources and services including faculty, staff and student support. Collectively these information resources provide a rich environment conducive to study and research, accessible on or off-campus. Staff in all three of these units carefully monitor and evaluate services, usage, and demand to keep Westfield current in state-of-the-art technology and information access.

Library

The mission of Ely Library is to support the curricular, research, and community-building activities of the University through the effective and efficient provision of information resources, services, and instruction in a supportive research environment.

The library collects, organizes, and makes information accessible in both traditional and digital formats to provides a supportive and dynamic research and learning environment, both on campus and online. Library instructional staff teaches students how to identify, retrieve, critically evaluate, and effectively apply information in creative and analytical problem solving. Ely Library collects, preserves, and provides access to the history of the institution through the University Archives, a repository for the campus history since 1838. Library staff and administrators collaborate and communicate with students, staff, and faculty to ensure the effectiveness of library collections, services, and instruction. Library administrators, working with Academic Affairs, recruits and develops a skilled, engaged, and diverse workforce. The library collaborates with partners inside and outside the University to maximize access to resources and the effectiveness of services and regularly assesses and adapts operations to ensure that the library meets the needs of the University. Ely Library serves as a resource for the citizens of the Commonwealth.

Planning and allocation of budgets in support of these objectives is provided both at the library and University levels with the participation of library staff, librarians, administrators, the president, and Board of Trustees. In 2010 library staff participated in a strategic planning retreat. During 2011 the librarians and Library Director identified and prioritized objectives for the 2011-2012 year and updated the library's mission statement. Library staff, students, librarians, administrators, Board of Trustees, and representatives of the state Division of Capital Asset Management (DCAM) were all involved in

planning for the library renovation of 2011-2012. In 2011 the library was granted special consideration funding to cover both current resources cost increases and to fund critical new resources. In 2011 the University's finance cabinet approved, and the library filled two vacant librarian positions (one full- and one part-time) during a nominal hiring freeze. The library is currently collaborating with the Information Technology Department to create a position to provide dedicated systems administration technology support through a new shared position. The library requires additional IT support to move ahead with system improvements and the integration of library resources.

Ely Library currently has seven librarians and a director with Master of Library Science degrees. All have professional experience in multiple institutions. Librarians receive funding for professional development and travel from both Academic Affairs and the Massachusetts State College Association. Additional funding is available through the library for position-related training and administrative travel. Support staff are given opportunity and encouragement to participate in training opportunities.

Through subject librarians, representatives from academic departments, and assessment of resource usage, the library maintains access to resources across disciplines in support of all academic programs and all users, including on-campus and online programs. The library provides an online catalog and 24/7/365 access to over 150 databases providing more than 20,000 full-text journals and reference resources. The library provides access to thousands of items in print, electronic, and microform formats, has 4,713 e-books in its collection, and has 1,373 direct e-journal subscriptions. Interlibrary loan is available through OCLC’s World Resource Sharing and the Massachusetts Virtual Catalog (MAVC). Database searches total more than 60,400 per month including access by off-campus users. Website usage is increasing steadily. The library recently added the "Films on Demand" database to provide streaming video for both on-campus and online courses.

In the physical environment, the library provides 58 PCs with internet access, a suite of productivity software, and some program-specific software. Additionally, 10 laptop computers are available for loan within the library. The library also has 20 laptops for use with classes when the library classroom is full. The library is currently undergoing a renovation in two stages (winter break 2011-2012 and summer 2012) to add six study rooms, reconfigure collections for improved access, increase the size of the classroom, create specialized individual and group study spaces, add power outlets for laptop access, and add new furniture and update interior finishes.

Through Reference/Instruction Librarians, the library offers course-related information instruction sessions, as well as individual information instruction appointments with faculty, staff and students. The library houses an instructional classroom, which includes 19 PCs with Net Support software, an audience response system (Turning Point), and SMART board, to coordinate instruction from an instructor PC. The number of information instruction classes taught increased 6% and the number of students taught increased by 12% vs. FY2009. Reference/Instruction librarians taught 270 classes reaching 4,560 students in almost every discipline with English Composition targeted as the key course through which basic Information Instruction (II) is delivered to all

undergraduates. Classes are customized to specific assignments and support services such as electronic reserves are provided for WebCT and other users. The library's Information Instruction program has clearly stated objectives in alignment with Association of College and Research Library guidelines for information literacy instruction.

In addition to this comprehensive library instruction program, which is currently operating at full capacity, the librarians provide numerous online tutorials (e.g., web tutorials for online courses, online SearchPath tutorials for multiple information literacy topics, video tutorials for searching ERIC database and finding full text articles). Librarian professionals staff the Reference Desk. Live chat reference is available to assist on-campus and remote patrons with research and study needs. E-mail and telephone reference service is also available. Reference/instruction librarians also participate as mentors in the Honors Program.

Center for Instructional Technology (CIT)

The Center for Instructional Technology was created in 2003 for the promotion and development of technology-enhanced and/or online instruction. CIT supports faculty and students with their classes, whether enhanced face-to-face, blended or online. It also trains faculty to migrate their face-to-face courses to the online course format and works to develop degrees, programs, minors and courses. The University uses the PLATO (People Learning and Teaching Online) course management system, Blackboard Vista 8.0.4, and Elluminate web conferencing software, which can be used from any location. Additionally, CIT houses a variety of instructional and technological tools for both PC and Mac users.

CIT is responsible for providing confidential consultation to all faculty and staff for the purpose of learning, managing and integrating existing and new technologies into their teaching and work. CIT makes faculty, staff and students aware of the resources and programs available through newsletters, posters, informational sessions, websites, blogs, mailing and course catalogs. CIT meets with faculty and staff in a one-on-one setting, offers group instruction and workshops, and self-paced tutorials on technology and web 2.0 tools. CIT will not instruct faculty how to teach, but will help them manage and incorporate technology into the classroom to enhance the learning experience.

Demonstrated growth is clearly evident since CIT was created, represented by an increased staffing levels and course/program development. CIT has grown from two online courses in its first term to a combined total of 1065 courses (consisting of 251 unique courses offered) in 9 programs. CIT supported 302 online courses in the 2010-2011school year and 927 web enhanced classes with additional summer numbers to be added. In conjunction with the Economics and Management Department, they developed a Bachelor’s completion program in Business with concentrations in Management, Marketing, Finance and Accounting. This program supports 14 out of 15 Articulation Agreements with the Community Colleges in Massachusetts and the program received the UCEA (University Continuing Education Association) of New England’s Award for Innovative and Creative Credit Programming Award in October 2009. In spring 2011, CIT and DGCE began a Bachelor’s completion program in Sociology; the following fall,

the University began offering Bachelor's completion programs in History and Liberal Studies. Students can also achieve a minor in Art, Psychology, Management, or Sociology entirely online. The Master's in Social Work degree was designed and is being offered as a hybrid program with some courses partially online and others fully online. The PLATO (Blackboard/WebCT) course management system was used by 827 on-campus classes in FY10 (8% increase from FY08), and used by 277 distance education classes in FY10 (92% increase from FY08). Numerous other software programs are supported by CIT and included in the electronic workroom.

Information Technology (IT)

The Department of Information Technology provides, promotes, and maintains a modern technology infrastructure to the University community. IT provides faculty, staff, and students with tools to maximize their teaching and learning experience. Access to services and systems provided by IT can be remote for students, faculty, and staff. IT is organized through four function-defined sub-units:

(1) Infrastructure Services provides and maintains a highly scalable, accessible and secure infrastructure environment that supports cutting edge technology in assisting the fulfillment of the University's mission. While infrastructure is campus-wide and all-community, pertinent to instruction is the technology provided in classrooms and laboratories. The number of classrooms that are equipped with technology with multimedia front-end podiums has grown from 5 to 64 (5th year report) to 119 (present day). All classrooms are wired for access to the campus-wide LAN and the Internet. All classrooms are also capable of distance learning via video- conferencing. Infrastructure also maintains Active Directory services, e-mail services, LAN (local area network), WAN (wide area network), wireless connectivity, enterprise-level backup and restoration activities. IT provides a 100Mbps on-campus network (to the desk), 1000Mbps backbone, 200Mbps connection to the internet, and an all-campus wireless network – 802.11 a/b/g.

(2) Academic Services ensures the on-demand integration of leading edge technologies into the academic curriculum, offers help desk support to faculty, staff, and students with after-hour telephone support for faculty and staff. Academic Services maintains and coordinates the Lifecycle Computer Replacement Program, which replaces all computers on campus every 4 years. The College now supports 23 (up from 11 in 5th year report) computer labs with a mix of Windows PC, MAC and UNIX based systems. Academic Services maintains and supports over 100 computers in open labs and 23 classroom labs with 325 PCs and 90 Macs, and also maintains specialized labs for various departments, e.g., audio and visual labs for Communications, ARCGIS lab for Geography & Regional Planning, labs in ART, BIOLOGY, etc.

(3) Administrative Systems provides both technical and functional support within the current student, finance and alumni areas of the Oracle driven Banner software suite. Administrative Systems provides the means for users in the academic areas to efficiently plan, administer and evaluate their programs and services. This is supported by hardware and infrastructure itself, and more directly supported through programming provided by the Banner software suite (e.g., financial planning of institution, report writing).

Importantly, technical and functional support is also provided for the institution's web portal, myWestfield (single sign-on web portal for faculty, staff and students). This web Portal provides complete access to all major administrative and academic applications, including the Internet Native Banner ERP (Enterprise Resource Planning) System (Student, Finance, Fixed assets, Admissions/Financial Aid, Advancement and Alumni), Web for finance, faculty and staff, registration, DegreeWorks online degree audits for students and advisors, course studio for classroom information sharing, Blackboard's PLATO online learning, group communication via group studio, emergency notification, calendaring system, targeted announcements, targeted content covering the library, DGCE, Human Resources, Academics, and Student Services.

(4) Media Services facilitates interoperability, connectivity and telecommunications among campus constituents with cable TV, telephone, and voice mail. Media deploys, facilitates and supports the use of all audio-visual equipment in academic, academically related, or other campus events. Eighty-seven percent (87%) of bookable rooms are equipped with multimedia equipment. Classrooms are equipped with LCD projectors, multimedia podiums, DVD/VHS players, and sound systems with ceiling speakers, and visual presenters and Extron "System 5" control units. Rooms are equipped with Dell PCs or IMac computers and have auxiliary hook ups for user's laptops. Several rooms have "Smart Boards" interactive whiteboards. Media Services also provides media support for all conference rooms and auditoriums, as well as off-campus events. Closely connected with Media Services, are video production and television operations.

IT, due to the mass service demand and need, efficiently provides self-guided materials for faculty, staff and students. Additionally, the Student Help desk in Wilson Café specifically designed and maintained by student staff to assist their peers with technology related questions has been expanded to include counter space and a sitting area where students receive help with virus removal, general troubleshooting, etc. Informational videos and self-paced tutorials for access and navigation of the myWestfield portal are available 24/7 for faculty, staff and students. A regularly scheduled training session on classroom technology is available in the Media Services Center as well as Media Services. Staff is available to go to specific classrooms and auditoriums for instruction to faculty, staff and students. The division also provides new faculty orientation training sessions.

Twenty-three full-time, professionally trained, staff members and 17 student workers perform all services described above.

Departments within IT identify the need for information resources and services in an annual assessment plan. Each department's self-study (every 7 years) includes information about use of information technology. IT also consults with faculty and staff about their technology needs and preferences and uses, evaluates all upgrades to hardware and software, uses trial periods to evaluate hardware before purchase and gains information about current industry standards before purchase. IT upgrades Banner and other administrative systems in response to changes and increases in institutional demand.

The library, CIT and IT all have clear policies for procedures and appropriate use. Examples include the copyright and plagiarism information posted publicly through CIT, video streaming policies for CIT, and all IT policies included in the University Policy Manual (e.g., Email as a Method for Sending Official Communication to Students - Policy #1280; Computer Hardware and Software Purchases - Policy #0030; Computer Viruses - Policy #0040; Computing Resources - Policy #0380; Off-Campus Equipment - Policy #0075; World Wide Web - Policy #0410). Additionally, CIT provides training on the Copyright, Teach Act, and Fair Use Law. A draft of "Acceptable Use of Information Technology Resources" is currently being reviewed by the Campus Technology Committee.

A number of processes are established for maintaining a stable, secure and reliable network for the campus community, including daily use of products such as Packeteer, Campus Manager, Sophos, Watchdog, and Spam Assassin.

Information and Technological Literacy

The library maintains librarian-faculty liaison relationships as a means to address the information resource and collection development needs of all academic departments. Outreach activities include contacting faculty who are teaching research-related courses, working with departments to include Information Instruction and Literacy into various levels of required curriculum for majors, and advocating for higher level information-related assignments.

The library uses a variety of standard data measurements and collection usage studies, including _Lib-Qual+®: a project from StatsQUAL™ , a web-based standard assessment tool used at more than 1000 libraries, to solicit, track, understand, and act upon users' opinions of service quality._ The library conducts a variety of assessments to measure learning outcomes for assessment of Library Instructional Programs, including electronic assessments (using such tools as Survey-Monkey, Turning Point, and Blackboard). Printed questionnaires following instruction sessions collect feedback and measure students' skills and knowledge. The library gathers statistics on usage of facilities, website, and current holdings. Westfield also benchmarks comparisons with peer institutions to assess holdings and services.

Institutional Effectiveness

As indicated in a LibQUAL+, 2007, "Information Control" Survey, undergraduates, graduate students, and university staff found accessibility, scholarly level, and breadth of resources offered by the library to be sufficient and appropriate. A subjectively lower rating was indicated in these items from faculty and library staff, prompting further assessment and attention to offerings to ensure they support the fulfillment of mission.

The Center for Instructional Technology annually surveys students and faculty to improve and increase the effectiveness of the programs services, and has a faculty advisory board which meets three times annually. CIT meets with student government to examine the effectiveness of Plato services for students.

Several current tools are utilized by IT (e.g., Res Life surveys, department annual reports 7 yr. self-study, etc.) for evaluating IT services and needs.

Appraisal

Strengths

The library, and services provided through the Library, continues to grow.

- E-books have increased by 1455% since FY08.
- Database access covers all subject areas; Database use increased 38% from FY09-FY10; a large number of electronic resources across a wide range of subject areas meet the needs of com-campus and remote users.
- Use of the library website increased 168% from FY09-FY10, with more than 1.2 million accesses per month by 66,100 users each month; Total hits exceeded 15 million by 760,000+ users.
- The reference desk answered 6,946 reference questions in FY10, a 7% increase from FY09.
- The instruction program continues to grow.

The library is active in assessing Information Literacy Skills. Using online SearchPath tutorials, six self-paced, web-based instructional modules for information literacy and four modules for English 101 have been developed. These modules provide online basic Information Literacy instruction that reduces the pressure on workload and classroom facility by providing an alternative to classroom instruction. The modules had more than 120,000 accesses this year.

Library staff continues to explore new technologies that can be used to reach both on-campus and remote users. Research help is available via several modes including in-person, email, telephone, and chat.

The library's instruction classroom space is at maximum capacity for several periods of the semester. A plan that allocates more instructional space to the library during peak periods may allow for greater capacity at times when library instruction is needed most. The library also plans to add three adjacent study rooms with movable partitions so that a second (albeit smaller) classroom would be available. Construction to effect these changes began in Wintersession 2012.

The demand for services through the Center for Instructional Technology has also grown, represented by an exponential increase in online courses, along with the training and support services for online faculty and students. CIT has held 19 Web Camps (5-day workshop series that trains Day and DGCE faculty to migrate their traditional face-to-face classes to the online learning environment), and 218 faculty members have participated in trainings to date.

PLATO (Blackboard Vista) accommodates the needs of faculty and students. This assertion is based on a survey conducted by the Information Technology Steering Committee, information sessions and surveys conducted by the SGA (Student

Government Association) and surveys conducted by the CIT and feedback from the CIT advisory committees.

Technology advances are demonstrated throughout the campus. The campus has a robust Ethernet and completely Wireless Network, as well as complete access to all major administrative and academic applications. Westfield State University has 87% of its bookable rooms equipped with multimedia equipment. The life cycle computer replacement program keeps the technology used by faculty, staff and students at the University current and effective.

Information Technology has a full range of resources available, including a level of service, which assists end users in the configuration of personal equipment to interact with the Universities systems (e.g. help our students, faculty and staff eliminate viruses and spyware, setup printers, email on mobile devices, etc.). IT remains open and fully staffed year-round, online services available practically 24/7.

Areas for Improvement

As indicated in Standard 9, we have strategically managed through the most recent budget years with an intense and collective planning process that, while beneficial in ensuring fiscal stability, and importantly no employee layoffs, did also result in positions on campus remaining unfilled once they were vacated. This directly impacted staffing levels in the library and IT, and it is noted that CIT had already requested additional staff due to demand. This savings through attrition, and concurrent operations fund reductions, has left these areas of campus resource-strained and concerned about being able to continue with the *quantity* of service without sacrificing *quality* of service. The following funding concerns, and in some cases fund-management decisions, necessitate that the issue be addressed.

- The library budget for databases and books are below FY2001 levels without accounting for inflation. The Educational Resource Center continues to be underfunded since earlier in the decade when it lost significant state funding.
- Equipment budgets are inadequate for support of new technologies in CIT.
- Due to reduced personnel and increased demand, IT has limited services and/or increased response time (e.g., waiting lists are established).
- Some maintenance contracts have been severed or altered, some planned acquisitions deferred, with major upgrades to the entire Banner academic and administrative suite on the horizon.
- Lifecycle Computer Replacement Program has begun to be impacted.
- Funding for training and materials has been impacted.
- There has recently been zero funding for media-related equipment.
- CIT has had to reduce the trainings and workshops to faculty and staff.

Feedback indicated some concerns with effective communication and effectiveness of governance. Specifically, CIT is concerned that appropriate consultations occur before student enrollment caps are altered (increased) for online courses. There is concern that campus governance could be more effective (e.g., Campus Technology Committee re-visits their charge and engages the work). Short deadlines in library collection acquisitions could be resolved with more and timely communication of budget allocations.

Due to the sheer number and scope of devices residential students can use on our campus network, we may need to procure more bandwidth or start limiting the number of devices residential students can use on our campus network. Our Internet connection has 200 megabits of bandwidth, adequate before we had a wireless network and sites like Netflix and Hulu were popular. Streaming video, a common practice for most devices, takes up a large amount of bandwidth. The only single point of stability failure in our network is our connection out to the Internet.

Some documents, policies, and processes need to be adopted and/or revised:

- The library is in need of a formalized mission or vision statement.
- The library is in need of a formal collection development policy to guide future planning and direction.
- Media Services classroom technology training sessions are available on a weekly basis, however current policies are antiquated.
- While actively providing outreach to faculty, processes by which the library reaches out and receives input from the student body can be further developed.

The library's instruction classroom space is at maximum capacity for several periods of the semester. A plan for which allocates more instructional space to the library during peak periods may allow for greater accommodation to faculty at times when they need the library instruction the most.

While current tools exist for evaluating IT services and needs, and continual input is gathered from the IT constituency group, at present there is no formal mechanism for comprehensively assessing staff, student and faculty satisfaction with the University’s information technology and information resources. Academic Affairs is currently exploring opportunities to improve academic computing functions in relation to Information Technologies, the Center for Instructional Technology, and the library.

On concerns raised pertaining to strained resources in the face of increasing service demands, we will continue to assess the ability of all information resource units to provide the quality service and appropriate product to the community of learners. Finding operational and funding solutions, while a concern for all informational areas, has been a longer-standing need for the library. Indeed, our concern has been discussed with NEASC previously. Student FTE often prices information subscriptions, databases and expenses. For an at-capacity, public institution that intends to continue to keep educational affordable, increased enrollments have not worked in our favor in this realm of operation. Therefore, we find ourselves at a crossroads where a plan that comprehensively considers the effects of enrollment, fiscal reality, and academic sustainability also considers the crucial support provided by the services of the Library, CIT, and IT.

It is important that information resources be an important element in the comprehensive initiative previously described as Academic Planning, with the Academic Planning

Committee work begun in September 2011. The Library, CIT, and IT will need to be closely involved through this structure. The primacy of our campus information resource needs should be connected concurrently to the Strategic Planning process. Finally, as part of the work this year of these planning committees, and as called for in the projection of Standard 9, review of programs will include an assessment of demand-to-resources, metrics and benchmarks (where most valuable), an analysis of operational efficiencies, entertain possibilities of leveraging resources across service programs as a tactic, analysis of how technology may assist in reducing strain, and contingency and risk assessment. In the meantime, all information resource units have vetted budget frameworks that allow continued operation and fulfillment of mission.

Projection

Westfield State will continue to sufficiently and appropriately evolve and expand information resources and supporting infrastructure. Collaborating with faculty, staff, and students, we will assess Information Literacy Skills, provide professional support and training related to instructional technology at levels which meet demand, and evaluate the appropriateness, effectiveness, and currency of all technological resources and services which support information access and integrity on campus.

Effective communication and governance is necessary to achieve our improvements. Communication expectations related to issues such as budget allocations and altering course caps will be discussed between the applicable leadership and staff. This shall include clarification of routes for governance, as contractually defined. Concerns of governance committee effectiveness will be addressed with the leadership of the committee, if needed, subsequently addressed with ACC.

Contingency and risk assessment review with respect to campus bandwidth will consider a redundant Internet connection to avoid a single point of failure. Additionally, review should consider investment in upgrading the backbone of the network from 1Gbs to 10Gbs as data use grows. This would allow for the purchasing of additional bandwidth to accommodate the ever-increasing demand.

Indicated document, policy, and process needs will be addressed. Specifically, the library will develop a formal collection development policy, Media Services will update policies associated with classroom technology training sessions andthe library will expand outreach efforts to the student body.

The library will assist in meeting Information Instruction demand through online tutorials, audio-based or podcasted guided tours, or various Web 2.0 technologies. These technologies also provide the delivery infrastructure and content for internationalizing the library. Faculty workshops pertaining to Information Literacy will be increased.

Any comprehensive review and plan for Ely Library in relation to the institution will include the possibility of additional Information Instruction sessions in external venues.

A formal, comprehensive, assessment of campus satisfaction with the University's information technology and information services, and information resources, will be developed and implemented. The library will continue to assess Information Literacy Skills.

The library will expand current assessment by implementing a pre and post-text regimen. Additionally, they will collaborate with Institutional Research and the Institutional Assessment Committee on their planned additions to current assessment practices which assist in quantifying library effectiveness.

Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	24	1,364,179
Center Of Westfield (Lansdowne Place)	1	55,950
International locations	0	0

	3 Years Prior (FY 2008)	2 Years Prior (FY 2009)	1 Year Prior (FY 2010)	Current Year* (FY 2011)	Next Year Forward (goal) (FY 2012)
Revenue ($000)					
Capital appropriations (public institutions)					
Operating budget					
Gifts and grants					
Debt					
TOTAL	$0	$0	$0	$0	$0
Expenditures ($000)					
New Construction (Mod Hall Rental- 5 year renewable lease)	$0				
Renovations, maintenance and equipment					
Technology					
TOTAL	$0	$0	$0	$0	$0

Assignable square feet (000)	Main campus	Off-campus	Total
11 Classroom	125,094		125,094
2 Laboratory	31,006	0	31,006
3 Administrative	106,966		106,966
4 Study facilities	34,258	0	34,258
5 Athletic	81,093	0	81,093
6 Other Special Use	0	0	0
7 General Use	88,666	0	88,666
8 Support facilities	31,532	0	31,532
9 Unclassified facilities	1,236	0	1,236
10 Unassigned/Unassignable	232,365	0	232,365
Leased in total above 16,800 Mod Hall			
Grand Total	**732,216**		**732,216**
Residential (MSCBA)	631,963		631,963
Leased Residential (Lansdowne Place)	55,950		55,950
Grand Total	**687,913**		**687,913**

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
Woodward Center	Athletic/Instruction	80,479		
Athletic Storage Building	Storage/Field Concessions	4558		
New Residence Hall	Residence Hall	125,096		
Mod Hall	Leased Academic/Office Building	16,800		
Lansdowne Place	Leased Residence Hall Space	64,000		

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
New Residence Hall	Student Housing	125,000 (est.)	48,000,000(est.)	Unknown
New Academic Building	Instruction/Faculty Offices	60,000 (est.)	33,000,000	Unknown
Facilities/Public Safety Operations Ctr.	University Support	20,000 (est.)	15,000000(est.)	Unknown

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing $ or more

Purpose(s)	Building	Assignable Square Feet	Cost (000)	Fiscal Year
Servery renovations	Tim & Jeanne's		288,022	2001
Renovation & landscaping	White House		14,643	2001
Theater lighting improvements	Ely Campus center Theater		106,000	2001
Dever Auditorium lighting improvements	Parenzo Hall		28,000	2001
FF&E classroom furnishings/computer lab equip.	Horace Mann Center		202,900	2001
Sidewalk, parking lot, driveway reconstruction	Horace Mann Center		206,604	2001
Elevator design & construction	Parenzo Hall		474,329	2001
Basement renovations	Horace Mann Center		248,842	2001
Miscellaneous small projects	Campus-wide		324,421	2001
Office renovations & equipment	Horace Mann Center		147,781	2001
Kitchen equipment replacement	Wilson - Taco Belle		5,857	2001
track lining/Astroturf field testing	Alumni Field		16,225	2001
Steam line replacement	Davis Hall		149,579	2001
Oil spill remediation	Maintenance Building		36,937	2001
Auditorium/classroom improvements	Wilson Hall		305,504	2001
Ceiling replacement	Wilson Hall		94,975	2001
Library carpet replacement	Ely Campus Center		83,533	2001
Residence hall improvements	Residence halls		139,741	2001
Grounds improvements	Apartment Complex		11,452	2001
Sidewalk/ parking lot drainage improvements	Campus-wide		21,624	2001
repairs to oil tanks & boilers	Juniper Park/Power plant		28,043	2001
Demolish outdoor pool/bathhouse	Rte. 20 Property		$13,837	2002
Oil spill remediation	Maintenance Building		$33,507	2002
CCTV System installation	South Slopes Old Lot		$95,518	2002
High security lock installation	Bates Hall		$10,997	2002
Carpet replacement	Ely, Wilson Hall		$31,215	2002
Boiler repairs	Power plant		$11,710	2002

Major Renovations, past 10 years (continued)

The list below includes renovations costing $ or more

Purpose(s)		Building	Assignable Square Feet	Cost (000)	Fiscal Year
Catch basin reconstruction		Campus		$19,400	2002
Steam line replacement		Wilson/Apts.		$190,853	2002
Lighting improvements- computer center		Wilson Hall		$6,663	2002
Repair domestic hot water tanks		Apartment Complex		$6,450	2002
Lighting improvements		Juniper Park Studio		$29,000	2002
Elevator HVAC, Plumbing electrical work		Parenzo Hall		$96,400	2002
Engineering & repairs to mezzanine floor/steam manhole		Power Plant, steam manhole		$31,661	2003
Installation of new fire suppression system		Wilson chemical storage		$9,950	2003
Tractor/loader replacement/purchase		Facilities		$19,195	2003
Oil spill clean-up		Maintenance		$52,612	2003
Fire alarm repairs		Campus Bldgs.		$3,218	2003
High voltage electric line repairs		Power Plant Vault		$19,195	2003
Carpet and Ceramic Floor Improvements		Tim & Jeanne's		$116,982	2003
Ceiling Improvements		Tim & Jeanne's		$23,427	2003
Cooling tower repairs/upgrade		Ely Building		$81,610	2003
Miscellaneous small projects		Campus Buildings/Grounds		$28,229	2003
Electrical Upgrades		Dickinson Hall MH10-11		$105,598	2004
Auditorium seating reupholstering		Wilson Hall		$26,222	2004
Roof replacement study/plans		Bates Hall		$90,425	2004
FF&E Purchase		Woodward Center		$678,889	2004
Athletic storage Bldg. Construction		Athletic Storage Bldg.		$114,067	2004
Oil spill clean-up		Maintenance Building		$138,096	2004
Sidewalk and lighting upgrade		Wilson Hall Grounds		$75,000	2004
Parking & roadway/sidewalk reconstruction		Juniper Park School		$180,000	2004
Interior finish upgrade		Ely Campus Center		$105,029	2004
Miscellaneous small projects		Campus-wide		$373,034	2004
Equipment upgrade		Facilities		$80,000	2004
Athletic field design		Alumni Field		$30,000	2004
Classroom furniture replacement		Classroom Buildings		$15,000	2004
Auditorium chair upholstery upgrade		Wilson Hall Auditoriums		$27,000	2004
Initial furnishings purchase		Horace Mann Center (Garden Level)		$11,592	2004
Masonry &Roof Repairs		Courtney Hall		$140,000	2004
Floor replacement		Tim & Jeanne's		$258,256	2004
data phone wire replacement		Courtney Hall		$290,048	2004
Telephone line repairs		Campus-wide		$52,186	2004
Parking Lot Construction		South Slopes		$1,053,122	2004
Steam line replacement		Dickinson Hall MH10-11		$89,363	2004
Equipment Replacement		Tim & Jeanne's		$55,026	2004
Gymnasium renovations - design		Juniper Park School		$30,000	2004
Steam line repairs		Campus-wide		$450,000	2004
Construction of Campus ID Office		Wilson Hall		$3,983	2005
Waterfall repairs		Horace Mann Center		$14,445	2005

Major Renovations, past 10 years (continued)

The list below includes renovations costing $ or more

Purpose(s)	Building	Assignable Square Feet	Cost (000)	Fiscal Year
Concession stand renovations design only	Athletic Storage Building		$15,751	2005
Asbestos tile abatement	Juniper Park School		$12,551	2005
Lobby,DGCE,SAS office renovations	Horace Mann Center		$12,060	2005
Swimming pool diving board replacement	Ely Campus Center		$17,871	2005
Autoclave replacement	Wilson Hall		$5,826	2005
President's Conference Room renovations	Horace Mann Center		$41,442	2005
Office renovations	Parenzo Hall		$92,748	2005
Computer lab renovations (Room 405)	Wilson Hall		$83,580	2005
Academic Affairs office renovations	Parenzo Hall		$70,397	2005
Toilet partition installation	Athletic Storage Building/333		$6,304	2005
Carpet & floor replacement	Horace Mann Center		$36,218	2005
Furnishings & equipment	Woodward Center		$31,915	2005
Computer replacement	Campus-wide		$235,289	2005
VCT floor replacement	Juniper Park School		$5,013	2005
Movable wall repair	Wilson Hall		$5,275	2005
Asbestos tile removal/new VCT	Horace Mann Center		$3,013	2005
Picture hanging gallery system installation	Horace Mann Center		$1,626	2005
Storage area improvements (garage)	Horace Mann Center		$9,646	2005
Elevator/entrance construction design only	Bates Hall		$76,000	2005
Fire alarm system replacement	Parenzo Hall		$77,640	2005
Ventilation upgrades	Bates Hall		$4,773	2005
IT - AC unit repairs	Wilson Hall		$5,712	2005
CCTV Repairs	South Slopes Parking Lot		$3,987	2005
Asbestos pipe insulation abatement & re-insulation	Wilson Hall		$22,650	2005
Hot water tank replacement	Horace Mann Center		$7,533	2005
AC system repairs	Wilson Hall		$3,094	2005
Biology envirochamber controls replacement	Wilson Hall		$1,000	2005
Electric/fire alarm system upgrades	Juniper Park School		$97,509	2005
Telephone system upgrades	Juniper Park School		$34,730	2005
Intercom/clock system replacement	Juniper Park School		$3,248	2005
Hot water heater coil replacement	Juniper Park School		$2,890	2005
Heating control repairs	Horace Mann Center		$4,995	2005
Electric improvements - IT room	Horace Mann Center		$8,924	2005
New Electrical transformer purchase	Horace Mann Center		$2,718	2005
Synthetic track and field replacement	Alumni Field		$2,507,493	2005
Bike rack installations	Campus Buildings		$3,536	2005
Challenge Course replacement	Horace Mann Center		$45,942	2005
Campus signage upgrades	Campus		$5,953	2005
Stone wall repairs	Horace Mann Center		$7,406	2005
Oil spill remediation	Power Plant		$78,045	2005
Sewer line repairs	Maintenance Building		$9,164	2005
Fire hydrant emplacement	Ely Parking Lot		$1,294	2005

Major Renovations, past 10 years (continued)

The list below includes renovations costing $ or more

Purpose(s)	Building	Assignable Square Feet	Cost (000)	Fiscal Year
Dever Auditorium safety/lighting	Parenzo Hall		$9,240	2005
Roof replacement study/plans	Parenzo Hall		$12,150	2005
Subway renovation study/plans	Ely Campus Center		$12,150	2005
Jazzman's Café Installation	Ely Campus Center		$108,162	2005
Equipment replacement/repair	Tim & Jeanne's		$17,422	2005
Concession stand construction	Athletic Storage Building		$69,230	2006
Dever Aud. safety improvements design	Parenzo Hall		$9,240	2006
Office space renovation	Parenzo Hall		$20,806	2006
Subway renovations	Ely Campus Center		$182,974	2006
Division of Grad. Cont. Ed. office renovation	Horace Mann Center		$288,354	2006
Electric service replacement/emerg. Generator installation	Juniper Park School		$113,578	2006
Office construction IT help desk	Wilson Hall		$31,537	2006
Tile floor repairs	Tim & Jeanne's		$5,400	2006
Smoke stack painting	Power Plant		$23,528	2006
Furniture & equipment replacements	Scanlon, Wilson, Tim & Jeanne's		$25,251	2006
Elevator & lobby construction	Bates Hall		$514,415	2006
Elevator repair & upgrade	Horace Mann Center		$2,175	2006
Classroom electrical upgrades	Bates Hall		$49,278	2006
Rebuild main pool ejector pumps	Ely Campus Center		$10,436	2006
Lab distilled water system repair	Wilson Hall		$6,336	2006
Boiler controls upgrade	Power Plant		$75,500	2006
Electrical service upgrade	Bates Hall		$136,272	2006
Electrical service upgrade/generator pad construction	Wilson Hall		$279,794	2006
CCTV repairs	South Slopes Parking Lot		$10,707	2006
Athletic press box wiring	Alumni Field		$17,720	2006
CCTV main entrance security system	Juniper Park School		$7,732	2006
Lawn sprinkler system repairs	Horace Mann Center		4464	2006
Parking lot drainage repairs	Campus		$24,200	2006
Oil spill remediation	Maintenance Building		$64,995	2006
Roof replacement study design	Parenzo Hall		$18,225	2006
Dishwasher replacement study/design	Tim & Jeanne's		$12,250	2006
North Campus Road study design	North Campus Property		$36,538	2006
Landscaping Improvements	Overlook Drive Property Line		$9,985	2006
Hallway upgrades design study	Juniper Park School		$4,570	2006
Press box construction & athletic field upgrades	Alumni Field		$1,288,057	2006
Electric upgrades/emerg. gen. install.	Bates Hall & Wilson Hall		$242,379	2007
AC Chiller replacement/cooling tower upgrades	Ely Campus Center		$596,255	2007
Dishwasher replacement study/design	Tim & Jeanne's		$83,806	2008
Exterior stair replacement/ADA upgrades	Parenzo Hall		$242,379	2008
Landscape improvements	Bates Hall		$47,822	2008
Install new sound system	Alumni Field		$55,000	2008
Roof replacement/HVAC package unit replacement	Parenzo Hall		$1,075,779	2008

Major Renovations, past 10 years (continued)

The list below includes renovations costing $ or more

Purpose(s)	Building	Assignable Square Feet	Cost (000)	Fiscal Year
Salt shed construction	South Slopes Parking Lot		$57,631	2008
Stage, catwalk, lighting improvements - Dever Auditorium	Parenzo Hall		$569,223	2008
Laboratory upgrades	Wilson Hall		$373,982	2008
Construct temporary egress for major construction project	Ely Campus Center		$410,853	2008
Wellness center renovation	Woodward Center		$27,850	2009
Misc. office renovations	Campus		$17,985	2009
Dever Auditorium safety renovations	Parenzo Hall		$616,228	2009
Science Lab renovations	Wilson Hall		$298,592	2009
ADA door replacement &ADA renumbering upgrade	Wilson Hall		$54,803	2009
Gym floor resurfacing	Parenzo Hall, Woodward Center		$14,730	2009
Commons Room renovations	Dickinson Hall		$425,000	2009
Classroom door replacement/lock upgrade	Wilson Hall		$175,186	2009
Classroom door replacement/lock upgrade	Bates Hall		$70,932	2009
Carpet replacement/faculty offices	Parenzo,Wilson, Bates Hall		$35,219	2009
GIS Lab renovation	Bates Hall		$42,788	2009
Stairway/entrance upgrade	Juniper Park School		$167,735	2009
Building egress improvements	Ely Campus Center		$13,838	2009
Roof replacement/HVAC upgrades	Parenzo Hall		$1,075,799	2009
Asbestos pipe insulation/mold abatement	Wilson Hall		$194,500	2009
Exterior masonry repairs	Wilson Hall		$215,430	2009
Grounds improvements-shed, picnic tables & chairs	Campus Grounds		$26,690	2009
Classroom & office furniture replacements	Wilson, Parenzo Hall		$98,637	2009
Smokestack breech repairs	Power Plant		$44,914	2009
Boiler control upgrade	Power Plant		$44,608	2009
Kiln design & purchase	Parenzo Hall		$12,000	2009
Data phone line installation	Ely Campus Center		$75,938	2009
Electric switch gear replacement	Power Plant		$75,368	2009
Electronic signs installation	Campus		$259,687	2009
Fire alarm reporting system fiber optic installation	Campus		$88,082	2009
Sound system installation	Tim & Jeanne's		$13,316	2009
Video projection upgrades	Woodward Center		$8,548	2009
Athletic field improvements	Athletic Fields		$20,222	2009
Landscaping Improvements	Campus grounds		$25,732	2009
Oil spill remediation	Maintenance Building		$72,405	2009
Recycling station installation	Tim & Jeanne's		$16,702	2009
Salt Shed construction	South Slopes Parking Lot		$35,714	2009
Sidewalk improvements	Campus Grounds		$99,400	2009
Western Ave. Column construction	Western Avenue		$119,616	2009
Drainage upgrades	Campus Grounds		$5,800	2009
North Road construction study	North Campus Property		$68,618	2009
Renovation study	Tim & Jeanne's		$63,409	2009
Building renovations, ADA improvements	Ely Campus Center		$10,500,000	2009

Major Renovations, past 10 years (continued)

The list below includes renovations costing $ or more

Purpose(s)	Building	Assignable Square Feet	Cost (000)	Fiscal Year
Signage upgrades	Horace Mann Center		$8,909	2010
FFE purchase	Mod Hall		$357,345	2010
Fire alarm/fire suppression upgrades	Tim & Jeanne's		$237,387	2010
Electrical improvements	Power Plant		$7,334	2010
Fire alarm reporting system fiber optic installation	Campus		$92,714	2010
Pool upgrades	Ely Campus Center		$380,729	2010
Kiln installation	Parenzo Hall		$32,795	2010
Classroom renovations	Juniper Park School		$167,260	2010
Energy management system upgrades	Campus Buildings		$160,213	2010
Boiler replacement	Horace Mann Center		$130,279	2010
Construction/building renovations -Banacos Center	Parenzo Hall		$458,224	2010
Sidewalk construction	Juniper Park School		$18,450	2010
Sidewalk replacement	Tim & Jeanne's/Campus Green		$85,316	2010
Banacos Academic Achievement Center Construction	Parenzo Hall		$1,512,727	2010

Description

To support the primary mission of Westfield State, the institution must provide and maintain adequate and appropriate physical space, materials and technological resources to support teaching, learning and living on campus. In order to meet growing and changing educational and residential needs, the University has renovated several buildings, made many buildings handicapped accessible, and added five new buildings in the last 10 years: Woodward Center, athletic storage building, New Hall residence, Mod Hall, and Lansdowne Place.

The University has completed a $1.8 million renovation of space in Parenzo Hall to house the Banacos Academic Center. This center provides areas for student tutoring and specialized study to assist students with learning and physical disabilities. Dever auditorium renovations in Parenzo Hall have included repairs to the existing stage, the addition of new theatrical lighting, and safety improvements to lighting and catwalks. The Art Department obtained a new computer lab in Parenzo to accommodate teaching of graphic arts courses and other related courses; Computer Science, Mathematics, and Business & Economics Departments in Wilson Hall now have specialized computer laboratories for use by students; and Geography and Regional Planning Department now has a GIS lab in Bates Hall. In the summer of 2011 the Dining Commons was been expanded to add 300 new seats and a new servery, and the windows in Lammers Hall were replaced with new energy efficient windows.

The Ely Campus Center received a $10.8 million major addition and renovation, including new campus art gallery, restrooms, bookstore, lounge space with views of the campus green, as well as renovation of the Communication Department including television studies, specialized editing suites, classrooms, faculty offices, and computer lab. In another project upgrades were made to the Ely swimming pool, Wellness Center and locker rooms. In addition, over $2.5 million worth of upgrades have been made to enhance University athletic facilities, including a new track surface, Alumni field turf, handicapped accessible press box, improved track and field event areas, and improvements to both the baseball and softball infields.

The University Long Range Planning Committee meets on a regular basis to discuss planning related to campus facilities, construction and upgrades. Input is gathered from many campus constituencies in order to provide recommendations to the ACC and University president for the large-scale renovation of existing campus facilities or new construction. Three new buildings are planned for the immediate future: a 410-bed residence hall will open in fall 2013 and an academic building will open in fall 2014. Additional plans call for the renovation of Parenzo, Bates, and Wilson Halls and Juniper Park School along with the future construction of a new Facilities and Operation/Public Safety Center.

The Facilities and Operations Department evaluates all campus buildings every two years using a matrix developed by the state through DCAM. Ongoing evaluation takes place within the Facilities Department in order to maintain campus buildings and systems.

Working with Information Technology, upgrades to network infrastructure have been made to respond to increased need and demand for Internet access. The campus has a robust Ethernet and Wireless Network. Renovations to existing space in Wilson Hall now provide space for the IT Department staff to repair and install computer software and to provide computer help desk support for faculty and staff. Smart Technology including projection and computer equipment has been installed in many instructional areas of the campus including laboratories and classrooms. All classrooms have at least one data outlet, while many have two.

The University has invested in Schooldude software to improve and track work order processing. This software is also being used to track disposable goods and is being expanded as the needs of the campus increase.

The University offers students modern and spacious residence halls on campus – five traditional halls, an apartment-style building and an apartment complex. The residence halls provide the latest amenities including amply sized rooms, Internet access, large, fully furnished lounges, in-house Resident Assistants and full-time professional Residence Directors.

The Center for Instructional Technology's faculty computer lab is equipped with video conferencing capabilities, an interactive white board, PC and Mac computers, document and film scanners, video editing stations, CD-ROM and DVD recorders, and digital and video cameras. In 2009 the CIT equipment was upgraded in a combination effort with the IT Department.

Facilities have been significantly improved for accessibility (per ADA). Signage has been added to provide ease of direction for students, staff and visitors to the campus. Facilities are in compliance with Massachusetts Building, Safety and Fire Codes. The University has an emergency notification system that notifies individuals by cell phone, computer and electronic message boards of University emergencies. The system is headquartered in the Public safety Department. Facilities and grounds are maintained to provide for the safety of occupants. Facilities and grounds lighting is adequate for way-finding and safety. Electronic and key systems, while working, are in need of upgrades. Closed circuit surveillance equipment was added to an expanded South campus parking area and Juniper Park School to improve security.

The University strives to assure that all buildings provide a healthful and appropriate atmosphere for teaching, learning and working, and faces challenges typical of an aging campus. The University's plans for improved and new physical resources supports the Capital Master Plan. An update to Capital Master Plan, completed April 2011, serves as a framework for future capital projects.

The University in 2011 enlisted the services of the Sightlines Company to assist in identifying the scope and magnitude of deferred maintenance. A report titled "2011 Facilities Measurement, Benchmarking, and Analysis Study" identified more than $100 million in deferred maintenance to campus buildings.

The University's policies dictate the parameters for IT system reliability, data integrity and security, and individual privacy. Procedurally, the University has acted on these through a diverse suite of technologies: active directory service (ADS), Encryption, Campus Manager, Encrypted Service Set Identifier (SSID) for wireless, Campus Firewall, and strict access lists in subnet servers.

The University does not have sufficient financial resources to adequately maintain existing campus buildings and grounds, to maintain the campus IT network and to maintain and improve technological equipment and resources, and this work has been increasingly challenging with budget tightening. The amount and types of deferred maintenance continues to rise each year as funding is diverted to other campus priorities. Despite this, the University continues efforts to improve facilities and grounds and continues efforts to identify and construct new facilities to address the needs of the campus.

Appraisal

Strengths

Significant new construction, renovation, and upgrades have served Westfield State well over recent years. Space dedicated to academic life includes the Banacos Academic Center, Woodward Center, Dever auditorium, renovated academic departments and portions of existing buildings improved to respond to growing and changing educational needs and pedagogical trends. The construction of Mod Hall, a 16,800 square foot temporary modular faculty office /classroom building has helped somewhat to minimize overcrowding in academic buildings. Computer labs have been upgraded and most are well appointed with respect to furniture, carpeting, air conditioning, and wire management. Approximately 10 science labs were upgraded for technology in summer 2011.

The library is currently undergoing a renovation in two stages (winter break 2011-2012 and summer 2012) to add six study rooms, reconfigure collections for improved access, create specialized individual and group study spaces, add power outlets for laptop access, and new furniture and interior finishes.

Student housing needs have been addressed consistently. A new 400-student Residence Hall, housing a Dunkin Donuts and several meeting rooms has eased some of the campus housing shortage, and the lease of housing for 210 students in downtown Westfield at Lansdowne Place also assists the city in revitalization efforts. A new residence hall will open on campus in fall 2013.

Student life is also enhanced with enriched and new athletic facilities, and the renovation of the University Dining Commons eliminated the overcrowding during mealtime.

The lease of space in the Rinnova Building in downtown Westfield also has provided additional urban renewal support to the City and has provided a venue to display student artwork as well as work of established artists.

The University has installed approximately 500 solar panels on the roof of Bates and Wilson Hall to lessen the campus dependence on fossil fuels as well as to provide examples to students and to the public of programs that can be implemented to reduce greenhouse gasses.

Westfield has made great strides in providing vertical transportation in buildings where none existed during the last audit. New elevators have been installed in the Ely/Campus Center Building, Bates Hall, Parenzo Hall and Scanlon Hall as well as the Press Box at Alumni Field. Other improvements have been made at many campus buildings. Building, elevator and other campus system inspections are performed by the state building inspector.

While not all residence halls on campus are 100% accessible, the University offers students with disabilities the opportunity to experience traditional and apartment style student housing. Residence halls that are fully accessible include Courtney, Scanlon and New Hall. Portions of other residence halls also are accessible.

A third-party contractor, where applicable, inspects fire alarm and fire suppression systems each year. Systems are inspected to insure compliance with Massachusetts State Law and National Fire Protection Association Standards (NFPA). Fire alarm systems in many campus buildings have been upgraded to meet new standards. These include Wilson Hall, Bates Hall, Parenzo Hall, Ely Library, Campus Center and Juniper Park School. All residence halls except for Seymour, Welch and Conlin Halls have had fire alarm systems upgrade and fire suppression systems installed.

Food service facilities on campus comply with City of Westfield and Massachusetts health standards. The Sodexho Food service employs a safety inspector to oversee food service safety.

Improvements have been made to many building HVAC systems. These have included the replacement and upgrading of cooling systems in Scanlon, Ely Library/Campus Center, portions of the second floor of Parenzo hall and the Horace Mann Center.

The campus technology firewall is a Cisco Firewall Service Module (FWSM) and is configured to place limits on incoming connections. Our servers are protected from on campus users by access lists.

The University has a fairly comprehensive recycling program in place. In 2010 the University received honors from the Massachusetts Department of Environmental Protection and the U.S. Environmental Protection Agency.

The University is in compliance with all Massachusetts regulations for the disposal of hazardous waste. The University performs self-inspections and is routinely inspected by Massachusetts code enforcement agencies. The University has successfully worked to clean up a major oil spill on campus. To date, over 35,000 gallons of oil have been extracted from soil around the Maintenance Building. This is one of the most successful projects of its kind in the state.

The University routinely tests for hazardous materials as part of renovation projects and ongoing inspections, and has an active program to address hazardous situations on the campus. The Director of Environmental Health and Safety coordinates these efforts. Facilities and Operations staff as well as academic faculty and University staff is trained on a variety of topics related to cleaning up and handling hazardous and biohazard waste.

Areas for Improvement

While much has been accomplished, we are aware of many facilities that need attention. There is a pressing need for more modern and adequate academic space, including classroom space, science labs, and additions/improvements to faculty offices. Classroom space must be flexible enough to allow for a variety of pedagogical practices (lecture, discussion, group work, experiential learning, etc.). While renovations to existing buildings have also improved conditions for some departments and programs, others continue to reside in inadequate or inappropriate space. Lab facilities in the Physical Sciences are unacceptable for instruction or research, especially in chemistry. Facilities for all of the University's fine and applied arts departments (Music, Art, and Theatre) are severely inadequate. In some cases, the departments are using facilities that were not designed for use in the pedagogy.

University financial resources are not adequate to keep up with the amount of deferred maintenance that needs to be addressed or to meet the requirements and need for the construction of new facilities. Funding for capital renovation and renewal has dropped in recent years due to the economic condition of the country, state, and University. Planning is underway to develop new procedures and funding mechanisms to address both deferred maintenance and new capital construction. The University is working with several consultants to quantify deferred maintenance. It is estimated that the University has a potential backlog of $100 million of deferred maintenance. Facilities and Operations staff maintains a five-year list of deferred maintenance projects on the campus. A financial model or deferred maintenance plan to address the needs of the campus is needed.

Traffic patterns on campus need to be redesigned and additional parking is needed.

There is an urgent need for new a steam plant.

Lighting on campus, while adequate, could be brighter in some areas according to some University community members. Campus police inspect lighting on campus on a routine basis, and turn reports over to Facilities and Operations for maintenance to be performed where necessary.

A full list of needed campus improvements may be found in the Electronic Workroom.

Projection
Westfield State will continue to provide sufficient and appropriate physical and technological resources, and manage and maintain those resources, to achieve its purpose and mission.

The University is aggressively planning to ensure that Facilities has the resources to address deferred maintenance needs and capital improvements, and the institution recognizes the centrality of Information Technology to higher education.

Residence Hall construction is on target for opening fall 2013. A new Academic Building is also slated for construction and the planning study has begun. This will provide additional space for instruction and faculty/departmental offices. Renovations will be made to the existing apartment complex.

Fire suppression systems will be installed in remaining campus buildings as funding or major renovations take place. It is anticipated that the last residential complex to receive fire suppression (Welch, Seymour and Conlin Halls) will have it installed during the summer of 2012. An emergency siren warning system will be installed by early summer.

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

FISCAL YEAR ENDS: 6/30	2 YEARS PRIOR (FY 2009)	1 YEAR PRIOR (FY 2010)	MOST RECENT YEAR	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
ASSETS					
CASH AND SHORT TERM INVESTMENTS	$18,320,605	$22,674,508	$29,594,664	23.8%	30.5%
CASH HELD BY STATE TREASURER	$305,485	$356,905	$1,493,123	16.8%	318.4%
DEPOSITS HELD BY STATE TREASURER	$3,280,770	$1,163,149	$1,627,172	-64.5%	39.9%
ACCOUNTS RECEIVABLE, NET	$584,136	$1,481,763	$695,941	153.7%	-53.0%
CONTRIBUTIONS RECEIVABLE, NET	$208,731	$287,003	$232,267	37.5%	-19.1%
INVENTORY AND PREPAID EXPENSES	$592,716	$443,664	$480,801	-25.1%	8.4%
LONG-TERM INVESTMENTS	$3,328,967	$3,283,592	$4,452,276	-1.4%	35.6%
LOANS TO STUDENTS	$911,288	$929,739	$924,646	2.0%	-0.5%
FUNDS HELD UNDER BOND AGREEMENT	$69,711	$69,820	$2,621,364	0.2%	3654.5%
PROPERTY, PLANT AND EQUIPMENT, NET	$40,218,439	$47,268,559	$48,225,299	17.5%	2.0%
OTHER ASSETS	$30,610	$29,069	$341,562	-5.0%	1075.0%
TOTAL ASSETS	**$67,851,458**	**$77,987,771**	**$90,689,115**	14.9%	16.3%
LIABILITIES					
ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	$9,922,661	$10,558,032	$10,996,579	6.4%	4.2%
DEFERRED REVENUE & REFUNDABLE ADVANCES	$2,557,395	$2,434,024	$2,402,573	-4.8%	-1.3%
DUE TO STATE				-	-
DUE TO AFFILIATES				-	-
ANNUITY AND LIFE INCOME OBLIGATIONS				-	-
AMOUNTS HELD ON BEHALF OF OTHERS	$408,971	$395,735	$766,157	-3.2%	93.6%
LONG TERM DEBT	$4,556,368	$4,332,220	$8,729,860	-4.9%	101.5%
REFUNDABLE GOVERNMENT ADVANCES	$994,606	$994,606	$994,606	0.0%	0.0%
OTHER LONG-TERM LIABILITIES	$187,519	$210,098	$421,880	12.0%	100.8%
TOTAL LIABILITIES	**$18,627,520**	**$18,924,715**	**$24,311,655**	1.6%	28.5%

FISCAL YEAR ENDS: 6/30	2 YEARS PRIOR (FY 2009)	1 YEAR PRIOR (FY 2010)	MOST RECENT YEAR	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
NET ASSETS					
UNRESTRICTED NET ASSETS					
INSTITUTIONAL	**$44,490,938**	**$54,496,112**	**$61,052,278**	22.5%	12.0%
FOUNDATION	**$384,100**	**($249,768)**	**$2,424**	-165.0%	-101.0%
TOTAL	**$44,875,038**	**$54,246,344**	**$61,054,702**	20.9%	12.6%
TEMPORARILY RESTRICTED NET ASSETS					
INSTITUTIONAL	**$785,962**	**$624,749**	**$505,307**	-20.5%	-19.1%
FOUNDATION	**$724,992**	**$1,309,798**	**$1,858,735**	80.7%	41.9%
TOTAL	**$1,510,954**	**$1,934,547**	**$2,364,042**	28.0%	22.2%
PERMANENTLY RESTRICTED NET ASSETS					
INSTITUTIONAL				-	-
FOUNDATION	**$2,837,946**	**$2,882,165**	**$2,958,716**	1.6%	2.7%
TOTAL	**$2,837,946**	**$2,882,165**	**$2,958,716**	1.6%	2.7%
TOTAL NET ASSETS	**$49,223,938**	**$59,063,056**	**$66,377,460**	20.0%	12.4%
TOTAL LIABILITIES AND NET ASSETS	**$67,851,458**	**$77,987,771**	**$90,689,115**	14.9%	16.3%

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

FISCAL YEAR ENDS: 6/30	2 YEARS PRIOR (FY 2010)	MOST RECENTLY COMPLETED YEAR (FY2011)	CURRENT BUDGET (FY 2012)	NEXT YEAR FORWARD (FY 2013)	TWO YEARS FORWARD (FY 2014)
OPERATING REVENUES					
TUITION & FEES	$36,558,739	$39,818,365	$41,326,896	$42,826,896	$44,326,896
ROOM AND BOARD	$19,917,452	$20,846,560	$23,691,988	$26,191,988	$28,691,988
LESS: FINANCIAL AID	($6,519,355)	($7,854,008)	($7,800,000)	($8,000,000)	($8,500,000)
NET STUDENT FEES	$49,956,836	$52,810,917	$57,218,884	$61,018,884	$64,518,884
GOVERNMENT GRANTS & CONTRACTS	$12,937,176	$12,764,419	$12,000,000	$12,200,000	$12,700,000
PRIVATE GIFTS, GRANTS & CONTRACTS	$281,533	$347,933	$300,000	$300,000	$350,000
OTHER AUXILIARY ENTERPRISES	$1,946,315	$2,795,669	$2,454,124	$2,600,000	$2,600,000
ENDOWMENT INCOME USED IN OPERATIONS					
OTHER REVENUE (specify):	$501,786	$477,269	$804,000	$600,000	$700,000
OTHER REVENUE (specify):					
NET ASSETS RELEASED FROM RESTRICTIONS					
TOTAL OPERATING REVENUES	**$65,623,646**	**$69,196,207**	**$72,777,008**	**$76,718,884**	**$80,868,884**
OPERATING EXPENSES					
INSTRUCTION	$28,349,232	$29,528,540	$30,521,739	$31,590,000	$32,853,600
RESEARCH	$0	$0	$0	$0	$0
PUBLIC SERVICE	$91,102	$384,753	$100,000	$103,500	$107,640
ACADEMIC SUPPORT	$6,180,954	$6,412,455	$6,596,996	$6,827,891	$7,101,006
STUDENT SERVICES	$10,123,349	$10,197,395	$10,834,281	$11,213,481	$11,662,020
INSTITUTIONAL SUPPORT	$8,323,181	$8,168,980	$7,532,877	$7,796,528	$8,108,389
FUNDRAISING AND ALUMNI RELATIONS					
OPERATION, MAINTENANCE OF PLANT (if not allocated)	$8,993,950	$8,959,572	$10,719,783	$11,094,975	$11,483,300
SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)	$1,679,684	$1,628,929	$2,287,000	$2,287,000	$2,287,000
AUXILIARY ENTERPRISES	$17,861,051	$19,374,795	$19,690,838	$20,380,017	$21,195,218
DEPRECIATION (if not allocated)	$4,542,527	$4,140,638	$4,000,000	$4,000,000	$4,140,000
OTHER EXPENSES (specify):					
OTHER EXPENSES (specify):					
TOTAL OPERATING EXPENDITURES	**$86,145,030**	**$88,796,057**	**$92,283,514**	**$95,293,392**	**$98,938,173**
CHANGE IN NET ASSETS FROM OPERATIONS	**($20,521,384)**	**($19,599,850)**	**($19,506,506)**	**($18,574,508)**	**($18,069,289)**

FISCAL YEAR ENDS: 6/30	2 YEARS PRIOR (FY 2010)	MOST RECENTLY COMPLETED YEAR (FY2011)	CURRENT BUDGET (FY 2012)	NEXT YEAR FORWARD (FY 2013)	TWO YEARS FORWARD (FY 2014)
NON OPERATING REVENUES					
STATE APPROPRIATIONS (NET)	**$21,305,571**	**$25,389,047**	**$26,035,642**	**$26,035,642**	**$26,035,642**
INVESTMENT RETURN	**$392,042**	**$343,507**	**$375,000**	**$375,000**	**$375,000**
INTEREST EXPENSE (public institutions)	**($10,177)**	**($67,272)**	**($165,002)**	**($218,885)**	**($302,911)**
GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS					
OTHER (specify):					
OTHER (specify):					
OTHER (specify):					
NET NON OPERATING REVENUES	**$21,687,436**	**$25,665,282**	**$26,245,640**	**$26,191,757**	**$26,107,731**
INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	**$1,166,052**	**$6,065,432**	**$6,739,134**	**$7,617,249**	**$8,038,442**
CAPITAL APPROPRIATIONS (public institutions)	**$8,688,659**	**$852,318**	**$270,000**	**$2,000,000**	**$2,000,000**
OTHER	**($10,750)**	**($481,026)**	**$0**	**$0**	**$0**
TOTAL INCREASE/DECREASE IN NET ASSETS	**$9,843,961**	**$6,436,724**	**$7,009,134**	**$9,617,249**	**$10,038,442**

Standard 9: Financial Resources

(Statement of Debt)

FISCAL YEAR ENDS: 6 /30	2 YEARS PRIOR (FY 2010)	MOST RECENTLY COMPLETED YEAR (FY2011)	CURRENT BUDGET (FY 2012)	NEXT YEAR FORWARD (FY 2013)	TWO YEARS FORWARD (FY 2014)
DEBT					
BEGINNING BALANCE	$4,088,368	$3,864,220	$8,295,460	$14,864,838	$14,414,167
ADDITIONS		$4,681,411	$7,000,000		
REDUCTIONS	($224,148)	($250,171)	($430,622)	($450,671)	($500,000)
ENDING BALANCE	**$3,864,220**	**$8,295,460**	**$14,864,838**	**$14,414,167**	**$13,914,167**
INTEREST PAID DURING FISCAL YEAR	$10,177	$66,623	$165,002	$218,885	$302,911
CURRENT PORTION	$229,355	$430,622	$450,671	$471,029	$500,000
BOND RATING					

DEBT COVENANTS (PLEASE DESCRIBE):

Debt covenants: Debt service coverage ratio as of 6/30 must be greater than 1.25x

Unrestricted liquidity to funded debt as of 6/30 must be greater than .50:1

Loan to value of collateral as of 6/30 cannot exceed 80% of current collateral value

These covenants apply to Bank of America Letter of Credit and reimbursement agreement only.

Standard 9: Financial Resources

(Supplemental Data)

FISCAL YEAR ENDS: 6/30	2 YEARS PRIOR (FY 2010)	MOST RECENTLY COMPLETED YEAR (FY2011)	CURRENT BUDGET (FY 2012)	NEXT YEAR FORWARD (FY 2013)	TWO YEARS FORWARD (FY 2014)
NET ASSETS					
NET ASSETS BEGINNING OF YEAR	$45,276,900	$55,120,861	$61,557,585	$68,566,719	$78,183,968
TOTAL INCREASE/DECREASE IN NET ASSETS	$9,843,961	$6,436,724	$7,009,134	$9,617,249	$10,038,442
NET ASSETS END OF YEAR	**$55,120,861**	**$61,557,585**	**$68,566,719**	**$78,183,968**	**$88,222,410**
FINANCIAL AID					
SOURCE OF FUNDS					
UNRESTRICTED INSTITUTIONAL	$1,679,684	$1,628,929	$2,287,000	$2,287,000	$2,287,000
FEDERAL, STATE & PRIVATE GRANTS	**$6,519,355**	**$7,854,008**	**$7,800,000**	**$8,000,000**	**$8,500,000**
RESTRICTED FUNDS					
TOTAL	**$8,199,039**	**$9,482,937**	**$10,087,000**	**$10,287,000**	**$10,787,000**
% DISCOUNT OF TUITION & FEES					
% UNRESTRICTED DISCOUNT					
PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:					

Description
The University works with a balanced budget, focused on financial stability and the ability to provide an extremely affordable higher education option. The University is dependent on state appropriations and strategically manages its resources through periods of reduced funding, through established planning processes that is aided by Board of Trustees oversight, to be consistent with the mission and purpose of the institution.

We evaluate the University through many different lenses and review strengths by evaluating the student body, faculty, plant, reserves and financial results as important indicators of financial stability. The state appropriations have been significantly reduced since 2008. The University has strategically allocated resources for instruction while reducing overhead expenditures to maintain a balanced budget and reasonable returns. Westfield has adequate reserves to fund potential emergencies and financial shortfalls, that may included multiple years of reductions in state appropriates or any diminished student enrollment, which is not anticipated given our rating as a top, best value public institution of higher education in Massachusetts.

The University is well governed through an active professional Board of Trustees and seasoned administration. All University policies, (including budgeting, investment management, insurance, facilities operation, risk management, purchasing and contracts, grants, fundraising and all primary activities performed within the University) are actively managed consistent with high expectations as delineated within the Internal Control Plan, reviewed and approved by the Board of Trustees. The implementation, adherence, and verification of compliance to policies are audited by the Office of the State Auditor. The Internal Control Plan promotes a culture of trust and commitment to sound financial practices. The institution has a written policy (Policy 0530) that allows reserves to be used for unforeseen emergencies and requires the President to inform the Board of Trustees within a reasonable time of such use.

The University has been consistently one of the most affordable four-year institutions in the Commonwealth. We are ranked 8th in cost, when including tuition and fees, room and board, out of the 9 state universities, where the 9th ranking is the lowest cost. This affordability provides a margin of flexibility to increase charges to students, if needed, without pricing Westfield out of the market.

The University is dependent on the Commonwealth's appropriations, as well as fees (general, parking, technology, etc.) and room and board collected from students. The Board of Trustees has the ability to adjust fees to balance its revenues against expenses. Federal stimulus funds provided through the Commonwealth in fiscal year 2009 and 2010, gave point-in-time assistance as the University transitioned to the reality of

reductions in state funding without a major financial impact on the student body and sacrificing its own financial integrity. Other sources of revenue, while currently less significant include interest income, donations, grants, and miscellaneous sources. Tuition is set by the Department of Higher Education and all state supported tuition collected is remitted to the Commonwealth.

Fundraising is managed by the Advancement and University Relations division. In addition, the Westfield State Foundation, a volunteer non-profit 501 (c) (3) corporation, directs fundraising to support the University and its student body. The goals of the Foundation include (1) increasing the amount of financial support for the University from private sources including alumni, parents and the community, (2) increasing the University's visibility and (3) seeking the highest return for the University's endowment.

The University has been strategic in responding to the economic downturn and reduced state funding, with a budget-planning process that demonstrates commitment to maintaining support of faculty and student related functions. Vacant and new program faculty positions (e.g., Social Work, Nursing) have been filled to provide for growth and expansion of the University's offerings consistent with mission and purpose. To achieve this objective, certain non-academic staff-to-student ratios have been reduced through attrition (Employees 2009-2011), as well as operating expenses (Academic Affairs Budget Planning FY2011).

The annual financial statements denote that the University is spending a substantial portion of its revenue on the academic mission and its students, with the remainder being devoted to student-related support and reserves. In FY2011 and 2010, Instruction (33%), Academic Support (7%), and student services (12%) accounted for 52% of the institution's operating expenses. This has dropped by only 1% from FY2008. Institutional Support (10%), Operation and Maintenance of Plant (10%), and Auxiliary Operations (21%) account for 41% of operating expenses. Of the 21% of Auxiliary Operations, 76% is spent on the Building Authority Trust Fund with the remainder covering primarily food services operations. The state appropriations primarily cover payroll related expenses. Other University revenues go to support operating expenses.

The institution's multi-year financial planning has evolved and become a valuable tool, reflective of the potential financial realities of a more competitive landscape for attracting students, and uncertain state or federal revenues, which drive the Commonwealth's appropriations to the University. There is awareness that long-term planning is necessary to manage funding and revenue risk, through the use of long-term and capital planning models. The Administration and Finance Division not only participates in institutional strategic planning, but also works with the City of Westfield and with other state agencies and the Department of Higher Education. In response to feedback from campus constituents to make facilities a higher priority in 2008-10, Administration and Finance worked with the Facilities and Operations department to address this priority. Several additions to capital assets were made as a result. Business plans and internal studies are performed to evaluate new program options. Actual results are measured to the forecasted budget to track performance. Studies have been undertaken to evaluate various operations

(DGCE, Personnel Expenses, Facilities, etc.) that drive performance levels to address issues and enhance performance. These self-studies, business plans and operating metrics provide guidance and assurance that operations in the respective areas are being managed to plan to assure predictability and stability. The growth of the University has sustained increased operating expenses. The day division, especially our on-campus resident student capacity, has been maximized, requiring an update of the master capital plan to accommodate future growth.

The budget process is ongoing, formally initiated over 6 months prior to its review and approval by the Board of Trustees, to assure educational and operating objectives are fully identified and addressed in the process. The initial strategy and criteria are identified and reviewed by the President and his Cabinet. The Finance Cabinet meets biweekly to address financial issues. The internal budget process includes tracking the state budget development to assure that planning is consistent with the level of the expected state appropriations. The Finance/Capital Assets Committee of the Board of Trustees is engaged about four months before the budget approval date to establish a budget related dialogue and to obtain their guidance.

The Budget Committee, which includes the Presidents Finance Cabinet, representatives from the three unions on campus and the Student Government Association, provides for appropriate integration of academic, student service, fiscal, development, information and technology and physical resources priorities. With all campus constituencies represented, budget guidelines are developed with considerations to be addressed in the budget. Budget development guidelines are sent to all personnel in the divisions that have budget development and monitoring responsibilities. Budget development and management training is provided through large-group and individualized sessions.

The budget submissions, including special expense consideration requests, are discussed with the Budget Committee through multiple day open hearing sessions. Budget requests are reviewed and prioritized. The Budget Committee then balances the budget. Making equitable across the board adjustments to balance the expenses against the revenues, as the reserve requirements are delineated. A balanced budget is presented to the President and the Finance/Capital Assets Committee, who have been periodically informed of the budget development progress. The Finance/Capital Assets Committee advances the final budget to the Board of Trustees for approval.

The Finance Cabinet, consisting of representatives from all university divisions, meets biweekly to review and oversee operations and items that may require the allocation of financial resources. The Board of Trustees, through its Finance/Capital Assets Committee, oversees the financial management of the University through, at minimum, quarterly review of the University's budget performance along with ongoing monitoring of expenses. The Associate Vice President of Finance reviews all Trust fund budgets monthly. Detailed policies exist for cash management and reporting.

The University's financial statements have consistently earned an unqualified opinion from its independent auditors. The Office of the State Auditor and Comptroller's office

periodically perform compliance audits. The Independent Auditors meet with the Board of Trustees prior to the initiation of an audit to review any significant changes in operations, any concerns and the scope of their work. Upon the timely completion of an audit, the auditors meet with management to review their report, including any management findings. The independent audit firm makes a formal presentation on the University's audited financial statements to the Trustees, including any related management letter comments. The Trustees also direct management to provide an explanation, corrective measures and subsequent results for any management letter items presented by the auditors. Westfield has a written Audit Policy dictating the appointment and relationship with an independent auditor as well as an Audit Finding Policy outlining the requirements for responding to auditor comments.

Institutional Effectiveness

The University is effective in managing and maintaining financial capacity appropriate to meet educational objectives and assure multi-year financial stability. This is evidenced by a long term strategy and capital plan, structured management process of budgeting, financial and performance reporting, and monitoring performance which includes independent audits, policies such as the Internal Control Plan, ability to maintain sufficient reserves, plan and execute balanced budgets, and focused allocations aligned with educational mission.

Appraisal

Strengths

The University has and is managing to balance reduced state and federal funding, student growth, increasing costs of academic and other activities, while avoiding layoffs and severe cutbacks in services.

The University is competitively priced and it is projected that even as new programs and facilities are added, the increased costs will not materially deteriorate our financial condition or competitive position.

The Board of Trustees are actively vested in overseeing the University's financial status, and committed to maintaining transparency, long-term financial and operating stability and reasonable reserves to address risk and potential reductions in funding in future years.

The planning budgeting process has been improving over the past four years and has provided greater transparency and inclusive participation; the University-wide Budget Committee includes student, union, technology and all the functional department representation. Budget requests include growth forecasts, expense criteria justification such as Cost Benefit Analysis and the use of Zero-Based Budgeting to determine reasonableness and need for funds. Staff performs various financial analyses, market evaluations, and develops business plans for the Committee to review and act on.

The University has updated its Internal Control Plan. The Internal Control Plan has been distributed to all leadership positions within the University. The review and updating of

policies is an ongoing process. The document outlines the processes to maintain sound policies, risk management review, and ethical practices in all the operations and procedures within the University.

The University has an Audit Policy, which dictates periodic external and internal audits, and an Audit Finding Policy, which requires official documented responses to any items that are deemed to be material weaknesses.

Following the 2008 fiscal year, when Westfield experienced a reduction in state appropriation (FY08 - $23 million, FY09 – $21.9M, FY10 – $17.8M, FY11 $20.4 and FY12 $20.4M). The Board of Trustees recognized that the University required additional finance personnel who were hired to review strategic plans, new programs and revenue sources to ensure that the financial integrity of the University was maintained. Maintaining an open process and adhering to checks and balances between the Board of Trustees, budget committee, and throughout the University governance structure has allowed new ideas to be fully vetted, and plans discussed prior to the enactment of additional programs. An example of this process occurred with the development of DGCE's five-year business plan, which was approved by the Board of Trustees in December 2010.

Fundraising policies are in place and establish clear guidelines regarding the solicitation and handling of outright gifts, securities, closely held securities, real estate property, tangible personal property and gifts-in-kind. The University and the Westfield State Foundation also has written policies governing the solicitation and collection of money from the private sector, fundraising by students and student organizations, and through the receipt and acknowledgement of non-cash contributions.

Areas for Improvement

There is a need to codify the established budget process so that it is transparent throughout campus.

Prudent budgeting and expense management by division managers have helped to ensure educational quality and services for students, limiting support staff and resources may be stressing the ability of the institution to maintain and to keep up with services.

The University policy of preserving its reserves to cover contingencies; continued planning for contingencies and risk assessment should be assigned a high priority in strategic planning.

Projection

The University will continue to operate with a balanced budget, developed through a responsible, inclusive, transparent planning process and under the continued oversight of the Board of Trustees. The University will continue to develop feasible, mission-centric, strategies for generating new revenue while remaining accessible and affordable using sound conservative operating and financial policies, risk management reviews, careful vetting of new programs and services, and ethical practices. True to the legacy of Horace

Mann, Westfield's Financial Aid Office will continue to focus on and assist students through the financial aid process so that educational access can be realized regardless of economic circumstances. The funding of student financial aid programs, as well as benchmarking adequate operational resources, will be performed. Funding of student financial aid programs, although recently and purposefully receiving additional institutional aid, may not be keeping pace with rising costs.

The University will continue to codify and communicate its processes so that they are well known throughout campus. The use of metrics, benchmarking, and frequent progress reporting will be enhanced. Performance management and financial skills training will be afforded to personnel to realize the full potential from the budget program. Metrics and benchmarking will provide useful tools to address staffing concerns and for the allocation of reduced funds. A short-term goal will be establishing a working connection between the budget and the institution's mission statement.

The University will continue to strive to be one of the most economic and affordable options for students, by performing long term prudent financial planning within our capital program, student growth levels, to address inflation, control operating costs, including a sensitivity analysis to various risks and state appropriation levels. This will be aligned with the work of the Academic Planning Committee, Strategic Planning Committee, and Long Range Planning Committee.

The Foundation will expand its fundraising programs, which includes a projected 175th anniversary capital campaign beginning in 2012-2013. Westfield State University will proactively clarify to the campus community and to prospective donors the difference that gifts make to the University.

Standard 10: Public Disclosure

Information	Web Addresses	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	www.westfield.ma.edu www.westfield.ma.edu/contact-us	Westfield State University Bulletin Graduate and Continuing Education Course Listing
Notice of availability of publications and of audited financial statement or fair summary		
Institutional catalog	Undergraduate: www.westfield.ma.edu/uploads/registrar/bulletin.pdf Post-baccalaureate: http://www.westfield.ma.edu/uploads/dgce-pdfs/postbac_booklet.pdf Graduate: http://www.westfield.ma.edu/uploads/dgce-pdfs/gradcat.pdf	Westfield State University Bulletin
Obligations and responsibilities of students and the institution	Undergraduate: www.westfield.ma.edu/uploads/registrar/bulletin.pdf Graduate: http://www.westfield.ma.edu/uploads/dgce-pdfs/gradcat.pdf	Westfield State University Bulletin
Information on admission and attendance	Undergraduate: www.westfield.ma.edu/prospective-students/undergraduate-admissions/ www.westfield.ma.edu/prospective-students/part-time-evening-admissions www.westfield.ma.edu/prospective-students/undergraduate-admissions/special-admission-opportunities/ Graduate: www.westfield.ma.edu/prospective-students/graduate-admissions/ www.westfield.ma.edu/uploads/dgce-pdfs/gradcat.pdf	Westfield State University Bulletin
Institutional mission and objectives	www.westfield.ma.edu/about-westfield/mission-statement/ www.westfield.ma.edu/prospective-students/campus-life/student-handbook/student-handbook-mission-statement/	Westfield State University Bulletin

	Expected educational outcomes	www.westfield.ma.edu/committees/curriculum-committee/core-course-criteria/ www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/ www.westfield.ma.edu/prospective-students/graduate-admissions/program-assessment/	Westfield State University Bulletin
	Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/	
	Requirements, procedures and policies re: admissions	Undergraduate: www.westfield.ma.edu/uploads/registrar/bulletin.pdf Post-baccalaureate: http://www.westfield.ma.edu/uploads/dgce-pdfs/postbac_booklet.pdf Graduate: http://www.westfield.ma.edu/uploads/dgce-pdfs/gradcat.pdf	Westfield State University Bulletin
	Requirements, procedures and policies re: transfer credit	www.westfield.ma.edu/prospective-students/undergraduate-admissions/transfer-admissions/ www.westfield.ma.edu/uploads/registrar/bulletin.pdf www.westfield.ma.edu/prospective-students/part-time-evening-admissions/part-time-evening-programs/part-time-evening-application-procedures/ Graduate: www.westfield.ma.edu/uploads/dgce-pdfs/gradcat.pdf	Westfield State University Bulletin
	A list of institutions with which the institution has an articulation agreement	www.westfield.ma.edu/prospective-students/undergraduate-admissions/transfer-admissions/course-equivalency-guides/ www.westfield.ma.edu/prospective-students/undergraduate-admissions/transfer-admissions/community-college-masstransfer-details-brochures/ www.westfield.ma.edu/prospective-students/undergraduate-admissions/transfer-admissions/masstransfer-articulation-for-wsu-education-licensure-programs/	

	Student fees, charges and refund policies	www.westfield.ma.edu/offices-services/student-accounts/cost-of-attending-westfield-state/ www.westfield.ma.edu/offices-services/student-accounts/student-accounts-policies-procedures/ www.westfield.ma.edu/uploads/registrar/bulletin.pdf www.westfield.ma.edu/offices-services/graduate-continuing-education/dgce-tuition-fees/	Westfield State University Bulletin Division of Graduate and Continuing Education Course Catalog
	Rules and regulations for student conduct	www.westfield.ma.edu/prospective-students/campus-life/student-handbook/academic-life/ www.westfield.ma.edu/prospective-students/campus-life/student-handbook/student-life-policies/ www.westfield.ma.edu/uploads/registrar/bulletin.pdf	Westfield State University Bulletin Student Handbook
	Procedures for student appeals and complaints	www.westfield.ma.edu/prospective-students/campus-life/student-handbook/rights-and-responsibilities/student-conduct-procedures/ www.westfield.ma.edu/uploads/registrar/bulletin.pdf Graduate: www.westfield.ma.edu/uploads/dgce-pdfs/gradcat.pdf secure.blueoctane.net/forms/0ANB0Z07DGDO	Westfield State University Bulletin Student Handbook
	Academic programs	Undergraduate: www.westfield.ma.edu/prospective-students/academics/ www.westfield.ma.edu/prospective-students/part-time-evening-admissions/part-time-evening-programs/ www.westfield.ma.edu/uploads/registrar/bulletin.pdf Post-baccalaureate: www.westfield.ma.edu/prospective-students/graduate-admissions/teacher-licensure-programs/ http://www.westfield.ma.edu/uploads/dgce-pdfs/postbac_booklet.pdf Graduate: www.westfield.ma.edu/prospective-students/graduate-admissions/graduate-programs/ http://www.westfield.ma.edu/uploads/dgce-pdfs/gradcat.pdf	Visitors Guide Viewbook Westfield State University Bulletin

	Courses currently offered	DGCE: issuu.com/westfieldstatealumi/docs/dgce__winterspring2011_12_catalog_press_?mode=window&viewMode=doublePage	Day Division Course Offerings Booklet DGCE Course Catalog
	Other available educational opportunities	www.westfield.ma.edu/prospective-students/academics/academic-resources/education-abroad/ www.westfield.ma.edu/uploads/registrar/bulletin.pdf	Viewbook Off-Campus Educational Programs Brochure Westfield State University Bulletin
	Other academic policies and procedures	Undergraduate: www.westfield.ma.edu/uploads/registrar/bulletin.pdf Post-baccalaureate: http://www.westfield.ma.edu/uploads/dgce-pdfs/postbac_booklet.pdf Graduate: http://www.westfield.ma.edu/uploads/dgce-pdfs/gradcat.pdf	Westfield State University Bulletin
	Requirements for degrees and other forms of academic recognition	Undergraduate: www.westfield.ma.edu/uploads/registrar/bulletin.pdf Post-baccalaureate: http://www.westfield.ma.edu/uploads/dgce-pdfs/postbac_booklet.pdf Graduate: http://www.westfield.ma.edu/uploads/dgce-pdfs/gradcat.pdf	Westfield State University Bulletin
	List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	www.westfield.ma.edu/prospective-students/academics/academic-resources/academic-affairs/faculty-listing/	Westfield State University Bulletin
	Names and positions of administrative officers	www.westfield.ma.edu/about-westfield/presidents-office/cabinet-directory/	Westfield State University Bulletin
	Names, principal affiliations of governing booard members	www.westfield.ma.edu/about-westfield/presidents-office/board-of-trustees/	Westfield State University Bulletin
	Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	www.westfield.ma.edu/offices-services/graduate-continuing-education/online-learning-alternate-locations/	
	Programs, courses, services, and personnel not available in any given academic year.		
	Size and characteristics of the student body	www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/common-dataset-2011	Visitors Guide Viewbook Westfield State University Bulletin

	Description of the campus setting	www.westfield.ma.edu/prospective-students/undergraduate-admissions	Visitors Guide Viewbook
	Availability of academic and other support services	www.westfield.ma.edu/prospective-students/academics/academic-resources/ www.westfield.ma.edu/prospective-students/academics/academic-resources/academic-advising-center/ www.westfield.ma.edu/prospective-students/academics/academic-resources/academic-achievement/ www.westfield.ma.edu/prospective-students/academics/academic-resources/disability-services/ www.westfield.ma.edu/prospective-students/campus-life/counseling-center/	Westfield State University Bulletin TRIO Student Support Services Program Brochure Urban Ed at Westfield State Brochure Counseling Center Brochure
	Range of co-curricular and non-academic opportunities available to students	www.westfield.ma.edu/prospective-students/campus-life www.westfield.ma.edu/prospective-students/campus-life/clubs-organizations/	Visitors Guide Viewbook
	Institutional learning and physical resources from which a student can reasonably be expected to benefit		Visitors Guide Viewbook
	Institutional goals for students' education	www.westfield.ma.edu/committees/curriculum-committee/core-course-criteria/ www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/ www.westfield.ma.edu/prospective-students/graduate-admissions/program-assessment/	Westfield State University Bulletin
	Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/common-dataset-2011 www.westfield.ma.edu/uploads/registrar/bulletin.pdf	Visitors Guide Westfield State University Bulletin

	Total cost of education, including availability of financial aid and typical length of study	www.westfield.ma.edu/prospective-students/financial-aid/ www.westfield.ma.edu/prospective-students/financial-aid/cost-of-attendance/	
	Expected amount of student debt upon graduation		
	Statement about accreditation	www.westfield.ma.edu/about-westfield/neasc-accreditation/ http://www.westfield.ma.edu/uploads/dgce-pdfs/gradcat.pdf	Visitors Guide Westfield State University Bulletin

Description
In 2005, Westfield State University transformed the way it disseminates information through the formation of the Marketing Department. With a focus on consistency of message and brand identity, assurance of integrity, and professionalism, this centralized unit is responsible for all electronic and social media, professionally designed publications and printed materials, television and radio commercials, photography resources, a comprehensive and versatile web presence, mobile website, and copywriting and marketing needs for the entire campus.

Responsive to external requests for communication, Public Affairs is located in the President's Office which provides a reporting structure that enables the team to move seamlessly among its internal and external constituents while at the same time allowing staff access to sensitive university-related information when appropriate. The current team, on call 24/7, consists of the assistant to the president for communications who serves as a community relations liaison and provides writing support, and a public affairs consultant who provides senior-level counsel and strategic support and manages external communications.

Westfield's Public Affairs web page was launched in fall 2010 to provide information about public relations services available to the university community. Links to local media calendar pages enable campus constituents with event information to coordinate that directly on their own. Additionally, the Marketing Department posts press releases and related news to the official University "News" tab on the homepage as well as providing information directly to faculty, staff and students.

The University *View Book*, the webpage titled "About Westfield," undergraduate prospective student website, and the *Visitors Guide* clearly describe the institutional size and characteristics, academic and support services, co-curricular and non-academic opportunities and other resources that benefit students. Periodic review ensures the accuracy of university-generated public information. Content is typically coordinated at the director level with sign-off at the vice president level to assure clarity and accuracy.

The website is the main source of descriptive information concerning the University, reflecting the material in the view book and other admissions publications that describe the student body, campus, resources, and opportunities. Information relating to crime statistics, and safety is also included. An "About Westfield" link at the top of the home page lists a wealth of information for the visitor who wants a more global perspective of the institution.

Public Affairs screens and vets all requests for interviews and information with faculty and staff. Information is shared via multiple channels including press releases, faculty/staff announcements, social media such as Facebook and Twitter, and in various campus publications. Public Affairs makes decisions regarding contact with external media outlets to promote important news such as student and faculty accomplishments, manage crises and event information when pertinent.

The admission portion of the university website contains specific information about full-time day freshman and transfer application deadlines and requirements, freshman and transfer admission standards, and general transfer policies and articulation documents, with links to the *Bulletin* for cost information, degree requirements, and other pertinent policies. The full-time undergraduate day admission applications (paper and online) clearly list all active academic programs available to applicants. If an academic program is terminated, then it will be removed from the admission application during the annual editing process. There is also a link to the DHE website for statewide admission standards, and descriptions of statewide transfer programs and articulation agreements.

Until 2010, the undergraduate admission application annually published passing rates for teacher licensure examinations (Title II report). At this time, passage rates for licensure examinations can only be located on the Massachusetts Department of Education's website. Graduation rates are published in the *Bulletin*, and retention and graduation rates are also published in the university's *Visitors Guide* and on the IPEDS College Navigator website.

Among the biannually produced recruitment materials is a *Financial Aid Brochure*, designed specifically for full-time undergraduate day students, which details cost of attendance, types of financial assistance available, filing processes, and a question and answer section that addresses commonly asked financial aid-related questions. The brochure is distributed at all admission recruitment events and available to current students.

The website also outlines the financial aid process, the types of financial assistance, filing deadlines, and cost of attendance to all current students as well as prospective students. Both the website and the financial brochure also include a section detailing how students can determine their financial aid eligibility based on the U.S. Department of Education guidelines. It informs students and their families of the expected student loan debt for dependent students who borrow their maximum federal loan eligibility, and what their approximate per month payment would be over a standard 10-year repayment term.

The portal myWestfield was launched in the fall of 2009 to provide the University's students, faculty, and staff with a single sign-on location to check email, class registration, and internet and intranet services. In 2010, Westfield launched a new website that addressed issues of organizing web content, developing consistent page layout, and navigational structure, while further incorporating in the use of a portal for internal communications. Designed from an audience perspective (prospective students,

parents, alumni, neighbors), the website invites visitors to identify with one audience and find pertinent information on the internal related pages.

The *Bulletin* provides consistent disclosure of the institution's mission, accreditation, objectives, strategic priorities, first year and transfer admission and transfer articulation requirements, procedures, and policies. Student fees, charges, refund policies, and financial aid eligibility and availability are clearly identified. Information regarding attending or withdrawing from the institution as well as the academic calendar, academic programs, course descriptions, recognition and graduation requirements are included. Additional educational opportunities are also included with detailed description and contact information, such as international exchange in China, study abroad, short-term international courses, National Student Exchange, Honors Program, College Academic Program Sharing (CAPS), Walt Disney World Program, The Washington Center for Internships and Academic Seminars, Cooperating Colleges of Greater Springfield (CCGS), and ROTC. The *Bulletin* indicates how the University's annual security report, which includes crime statistics from the previous three years, can be obtained. The *Bulletin* lists all administration, staff, and full-time faculty. Individual faculty and staff also may be located by using the Directory link on the University's home page. Finally, the BOT and their affiliations are posted on the BOT website under the President's Office, and are listed in the *Bulletin*.

The *Bulletin* is available in print as well as online. To assure accuracy, the Office of the Registrar annually updates the *Bulletin* in a systematic process involving departmental review of major requirements, courses listed, policies, procedures, and personnel. Courses not taught for two consecutive years are removed from the *Bulletin* on the request of the department chair and through the governance process. If an academic program is terminated, then the end date is clearly listed or simply removed from the *Bulletin.* The Registrar maintains hard copies of the archived *Bulletins* prior to 1995, which are available upon request.

The *Course Offerings Booklet*, published each semester by the Office of the Registrar, is a detailed, comprehensive publication for full-time undergraduate day students that indicates any recent changes in policies or regulations, courses offered that semester, and academic advising and registration procedures. The booklet can be found on the office's website or in paper copy in key administrative offices such as the Academic Advising Center, Urban Education, Student Administrative Services Center, and Banacos Academic Center.

DGCE uses the undergraduate *Bulletin* as its official source for policies and curricula for undergraduate students as well as the online *Graduate Catalog* and *Post Baccalaureate Catalog* to provide similar information for its graduate, post baccalaureate and credit-free populations. The latter documents similarly include information regarding policy, procedure, accreditation, faculty and administration, programs and facilities, as well as course offerings and academic calendars. DGCE also maintains paper copies of all archived *Bulletins*. Many undergraduate programs cannot be fully completed through the part-time evening program. DGCE indicates in both its paper admission application and

online application which programs can be fully completed through the part-time evening division.

DGCE's *Semester Bulletin* provides both undergraduate and graduate student populations a list of all courses being offered in a given semester. It also includes the academic calendar, advising and registration procedures, student fees, financial aid information, and the withdrawal and refund policies. Published tri-annually (fall, spring, summer sessions), the publication is sent to all DGCE applicants, prospective students, active DGCE students, and any student who has taken a DGCE course or graduated from DGCE within the last year. The DGCE Dean updates all of these resources annually. Finally, the Community Education courses brochure (previously *Credit Free/Learning Program* brochure) is updated and published by DGCE each semester that courses are offered. This brochure clearly indicates course offerings, registration information, and withdrawal and refund policies.

The *Faculty Resource Guide* is a convenient booklet that provides specific information regarding faculty and academic policies and procedures. The *Chairs' Handbook* provides academic department chairs with guidance and procedural information. The undergraduate *Student Handbook* outlines the non-academic responsibilities of all undergraduate students. The *Student Handbook* is updated yearly and print copies are distributed to all on-campus undergraduate students. All undergraduate students, including DGCE students, receive a copy of the *Student Handbook* via their student email accounts.

Each academic department is developing a list of "learning outcomes" on the department's website. The Common Core student outcomes are listed in the *Bulletin*. Faculty and alumni accomplishments often are published on the individual academic department website and Alumni Association website and in the publication *Focus*. The University's current accreditation is clearly and accurately reported in several places, including the *Bulletin*, on the website, in the *Graduate Catalog*, and in the *Visitors Guide*.

Institutional Effectiveness

As a public institution, Westfield State University ensures thoroughness and accuracy of all information it disseminates. In response to the 2008 Admission and Marketing Assessments conducted by GDA Integrated Services, the University established standards by which it communicates with external audiences to reinforce its brand for the benefit of the university and its stakeholders. In addition, the university has established an identity, positioning statement and key messages that reinforce the findings of the research conducted.

Factors that should affect public disclosure in the future include the University's increased attention to recruiting out-of-state students and diverse markets, concerted efforts focusing on internal marketing to comply with brand identity, and an increased use of web, electronic media, social media and other means of communication that reduce carbon footprint and cost for the institution.

Appraisal

Strengths

The research conducted by GDA Integrated Services in 2008, on-site visits by the chosen publication and web consultants, their research, prospective and current student surveys, and focus groups with students, alumni and faculty and staff were used in advance of the production of the current admission publication cycle and the current website. Information gathered from the research resulted in publications and a website that are an accurate portrayal of our institution. They are thorough and provide a distinctive, yet unexaggerated, view of the University.

DGCE is focused on the particular needs of each student, providing accurate and accessible information through audience-designed paper and web publications, through open house and orientation programs, and through the quick response provided by an outreach team to any inquiry.

In 2009, a public affairs consultant was hired to evaluate the role of Public Affairs within a vastly changing media landscape. With her assistance Public Affairs' systems and procedures have been adapted to better serve the University in the 21st century, though there is a need for additional systems to be put in place in order to achieve optimal outcomes.

As a part of the internal communications, Westfield State continues to feature an employee newsletter, now called *The Resource*. It is published monthly and includes event calendars, updates, news about professional accomplishments, and employee relations features. It is distributed to all employees in electronic format, and in print format when requested. Alumni and friends of the University, current employees, BOT members, and University Foundation members receive *Focus*, the alumni magazine, published twice a year – in the fall and spring.

The University's advertising campaigns have shifted considerably over the last decade from primarily printed publications to web-based initiatives, a mobile website, email blasts, e-newsletters, television, radio and direct mail. Print publications are used only for targeted marketing or publications featuring issues with a higher education focus. Print advertising is run in local newspapers such as the *Westfield Evening News, Valley Advocate, Springfield Republican, BusinessWest, Point of View* (African American newspaper) and *All for You Agency* (Russian-American publication). Television and radio promotion is placed with local television and radio stations, primarily featuring upcoming events, DGCE registration and open house information, and general awareness of the University.

Facebook, Twitter and LinkedIn accounts have been established for the University and alumni, and are updated on a daily basis to share information and conversation with internal and external audiences. Campaigns to increase social media include an award-winning photo campaign at the Holyoke Mall, a "Like us on Facebook" poster, business card and table tent campaign on campus, and a "Spring at Westfield" photo shoot contest on the Facebook page. Facebook pages have been created for many undergraduate

departments, each of the graduate programs, and general DGCE to keep students updated. The University also maintains a mobile website.

The *Bulletin* continues to be an informative and detailed publication effectively providing key information regarding academic and non-academic policies and regulations to the entire undergraduate student population, faculty, staff, and alumni. Prospective students, particularly transfer students, access the *Bulletin* as part of their college search process. At the beginning of each academic year, the University sends a *Bulletin* to all new on-campus students and notifies all commuting students where they can obtain a copy.

The only other instructional location connected to Westfield State University is at Framingham State University, where a graduate Criminal Justice program has been offered part-time through DGCE. Due to low enrollment, DGCE is no longer accepting applications for this program. Fall 2011 was the last semester DGCE enrolled undergraduate students and spring 2010 was the last semester it enrolled graduate students in this program. DGCE is committed to graduating the current cohort of matriculated students in Criminal Justice programs at Framingham State.

Westfield strives to accurately represent the diversity on campus in all publications and on the website, and has added several publications and web pages to inform educationally and economically disadvantaged students of the programs offered at Westfield. Brochures for Urban Education, Learning Disabilities, Tutoring Center, and TRiO are kept current and updated consistently. The website provides information for at-risk populations, including appropriate campus telephone and email contacts.

The University is increasing focus on recruitment efforts of underrepresented populations in communities surrounding Westfield. For example, Marketing and Human Resources have worked closely with *Point of View* newspaper in Springfield, and appear frequently to discuss upcoming events on WTCC radio during African American featured programming. The University is working with a Hispanic marketing firm, Bauza Associates, to reach out to the Hispanic/Latino populations of Holyoke and Springfield through various media markets including print, radio, social media and television.

The financial aid brochure is popular with prospective students and their families as it demystifies the often-complicated financial aid process by providing detailed processing deadlines, types of financial aid available, and a helpful hints section. The brochure also provides a quick and concise snapshot of financial aid at Westfield.

Academic departments are continue to develop and post learning outcomes. The University has established a reporting and tracking system on alumni accomplishments. Faculty accomplishments are readily available on academic department web sites as well as in the department's annual reports maintained by academic affairs.

<u>Areas for Improvement</u>

Current students, faculty, and staff are not considered one of the main audience groups for the new website, and they do not find it useful. Although the website focus on other

audiences was intentional in order to encourage use of the portal, the University is still trying to find ways to encourage the campus community to use the portal more regularly.

Some issues related to the portal were noted during this self-study:

- No repository to store files (i.e. word documents, PDFs, images, etc.)
- Significant limitations in terms of design capabilities – it is very difficult to manipulate the templates to produce a more visually appealing layout
- Lack of overall campus support; while its intentions seem good, the content continues to be stagnant and users become frustrated with information overload and chaotic layout structure
- Many links go directly to the public website

While the mobile website currently in use is functional, it does not provide the level of interaction and information required to be of great enough value for the future use of mobile device technology.

Limited staff time, space and resources present challenges for Public Affairs' responsiveness to requests for information.

The online admission application process, while effective in gathering data and importing it into the Banner student system, is unattractive, weak, does not represent the University brand, and lacks technology that enables us to issue personal URLs or PURLs to potential students to assist with recruitment efforts. Improving the online admission application process is necessary in order to keep up with a changing demographic of prospective students. Our current system is antiquated and does not effectively represent our image or goals. The University needs to allocate appropriate resources to transition the admission process to a comprehensive electronic platform.

While it is easy to access its print version at various locations on campus, it is difficult to locate the *Bulletin* on the University's website. Our website lacks an "Academics" tab prominently displayed on the website, which forces users to scroll to the bottom of the Home Page to continue their search for the *Bulletin*. To add to the confusion, Westfield calls the college catalogue the *Bulletin*. This is problematic when users enter the key words "College Catalogue" or "Catalogue" in the search field, because they are directed to the Community Education & Learning Retirement Catalogue. Once the user locates the *Bulletin* online, it is displayed as a single document in PDF format, which can be cumbersome. The self-study reveals that Westfield's website should more easily link to the *Bulletin* including when a user enters "Catalog" or "Catalogue" in the search field (or consider a name change from *Bulletin* to *University Catalogue).*

Since the previous self-study, the University has not developed a system to identify expired courses by NEASC guidelines. It is important to note that we have retained courses that are considered expired by NEASC standards; however, these courses remain in the *Bulletin* because they are offered by special arrangement within each academic program.

Projection

University collateral marketing pieces for undergraduate and graduate students will be made available for mobile devices and the web through the use of e-documents that are interactive, updatable and user-friendly. In order to implement this technology, training and software investments must be made.

Several resources will be considered, including (1) proprietary software that would provide the functionality to issue automatic responses to online admission applicants confirming receipt of their online application. This software would also give the Admission Office the ability to maintain consistent communication with the applicants as they "funnel" through the admission application process; (2) social media coordination in order to maintain a consistent, cutting edge and professional social media presence; (3) software that places all university publications, including the *Bulletin,* in one database file so that if an update were made to the print version, the online version would automatically be updated as well.

The look and feel of the online admission application will be updated to reflect the current branding of the university. Changes and improvement to the website, portal, publications, and online admission application process will appropriately include the involvement, expertise and cooperation of IT.

The University will create a "disclaimer" webpage to be displayed prior to the user accessing the online *Bulletin* that includes a "Statement of Student Responsibility."

The University will continue to publish in the *Bulletin* the graduation rate and a retention rate based on first-time enrolled fall semester to following fall semester enrollment.

The University plans to review and revise communication policies annually, continue reinforcing the key messages and positioning both internally and externally, and maintain an understanding of the connection between its mission and vision and the university brand.

In an effort to educate students and their families on the debt they are incurring from student loans, the Financial Aid Office has recently contracted with the American Student Assistance (ASA) to provide financial literacy and educational debt management tools that will be available to both our current and past students. ASA will work with the Financial Aid Office to launch the new offerings throughout the 2011-2012 academic year.

Additional Public Affairs professional staff hours will augment current media coordination efforts. The office's internship program will continue to provide increased learning opportunities for Communication and English majors.

Specific reference to the Freedom of Information Act needs to be included in the *Bulletin*, the University's website, and the *Student Handbook.*

Standard 11: Integrity

Policies	Last Updated	URL Where Policy is Posted	Responsible Office or Committee
Academy honesty	2010	WSU Policy Manual: Policy #1020* www.westfield.ma.edu/prospective-students/campus-life/student-handbook/academic-life/academic-honesty-policy/ WSU Undergraduate Bulletin (online and in print)	Academic Policies Committee
Intellectual property rights-copywrite protection		Copywrite Protection and photocopying: www.westfield.ma.edu/prospective-students/academics/academic-resources/academic-affairs/faculty-resource-guide/college-services/#copy lib.westfield.ma.edu/illrequest/ill_request_info.htm Software copywrite protection: WSU Policy Manual Computing Resources Policy 0380 WSU Undergraduate Bulletin p.44	Library/Information Technology
Protection of Faculty Intellectual property rights	2009	http://www.wsc.ma.edu/uploads/human-resources/MSCA%202009-2011.pdf	MSCA
Conflict of interest	2009	State Conflict of Interest Policy posted on myWestfield: Affirmative Action Policies Copy in Standard 11 folder	Human Resources
Privacy rights		www.westfield.ma.edu/prospective-students/campus-life/student-handbook/student-life-policies/student-records-and-privacy-regulations/ www.westfield.ma.edu/offices-services/graduate-continuing-education/polices-for-graduate-continuing-education/ www.westfield.ma.edu/uploads/dgce-pdfs/gradcat.pdf Medical Records: www.westfield.ma.edu/privacypractices/	Academic Affairs/Student Affairs

Fairness for students		Student Conduct: www.westfield.ma.edu/prospective-students/campus-life/student-handbook/rights-and-responsibilities/student-conduct-regulation/ Absence Due to Religious Beliefs: www.westfield.ma.edu/prospective-students/academics/academic-resources/academic-affairs/faculty-resource-guide/faculty-resource-guide-academic-policies-procedures/#religious	Student Affairs/Academic Affairs
Fairness for faculty		http://www.westfield.ma.edu/prospective-students/academics/academic-resources/academic-affairs/faculty-resource-guide/faculty-resource-guide-faculty-policies-and-procedures/	Academic Affairs
Fairness for staff	2010	WSU Policy Manual: Anti-Bullying Policy MyWestfield:WSU Policy Manual: Whistleblower Policy	Human Resources
Academic freedom	2010	WSUPolicy Manual: Academic Freedom and Reponsibility Policy	Academic Affairs

Non-discrimination policies

University Anti-discrimination	2011	//www.westfield.ma.edu/offices-services/affirmative-action-equal-opportunity-office/	Affirmative Action, Diversity, and Equal Opportunity Office
Recruitment and admissions	2011	Statement of non-discrimination in application https://infoweb.wsc.ma.edu:9102/pls/WSCB/bwskalog.P_DispLoginNon http://www.westfield.ma.edu/prospective-students/undergraduate-admissions/after-you-apply/	Office of Admissions
Employment	2010	www.westfield.ma.edu/offices-services/affirmative-action-equal-opportunity-office/	Human Resources
Evaluation		Included in University-wide Anti-discrimination policies	Affirmative Action, Diversity, and Equal Opportunity Office
Disciplinary action			
Advancement			

Resolution of grievances

Academic Honesty	2010	www.westfield.ma.edu/prospective-students/campus-life/student-handbook/academic-life/academic-honesty-policy/	Academic Policies Committee Academic Honesty Committee Office of Academic Affairs
Students: conduct		www.westfield.ma.edu/prospective-students/campus-life/student-handbook/rights-and-responsibilities/student-conduct-procedures/	Office of Student Affairs
Grade Appeal	2010	www.westfield.ma.edu/prospective-students/campus-life/student-handbook/academic-life/academic-honesty-policy/	Grade Appeals Committee/Office of Academic Affairs
Academic Appeal-Graduate		www.westfield.ma.edu/uploads/dgce-pdfs/gradcat.pdf	Graduate Educaiton Council/Academic Affairs
Faculty	2009	MSCA contract	
Staff	2009	APA and AFSCME contracts	
Discrimination Complaint	2010	WSU Policy Manual Policy 2070	Affirmative Action, Diversity, and Equal Opportunity Office

Other	**Last Updated**	**Relevant URL or Publication**	**Responsible Office or Committee**
Residence Hall Policy		http://www.westfield.ma.edu/prospective-students/campus-life/student-handbook/student-life-policies/residence-hall-policy/	Residential Life/Student Affairs
Crime Reporting Policy	2010	www.westfield.ma.edu/prospective-students/campus-life/student-handbook/student-life-policies/crime-reporting-policy/	Public Safety/Office of Student Affairs

*WSU Policy Manual is available for campus access through the myWestfield portal.

Description

Westfield State University fosters an atmosphere of integrity at every level of leadership and practice. The university strives to ensure the highest expression of ethical standards among all its constituents, as expressed in the university mission statement, through its policies and programs, and through their regular review and necessary revisions. As such, the university is committed to the character of integrity, expressed in part by compliance with all laws, rules and regulations that govern our operating practices.

To support Westfield's invested spirit of integrity, the university has established internal controls and procedures designed to prevent violations of law and applicable regulations. Through the Human Resources Office, as well as the Faculty Center, professional development and training for administration, staff, and faculty occurs on themes such as: (1) leadership; (2) workplace skill development; (3) work-life balance; (4) University policies and systems; and (5) plagiarism and academic honesty. Recent programs include supervisory leadership development, ethics, diversity, use of technology, customer service, time management, preventing harassment, and mindfulness-based stress reduction.

Additional and direct support from the University occurs through the support of the ombudsperson position, as a resource to assist and mediate faculty, staff and student issues for alleged violations that may address upholding integrity. The ombudsperson reports to the Director of Human Resources and Affirmative Action.

All of Westfield State University's policies and procedures as they pertain to all constituencies are found on the institution's web site. Some, such as academic and non-academic policies appropriate for faculty and students, are available in the *Bulletin* and *Student Handbook*.

The University also has a detailed process for grade appeals (recently reviewed and enhanced through shared governance) that includes the faculty member, department chairperson, and Grade Appeal Committee. Academic Honesty is clearly addressed through policy, publicized, and promoted. Each policy provides clear articulation of the rights of all parties involved, including students. Policies and procedures are applicable and equitably applied to all students.

The institution actively protects intellectual property. The Campus Copy Center will only reproduce copyright-protected materials in accordance with federal copyright law. As well, the library has advanced and adopted policy, vetted through shared governance, regarding the protection of copyrighted material on its interlibrary loan request and course reserve reading material forms.

Our commitment to integrity in all domains of the institution is reaffirmed through periodic review of policies by the appropriate administrative or governing bodies. These policies and procedures have enhanced the integrity of established policies and procedures.

In 2009 Governor Patrick signed into law important changes to the state's Conflict of Interest Law (General Laws chapter 268A). Compliance with the law has two components. All university employees must (1) Annually, acknowledge receiving a copy of the document *Summary of the Conflict of Interest Law for State Employees*, and (2) Biannually, complete ethics training at the State Ethics Commission website. Westfield State is in compliance.

Freedom to pursue and disseminate knowledge is a hallmark of faculty and students. Faculty rights are protected by the *Agreement* while students' rights are outlined in the *Bulletin.* The statement in the *Bulletin* cites and paraphrases the statement in the *Agreement* of facilitating "the free search for truth and its free exposition." These entitlements include: full freedom in research and in the exhibition, performance and publication of the results of research, and full freedom in the classroom in discussing his/her subject. It also addresses entitlement of the right to present controversial ideas; commitment to free expression by faculty outside of the University without institutional censorship or discipline; professional obligation to present a variety of scholarly ideas; responsibility to respect the free inquiry of others and avoid interference in their work.

The Faculty Center promotes discussion of and reflection on faculty ideas and concerns about teaching, learning, scholarship, and the profession. The center seeks to foster a community that celebrates both the diversity among fields of study and the unity of academic inquiry.

The Massachusetts DHE is the governing body that allows Westfield the right to grant degrees. The University is committed to complying with all laws, rules and regulations that govern its operating practices, which as mentioned are safeguarded with established internal controls. When the University becomes aware of potential violations, an investigative response is immediate.

All workings of the institution are committed to the policy of non-discrimination on the basis of race, color, creed, religion, national origin, gender, age, disability, sexual orientation, gender identity, marital status, genetic information, or veteran status. The University adheres to numerous non-discriminatory policies and practices, including the following affirmative action and discrimination policies: University Anti-Bullying, Mobbing, and Harassment Policy; Affirmative Action Hiring Procedures; Age Discrimination; Discrimination Based on Race, Religion, National or Ethnic Origin; Discrimination Based on Gender and Sexual Orientation; Non-Discrimination and Accommodation for Persons with Disabilities; ADA Reference Materials and Forms; Sexual Harassment; HIV/AIDS; Racism; Affirmative Action Plan: Policy Awareness Procedures; Discriminatory Harassment Policy; The Massachusetts State College

Diversity and Affirmative Action/Equal Opportunity/Diversity Plan; and Discrimination Complaint Procedures.

During the summer of 2011, the Office of Diversity and Affirmative Action was changed to the Office of Multicultural Affairs and responsibilities of Affirmative Action were given to the Director of Human Resources and Affirmative Action. The Office of Multicultural Affairs promotes campus awareness of diversity issues, social justice, and broad participation throughout the campus community by supporting multicultural celebrations such as Hispanic Month, Black History Month, Month Celebrating Women, and various other diverse presenters. These are run through various committees, with the provision of operational support from the institution. IDAC has also been established and reports to the President with the Director of Human Resources and Affirmative Action serving as ex-officio. This committee works to network and assist the process of bringing a more diverse faculty/staff and support those who come to campus as well as supporting students with scholarships for travel abroad opportunities.

In 2008, the president made it a high priority to increase diversity within the campus community of students, faculty and staff. As a result, the University has established an organization of diverse faculty and staff called Sankofa that provides a network of support, recruitment and mentoring for faculty and staff of diverse backgrounds. There is no commitment more aligned with Westfield's founder, Horace Mann, who established this institution as the first public higher education institution without barrier to race, gender or economic class.

Professional admission staff is trained to follow ethical guidelines established for the admission profession by regional and national accrediting agencies; they also are trained to practice fairness and consistency in the admission decision process, and to provide prospective students with accurate information regarding academic program offerings, other general institutional resources, and admission standards. Student tour guides are trained by admission staff to provide prospective student families with accurate appraisals of student life. Because Westfield values student diversity to include students with learning challenges, a process is established to provide "Special admission opportunities" for which students may apply to receive support services and flexibility in the admission decision process. However, these are equitably applied under guidelines established by the Massachusetts DHE.

The Division of Student Affairs is well trained, and policies and procedures are firmly in place to service and support students, whether through the public safety office, residential life, counseling services or career services office.

The University offers numerous conferences, speaker series, workshops, and other events annually, all compatible with the institution's mission and purpose. Some programs are ongoing, such as DGCE's *College for Kids* program and professional development programming, both complementing institutional offerings and providing instructional/enrichment programs for learners of all ages aligned with our community-connectedness. Dual-enrollment programs (Westfield Dual Enrollment Program and

Commonwealth Dual Enrollment Program) offer other opportunities for qualified high school students to involve themselves in early college life.

Other programs such as the Speaker Series, Opening Day, Commencement, inaugurations, any presidential programming or sponsorship of programs like the Boys and Girls Club Youth of the Year, and Chamber of Commerce, are typically open to the community as well, in line with our mission and purpose.

Collective bargaining agreements for faculty and staff provide grievance processes with the intent of fair resolution. Salary increases and adjustments are also determined by these agreements. Employee policies and expectations are outlined in the collective bargaining agreements, Diversity and Affirmative Action policies and procedures, and an employee guide for faculty and staff. The employee guide is currently under review by the Human Resources Office. These policies may outline both the disciplinary and grievance procedure and/or administrative process.

Students are guided by the *Bulletin* and the *Student Handbook* where clear policies and procedures are outlined pertaining to grievances, disciplinary action, and appeal procedures. Please refer to the electronic workroom for policies.

The University is committed to meeting all standards set by the NEASC Commission on Institutions of Higher Education and by the Massachusetts DHE. The University consistently demonstrates honesty and integrity in all dealings with the commission and DHE, submitting appropriate reports and responding to all requests in a timely manner.

The University is in compliance with all reporting requirements, standards, general laws and regulations as evidenced by clean financial audit reports for the past 10 years, academic program accreditation by ABET, CAAHEP, CAATE, CSWE, NASM, NASPE, NCATE, NCSS, NCTE, NCTM, NSTA, and by submission of the reports mentioned above.

Institutional Effectiveness

The *Academic Program Review Schedule* is a detailed schedule when each program is due for its next external review. It also identifies the timetable for the last external accreditation review by academic discipline for those programs with regional or national accreditation. Any recommendations as a result of the academic program reviews and/or external accreditation reviews are forwarded to Academic Affairs and the department to address any identified deficiencies.

The academic program reviews identify that there were long absences between external reviews, many of which have now been scheduled. Clean audits and financial statements confirm the University's financial stability and accountability. As per policy number 0450 all audit findings must be addressed in a timely manner.

Appraisal

Strengths

The University maintains the expectation that its board, faculty, staff and students will exercise integrity and act responsibly in all activities in which they are the agents of the institution. Westfield takes honesty and integrity as core values in its learning community. The many policies and procedures that the University has adopted and enforces are testament to its conviction that academic honesty, integrity, clarity and truthfulness are the necessary foundations of a learning institution.

The University's policies and procedures, including Academic Honesty and Whistleblower policies State Ethics Commission regulations and requirements, and collective bargaining agreements with the MSCA, APA and AFSCME present a system of checks and balances that serve the campus community and the Commonwealth of Massachusetts well. The advent of the State Ethics Commission regulations and requirements have lent the University a teachable moment to reinforce these values and serve as a positive reinforcement of expectations for all employees.

All University policies are reviewed and updated by the responsible department or administrator annually or before if required. Grievance policies and procedures are clearly outlined and available to those applicable.

The University adequately assures faculty and students the freedom to teach and study the fields of their choice, examine all pertinent data, question assumptions, and be guided by the evidence of scholarly research. Westfield is currently addressing further on-line course policy, which is being freely debated. Teaching online as a modality is a faculty member's choice. The vice president of Academic Affairs, through CIT, supports on-line initiatives.

The University complies with all laws and regulations of the United States of America and the Commonwealth of Massachusetts. In addition, the University is committed to meeting all standards set by the NEASC Commission on Institutions of Higher Education and by the Massachusetts DHE, which is the governing body for the institution. As a member of the Massachusetts public higher education system, Westfield State University adheres to the stated mission of the six comprehensive state universities and achieves "cooperation, collaboration, and participation" with its sister institutions, in meeting the standards of the Commonwealth and the DHE. Westfield State University uses "public funds efficiently," as demonstrated in periodic voluntary and mandated audits.

In addition, the University is assessed annually by the DHE on certain performance measures. The resulting public Performance Measurement Report indicates that Westfield State consistently meets or exceeds the DHE's benchmarks. Moreover, Westfield strives for "continuous improvement and accountability in all aspects of teaching, learning and outreach" through establishment and dissemination of a strategic plan; institutionalized systems of individual and departmental accountability and evaluation; pursuit of national accreditations for its academic programs; and

memberships in professional organizations. The University strives for continuous improvement and accountability in all aspects of teaching, learning and outreach.

The Affirmative Action Office has actively expanded the recruitment of diverse faculty and staff efforts, in part, as follows:

- Advertised faculty positions in *Diverse Issues in Higher Ed* and Black and Latino organization program booklets;
- Produced an on-line employment site brochure entitled *Diversity Transforms* in English and Spanish which was developed to encourage diverse faculty to consider a career at Westfield State University;
- Purchased a directory of recent doctoral recipients who are persons of color which was placed on-line on our intranet for faculty search committees to reference;
- Conducts on-going meetings with department chairs to assist them with their current and future searches to identify viable pools of diverse candidates.

The Student Government Association continues to support diversity through affirmation of groups such as the Asian Appreciation Club, the International and Intercultural Club, Queer Straight Alliance Club, Students for Peace and Justice Club, and Women Empowering Other Women Club.

In order to quantify the level of satisfaction with institutional integrity, Westfield can cite the fact that it has not been subject to successful litigation, sanctions or filings by outside agencies.

Areas for Improvement

While there remains unqualified support of institutional character and integrity, Westfield continually is vigilant about ensuring that planning is adequate to maintain data integrity. (Note: There has not been a breach; however, this concern is noted in reflection of strained resource discussions in other sections).

Human Resources programs are well received and on target, but attendance needs to be increased, particularly in programming that deals with diversity.

Annually, the Diversity and Affirmative Action policies are distributed to all employees of the University; however, it is not clear how effective distributing these documents and making them available on-line is without an applied measure of assessment.

Projection

Westfield State will continue to hold the highest expectation of board, administration, faculty, staff, and students with regard to ethical behavior, with honesty and integrity being the cornerstone of relations with both internal and external constituencies. The University will continue to provide support to encourage and maintain clarity of integrity, and design and maintain appropriate policies which support such which will continue to be reviewed periodically. Both the freedom to pursue and share knowledge, as well as a commitment to openly express value in human diversity and adhere to non-

discriminatory practices, will continue as they have since 1838. Finally, the University will continue to be fully compliant with the Commission on Institutions of Higher Education, and in doing so demonstrate compliance with honesty and integrity.

Additionally, the University will work to coordinate and market the offering of Human Resources programs related to topics of diversity in a timely and advanced fashion that will encourage greater participation. The University is planning to continue to provide an array of training and lecture options for all employees and students and will work to increase the participation of the entire campus community.

Evaluation of policy awareness and policy knowledge, in relation to concerns about annual distribution effectiveness, will be assessed. Alternate means of disseminating this information to the campus community will be explored as assessment indicates. Appropriate offices will work with the webmaster to ensure that updates to policies and statements are done in a timely fashion on the websites, as well as advise on reorganization of some of the sites so that repeated searches are not required to find important information, particularly policies and mission statements.

The Office of Multicultural Affairs will develop a vision and mission statement that defines what diversity means to Westfield State. A diversity plan will be developed and promoted across the campus community and will be available online as well.

SGA, in collaboration with the Office of Multicultural Affairs, will appoint a multicultural representative to serve as a voting member of SGA. This student will collect information from the diverse student organizations and report back to SGA. Additionally, the Office of Multicultural Affairs will make recommendations to appoint a Multicultural Committee that will report back to the SGA multicultural representative. The Office of Multicultural Affairs will work with underrepresented student organizations such as the Asian Appreciation Club to provide assistance in defining the goals and mission of their organizations.

The Affirmative Action office will continue efforts to work with departments to increase the diversity of applicant pools for faculty hires and expand their efforts to increase the number of staff and administrators of color at the University including the faculty, staff and administrators within DGCE.

The campus community is reviewing the ombudsperson position for better visibility and usage.

Appendix A: Affirmation of Compliance with Federal Requirements of Title IV
Appendix B: Student Achievement E Series Forms
Appendix C: Student Success S Series Forms
Appendix D: Audited Financial Statement and Auditor's Management Letter
Appendix E: Preliminary Index of Electronic Workroom Documents
Appendix F: Glossary of Acronyms

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
209 Burlington Road, Bedford, MA 01730
Voice: (781) 271-0022 Fax: (781) 271-0950 Web: http://cihe.neasc.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/registrar/
Print Publications	*The Bulletin (2012-2013)*

2. **Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	http://www.westfield.ma.edu/prospective-students/undergraduate-admissions/transfer-admissions/
Print Publications	*The Bulletin, admissions publications*

3. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	http://www.westfield.ma.edu/prospective-students/campus-life/student-handbook/
Print Publications	*The Bulletin, Student Handbook*

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	The University uses a learning management system that requires a secure login and password. The university Computing Resources Policy, Ethical Usage clause prohibits academic dishonesty and the violation of another user's privacy. Required faculty training for online teaching includes methodology for identifying irregularities in student work that would indicate academic dishonesty (confirmation of student identity). There are no additional charges associated with the verification of student identity.

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

URL	http://www.westfield.ma.edu/news/westfield-state-invites-public-comment/ http://www.westfieldalumni.org/page.cfm?p=480&newsid=27
Print Publications	*Daily Hampshire Gazette*, *The Republican*, *Berkshire Eagle*, *Westfield News*, *Penny Saver*

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

Chief Executive Officer: _____ Date: 2/9/12

FORM E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
For general education if an undergraduate institution:	Yes	College Bulletin http://www.wsc.ma.edu/committees/curriculum-committee/core-course-criteria/	We rely on an input model where departments submitting courses for approval must document how they address the outcome.	Curriculum committee	Special committee formed to review the core (ROCCC)	2009-present
Core: English Composition	Yes	College Bulletin http://www.wsc.ma.edu/committees/curriculum-committee/core-course-criteria/ New outcomes in governance	2 representative Portfolios were collected from ALL sections of ENGL 101 and 101-Plus. Modified Core Assessment Inventory form to be used Spring 2012	Composition Coordinator, members of the composition committee and faculty	Major revisions to outcomes that better reflect goals and purposes of composition here at WSU and nationally	On-going
Core: Appreciation of the Arts	Yes	College Bulletin http://www.wsc.ma.edu/committees/curriculum-committee/core-course-criteria/	Core Course Objective and Assessment Inventory (Collected January 2011)	Institutional Assessment Committee recommendation to ACC: joint IAC/curriculum committee work on alignment of the review of current outcomes and the ROCCC proposal.		In progress
Core: Literary and Philosophical Analysis	Yes	College Bulletin http://www.wsc.ma.edu/committees/curriculum-committee/core-course-criteria/	Core Course Objective and Assessment Inventory (Collected January 2011)	Institutional Assessment Committee recommendation to ACC: joint IAC/curriculum committee work on alignment of the review of current outcomes and the ROCCC proposal.		In progress
Core: US History and Government	Yes	College Bulletin http://www.wsc.ma.edu/committees/curriculum-committee/core-course-criteria/	Core Course Objective and Assessment Inventory (Collected January 2011)	Institutional Assessment Committee recommendation to ACC: joint IAC/curriculum committee work on alignment of the review of current outcomes and the ROCCC proposal.		In progress

Core: Social Understanding	Yes	College Bulletin http://www.wsc.ma.edu/committees/curriculum-committee/core-course-criteria/	Core Course Objective and Assessment Inventory (Collected January 2011)	Institutional Assessment Committee recommendation to ACC: joint IAC/curriculum committee work on alignment of the review of current outcomes and the ROCCC proposal.		In progress
Core: Applied Analytical Reasoning	Yes	College Bulletin http://www.wsc.ma.edu/committees/curriculum-committee/core-course-criteria/	Core Course Objective and Assessment Inventory (Collected January 2011)	Institutional Assessment Committee recommendation to ACC: joint IAC/curriculum committee work on alignment of the review of current outcomes and the ROCCC proposal.		In progress
Core:Laboratory Science	Yes	College Bulletin http://www.wsc.ma.edu/committees/curriculum-committee/core-course-criteria/	Core Course Objective and Assessment Inventory (Collected January 2011)	Institutional Assessment Committee recommendation to ACC: joint IAC/curriculum committee work on alignment of the review of current outcomes and the ROCCC proposal.		In progress
Core:Allied Science	Yes	College Bulletin http://www.wsc.ma.edu/committees/curriculum-committee/core-course-criteria/	Core Course Objective and Assessment Inventory (Collected January 2011)	Institutional Assessment Committee recommendation to ACC: joint IAC/curriculum committee work on alignment of the review of current outcomes and the ROCCC proposal.		In progress
Core:Global Diversity	Yes	College Bulletin http://www.wsc.ma.edu/committees/curriculum-committee/core-course-criteria/	Core Course Objective and Assessment Inventory (Collected January 2011)	Institutional Assessment Committee Core Diversity sub committee and group of faculty teaching in the area.	Institutional Assessment Committee recommendation to ACC: joint IAC/curriculum committee work on alignment of the review of current outcomes and the ROCCC proposal.	In progress
Core:US Diversity	Yes	College Bulletin http://www.wsc.ma.edu/committees/curriculum-committee/core-course-criteria/	Core Course Objective and Assessment Inventory (Collected January 2011)	Institutional Assessment Committee Core Diversity sub committee and group of faculty teaching in the area.	Institutional Assessment Committee recommendation to ACC: joint IAC/curriculum committee work on alignment of the review of current outcomes and the ROCCC proposal	In progress

Core: Traditional Mathematics	Yes	College Bulletin http://www.wsc.ma.edu/committees/curriculum-committee/core-course-criteria/	Under Consideration: Evaluation of targeted exam questions and other appropriate assignments in core sections.	Currently, it is the responsibility and right of the individual instructors to review the evidence that they collect in their classes. Under consideration: review evidence collectively for all sections in the core.		In progress
List each degree program: BA Art	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Portfolio evaluation for studio art. Essay and project evaluation for Art History.	A committee of ART faculty members and the Dean of Institutional Research and Assessment	Adjustments of content emphasis at the course level.	2009
BS Athletic Training	Yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Admissions application (observation journal, recommendations, interview) At each level, clinical evaluations (mid-term and final), proficiency evaluations, conferences with Program Director and Clinical Education Coordinator Professional development assessed at Level 1 with department Intermediate Standing, at Level 3 with Advanced Standing Final outcome- pass rate BOC exam	Program Director, Clinical Education Coordinator, faculty meet every week to review student status and program function Departmental faculty member receiving alternative responsibility course release time appointed as Departmental Assessment Coordinator (Spring 2012)	Written faculty evaluation changed to an end of level conference. Modification of clinical assessment forms in process.	CAATE, December 2011, pending
BS Biology	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Portfolio presented in Senior Seminar	Departmental curriculum committee reviews and forwards recommendations to full department.	Significant revision of major requirements effective 2010; ongoing assessment, additional changes expected to be proposed for 2013 or 2014	Full program 2006 NSTA 2010
BA Communication	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Internship portfolio, observation, exit survey from internship students and supervisors, exam questions, research papers, employer and student focus groups	Full department	Increase emphasis on writing and media content production across the curriculum.	2008
BS Computer Science	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Course assignments Graduate/Employer Surveys	Departmental Curriculum Committee		ABET accreditation in 2009
BS Computer Information Systems	no					

BS Chemistry	Yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Portfolio Evaluated in Senior seminar	Faculty members in the department, and faculty member of record for the seminar course aggregates rubrics	The department added a Biochemistry Laboratory and an emphasis on related research through the Theoretical and Experimental Research course. The department initiated the development of several interdisciplinary courses with Environmental Science including Environmental Chemistry, Water Analysis, and Oceanography.	DHE approval in 2008; NSTA 2010
BS Criminal Justice	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Pre-post comprehensive exam administered in freshman and upper level elective courses; focus groups conducted annually in the spring; advisory board meets annually; pre-post writing samples; portfolios	Department subcommittee reviews artifacts and reports to department		DHE approval (PCIPP) in 2009
BS . Business Management	yes	Outcomes pending approval through departmental governance	Outcomes in process of being vetted by department			DHE review in
BA. Economics	In progress					
BSE Education (Elementary, Early Childhood, Special Education)	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Course-linked assessments and practicum portfolio	Program coordinators and TEC	See NCATE accreditation materials	2009 NCATE accreditation
BA English	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Analysis of Student work	Departmental Curriculum Committee and Department		Full program 2007 NCTE: 2010
English – B.A. Literature Concentration	Yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	We have used the following evidence in our past assessments: (1) senior seminar papers written for 300-level courses (2) essays from 200-level survey courses in American and British literature (3) exams from 200-level survey courses in American and British literature	Members of the department's Curriculum Committee annually assess selected outcomes using the evidence listed in column #3.	We have made the following changes, based on our assessments of literature concentration learning outcomes: (1) Revised the language of one outcome to better match what we are looking for in students' writing. Revised version: Demonstrate the	Spring 2011

					ability to write clearly, engagingly, and persuasively in literary analysis and other genres. (2) Added a new outcome, based on our assessment, to bring our courses in line with the core. Here's the new outcome: Outcome #7: Demonstrate effective and informative oral communication and/or presentation skills. (3) Began the process of designing new outcomes for our 200-level survey courses to reflect on why we are asking students to take these courses and how these courses help us get to our overall goals for the major. We held a retreat in May 2011 to begin this discussion. (4) Proposed revisions to the assessment process, including plan to make students and professors more aware of this evaluation process. Also, we discussed the possibility of requiring students to keep e-portfolios of their work.	

English - B.A. Writing Concentration	Yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	The Writing Committee uses portfolios of students' work in selected classes to assess learning outcomes. (The current assessment is of portfolios for our English 246: Introduction to Creative Writing class.)	The Writing Committee annually conducts the assessment of the writing concentration; the first assessment of English 246 (Introduction to Creative Writing) was just completed this month (February 2012).	(1) After piloting and assessing an online version of 392 (Business and Technical Writing), the committee brought a proposal to the department that an online version of English 392 be offered regularly. (2) English 392 instructors met to discuss the purpose of the course and began drafting a set of standard outcomes for 392. (3) One professor piloted a new course, Career Prep. Workshop for Writers. (4) The recently completed assessment of English 246 suggests revising outcomes language, revising the course description for English 246, and requiring that the portfolios show more evidence of revision.	February 2012
English – B.A. Secondary Education	Yes	They are accessible through the TK-20 system, which is accessible to program coordinators at Westfield State, but also in the published and bound SPA report. http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Students complete a work sample assessment and submit two full curriculum units in their English Education Assessment Folio. These assessments complement the multiple observations of student teachers in schools during practicum, as well as their writing about schools and teaching in their pre-practicum hours (30) tied to the Methods course. .	Each professor teaching the courses tied to the main assessments interprets the course-based evidence. We also conduct an in-depth programmatic review on some aspect(s) of the preparation of teachers. Last year's review included a gathering of all professors teaching required upper-division English and English Education courses who identified outcomes that we thought students were successfully exhibiting, and those outcomes where we saw gaps.	(1) Helped students to have much more extended and substantive pre-practicum experiences before heading to practicum by organizing and orienting students for these experiences a full semester before the term when they would experience them. (2) Identified need to address our desire for students to exhibit more nuanced representations of students and student	May 2011; next one happening Spring 2012

					differences, and our desire to craft experiences that will encourage more students to want to teach in schools and districts with higher needs	
BS Environmental Science	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Students complete a senior capstone internship or independent research project which are evaluated. Students also complete an exit survey which specifically covers the learning outcomes.	The chair and faculty evaluate the effectiveness of the curriculum based on the survey results and in consultation with internship sponsors and research mentors.	The department has developed new courses in Environmental Writing and Environmental Data Analysis, and increased project-based learning and emphasis on GIS technology.	2006
BA Ethnic and Gender Studies	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Reflective essays in identified courses, research and community activism projects and a presentation in the capstone seminar, exit interviews once coursework complete	All faculty members will participate in assessment. Multiple reviewers will assess blinded artifacts with rubrics. At least 2 outcomes/year will be assessed for program development	New program	DHE approval in 2009
BS General Science	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Seminar course – development of portfolio	Faculty members in the department, and faculty member of record for the seminar course aggregates rubrics	The department added a Biochemistry Laboratory and an emphasis on related research through the Theoretical and Experimental Research course. The department initiated the development of several interdisciplinary courses with Environmental Science including Environmental Chemistry, Water Analysis, and Oceanography.	2006 NSTA 2010
BA History	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Student Work: Exams, Research Papers, Presentations, and licensure tests (when applicable). Other possible methods for data gathering are currently under review by the departmental curriculum committee.	Departmental Curriculum Committee		NCATE: Spring 2010; External Program Review: 2007

BA/BS Liberal Studies	In progress		Pre-registration and exit interviews	Program Coordinator proposed changes to curriculum and developed an assessment plan (waiting for external review and governance approval)		2010
BA Mathematics	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	A portfolio of student work, containing entries in each of the five learning outcome areas, along with a narrative from the student addressing the learning outcome	Evaluated by student's advisor	Departmental evaluation of effectiveness of portfolio process	2008
BS Movement Science	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/need	Student Portfolios with Professional Development Points (sophomore year – Intermediate Standing; senior year – Advanced Standing)	The Student Performance Evaluation Committee reviews Intermediate Standing portfolios. All department faculty review Advanced Standing portfolios every semester.	Department is working on improving the information provided to students regarding the process, and addressing professional standards across the curriculum. The Curriculum Committee is developing an assessment plan that would include more frequent formative assessment of each student (in progress). There is department is discussing implementing a writing progression in the department curriculum. Two faculty members were selected to attend the Writing Liaison Committee's workshop for Writing Across the Curriculum. Discussion of implementing additional career development work in the curriculum and department events led to potential changes to the fall career night.	Two out of four concentrations have accreditation review processes: Physical Education (NCATE, 2010) Exercise Science (CoaES, 2011)

BA Music	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Semester juries, music education sophomore entrance juries, music education pre-practicum exit juries, departmental recital performances, ensemble performances, performance repertoire portfolios, practicum evaluations	Departmental curriculum committee	Instituted course rotation changes; Added dispositional assessment piece to Music Education Sophomore Entrance Juries; re-wrote the applied level repertory expectations; modified collection instrument (Jury sheets); syllabus change (course requirements) for MUSC 0279 Recital Attendance and Performance.	NASM accreditation 2007 Upcoming visit Spring 2013
BSN Nursing	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/ Application to the Massachusetts Board of Registration in Nursing (BORN) April 2010	NCLEX-RN exam HESI exit exams	Evaluation & Curriculum Committees , Department Chair Annually and as needed	NA	2009 DHE major approval April 2010, Massachusetts Board of Registration in Nursing (BORN)
BA Psychology	yes	APA Learning Goals http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Capstone experience work: Assessment of writing and research Fall 2012: pre-test and post-test of content knowledge; post-test student survey	Assessment Committee with support from Curriculum Committee Departmental faculty member receiving alternative responsibility course release time appointed as Departmental Assessment Coordinator (Spring 2012)	Addition of Internship class. Beginning pre-test and post-test evaluation	2009 External program review and internal departmental evaluation
BA Political Science	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Reflection essays in 101, 103, 206, 209 Oral presentation in 101 Exit interviews in 209 Written research project in 206 Citizenship instrument in 101, 103	Two faculty members collecting data to share with department	None yet; gathering data	Program review May 2010
BS Regional Planning	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Senior Capstone course GARP0391, Alumni Survey	GARP faculty, Internship Supervisors, Dept Curriculum Committee, REPL Advisory Board	Curriculum changes made following recommendations of items in Col. 5 and to meet ACSP Accreditation	2010

BA Sociology	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	coursework	Departmental Assessment Committee Departmental faculty member receiving alternative responsibility course release time appointed as Departmental Assessment Coordinator (Spring 2012)		2006
BSW Social Work	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Field Evaluation by student and supervisor Alumni Surveys	Faculty and advisory board	Results of both outcome assessment and evaluation of the process have been very positive. No action taken.	CSWE 2006
BA Spanish	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/	Skill test, exit interview, reflective essay	Assessment was submitted with annual report in spring 2011. All Spanish faculty (including Lecturers) that conducted assessment activities in spring 2011 collected the date which was then interpreted by the departmental curriculum committee. The faculty assessed listening and writing skills.	The Spanish faculty discussed the need to ensure that specific grammatical structures (i.e. subjunctive tense) was covered in the appropriate courses early on in the program and reinforce in more advanced grammar classes. Based on the results of the assessment we also determined that there was a need for a specific advanced Spanish composition course, which has been submitted through governance and approved.	DHE major approval 2010
BA Theatre	yes	http://www.westfield.ma.edu/prospective-students/academics/academic-resources/institutional-research-and-assessment/student-outcomes/				2006
MSW	Yes	http://www.westfield.ma.edu/prospective-students/graduate-admissions/program-assessment/	Licensure; course linked outcomes	Departmental Graduate Committee		DHE Program Approval 2008; CSWE Review 2011
MA Psychology	Yes	http://www.westfield.ma.edu/prospective-students/graduate-admissions/program-assessment/	Comprehensive Exam, Portfolio; course linked outcomes (guidance)	Departmental Graduate Committee	Changes to Practicum courses	NCATE 2011

MA ABA	In process	http://www.westfield.ma.edu/prospective-students/graduate-admissions/program-assessment/	Licensure exam, thesis, comprehensive exam; course linked outcomes	Departmental Graduate Committee	Course additions	DHE Program Approval 2007; Self-study 2010
MA English	Yes	http://www.westfield.ma.edu/prospective-students/graduate-admissions/program-assessment/	We use the following evidence for our assessment: (1) sample seminar papers (2) pre-capstone proposals (3) annotated bibliographies (4) capstone projects (5) oral presentations of capstones	Departmental Graduate Committee	We adopted the outcomes in fall 2011; we are planning for the first assessment to take place in 2012-2013	Self-study 2007; NCATE 2011
MS Accountancy	Yes	http://www.westfield.ma.edu/prospective-students/graduate-admissions/program-assessment/	Licensure exam, comprehensive exam; advisory board, course linked outcomes	Departmental Graduate Committee	Course additions	DHE Program Approval 2006; Self-study 2010
MS Criminal Justice	Yes	http://www.westfield.ma.edu/prospective-students/graduate-admissions/program-assessment/	Comprehensive exam, thesis, capstone; course linked outcomes	Departmental Graduate Committee		DHE Program Review 2011
MPA	In process	http://www.westfield.ma.edu/prospective-students/graduate-admissions/program-assessment/	Capstone; Advisory Board	Departmental Graduate Committee	Program Changes; Course Changes;	Self-study 2009
MEd	Yes	http://www.westfield.ma.edu/prospective-students/graduate-admissions/program-assessment/	Comprehensive Exam; Course linked outcomes	Departmental Graduate Committee, TEC-GC	Curriculum Changes	NCATE 2011

PART II: DOCUMENTING STUDENT SUCCESS (THE S-SERIES)

Form S1. RETENTION AND GRADUATION RATES						
Student Success Measures/ Prior Performance and Goals		3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2011)	Goal for 2012_
IPEDS Retention Data						
Associate degree students		N/A	N/A	N/A	N/A	N/A
Bachelors degree students (full time)		75% 2007 cohort	78% 2008 cohort	79% 2009 cohort	80% 2010 cohort	80%
IPEDS Graduation Data						
Associate degree students		N/A	N/A	N/A	N/A	N/A
Bachelors degree students		58.6% 2002 cohort	57.6% 2003 cohort	60.3% 2004 cohort	58.3% 2005 cohort	
Other Undergraduate Retention Rates (1)						
a	Student athletes	80%	83%	79%	83%	
b	Students of color	76%	73%	74%	78%	
c	Pell Grant recipients	74%	73%	77%	76%	
d	Residential students	76%	80%	79%	82%	
Other Undergraduate Graduation Rates (2)						
a	Student athletes (first year)	Not available	Not available	73%	67%	
b	Students of color	38%	42%	56%	47%	
c	Pell Grant recipients (first year)	Not available	Not available	60%	58%	
Graduate programs *						
Retention rates first-to-second year (3)		94% 06-07 cohort	89% 07-08 cohort	87% 08-09 cohort	91% 09-10 cohort	
Graduation rates @ 150% time (4)				73% 06-07	64% 07-08	
Distance Education (All online courses)						
Course completion rates (5)		87% AY08	84% AY09	87% AY10	86% AY11	
Distance Education (Degree Completion Program)						
Retention rates (6)		NA	83% AY09	88% AY10	64% AY11	
Graduation rates (7)		NA	NA	NA	58% AY09 cohort	
Branch Campus and Instructional Locations						
Course completion rate (8)						
Retention rates (9)		86% 07-08 cohort	92% 08-09 cohort	100% 09-10 cohort	100% Fall 10	
Graduation rates (10)		93% 05-06 cohort	78% 06-07 cohort	63% 07-08 cohort	92% 08-09 cohort	
Definition and Methodology Explanations						
1	IPEDS retention rate calculation for sub-groups of the first-time, full-time student population. Student athletes were on an intermural team one or both semesters of their first year. Students of color include all self-identified Black, Hispanic, Asian, Native American and multi-racial students. Pell grant recipients include all students who received Pell grants in their first year. Residential students include all students who lived in University housing during their first fall semester.					
2	IPEDS 6-year graduation rate for sub-population of new first-time students. Pell status and sport participation are based on participation in the first year without regard to participation in later years of enrollment.					
3	New master's candidates admitted for any term during the academic year and who enrolled in courses within a term of admission were included in the cohort. Students who re-enrolled or graduated one year after admission were					

	counted as retained.
4	For new master's candidates, 150%=3 years of study.
5	Percent of enrolled students receiving credit for online courses offered during the indicated academic year. Completion rate for traditional courses was 92% during this period.
6	Due to asynchronous admission dates, cohorts include all students accepted into the program during an academic year who enrolled in classes during that year. Retention is determined by enrollment in courses during the subsequent year. This program did not enroll students until Fall 2008.
7	For the degree completion program, three years is 150% of the expected time to degree completion for full-time students. Only the first cohort has been enrolled for that length of time.
8	
9	Students may matriculate into the program throughout the academic year and do not necessarily enroll in courses at the time of acceptance. Cohort consists of students who were accepted into the MS in Criminal Justice at Framingham during the indicated academic year and who enrolled in courses during that year. Students were counted as retained if they enrolled during the year subsequent to their year of matriculation or if they graduated during their matriculation year.
10	Three years post-matriculation is 150% of the expected time to degree. Cohorts consist of all students accepted during an academic year.
* An institution offering graduate degrees must complete this portion.	

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

	Measures of Student Achievement and Success/ Institutional Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (201_)	Goal for 201_
Success of Students Pursuing Higher Degree						
1	Attend Graduate School	18%	14%	Not complete		
2						
3						
4						
Definition and Methodology Explanations						
6-Month Post-graduation survey (2008: 41% response rate, 2009: 52% response rate)						
Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)						
1						
2						
3						
4						
Definition and Methodology Explanations						
Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared						
1						
2						
3						
4						
Definition and Methodology Explanations						
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)						
1						
2						
3						
Definition and Methodology Explanations						
Other (Specify Below)						
1						
2						
Definition and Methodology Explanations						

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

		3 Years Prior	2 Years Prior (2008-09)	1 Year Prior	Most Recent Year (2011)	Goal for 201_
State Licensure Passage Rates *						
1	MA Tests of Educator Licensure	99% (184/184)	98% (179/179)	(164/-164)	Not yet available	
2						
3						
4						
5						
National Licensure Passage Rates *						
1	Athletic Training Board of Certification Exam	Candidate numbers too low for aggregated data reporting				
2						
3						
4						
5						
Job Placement Rates **						
1						
2						
3						
4						
5						
6						
7						
8						

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Institutional Notes of Explanation

a	Westfield State University's Teacher Education Unit Assessment system has as part of their assessment for program completion five Transition Point Assessments. The fourth category is "Program Completion & Exit. In this category, the passing of The Massachusetts Tests of Educator Licensure (MTEL) is required. The MTEL measures teacher candidates' literacy skills and subject matter knowledge. MTEL does not issue a test or require any other test that specifically assesses candidates' pedagogical and professional abilities. To ensure that our candidates are literate by the standards of the MTEL test, the MTEL Communication & Literacy test and Subject test and any additional test required for the license must be passed as a condition of admission to the culminating practicum. Therefore, the pass rate on all required MTEL tests for licensure is 100%. Unfortunately, we cannot accurately report the pass rates of all students who are enrolled in our educator preparation programs. Because of the test company's reporting format (partial, or no Social Security numbers) in addition to in correct self reporting information provided by the test taker, we cannot always confirm the identity of all the test takers as Westfield State students in general or as students in enrolled in one of the educator preparation programs. Presently, we are working with our IT department to create a system that will match the test taker to WSU, the licensure program and to the tests taken. This will help to ensure more accurate reporting data for annual reports.

WESTFIELD STATE UNIVERSITY

(an agency of the Commonwealth of Massachusetts)

FINANCIAL STATEMENTS AND MANAGEMENT'S DISCUSSION AND ANALYSIS

JUNE 30, 2011

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

Financial Statements and Management's Discussion and Analysis

June 30, 2011 and 2010

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O'Connor & Drew P.C.
Certified Public Accountants

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Westfield State University
Westfield, Massachusetts

We have audited the accompanying statements of net assets of Westfield State University (the "University") as of June 30, 2011 and the related statements of revenues, expenses and changes in net assets, and cash flows for the year then ended. These financial statements are the responsibility of the University's management. Our responsibility is to express an opinion on these financial statements based on our audit. The financial statements of the University as of June 30, 2010 were audited by other auditors whose report dated October 12, 2010 expressed an unqualified opinion on the financial statements. We also did not audit the financial statements of Westfield State Foundation, Inc. (the "Foundation") as of June 30, 2011 and 2010 as discussed in Note 1. The financial statements of this component unit were audited by other auditors whose report thereon has been furnished to us, and our opinion, insofar as it relates to the amounts included for the entity not audited by us included in the discretely presented component unit of the University, is based solely upon the report of the other auditors.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Westfield State University as of June 30, 2011, and the changes in net assets and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 12, 2011 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal controls over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The Management's Discussion and Analysis (MD&A) on pages three through 3-15 is not a required part of the financial statements, but is supplementary information required by the Government Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the supplementary information. However, we did not audit the information and express no opinion on it.

O'Connor & Drew, P.C.

Certified Public Accountants

October 12, 2011

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

Management's Discussion and Analysis (Unaudited)

Introduction

This section of the Westfield State University annual financial report presents management's discussion and analysis of the financial activities of Westfield State University for the fiscal year ended June 30, 2011, with comparative information for the years ended June 30, 2010 and 2009. For financial reporting purposes, Westfield State University's reporting entity consists of Westfield State University and its discretely presented component unit, Westfield State Foundation, Inc.. Since this analysis is designed to focus on current activities, resulting changes and currently known facts, it should be read in conjunction with the basic financial statements and notes thereto. The financial statements, footnotes and this discussion are the responsibility of management.

Westfield State University is a comprehensive public institution of higher learning with approximately 5,350 full time equivalent combined day and evening students. The campus is located in Westfield, Massachusetts and offers 32 undergraduate majors in both the traditional arts and sciences and in professional fields with over 60 options for discipline-specific or interdisciplinary minors and concentrations. There are also 36 graduate-level degree and certificate programs offered by the Division of Graduate and Continuing Education. This broad range of graduate programs and undergraduate majors, minors, and concentrations reflect the commitment of Westfield State University to providing quality educational programs.

Westfield State Foundation, Inc. is a not-for-profit corporation operated exclusively for charitable, scientific, and educational purposes for the benefit of Westfield State University, including such activities as soliciting or receiving tangible property, rendering financial aid, promoting and supporting educational and other legal activities, and participating in any and all activities designed and carried on by Westfield State University to promote the general education of the people within the constituency served by Westfield State University.

Listed below are the definitions of each entity that may be presented in this discussion and analysis.

<table>
<tr><td colspan="2">Westfield State University

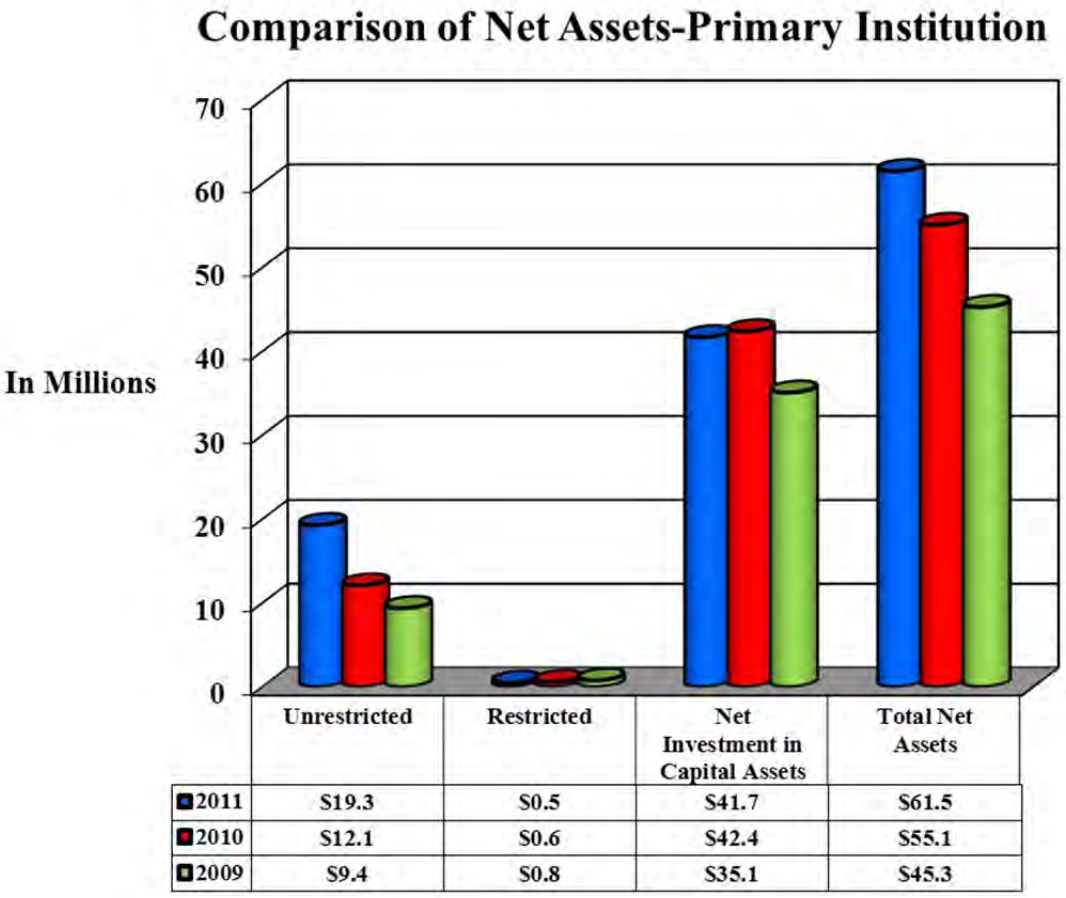
Overall financial activities of Westfield State University and its component unit, the Foundation</td></tr>
<tr><td>Primary Institution (the "University")

Financial activities of Westfield State University</td><td>Component Unit (the "Foundation")

Financial activities of Westfield State Foundation, Inc.</td></tr>
</table>

Primary Institution Financial Highlights

Graphically displayed, the comparative net asset increases by category for the fiscal years ended June 30, 2011, 2010 and 2009 are shown below:



	Unrestricted	Restricted	Net Investment in Capital Assets	Total Net Assets
2011	$19.3	$0.5	$41.7	$61.5
2010	$12.1	$0.6	$42.4	$55.1
2009	$9.4	$0.8	$35.1	$45.3

- The University's financial position improved significantly during the fiscal year ended June 30, 2011, with a $6.4 million or 11.6% increase in total net assets. Net assets, which represent the residual interest in the University's assets after liabilities are deducted, increased to $61.5 million from $55.1 million in 2010. The University's financial position also improved during the fiscal year ended June 30, 2010, with a $9.8 million or 21.6% increase in total net assets, (to $55.1 million from $45.3 million in 2009).

Primary Institution Financial Highlights - Continued

- Expenses incurred during fiscal year 2011 totaled $89.4 million. Revenues from tuition and fees, state capital support and appropriations, grants, and other sources totaled $95.8 million resulting in an increase in net assets of $6.4 million. Expenses incurred during fiscal year 2010 totaled $86.2 million. Revenues from tuition and fees, state capital support and appropriations, grants, and other sources totaled $96.0 million resulting in an increase in net assets of $9.8 million as compared to a decrease of $4.1 million for the year ended June 30, 2009.

- The increase in total net assets during the fiscal year ended June 30, 2011 is attributable to the fact that the increase in revenues more than offset the increase in operating expense. This increase is a result of a plan on the part of the University to have resources available to carry-forward into the next fiscal year since State Fiscal Stabilization Funds (ARRA) are not going to be available in fiscal year 2012. The increase in total net assets during the fiscal year ended June 30, 2010 was attributable primarily to the recognition of state capital appropriation revenue in the amount of $8.3 million for the major building renovations to Ely Hall which were completed during fiscal year 2010.

Overview of the Financial Statements

Westfield State University's financial report includes three financial statements: the *Statement of Net Assets*, the *Statement of Revenues, Expenditures and Changes in Net Assets* and the *Statement of Cash Flows*. These financial statements have been prepared in accordance with Governmental Accounting Standards Board (GASB) principles. The statements are designed to present all the activities of Westfield State University and consolidate the activities into one total.

The Financial Statements:

The *Statement of Net Assets* presents the financial position of Westfield State University at the end of the fiscal year and includes all assets and liabilities of Westfield State University. The difference between total assets and total liabilities (net assets) is one indicator of the current financial position of Westfield State University, while the change in net assets serves as a useful indicator of whether the financial position is improving or deteriorating.

The *Statement of Revenues, Expenditures, and Changes in Net Assets* presents Westfield State University's results of operations and other non-operating revenues. This statement presents information that shows how Westfield State University's net assets changed during the most recent fiscal year.

Overview of the Financial Statements - Continued

The *Statement of Cash Flows* provides additional information about Westfield State University's financial results by reporting the major sources and uses of cash. Governmental Accounting Standards Board (GASB) Statements 34 and 35 require that the direct method be used to prepare this statement. The direct method of cash flow reporting portrays the net cash flow from operations by major categories of operating receipts and disbursements.

The financial statements can be found on pages 16-19 of this financial report.

Notes to the Financial Statements

The footnotes provide additional information that is essential to a full understanding of the data provided in the financial statements. The notes to the financial statements can be found on pages 20-41 of this financial report.

Other Information

In addition to the financial statements and accompanying footnotes, this financial report also contains certain required supplementary information concerning the Westfield State University Building Authority trust fund. This supplementary information can be found on pages 42-43 of this financial report.

Financial Analysis of Westfield State University as a Whole

As previously noted, net assets may serve over time as a useful indicator of Westfield State University's financial position. Westfield State University's financial position increased during the year with a combined (University and Foundation) net asset increase of $7.3 million for the year ended June 30, 2011 as compared to a combined net asset increase of $9.8 million for the year ended June 30, 2010 and a $5.5 million decrease for the year ended June 30, 2009.

Financial Analysis of Westfield State University as a Whole - Continued

Westfield State University's Condensed Statements of Net Assets
As of June 30, 2011, 2010 and 2009

	Primary Institution			Component Unit-Foundation		
	2011	2010	2009	**2011**	2010	2009 As Restated
Current Assets	**$ 36,164,922**	$ 26,145,662	$ 23,081,962	**$ 601,191**	$ 493,066	$ 442,078
Non-current Assets						
Capital Assets, net	**47,386,394**	46,151,877	39,093,238	**838,905**	1,116,682	1,125,201
Other	**1,245,427**	796,892	780,012	**4,452,276**	3,283,592	3,328,967
Total Assets	**84,796,743**	73,094,431	62,955,212	**5,892,372**	4,893,340	4,896,246
Current Liabilities	**11,679,313**	10,489,614	9,975,982	**1,072,497**	951,145	481,208
Non-current Liabilities	**11,559,845**	7,483,956	7,702,330	**-**	-	468,000
Total Liabilities	**23,239,158**	17,973,570	17,678,312	**1,072,497**	951,145	949,208
Net Assets						
Invested in Capital Assets, net of related debt	**41,712,298**	42,357,477	35,074,581	**838,905**	1,116,682	1,125,201
Restricted: Nonexpendable	**-**	-	-	**2,958,716**	2,882,165	2,837,946
Restricted: Expendable	**505,307**	624,749	785,962	**1,858,735**	1,309,798	724,992
Unrestricted	**19,339,980**	12,138,635	9,416,357	**(836,481)**	(1,366,450)	(741,101)
Total Net Assets	**$ 61,557,585**	$ 55,120,861	$ 45,276,900	**$ 4,819,875**	$ 3,942,195	$ 3,947,038

Net assets invested in capital assets, net of related debt, represents Westfield State University's capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets. By far the largest portion of Westfield State University's net assets (64% at June 30, 2011, 74% at June 30, 2010, and 73% at June 30, 2009), are net assets invested in capital assets which are buildings and equipment utilized by students, faculty and administration; consequently, these assets are not available for future spending. A slight decrease of $.9 million in net assets invested in capital assets as of June 30, 2011 was realized due to depreciation expense outpacing fixed asset additions for fiscal year 2011. The $7.3 million increase as of June 30, 2010 reflects Westfield State University's continued development and renewal of its capital assets in accordance with its long-range plan.

Financial Analysis of Westfield State University as a Whole - Continued

An additional portion of Westfield State University's net assets (4% at June 30, 2011, and 3% at June 30, 2010 and 2009), are restricted expendable which represents scholarships, grants, and donations that are subject to external restrictions on how they must be used. Restricted nonexpendable net assets (4% at June 30, 2011, 5% at June 30, 2010, and 6% at June 30, 2009) primarily include Westfield State University's endowment funds. The remaining balance of unrestricted net assets (28% at June 30, 2011, and 18% at June 30, 2010 and 2009) may be used to meet Westfield State University's ongoing obligations.

A review of Westfield State University's condensed statements of net assets at June 30, 2011, 2010, and 2009 shows that Westfield State University continues to maintain its strong financial foundation. This financial health reflects the prudent utilization of its financial resources, management of its endowment, conservative utilization of its debt, and adherence to its long range capital plan for the maintenance and replacement of the physical plant.

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

Management's Discussion and Analysis (Unaudited) - Continued

Financial Analysis of Westfield State University as a Whole - Continued

Westfield State University's Condensed Statements of Revenues, Expenditures and Changes in Net Assets
For the years ended June 30, 2011, 2010 and 2009

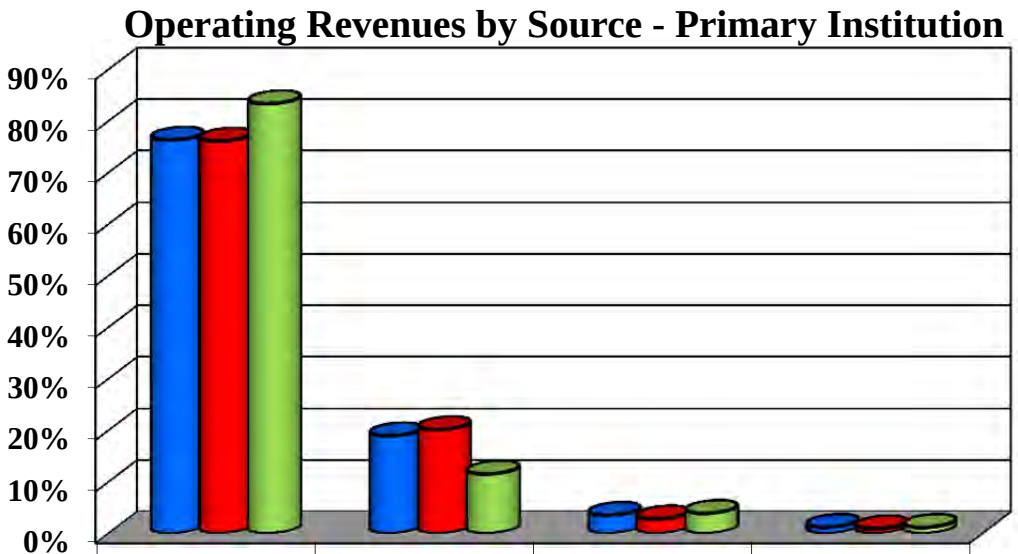
	Primary Institution			Component Unit-Foundation		
	2011	2010	2009	**2011**	2010	2009 As Restated
Operating Revenues:						
Tuition and fees	**$ 39,818,365**	$ 36,558,739	$ 33,491,105			
Residence and dining fees	**20,846,560**	19,917,452	17,739,061			
Less: scholarships and fellowships	**(7,854,008)**	(519,355)	(4,969,620)			
Federal, state and private grants and contracts	**13,112,352**	13,218,709	6,401,758	**$ 445,780**	$ 874,491	$ 699,767
Auxiliary operations	**2,436,694**	1,853,797	2,168,353			
Other sources	**836,244**	594,304	659,911	**64,550**	67,228	50,774
Total operating revenues	**69,196,207**	65,623,646	55,490,568	**510,330**	941,719	750,541
Less: operating expenses	**88,796,057**	86,145,030	84,833,861	**843,029**	1,406,359	1,218,382
Operating loss	**(19,599,850)**	(20,521,384)	(29,343,293)	**(332,699)**	(464,640)	(467,841)
Non-operating revenue (expense):						
State appropriation, net	**25,389,047**	21,305,571	24,677,747			
Net investment income (loss)	**343,507**	392,042	449,203	**745,529**	460,374	(967,646)
Other expenses	**(67,272)**	(10,177)	(73,892)	**(16,176)**	(11,327)	(18,150)
Total non-operating revenue	**25,665,282**	21,687,436	25,053,058	**729,353**	449,047	(985,796)
Income (loss) before other revenues, expenses, gains or losses	**6,065,432**	1,166,052	(4,290,235)	**396,654**	(15,593)	(1,453,637)
Related entity transfers	**(481,026)**	(10,750)	(16,689)	**481,026**	10,750	16,689
State capital appropriation	**852,318**	8,688,659	199,182	**-**	-	-
Increase (decrease) increase in net assets	**6,436,724**	9,843,961	(4,107,742)	**877,680**	(4,843)	(1,436,948)
Net assets-beginning of year, as previously reported	**55,120,861**	45,276,900	49,384,642	**3,942,195**	4,117,005	5,553,953
Prior period adjustment	**-**	-	-	**-**	-	(169,967)
Net assets- beginning of year, restated	**55,120,861**	45,276,900	49,384,642	**3,942,195**	3,947,038	5,383,986
Net assets-end of year	**$ 61,557,585**	$ 55,120,861	$ 45,276,900	**$ 4,819,875**	$ 3,942,195	$ 3,947,038

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

Management's Discussion and Analysis (Unaudited) - Continued

Financial Analysis of Westfield State University as a Whole - Continued

The following is a graphic illustration of operating revenues by source, which were used to fund the University's operating activities for the years ended June 30, 2011, 2010 and 2009.



	Tuition and fees, residence and dining fees, net	Federal, state and private gifts, grants and contracts	Auxiliary operations	Other sources
2011	76%	19%	4%	1%
2010	76%	20%	3%	1%
2009	83%	12%	4%	1%

The University's operating revenues consist primarily of tuition and fee and residence and dining fee revenue. Tuition and fee revenue increased $3.3 million or 9% during the fiscal year ended June 30, 2011 and increased $3.1 million or 9% during the fiscal year ended June 30, 2010. The primary factors relating to the increase during fiscal year 2011 were an increase in the general fee of $415 per student combined with higher student enrollment ($2.6 million impact) and an increase in the Division of Graduate and Continuing Education tuition and fees of $.6 million. For fiscal year ended June 30, 2010, a combined increase in general, technology and student activity fees of $501 per student and higher student enrollment contributed to the increase.

Financial Analysis of Westfield State University as a Whole - Continued

Tuition and fees received by the University include the following:

	June 30, 2011	June 30, 2010	June 30, 2009
Tuition	**$ 9,716,318**	$ 9,175,682	$ 8,949,168
Student Activity Fees:			
General fees	**21,033,216**	18,636,687	16,326,145
Student fees	**1,079,144**	1,054,394	1,032,915
Technology fees	**7,275,251**	7,107,888	6,456,571
Miscellaneous fees	**714,436**	584,088	726,306
Total	**$ 39,818,365**	$ 36,558,739	$ 33,491,105

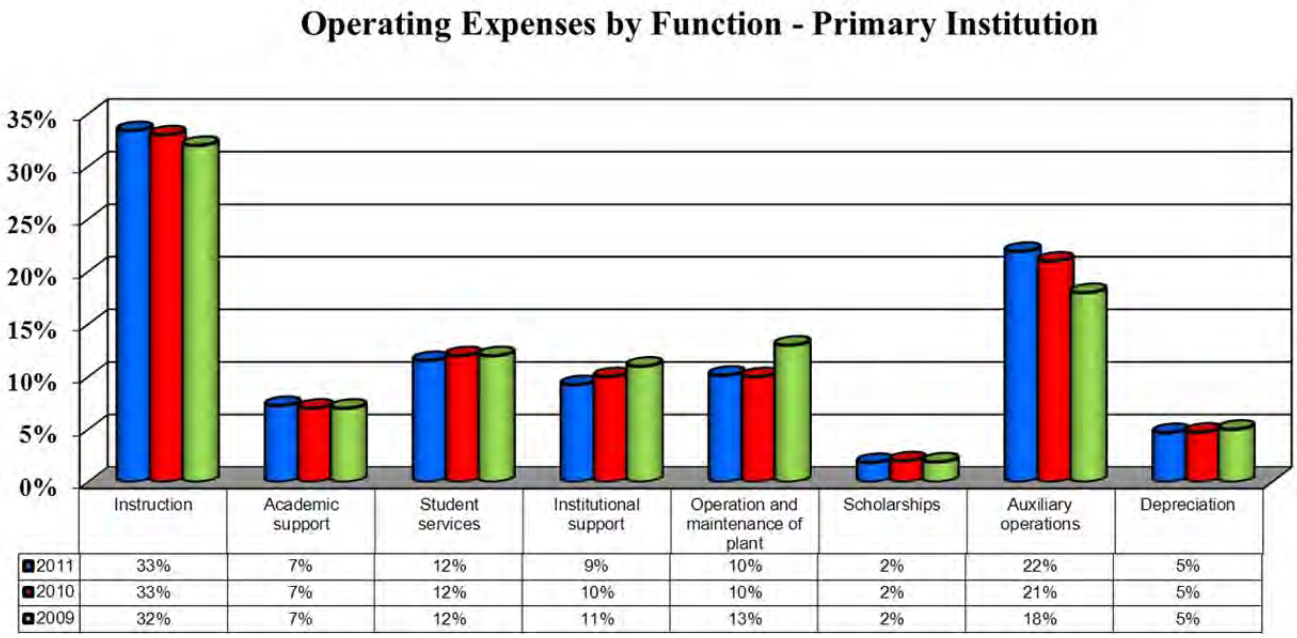
Residence and dining fee revenue generated by the auxiliary operations of the University's food service provider and building authority trust funds was $20,846,560, $19,917,452, and $17,739,061 for the years ended June 30, 2011, 2010 and 2009, respectively. The increase in revenues for the year ended June 30, 2011 in the amount of $929,108 or 4.7% is attributable to the increases in residence fees of approximately $.3 million and dining fees of approximately $.7 million.

Major grants and contracts awarded to Westfield State University for the years ended June 30, 2011, 2010 and 2009 included the following:

U.S. Department of Education – Student Support Services $272,739 (in 2011) $286,094 (in 2010) $265,444 (in 2009)
U.S. Department of Education – College Work Study $368,333 (in 2011, 2010 and 2009)
U.S. Department of Education – SEOG $295,448 (in 2011, 2010 and 2009)
U.S. Department of Justice – Westfield, Massachusetts Law Enforcement Training Program $290,663 (in 2009)
National Science Foundation – "Discovering the Art of Mathematics" $149,971 (in 2009)

Financial Analysis of Westfield State University as a Whole - Continued

The following is a graphic illustration of operating expenses by function for the years ended June 30, 2011, 2010, and 2009.



A summary of the University's expenses by functional classification for the years ended June 30, 2011, 2010, and 2009 is as follows:

	June 30, 2011	June 30, 2010	June 30, 2009
Instruction	**$ 29,528,540**	$ 28,349,232	$ 27,083,124
Public service	**384,753**	91,102	240,892
Academic support	**6,412,455**	6,180,954	6,147,053
Student services	**10,197,395**	10,123,349	10,609,113
Institutional support	**8,168,980**	8,323,181	9,117,915
Operation and maintenance of plant	**8,959,572**	8,993,950	10,866,553
Scholarships and fellowships	**1,628,929**	1,679,684	1,618,832
Auxiliary operations	**19,374,795**	17,861,051	15,141,431
Loss on disposal of assets	**31,674**	8,067	55,476
Depreciation	**4,108,964**	4,534,460	3,953,472
Total	**$ 88,796,057**	$ 86,145,030	$ 84,833,861

The University's total operating expenses increased slightly during fiscal year ended June 30, 2011 by $2,651,027 or 3.1% as compared to a 1.5% increase for the fiscal year ended June 30, 2010.

Financial Analysis of Westfield State University as a Whole - Continued

Westfield State University's Condensed Statements of Cash Flows
For the years ended June 30, 2011, 2010 and 2009

	Primary Institution			Component Unit-Foundation		
	2011	2010	2009	**2011**	2010	2009 As Restated
Cash received from operating activities	**$ 94,847,203**	$ 86,196,098	$ 74,578,362	**$ 64,550**	$ 67,228	$ 50,774
Cash expenses for operating activities	**(103,775,473)**	(98,161,156)	(94,880,985)	**(624,894)**	(1,380,692)	(1,212,944)
Net cash applied to operating activities	**(8,928,270)**	(11,965,058)	(20,302,623)	**(560,344)**	(1,313,464)	(1,162,170)
Net cash provided by non-capital financing activities	**18,713,086**	16,692,154	19,720,170	**981,542**	806,969	686,240
Net cash provided by (applied to) capital financing activities	**400,181**	(2,819,363)	(6,081,636)	**(49,776)**	(11,327)	(18,150)
Net cash provided by (applied to) investing activities	**341,402**	387,293	453,068	**(217,027)**	502,313	486,662
Net increase (decrease) in cash	**10,526,399**	2,295,026	(6,211,021)	**154,395**	(15,509)	(7,418)
Cash - beginning of year	**23,944,298**	21,649,272	27,860,293	**189,996**	205,505	212,923
Cash - end of year	**$ 34,470,697**	$ 23,944,298	$ 21,649,272	**$ 344,391**	$ 189,996	$ 205,505

Westfield State University's combined liquidity increased significantly during the year ended June 30, 2011 with a $10,680,794 increase in cash. The following discussion amplifies the overview of cash flows presented above.

During the year ended June 30, 2011, the University's net cash applied to operating activities decreased by approximately $3.0 million over the prior year. This was due to an increase in cash received of $8.6 million offset by an increase in amounts paid of $5.6 million. The increase in cash received and paid was partly due to an increase in direct lending receipts and disbursements of approximately $3.5 million. Net cash provided by non-capital financing activities increased $2.0 million due to the increase in state appropriation ($2.5 million) offset by an increase in related entity transfers ($.5 million). Net cash provided by capital and related financing activities increased approximately $3.2 million mostly due to an increase in purchases of capital assets of $1.4 million and an increase in proceeds from capital debt of $4.6 million. The increase in capital debt was related to the bonds payable for Tim & Jeanne's Dining Commons renovation. The slight decrease in net cash provided by investing activities was due to a decrease in interest received.

Financial Analysis of Westfield State University as a Whole - Continued

Westfield State University's combined liquidity also increased during the year ended June 30, 2010 with a $2,279,517 increase in cash. The following discussion amplifies the overview of cash flows presented above.

During the year ended June 30, 2010, the University's net cash applied to operating activities decreased by approximately $8.3 million over the prior year. This was due to an increase in cash received of $11.6 million offset by an increase in amounts paid of $3.3 million. A large portion of the increase in cash received was due to the receipt of State Fiscal Stabilization Funds (ARRA) in the amount of $4.3 million. Net cash provided by non-capital financing activities decreased $3.0 million due to the decrease in state appropriation. Net cash applied to capital and related financing activities decreased approximately $3.3 million due to a decrease in purchases of capital assets of $2.5 million offset by increases in state capital appropriations of $.2 million and decreases in principal and interest paid of $.6 million. The slight decrease in net cash provided by investing activities was due to a decrease in interest received.

Loss from Operations

The following table presents the University's incurred losses from operations and its non-operating revenues for the fiscal years ended June 30, 2011, 2010 and 2009.

	June 30, 2011	June 30, 2010	June 30, 2009
Operating revenues, net	**$ 69,196,207**	$ 65,623,646	$ 55,490,568
Operating expenses	**88,796,057**	86,145,030	84,833,861
Operating loss	**(19,599,850)**	(20,521,384)	(29,343,293)
Commonwealth direct appropriation, fringe benefits for Commonwealth employees, net of tuition remitted to the Commonwealth	**25,389,047**	21,305,571	24,677,747
Net investment income	**343,507**	392,042	449,203
Other expenses	**(67,272)**	(10,177)	(73,892)
Capital appropriations	**852,318**	8,688,659	199,182
Related entity transfers	**(481,026)**	(10,750)	(16,689)
Non-operating revenues	**26,036,574**	30,365,345	25,235,551
Increase (decrease) in net assets	**$ 6,436,724**	$ 9,843,961	$ (4,107,742)

Loss from Operations - Continued

Due to the nature of accounting for appropriations as non-operating revenues in accordance with GASB principles, the University incurred a loss from operations. The Commonwealth's Department of Higher Education establishes tuition rates while the University sets fees and other charges. The University, with the purpose of balancing educational and operational needs with tuition and fee revenue, approves budgets to mitigate losses after Commonwealth appropriations.

The $4.3 million decrease in non-operating revenues during fiscal year 2011 is primarily attributable to the decrease in state capital appropriation of $7.8 million. The difference is a net increase of $3.5 million consisting of increases in both direct state appropriation and fringe benefits recognized of $4.1 million offset by a combined increase in other expenses and related entity transfers of $.6 million.

The $5.1 million increase in non-operating revenues during fiscal year 2010 is primarily attributable to an increase state capital appropriation of $8.3 million for major renovations to Ely Hall. The increase was offset by a decrease in direct state appropriation of $4.1 million, $.3 million decrease in fringe benefits recognized and a $1.0 million decrease in tuition remitted to the Commonwealth.

Capital Assets and Debt of Westfield State University

Westfield State University's investment in capital assets, net of accumulated depreciation, as of June 30, 2011, 2010 and 2009 were $48,225,299, $47,268,559 and $40,218,439, respectively. Investment in capital assets includes land, land improvements, buildings and improvements, furnishings and equipment, construction in progress, and library books. Capital assets increased by $1.0 million or 2% during the fiscal year ended June 30, 2011 and increased $7.1 million or 18% during the fiscal year ended June 30, 2010. These changes were due to capital additions outpacing depreciation expense. Capital additions during fiscal year ended June 30, 2011 amounted to $5,375,155 as compared to $11,601,166 for the year ended June 30, 2010 and $6,791,572 for the year ended June 30, 2009.

Major additions during 2011 include the completion of the Banacos Academic Center in Parenzo Hall ($1.1 million), the installation of solar panels on Wilson and Bates ($.5 million) and construction in progress ($2.7 million) for upgrades to Tim & Jeanne's Dining Commons.

Major additions during 2010 include the major building improvements to Ely Hall ($8,492,000), renovations to the pool in Ely Hall ($381,000), leasehold improvements and furnishings for the modular building ($343,000), renovations and furnishings for Juniper Park office relocations ($267,000) and construction in progress ($468,000) for Parenzo Hall construction of the Banacos Academic Center.

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

Statements of Net Assets

June 30,

Assets

	Primary Government		Component Unit	
	2011 University	2010 University	**2011 Foundation**	2010 Foundation
Current Assets:				
Cash and equivalents	**$ 29,186,095**	$ 22,424,244	**$ 344,391**	$ 189,996
Cash held by State Treasurer	**1,493,123**	356,905	**-**	-
Deposits held by State Treasurer	**1,627,172**	1,163,149	**-**	-
Deposits held by MSCBA	**2,164,307**	-	**-**	-
Short-term investments	**56,832**	54,727	**7,346**	5,541
Accounts receivable, net	**577,217**	680,215	**232,267**	287,003
Due from Foundation	**130,877**	-	**-**	-
Due from State for ARRA funding	**118,724**	801,548	**-**	-
Restricted accounts receivable	**161,323**	29,069	**-**	-
Loans receivable	**185,638**	202,667	**-**	-
Inventories and other assets	**463,614**	433,138	**17,187**	10,526
Total Current Assets	**36,164,922**	26,145,662	**601,191**	493,066
Noncurrent Assets:				
Debt service reserve	**457,057**	69,820	**-**	-
Investments	**-**	-	**4,452,276**	3,283,592
Loans receivable, net	**739,008**	727,072	**-**	-
Capital assets, net	**47,386,394**	46,151,877	**838,905**	1,116,682
Other assets	**49,362**	-	**-**	-
Total Noncurrent Assets	**48,631,821**	46,948,769	**5,291,181**	4,400,274
Total Assets	**$ 84,796,743**	$ 73,094,431	**$ 5,892,372**	$ 4,893,340

The accompanying notes are an integral part of the financial statements.

Liabilities and Net Assets

	Primary Government		Component Unit	
	2011 University	2010 University	**2011 Foundation**	2010 Foundation
Current Liabilities:				
Accounts payable and accrued liabilities	**$ 2,189,126**	$ 1,964,229	**$ 44,940**	$ 95,437
Accrued salaries, wages and benefits	**4,108,923**	3,859,098	**-**	-
Compensated absences	**2,504,734**	2,487,787		
Accrued workers' compensation	**141,112**	162,818	**-**	-
Due to University	**-**	-	**130,877**	-
Deferred tuition and other revenue	**1,115,346**	985,640	**-**	-
Deposits held	**594,570**	582,562	**-**	-
Line of Credit	**-**	-	**434,400**	468,000
Assets held in custody for others	**552,447**	177,994	**213,710**	217,741
Current portion of bonds payable	**430,622**	229,355	**-**	-
Other liabilities	**42,433**	40,131	**248,570**	169,967
Total Current Liabilities	**11,679,313**	10,489,614	**1,072,497**	951,145
Noncurrent Liabilities:				
Compensated absences	**1,351,615**	1,233,641	**-**	-
Accrued workers' compensation	**656,129**	755,022		
Deferred tuition and other revenue	**692,657**	865,822	**-**	-
Grants refundable	**994,606**	994,606	**-**	-
Bonds payable	**7,864,838**	3,634,865	**-**	-
Total Noncurrent Liabilities	**11,559,845**	7,483,956	**-**	-
Total Liabilities	**23,239,158**	17,973,570	**1,072,497**	951,145
Net Assets:				
Invested in capital assets, net of related debt	**41,712,298**	42,357,477	**838,905**	1,116,682
Restricted for:				
Expendable	**505,307**	624,749	**1,858,735**	1,309,798
Non-expendable	**-**	-	**2,958,716**	2,882,165
Unrestricted	**19,339,980**	12,138,635	**(836,481)**	(1,366,450)
Total Net Assets	**61,557,585**	55,120,861	**4,819,875**	3,942,195
Total Liabilities and Net Assets	**$ 84,796,743**	$ 73,094,431	**$ 5,892,372**	$ 4,893,340

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

Statements of Revenues, Expenses and Changes in Net Assets

For the Years Ended June 30,

	2011 Primary Institution	2010 Primary Institution	**2011 Component Unit-Foundation**	2010 Component Unit-Foundation
Revenues:				
Operating Revenues:				
Tuition and fees	**$ 39,818,365**	$ 36,558,739	**$ -**	$ -
Residence and dining fees	**20,846,560**	19,917,452		
Less: scholarships and fellowships	**(7,854,008)**	(6,519,355)	**-**	-
Net tuition and fees	**52,810,917**	49,956,836	**-**	-
Federal grants and contracts	**11,117,101**	11,435,712	**-**	-
State grants and contracts	**1,647,318**	1,501,464	**-**	-
Private grants and contracts	**347,933**	281,533	**445,780**	874,491
Public service	**358,975**	92,518	**-**	-
Auxiliary operations	**2,436,694**	1,853,797	**-**	-
Other sources	**477,269**	501,786	**64,550**	67,228
Total Operating Revenues	**69,196,207**	65,623,646	**510,330**	941,719
Expenses:				
Operating Expenses:				
Instruction	**29,528,540**	28,349,232	**-**	-
Public service	**384,753**	91,102	**-**	-
Academic support	**6,412,455**	6,180,954	**44,528**	39,806
Student services	**10,197,395**	10,123,349	**659**	2,845
Institutional support	**8,168,980**	8,323,181	**613,222**	1,218,319
Operation and maintenance of plant	**8,959,572**	8,993,950	**-**	-
Scholarships and fellowships	**1,628,929**	1,679,684	**114,776**	136,870
Auxiliary operations	**19,374,795**	17,861,051	**-**	-
Loss on disposal of assets	**31,674**	8,067	**64,353**	-
Depreciation	**4,108,964**	4,534,460	**5,491**	8,519
Total Operating Expenses	**88,796,057**	86,145,030	**843,029**	1,406,359
Operating Loss	**(19,599,850)**	(20,521,384)	**(332,699)**	(464,640)
Non-operating Revenues (Expenses):				
State appropriation, net	**25,389,047**	21,305,571	**-**	-
Net investment income	**343,507**	392,042	**745,529**	460,374
Other	**(67,272)**	(10,177)	**(16,176)**	(11,327)
Net Non-operating Revenues	**25,665,282**	21,687,436	**729,353**	449,047
Income (Loss) Before Other Revenues (Expenses)	**6,065,432**	1,166,052	**396,654**	(15,593)
Capital appropriations	**852,318**	8,688,659	**-**	-
Related entity transfers	**(481,026)**	(10,750)	**481,026**	10,750
Total Increase (Decrease) in Net Assets	**6,436,724**	9,843,961	**877,680**	(4,843)
Net Assets, Beginning of Year	**55,120,861**	45,276,900	**3,942,195**	3,947,038
Net Assets, End of Year	**$ 61,557,585**	$ 55,120,861	**$ 4,819,875**	$ 3,942,195

The accompanying notes are an integral part of the financial statements.

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

Statements of Cash Flows

For the Years Ended June 30,

	Primary Government	
	2011 University	2010 University
Cash Flows from Operating Activities:		
Tuition and fees	**$ 35,034,621**	$ 32,546,432
Residence and dining fees	**17,862,037**	17,440,097
Grants and contracts	**13,922,487**	12,340,227
Payments to suppliers	**(27,941,741)**	(26,933,049)
Payments to employees	**(48,960,617)**	(47,961,494)
Payments to students	**(1,759,806)**	(1,679,684)
Direct lending receipts	**24,898,745**	21,386,929
Direct lending disbursements	**(24,898,745)**	(21,386,929)
Loans issued to students	**(214,564)**	(200,000)
Collections of loans to students	**170,818**	221,151
Auxiliary operations	**2,436,694**	1,853,797
Other receipts	**521,801**	407,465
Net Cash Applied to Operating Activities	**(8,928,270)**	(11,965,058)
Cash Flows from Non-Capital Financing Activities:		
State appropriation	**20,433,811**	17,943,338
Tuition remitted to state	**(1,239,699)**	(1,240,434)
Related entity transfers	**(481,026)**	(10,750)
Net Cash Provided by Non-Capital Financing Activities	**18,713,086**	16,692,154
Cash Flows from Capital Financing Activities:		
Capital appropriations	**852,318**	416,644
Proceeds from sale of bonds	**4,631,400**	-
Purchases of capital assets	**(4,379,506)**	(3,001,573)
Principal paid on capital leases	**-**	(7,770)
Interest paid on capital leases	**-**	(115)
Principal paid on bonds payable	**(250,171)**	(216,378)
Interest paid on bonds payable	**(66,623)**	(10,062)
Increase in debt service reserve	**(387,237)**	(109)
Net Cash Provided by (Applied to) Capital Financing Activities	**400,181**	(2,819,363)
Cash Flows from Investing Activities:		
Interest on investments	**343,507**	392,042
Purchases of investments	**(2,105)**	(4,749)
Net Cash Provided by Investing Activities	**341,402**	387,293
Net Increase in Cash and Equivalents	**10,526,399**	2,295,026
Cash and Equivalents, Beginning of Year	**23,944,298**	21,649,272
Cash and Equivalents, End of Year	**$ 34,470,697**	$ 23,944,298

WESTFIELD STATE UNIVERSITY
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Statements of Cash Flows - (Continued)

For the Years Ended June 30,

	Primary Government	
	2011 University	2010 University
Reconciliation of Net Operating Loss to Net Cash Used by Operating Activities:		
Operating loss	**$ (19,599,850)**	$ (20,521,384)
Adjustments to Reconcile Net Operating Loss to Net Cash Used by Operating Activities:		
Depreciation	**4,108,964**	4,534,460
Loss on disposal of assets	**31,674**	8,067
Fringe benefits provided by the State	**6,194,935**	4,602,667
Changes in Assets and Liabilities:		
Accounts receivable, net	**102,998**	(96,079)
Due from Foundation	**(130,877)**	-
Due from State for ARRA funding	**682,824**	(801,548)
Restricted accounts receivable	**(132,254)**	1,541
Loans receivable, net	**5,093**	(18,451)
Inventories and other assets	**(30,476)**	133,841
Accounts payable and accrued liabilities	**(770,752)**	(371,477)
Accrued salaries, wages and benefits	**249,825**	524,024
Compensated absences	**134,921**	15,852
Accrued workers' compensation	**(120,599)**	117,526
Deferred tuition and other revenue	**(43,459)**	(152,959)
Deposits held	**12,008**	29,588
Assets held in custody for others	**374,453**	6,695
Other liabilities	**2,302**	22,579
Net Cash Used by Operating Activities	**$ (8,928,270)**	$ (11,965,058)
Non-Cash Transactions:		
Fringe benefits paid by State	**$ 6,194,935**	$ 4,602,667
Construction in progress included in accounts payable and accrued liabilities	**$ 995,649**	$ 327,578
Acquisition of building improvements transferred from other state agency	**$ -**	$ 8,272,015
Cash and Equivalents, End of Year:		
Cash and equivalents	**$ 29,186,095**	$ 22,424,244
Cash held by State Treasurer	**1,493,123**	356,905
Deposits held by State Treasurer	**1,627,172**	1,163,149
Deposits held by MSCBA	**2,164,307**	-
Total	**$ 34,470,697**	$ 23,944,298

The accompanying notes are an integral part of the financial statements.

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

Notes to the Financial Statements

June 30, 2011 and 2010

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

Organization
Westfield State University (the "University") is a public, state-supported university located in Westfield, Massachusetts and governed by a local Board of Trustees under the direction of the Massachusetts Department of Higher Education. The University is empowered to award baccalaureate and masters degrees in education, business and arts and sciences as well as conduct programs of continuing education. The University is accredited by the New England Association of Schools and Colleges.

On July 28, 2010, the Governor signed House Bill 4864-10, renaming Westfield State College to Westfield State University and creating a State University System for the nine Massachusetts State Colleges. The name change did not create any new programs or degrees.

Basis of Presentation
The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by the *Governmental Accounting Standards Board* (GASB).

Westfield State Foundation, Inc. (the "Foundation") is a related tax exempt organization founded to foster and promote the growth, progress and general welfare of the University. The Foundation is included in the University's financial statements and is reported in a separate column from the University to emphasize that it is a Massachusetts not-for-profit organization legally separate from the University. Because of the significance of its financial relationship with the University, the Foundation is included in the University's financial statements. Complete financial statements can be obtained from the Foundation's administrative offices in Westfield, Massachusetts.

Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. The accompanying statement of activities demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable within a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are instead reported as general revenue.

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

Basis of Presentation - Continued

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

The University's policy for defining operating activities in the statements of revenues, expenses and changes in net assets are those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services. Certain other transactions are reported as non-operating activities in accordance with GASB Statement No. 35, *Basic Financial Statements and Management's Discussion and Analysis - for Public Colleges and Universities*. These non-operating activities include the University's operating and capital appropriations from the Commonwealth of Massachusetts, net investment income, and interest expense.

Governments are also required to follow applicable pronouncements of the *Financial Accounting Standards Board* (FASB) issued through November 30, 1989 that do not conflict with or contradict GASB pronouncements. Although the University has the option to apply FASB pronouncements issued after that date to its business-type activities and enterprise funds, it has chosen not to do so.

Net Assets

GASB Statement No. 34 requires that resources be classified for accounting purposes into the following four net asset categories:

Invested in capital assets, net of related debt**:** Capital assets, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction, repair or improvement of those assets.

Restricted - nonexpendable**:** Net assets subject to externally imposed conditions require the University to maintain them in perpetuity.

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

Net Assets - Continued

Restricted - expendable: Net assets whose use is subject to externally imposed conditions that can be fulfilled by the actions of the University or the passage of time.

Unrestricted: All other categories of net assets. Unrestricted net assets may be designated by the actions of the University's Board of Trustees.

The University has adopted a policy of generally utilizing restricted - expendable funds, when available, prior to unrestricted funds.

Use of Estimates

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingencies at the dates of the financial statements and revenues and expenses recognized during the reporting periods. The University's significant estimates include the accrual for employee compensated absences, the accrual for workers' compensation liability, the accrual for pollution remediation, the allowance for doubtful accounts, and the useful lives of capital assets. Actual results could differ from those estimates.

Trust Funds

The University's operations are accounted for in several trust funds. All trust funds have been consolidated and are included in the accompanying financial statements.

Cash and Equivalents

The University considers all highly liquid debt instruments purchased with an original maturity date of three months or less to be cash equivalents.

Allowance for Doubtful Accounts

Accounts receivable are periodically evaluated for collectability. Provisions for losses on receivables are determined on the basis of loss experience, known and inherent risks in the loan portfolio, the estimated value of underlying collateral and current economic conditions.

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

Inventories

The University's inventories consist of plant operation and maintenance supplies and operating supplies, which are valued at the lower of cost (first-in, first-out and replacement cost methods) or market.

Capital Assets

Real estate assets, including improvements, are generally stated at cost. Furnishings, equipment and collection items are stated at cost at date of acquisition or, in the case of gifts, at fair value at date of donation. In accordance with the state's capitalization policy, non-collection items with a unit cost of more than $50,000 are capitalized. Library materials are generally expensed during the year. University capital assets, with the exception of land and construction in progress, are depreciated on a straight-line basis over their estimated useful lives, which range from 3 to 40 years. The cost of normal maintenance and repairs that do not add to the value of the asset or materiality extend assets lives are not capitalized.

Restricted Gifts

The University recognizes restricted gifts as revenues or receivables when all applicable eligibility requirements, including time requirements, are met.

Grants and Contracts

The University receives monies from the Federal and state government and other private agencies under grants and contracts. The costs, both direct and indirect, charged to these grants and contracts are subject to audit by the granting agency. The University administration believes that any audit adjustments would not have a material adverse effect on the University's financial position, its revenue, expenses and changes in net assets, or its cash flows.

Compensated Absences

Employees earn the right to be compensated during absences for vacation and sick leave. Accrued vacation is the amount earned by all eligible employees through June 30, 2011 and 2010. The accrued sick leave balance represents 20% of amounts earned by those employees with ten or more years of State service at June 30, 2011 and 2010. The University has discounted the accrued sick leave balance as of June 30, 2011 and 2010 based on actuarial calculations. Based on the actuarial tables and calculations used, the discount is $1,175,249 and $1,084,443 as of June 30, 2011 and 2010, respectively.

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

Compensated Absences - Continued
The discount rate at June 30, 2011 and 2010 was 5.67% and 5.45%, respectively. Upon retirement, these employees are entitled to receive payment for this accrued balance.

Funding of these amounts is anticipated to be part of the future annual appropriation process from the Commonwealth of Massachusetts.

Deposits and Deferred Revenue
Deposits and advance payments received for tuition and fees related to certain summer programs and tuition received for the following academic year are deferred. Funds received in advance from various grants and contracts are deferred. Deposits and deferred revenue are recorded as revenue as earned.

Deposits held by MSCBA
Deposits held represent funds held by the Massachusetts State College Building Authority for specific projects.

Deposits held by State Treasurer
Deposits held represent funds accessible by the University held by the Commonwealth of Massachusetts for payments on payroll.

Student Fees
Student tuition and other fees are presented net of scholarships and fellowships applied to students' accounts. Certain other scholarship amounts paid directly to, or refunded to, the student are generally reflected as expenses.

Fringe Benefits
The University participates in the Commonwealth's fringe benefit programs, including health insurance, unemployment, pension and workers' compensation benefits. Health insurance, unemployment and pension costs are billed through a fringe benefit rate charged to the University. Workers' compensation costs are assessed separately based on the University's actual experience. The Commonwealth requires the University to record, as a liability, its portion of the future estimated workers' compensation benefits to be paid.

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

Income Tax Status

The University is a component unit of the Commonwealth of Massachusetts and is exempt from Federal income taxes under Section 115 of the Internal Revenue Code. The Foundation is exempt from income taxes under the provisions of Section 501(c)(3) of the Internal Revenue Code.

New Governmental Accounting Pronouncements

GASB 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, is required for periods beginning after June 15, 2010 (fiscal year end June 2011). This statement establishes fund balance classifications that comprise a hierarchy based primarily on the extent to which a government is bound to observe constraints imposed upon the use of resources reported in governmental funds. The initial distinction that it makes is identifying amounts that are considered non-spendable. It also provides for additional classification as restricted, committed, assigned and unassigned based on the relative strength of the constraints that control how specific amounts can be spent. Management of the University determined this Statement had no impact on the financial statements because of business type activities.

GASB 60, *Accounting and Financial Reporting for Service Concession Arrangements*, effective for periods beginning after December 15, 2011, establishes accounting requirements for arrangements between a transferor and operator in which (a) the transferor conveys to the operator the right and related obligation to provide services through the use of infrastructure or other public asset in exchange for significant consideration and (b) the operator collects and is compensated by fees from third parties. This statement applies only to arrangements meeting specific criteria determining whether a transferor retains control over the public asset. Management has not completed its review of the affects of implementation on the financial statements.

GASB 61, *The Financial Reporting Entity: Omnibus an Amendment of GASB Statements 14 and 34*, effective for periods beginning after June 15, 2012, modifies certain requirements for inclusion of component units in the financial reporting entity. Management of the University does not expect implementation to affect the financial statements.

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

New Governmental Accounting Pronouncements - Continued

GASB 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position*, effective for periods beginning after December 15, 2011, provides financial reporting guidance. Deferred outflows are the consumption of net assets and deferred inflows are the acquisition of net assets, applicable to future reporting periods. Net position is identified by Concepts Statement No. 4 as the residual of all other elements presented in a statement of financial position and requires the incorporation of deferred outflows and inflows into the required components of the residual measure and renaming that measure, known as net assets, as net position. Management is in the process of reviewing this statement and its potential affect upon their financial reporting but does not expect any material impact.

GASB 64, *Derivative Instruments: Application of Hedge Accounting Termination Provisions – an amendment of GASB Statement 53*, effective for periods beginning after June 15, 2011 provides clarification whether an effective hedging relationship continues after the replacement of the swap counterparty or swap counterparty's credit support provider and establishes criteria order to continue or discontinue hedge accounting and the resulting effects of recognition of the deferred outflows or inflows of resources as a component of investment income. Management expects this statement to have no affect on the financial statements.

Reclassifications

Certain amounts in the 2010 financial statements have been reclassified to conform to the 2011 presentation.

Note 2 - **Cash and Equivalents**

Custodial risk is the risk associated with the failure of a depository financial institution. In the event of a depository financial institution's failure, the University would not be able to recover its balance in excess of amounts insured by the Federal Deposit Insurance Corporation (FDIC) and other third party insurance. The University's policy is to mitigate as much custodial risk associated with its cash assets as possible. Deposits in the bank in excess of the insured amounts are uninsured and uncollateralized. The University places funds with the Massachusetts Municipal Depository Trust (MMDT).

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

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

The University entered into a repurchase agreement for $5,000,000 with one of their financial institutions in March 2009. The University has purchased an interest in specific securities that are issued by the United States Government, which are used as collateral. The fair value of the securities at June 30, 2011 and 2010 was approximately $5,289,000 and $5,158,000, respectively. The University will earn interest on their cash investment at prime rate minus 75 basis points.

The carrying amount of the University's bank deposits and deposits in trust depositories are $29,186,095 and $22,424,244 as compared to bank balances of $29,951,424 and $22,885,130 at June 30, 2011 and 2010, respectively. The differences between the carrying amount and the bank balances were caused by deposits in-transit and outstanding checks. Bank balances as of June 30, 2011 and 2010 in the amount of $24,605,213 and $17,669,534, respectively, at Peoples Bank and Berkshire Bank are insured by the Massachusetts Depositors Insurance Fund and are therefore not subject to custodial risk. Amounts remaining that may be exposed to custodial risk at June 30, 2011 and 2010 were $5,288,549 and $5,158,109, respectively.

Note 3 - **Cash Held by the State Treasurer**

Accounts payable, accrued salaries, wages and withholdings to be funded from state appropriated funds totaled $1,493,123 and $356,905 at June 30, 2011 and 2010, respectively. The University has recorded a comparable dollar amount of cash held by the State Treasurer for the benefit of the University, which was subsequently used to pay for such liabilities.

Note 4 - **Investments**

University

Short-term investments are categorized according to the level of risk assumed by the University. At June 30, 2011 and 2010, the entire balance of investments represents mutual funds that are held in safekeeping accounts in trust depositories in the name of the University and are uninsured. At June 30, 2011 and 2010, the investments are

Note 4 - **Investments**

University - Continued
stated at fair market value, have a maturity of less than one year, and have an unrated quality. The University currently follows investment policies largely defined by the Commonwealth of Massachusetts, as well as internal University's investment policies.

Foundation
Investments of the Foundation are stated at fair value and consist of the following at June 30:

	2011		2010	
	Market	**Cost**	Market	Cost
Short-term investments:				
Short-term Fund	**$ 7,346**	**$ 7,347**	$ 5,541	$ 7,203
Investments:				
Stock Market Index Fund	**2,477,228**	**2,477,405**	1,868,608	2,434,054
Bond Market Index Fund	**1,152,055**	**1,111,577**	1,111,406	1,068,814
International Stock Market Index Fund	**822,993**	**1,013,881**	303,578	582,920
	$ 4,459,622	**$ 4,610,210**	$ 3,289,133	$ 4,092,991

The following schedule summarizes the investment return and its classification in the statements of revenues, expenses, and changes in net assets for the year ended June 30:

	2011	2010
Interest and dividends	**$ 92,259**	$ 92,923
Unrealized gain	**653,270**	367,451
	$ 745,529	$ 460,374

Note 5 - **Accounts Receivable**

The composition of the University's accounts receivable at June 30, 2011 and 2010 is summarized as follows:

	2011	2010
Student accounts receivable	**$ 974,587**	$ 916,312
Grants receivable	**167,069**	294,380
Other receivables	**166,200**	157,176
	1,307,856	1,367,868
Less: allowance for doubtful accounts	**(730,639)**	(687,653)
	$ 577,217	$ 680,215

Note 6 - **Loans Receivable and Payable**

Loans receivable consist of the Federal Perkins Loan Program ("Perkins"). The Federal government provides the majority of the funds to support this program. Loan payments received from students made under this program may be re-loaned after collection. The portion of the Perkins program provided by the Federal government is refundable to the Federal government upon the termination of the University's participation in the program. Grants refundable at both June 30, 2011 and 2010 is $994,606

Loans receivable include the following at June 30,:

	2011	2010
Perkins loans receivable	**$ 1,351,507**	$ 1,314,403
Less: allowance for doubtful accounts	**(426,861)**	(384,664)
Total loans receivable, net	**924,646**	929,739
Less: amount due in one year	**(185,638)**	(202,667)
Long term loans receivable	**$ 739,008**	$ 727,072

Note 7 - **Related Party Transactions**

The University provides certain personnel and payroll services to the Foundation at no charge.

Certain Foundation Board members are also affiliated with insurance agencies that provide property coverage for the Foundation. Aggregate premiums paid for the year ended June 30, 2011 and 2010 were $29,864 and $24,480, respectively.

Note 8 - **Capital Assets**

Capital asset activity for the year ended June 30, 2011 is summarized as follows:

		University				
	Estimated lives (in years)	Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
Capital assets, not depreciable:						
Land	-	$ 1,223,862	$ -	$ -	$ -	$ 1,223,862
Construction-in-progress	-	867,260	2,831,782	-	(601,037)	3,098,005
Total		2,091,122	2,831,782	-	(601,037)	4,321,867
Depreciable:						
Buildings, including Improvements	20-40	65,923,671	1,784,045	-	601,037	68,308,753
Land improvements	20	1,914,655	-	-	-	1,914,655
Leasehold improvements	5	271,083	-	-	-	271,083
Equipment and furnishings	3-10	20,634,611	657,422	351,633	-	20,940,400
Library books	5	6,962,394	63,934	-	-	7,026,328
Vehicles	5	863,026	37,972	-	-	900,998
Total		96,569,440	2,543,373	351,633	601,037	99,362,217
Less accumulated depreciation:						
Buildings, including improvements		30,617,173	2,040,431	-	-	32,657,604
Land improvements		527,800	96,776	-	-	624,576
Leasehold improvements		54,217	54,217	-	-	108,434
Equipment and furnishings		13,738,183	1,798,800	319,959	-	15,217,024
Library books		6,809,151	73,130	-	-	6,882,281
Vehicles		762,161	45,610	-	-	807,771
Total accumulated depreciation		52,508,685	4,108,964	319,959	-	56,297,690
Capital Assets, Net		$ 46,151,877	$ 1,266,191	$ 31,674	$ -	$ 47,386,394

Note 8 - **Capital Assets - Continued**

Capital asset activity for the year ended June 30, 2010 is summarized as follows:

	University					
	Estimated lives (in years)	Beginning Balance	Additions	Retirements	Reclassifications	Ending Balance
Capital assets, not depreciable:						
Land	-	$ 1,223,862	$ -	$ -	$ -	$ 1,223,862
Construction-in-progress	-	3,504,216	601,037	-	(3,237,993)	867,260
Total		4,728,078	601,037	-	(3,237,993)	2,091,122
Depreciable:						
Buildings, including Improvements	20-40	53,242,536	9,551,725	-	3,129,410	65,923,671
Land improvements	20	1,829,339	85,316	-	-	1,914,655
Leasehold improvements	5	-	237,868	-	33,215	271,083
Equipment and furnishings	3-10	20,029,829	1,041,519	512,105	75,368	20,634,611
Library books	5	6,878,693	83,701	-	-	6,962,394
Vehicles	5	895,231	-	32,205	-	863,026
Total		82,875,628	11,000,129	544,310	3,237,993	96,569,440
Less accumulated depreciation:						
Buildings, including improvements		28,526,421	2,090,752	-	-	30,617,173
Land improvements		431,024	96,776	-	-	527,800
Leasehold improvements		-	54,217	-	-	54,217
Equipment and furnishings		12,069,640	2,172,581	504,038	-	13,738,183
Library books		6,734,226	74,925	-	-	6,809,151
Vehicles		749,157	45,209	32,205	-	762,161
Total accumulated depreciation		48,510,468	4,534,460	536,243	-	52,508,685
Capital Assets, Net		$ 39,093,238	$ 7,066,706	$ 8,067	$ -	$ 46,151,877

Note 9 - **Deferred Revenues**

Deferred revenues include tuition received in advance from students for summer courses commencing after June 30, the subsequent fall semester, and grant funds received in advance as well as contributions made by certain vendors. The University's food service operations are managed under agreement by an outside party. In accordance with certain amendments, in connection with improvements constructed for the University, the vendor has contributed $2,315,000 since July 1997. Either party may terminate this agreement at any time, without cause, by providing sixty days written notice. In the event of termination, the unamortized portion is to be returned. At June 30, 2011 and 2010, the unamortized portion of these contributions are $865,821 and $1,038,987, respectively.

Deferred revenues of the University include the following each year at June 30:

	2011	2010
Tuition and fees	**$ 933,560**	$ 778,573
Vendor contributions	**865,821**	1,038,987
Grants	**8,622**	33,902
Total deferred revenue	**1,808,003**	1,851,462
Less: current portion	**(1,115,346)**	(985,640)
Long-term Deferred Revenue	**$ 692,657**	$ 865,822

Note 10 - **Line of Credit**

The Foundation has a $1,000,000 line of credit with a bank, secured by certain investments. The balance outstanding on the line of credit was $434,400 and $468,000 at June 30, 2011 and 2010, respectively. The terms of the line of credit were modified in May 2010 to create a minimum interest rate of 3.50% for the interest-only payments that are paid monthly at a variable rate and require a quarterly principal payment of $4,800 that commenced July 2010. At both June 30, 2011 and 2010, the rate was 3.50%. The line of credit is subject to an annual review by the bank. The next annual review will occur during November 2011, and the line of credit will expire on that date if not extended or renewed by the bank, at its discretion.

Note 11 - **Long-Term Liabilities**

Long-term liabilities at June 30, 2011 consist of:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Leases and bonds payable:					
Bonds payable	**$ 3,864,220**	**$ 4,681,411**	**$ 250,171**	**$ 8,295,460**	**$ 430,622**
Other long-term liabilities:					
Compensated absences	**3,721,428**	**134,921**	**-**	**3,856,349**	**2,504,734**
Workers' compensation	**917,840**	**-**	**120,599**	**797,241**	**141,112**
Deferred tuition and other revenue	**1,851,462**	**129,707**	**173,166**	**1,808,003**	**1,115,346**
Grants refundable	**994,606**	**-**	**-**	**994,606**	**-**
Total	**$ 11,349,556**	**$ 4,946,039**	**$ 543,936**	**$ 15,751,659**	**$ 4,191,814**

Long-term liabilities at June 30, 2010 consist of:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Leases, notes, and bonds payable:					
Lease obligations	$ 7,770	$ -	$ 7,770	$ -	$ -
Bonds payable	4,080,598	-	216,378	3,864,220	229,355
Total leases and bonds payable	4,088,368	-	224,148	3,864,220	229,355
Other long-term liabilities:					
Compensated absences	3,705,576	15,852	-	3,721,428	2,487,787
Workers' compensation	800,314	117,526	-	917,840	162,818
Deferred tuition and other revenue	2,004,421	20,205	173,164	1,851,462	985,640
Grants refundable	994,606	-	-	994,606	-
Total	$ 11,593,285	$ 153,583	$ 397,312	$ 11,349,556	$ 3,865,600

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

Bonds Payable

In August 2002, the University borrowed $5,816,000 in tax-exempt revenue bonds issue Series M-2 with the Massachusetts Health and Educational Facilities Authority (MHEFA). The Series M-2 bonds are payable in annual installments over the next eleven years with principal amounts ranging between approximately $242,000 and $435,000. Interest is payable monthly at a predetermined varying rate (0.217% as of June 30, 2011). MHEFA requires that the University maintain a debt service reserve. At June 30, 2011 and 2010, the debt service reserve fund was $51,723 and $69,820, respectively. At June 30, 2011 and 2010, the balance on the bond was $3,634,844 and $3,864,220, respectively.

In December 2010, the University entered into a financing agreement with the Massachusetts State College Building Authority (MSCBA) for an expansion of a dining facility. The source of financing for the project is based on the issuance of Project Revenue Bonds issued by MSCBA on behalf of the University (Series 2010A and 2010B). Through its agreements with MSCBA, the University has an agreement to repay this debt in semi-annual installments, starting May 1, 2011 and ending May 1, 2030, at an annual variable coupon rate averaging 5.5%. MSCBA requires that the University maintain a debt service reserve. At June 30, 2011, the debt reserve fund was $405,334. At June 30, 2011, the balance on the bond was $4,447,849.

During fiscal year 2011, the University borrowed $226,065 in clean renewable energy bonds issue Series 2010A-14 with the Massachusetts Development Finance Agency (MDFA). The Series 2010A-14 bonds are payable in annual principal installments of $13,298 over the next sixteen years. Interest is payable semiannually at a fixed interest rate of 3.5%. MDFA requires no debt reserve. At June 30, 2011, the balance on the bond was $212,767.

The University has a $3,679,657 letter of credit agreement with Bank of America in support of the above MHEFA revenue bonds. Under the terms of the agreement, the University has pledged its right to receive continuing education tuition and fees, general fees, technical fees and miscellaneous fees as collateral to Bank of America. The agreement also places certain limits on the University with regard to incurring additional debt; requires the University to maintain a minimum amount of unrestricted cash and equivalents, and to maintain a debt service ratio and debt service reserve fund. Fees paid under the terms of the agreement were $59,262 at June 30, 2011 and $24,348 at June 30, 2010. As of June 30, 2011, there is no outstanding balance on the letter of credit.

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

Bonds Payable - Continued
Maturities of the bonds payable subsequent to June 30, 2011 are as follows:

	Principal	Interest	Total
2012	$ 430,622	$ 165,002	$ 595,624
2013	450,671	158,885	609,556
2014	471,029	152,911	623,940
2015	494,162	145,058	639,220
2016	517,851	136,914	654,765
2017-2021	2,970,914	558,567	3,529,481
2022-2026	1,753,344	332,443	2,085,787
2027	1,206,867	65,292	1,272,159
	$ 8,295,460	$ 1,715,072	$ 10,010,532

Note 12 - **Pollution Remediation**

In 2009, the University adopted GASB Statement No. 49 ("GASB 49"), *Accounting and Financial Reporting for Pollution Remediation Obligations.* The University has accrued a liability of approximately $190,000 and $285,000 at June 30, 2011 and 2010, respectively, related to an underground oil spill that is currently being remediated. The estimated liability is based on current operating costs associated with the engineering and design of the remediation, installation and removal, and overall monitoring. The University expects the cleanup and remediation to continue for one year and the annual monitoring and evaluation to continue for approximately seven years.

Note 13 - **Leases**

During fiscal year 2011, the University entered into a lease agreement for an apartment building to be used for student housing, expiring in July 2021. The University also leases office equipment under non-cancelable operating leases with various expiration dates through 2016. Total rent expense under these lease agreements is approximately $1,279,000 and $743,000 for the years ended June 30, 2011 and 2010, respectively.

Note 13 - **Leases - Continued**

Future minimum payments related to these leases are as follows:

2012	$	1,694,217
2013		1,743,329
2014		1,337,276
2015		1,212,877
2016		1,239,944
2017-2021		5,923,070
2022		104,893
Total	$	13,255,606

Note 14 - **Restricted Net Assets**

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

	2011	2010
Restricted - expendable:		
Scholarships and fellowships	**$ 200,511**	$ 143,730
Loans	**246,205**	246,205
Capital projects	**8,872**	164,721
Other	**49,719**	70,093
	$ 505,307	$ 624,749

The Foundation's restricted - nonexpendable and expendable net assets consist of investments to be utilized for various scholarships and program support as of June 30, 2011 and 2010.

Note 15 - **Operating Expenses**

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

	2011	2010
Compensation and benefits	**$ 55,482,958**	$ 53,234,215
Supplies and services	**27,543,532**	26,688,604
Depreciation and amortization	**4,140,638**	4,542,527
Scholarships and fellowships	**1,628,929**	1,679,684
	$ 88,796,057	$ 86,145,030

Note 16 - **Retirement Plan**

The University participates in the Commonwealth's Fringe Benefit programs, including active employee and post-employment health insurance, unemployment, pension, and worker's compensation benefits. Health insurance and pension costs (described in the subsequent paragraph) for active employees and retirees are paid through a fringe benefit rate charged to the University by the Commonwealth and currently the liability is borne by the Commonwealth, as are any effects on net assets and the results of current year operations, due to the adoption of GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Post-Employment Benefits Other than Pensions*.

The Commonwealth of Massachusetts is statutorily responsible for the pension benefit of the University employees who participate in the Massachusetts State Employees' Retirement System (the "Retirement System"). The Retirement System, a single employer defined benefit public employee retirement system, is administered by the Commonwealth. The retirement portion of employees paid through State Appropriation accounts are met by the Commonwealth. Such pension expense amounted to approximately $1,028,000 and $1,073,000 for the years ended June 30, 2011 and 2010, respectively. Employees, who contribute a percentage of their regular compensation, fund the annuity portion of the Retirement System. Annual covered payroll was approximately 88% of annual total payroll for the University in both 2011 and 2010.

Note 16 - **Retirement Plan - Continued**

The University also makes direct contributions on behalf of the employees at the same fringe benefit charge assessed by the Commonwealth. Retirement Benefits paid directly to the Commonwealth by the University on behalf of employees amounted to approximately $755,000 and $971,000 for the years ended June 30, 2011 and 2010, respectively. Employees contribute a percentage of their regular compensation to fund the annuity portion of the Retirement System. The overall 'fringe benefit charge' increased from 26.42% in 2010 to 31.82% in 2011. The retirement portion of the 'fringe rate' decreased from 6.16% in 2010 to 5.28% in 2011.

In addition to providing pension benefits, under Chapter 32A of the Massachusetts General Laws, the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth, housing authorities, redevelopment authorities, and certain other governmental agencies. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care benefit costs which is comparable to contributions required from employees. The Commonwealth is reimbursed for the cost of benefits to retirees of the eligible authorities and non-state agencies.

The Commonwealth's Group Insurance Commission (GIC) was established by the Legislature in 1955 to provide and administer health insurance and other benefits to the Commonwealth's employees and retirees, and their dependents and survivors. The GIC also covers housing and redevelopment authorities' personnel, certain authorities and other offline agencies, retired municipal teachers from certain cities and towns and a small amount of municipalities as an agent multiple employer program, accounted for as an agency fund activity of the Commonwealth, not the University.

The GIC administers a plan included within the State Retirement Benefits Trust Fund, an irrevocable trust. Any assets accumulated in excess of liabilities to pay premiums or benefits or administrative expenses are returned to the Commonwealth's General Fund. The GIC's administrative costs are financed through Commonwealth appropriations and employee investment returns. The Legislature determines employees' and retirees' contribution ratios.

Note 16 - **Retirement Plan - Continued**

The GIC is a quasi-independent state agency governed by an eleven member body (the "Commission") appointed by the Governor. The GIC is located administratively within the Executive Office of Administration and Finance, and is responsible for providing health insurance and other benefits to the Commonwealth's employees and retirees and their survivors and dependents. During the fiscal year ended June 30, 2011, the GIC provided health insurance for its members through indemnity, PPO, and HMO plans.

The GIC also administered carve-outs for pharmacy, mental health, and substance abuse benefits for certain of its health plans. In addition to health insurance, the GIC sponsors life insurance, long-term disability insurance (for active employees only), dental and vision coverage (for employees not covered by collective bargaining), retiree discount vision and dental plans, and a pre-tax health care spending account and dependent care assistance program (for active employees only).

Note 17 - **Commitments and Contingencies**

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

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

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

Note 17 - **Commitments and Contingencies - Continued**

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

Note 18 - **Massachusetts Management Accounting and Reporting System**

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

The College's state appropriation is composed of the following at June 30:

	2011	2010
Direct unrestricted appropriations	**$ 20,396,814**	$ 17,882,753
Add: Fringe benefits for benefited employees on the state payroll	**6,194,935**	4,602,667
Less: Day school tuition remitted to the state and included in tuition and fee revenue	**(1,239,699)**	(1,240,434)
Total unrestricted appropriations	**25,352,050**	21,244,986
Capital appropriations	**852,318**	8,688,659
Restricted appropriations	**36,997**	60,585
Total appropriations	**$ 26,241,365**	$ 29,994,230

Note 19 - **Pass-Through Grants**

The College distributed $24,898,745 and $21,386,929 as of June 30, 2011 and 2010, respectively, for student loans through the U.S. Department of Education Federal direct lending program. These distributions and related funding sources are not included as expenses and revenues or as cash disbursements and cash receipts in the accompanying financial statements.

Note 20 - **Massachusetts State College Building Authority (Unaudited)**

The Massachusetts State College Building Authority (MSCBA) was created pursuant to Chapter 703 of the Acts of 1963 by the Commonwealth as a public instrumentality for the general purpose of providing dormitories, dining commons and other facilities primarily for use by students and staff of the nine state colleges of the Commonwealth.

The University is charged a semi-annual revenue assessment that is based on a certified occupancy report, the current rent schedule, and the design capacity for each of the residence halls. This revenue assessment is used by MSCBA to pay principal and interest due on its long-term debt obligations. These obligations may include the costs of periodic renovations and improvements to the residence halls. The Commonwealth guarantees these obligations. The Revenue Assessments for the residence halls for the year ended June 30, 2011 and 2010 were $6,655,972 and $6,264,556, respectively. All facilities and obligations of the MSCBA are included in the financial statements of the MSCBA.

Dormitory trust fund reports included as supplemental information include revenues and expenses which are included in auxiliary enterprises revenues and expenses.

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

Schedules of Net Assets
Dormitory Trust Fund Report (Unaudited)

June 30,

Assets

	2011	2010
Current Assets:		
Cash and equivalents	**$ 4,457,389**	$ 3,908,286
Accounts receivable, net	**11,589**	18,351
Deposits held by State Treasurer	**349,094**	165,134
Commission receivable	**91**	1,069
Total Current Assets	**4,818,163**	4,092,840
Total Assets	**$ 4,818,163**	$ 4,092,840

Liabilities

Current Liabilities:		
Accounts payable and accrued liabilities	**$ 174,916**	$ 183,023
Accrued employee compensation and benefits	**319,044**	283,143
Deposits held	**570,710**	557,715
Other liabilities	**1,699**	453
Total Current Liabilities	**1,066,369**	1,024,334
Noncurrent Liabilities:		
Accrued liability for employee compensation and benefits	**43,046**	37,411
Total Noncurrent Liabilities	**43,046**	37,411
Total Liabilities	**1,109,415**	1,061,745
Net Assets:		
Unrestricted	**3,708,748**	3,031,095
Total Net Assets	**3,708,748**	3,031,095
Total Liabilities and Net Assets	**$ 4,818,163**	$ 4,092,840

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

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

For the Years Ended June 30,

	2011	2010
Revenues:		
Operating Revenues:		
Room rent	**$ 13,037,225**	$ 12,775,629
Infrastructure fees	**262,400**	260,850
Other sources	**80,368**	118,499
Deposits forfeited	**64,377**	69,990
Commissions - laundry	**59,905**	63,849
Commissions - vending	**33,543**	33,857
College support	**-**	200,000
Total Operating Revenues	**13,537,818**	13,522,674
Expenses:		
Operating Expenses:		
Employee compensation	**2,011,699**	1,963,693
Energy costs	**1,525,695**	1,463,571
Pension and insurance	**672,543**	561,122
Special employees	**638,996**	509,760
Operational services	**344,049**	498,388
Scholarships	**288,000**	240,000
Repairs and maintenance	**257,589**	250,093
Facility operations supplies	**238,754**	256,625
Administrative expenses	**78,653**	56,168
Equipment purchase	**59,023**	142,937
Equipment lease, rental and maintenance	**29,496**	17,615
Consultant services	**25,500**	18,165
Student travel	**23,231**	1,078
Employee related expenses	**10,965**	10,912
Annual payment to the Massachusetts State College Building Authority	**6,655,972**	6,264,556
Total Operating Expenses	**12,860,165**	12,254,683
Increase in Net Assets	**677,653**	1,267,991
Net Assets, Beginning of Year	**3,031,095**	1,763,104
Net Assets, End of Year	**$ 3,708,748**	$ 3,031,095

O'Connor & Drew P.C.
Certified Public Accountants

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

To the Board of Trustees of
Westfield State University
Westfield, Massachusetts

We have audited the financial statements of Westfield State University (an agency of the Commonwealth of Massachusetts) (the "University") as of and for the year ended June 30, 2011, and have issued our report thereon dated October 12, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of the University is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the University's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the University's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board of Trustees and management of the University, the Commonwealth of Massachusetts, and Federal awarding agencies and is not intended to be, and should not be, used by anyone other than these specified parties.

O'Connor & Drew, P.C.

Certified Public Accountants

October 12, 2011

Folder	Major Subfolder	Secondary Subfolder	Document(s)
Standard 1	Data First Forms Standard One		Data First Form
Standard 1	Current Mission Statements		Westfield State University Mission Statement
Standard 1	Current Mission Statements		Mission Statements--Adminstrative
Standard 1	Current Mission Statements		Mission Statements--Academic
Standard 1	Mission Statement Revision		2011 Draft--Mission, Values, Vision
Standard 2	Data First Forms Standard Two		Data First Form
Standard 2	Campus Master Plan		2011 Campus Master Plan Update
Standard 2	Campus Master Plan		Master Plan for State and Community Colleges Final Report 2007
Standard 2	Strategic Academic Planning		Special Committee for Strategic Academic Planning
Standard 2	Strategic Plan	2005-2010 Strategic Plan	Strategic Plan 2005-2010.pdf
Standard 2	Strategic Plan	2005-2010 Strategic Plan	Strategic Plan Overview.ppt
Standard 2	Strategic Plan	2005-2010 Strategic Plan	Strategic Plan Summary.pdf
Standard 2	Strategic Plan	2005-2010 Strategic Plan/Implementation	Planning Retreat Agenda and Implementation Updates
Standard 2	Strategic Plan	2012-2017 Strategic Plan/Development	Strategic Planning Survey Results
Standard 3	Data First Forms Standard Three		Data First Form
Standard 3	Data First Forms Standard Three		Date First Form (b) - Locations
Standard 3	Board of Trustees		Board of Trustees Members
Standard 3	Board of Trustees		Board of Trustee Bylaws
Standard 3	Board of Trustees	Agendas and Minutes	Board of Trustees Meeting Agendas and Minutes
Standard 3	Board of Trustees	Committees	Committee Assignments
Standard 3	Office of the President		President's CV
Standard 3	Organizational Charts		Divisional Organizational Charts
Standard 3	Senior Administration		Senior Administration: CVs and Resumes
Standard 3	Senior Administration		Senior Administration: Job Descriptions
Standard 3			Head Count of Full-Time Employees
Standard 3	Bargaining Unit Agreements		AFSCME Agreement
Standard 3	Bargaining Unit Agreements		APA Agreement
Standard 3	Bargaining Unit Agreements		MSCA Agreement
Standard 3	Bargaining Unit Agreements		DGCE Agreement
Standard 3			Policy Manual
Standard 3	Governance Committees	Minutes of the All College Committee	Minutes of the All College Committee
Standard 3	Governance Committees		College Wide Committees of the University
Standard 3	Governance Committees		Special Committees of the All College Committee
Standard 3	Governance Committees	ACC Feedback on Vision Project	Responses to BHE Vision Project and LEAP State Initiatives
Standard 3	MA General Laws		MA General Laws Chapter 15A
Standard 3	MA General Laws		MA General Laws Chapter 189
Standard 3			Employee Guide
Standard 3	Supervisor Resources		Supervisor Guide
Standard 3	Supervisor Resources		Approval Process: Requisition and Appointment
Standard 3	Supervisor Resources		Personnel Actions Paperwork Guide
Standard 3	Supervisor Resources		Position Categories Examples
Standard 3	Supervisor Resources		Titles and Job Codes
Standard 4	Data First Forms Standard Four		Data First Form (a) - Summary
Standard 4	Data First Forms Standard Four		Data First Form (b)- Undergraduate Enrollment
Standard 4	Data First Forms Standard Four		Data First Form (c)- Graduate Enrollment
Standard 4	Data First Forms Standard Four		Data First Form (d)- Credits Generated
Standard 4	General	Academic Department Annual Reports	Academic Department Annual Reports
Standard 4	General	Academic Department Student Handbooks	Academic Department Student Handbooks
Standard 4	General	Representataive Syllabi	Course Syllabi
Standard 4	General	WSU Bulletin	WSU Bulletin
Standard 4	General		Form E1: Inventory of Education Effectiveness
Standard 4	General	Assessment Evidence	Departmenal and IAC Assessment Reports
Standard 4	Undergraduate Education		Program Review Schedule
Standard 4	Undergraduate Education	New Program Applications	Athletic Training, Chemistry, EGST, Nursing, Spanish, Theatre
Standard 4	Undergraduate Education	Review of Academic Programs (External)	Reviews of programs with external accreditation
Standard 4	Undergraduate Education	Review of Academic Programs (Internal)	Review of all other academic programs
Standard 4	Undergraduate Education		Review of the Common Core Committee Final Report
Standard 4	Graduate Education	Criminal Justice (PCIPP)	Accreditation process documents
Standard 4	Graduate Education	Social Work (CSWE)	Accreditation process documents
Standard 4	Graduate Education	DHE New and Interim Program Reports	Accountacy, ABA, Social Work
Standard 4	Integrity in the Award of Credit	(Policy Manual)	
Standard 4	Integrity in the Award of Credit	(Policy Manual)	Academic Honors (Policy 1030)
Standard 4	Integrity in the Award of Credit	(Policy Manual)	Academic Major (Policy 1160)
Standard 4	Integrity in the Award of Credit	(Policy Manual)	Academic Retention and Probation (Policy 1040)
Standard 4	Integrity in the Award of Credit	(Policy Manual)	Calculating GPA for Student Teaching (Policy 1260)
Standard 4	Integrity in the Award of Credit	(Policy Manual)	Class Attendance (Policy 1050)
Standard 4	Integrity in the Award of Credit	(Policy Manual)	Completing a Minor (Policy 1170)
Standard 4	Integrity in the Award of Credit	(Policy Manual)	Core Implementation (Policy 1250)

Standard 4	Integrity in the Award of Credit	(Policy Manual)	Course Repeat (1060)
Standard 4	Integrity in the Award of Credit	(Policy Manual)	Courses Taken at Other Institution (Policy 1070)
Standard 4	Integrity in the Award of Credit	(Policy Manual)	Directed/Independent Study (Policy 1080)
Standard 4	Integrity in the Award of Credit	(Policy Manual)	Pass/Fail (Policy 1180)
Standard 4	Integrity in the Award of Credit	(Policy Manual)	Requesting Transcipts (Policy 1200)
Standard 4	Integrity in the Award of Credit	(Policy Manual)	Requirements for Graduation (Policy 1120)
Standard 4	Integrity in the Award of Credit	(Policy Manual)	Transfer Grade Policy (Policy 1230)
Standard 4	Integrity in the Award of Credit	(Policy Manual)	Withdrawal and the Notation on W (Policy 1210)
Standard 5	Date First Forms Standard Five		Data First Form (a) - Rank, Gender, Salary
Standard 5	Date First Forms Standard Five		Data First Form (b) - Highest Degrees and Workload
Standard 5	Date First Forms Standard Five		Data First Form (c) - Appointments and Departures
Standard 5	Date First Forms Standard Five		Data First Form (d) - Numbers
Standard 5	Faculty CVs		Faculty CVs
Standard 5			Academic Department Organizational Charts
Standard 5	Faculty Recruitment/Hiring	Search Policies	Academic Department Search Policies
Standard 5	Graduate Assistants		Placement by Semester
Standard 5	Graduate Assistants		Application Form
Standard 5	Faculty Development	Faculty Center for Teaching and Research	Faculty Center Annual Reports
Standard 5	Faculty Development	Faculty Center for Teaching and Research	Schedule of Activities
Standard 5	Faculty Development	Faculty Center for Teaching and Research	Scholarship of Teaching and Learning Grant Application Form
Standard 5	Faculty Development	Center for Instructional Technology	Center for Instructional Technology Annual Reports
Standard 5	Faculty Development	Writing Across the Curriculum	Writing Across the Curriculum Annual Report
Standard 5	Faculty Development	CCGS Faculty Development	CCGS Faculty Development Program(s)
Standard 5	Faculty Development	New Faculty Orientation	New Faculty Orientation Program
Standard 5	Faculty Development	Professional Development Funds	Professional Development Award List
Standard 5	Faculty Development	Professional Development Funds	Professional Development Funds Application
Standard 5	Faculty Development	Professional Development Funds	Professional Development Faculty Memo
Standard 5	Salary Studies		2004 Salary Study Letter
Standard 5	Salary Studies		2006 Salary Study Letter
Standard 5	Salary Studies		2007 Faculty Salary Study
Standard 5	Grants and Sponsored Programs	Grants Office Annual Reports	Grants Office Annual Report
Standard 5	Grants and Sponsored Programs	I3	I3 Awards
Standard 5	Grants and Sponsored Programs	I3	I3 Brochure
Standard 5	Grants and Sponsored Programs	Innovative Pedagogical Initiatives	Innovative Pedagogical Initiatives Awards
Standard 5	Grants and Sponsored Programs	Innovative Pedagogical Initiatives	Innovative Pedagogical Initiatives Evaluation Criteria
Standard 5	Grants and Sponsored Programs	Innovative Pedagogical Initiatives	Innovative Pedagogical Inititatives Application
Standard 5	Grants and Sponsored Programs	STARS Awards	STARS Awards Recipients
Standard 5	Grants and Sponsored Programs	STARS Awards	STARS Evaluation Form
Standard 5	Grants and Sponsored Programs	STARS Awards	STARS Application Process
Standard 5	Grants and Sponsored Programs	General	Budget Worksheet
Standard 5	Grants and Sponsored Programs	General	Director of Grants and Sponsored Programs Resume
Standard 5	Grants and Sponsored Programs	General	Time and Effort Report Form
Standard 5	Grants and Sponsored Programs	General	Grant Proposal Review Form
Standard 5	Grants and Sponsored Programs	General	Grant Seekers Handbook
Standard 5	Grants and Sponsored Programs	General	WSU Grants Policy
Standard 5	Grants and Sponsored Programs	General	Principal Investigator Responsibilities
Standard 5	Grants and Sponsored Programs	General	Guidelines for Grant Seekers
Standard 5	Grants and Sponsored Programs	General	Institutional Animal Care and Use Policy (1300)
Standard 5	Grants and Sponsored Programs	General	Institutional Review Board Policy (1320)
Standard 6	Data First Forms Standard Six		Data First Form (a) - Admissions
Standard 6	Data First Forms Standard Six		Data First Form (b) - Enrollment
Standard 6	Data First Forms Standard Six		Data First Form (c) - Debt
Standard 6	Academic Student Services	Academic Achievement	Academic Achievement Brochure
Standard 6	Academic Student Services	Academic Achievement	Academic Achievement Annual Reports
Standard 6	Academic Student Services	Academic Achievement	Academic Advising Center/Peer Advising Brochures
Standard 6	Academic Student Services	Academic Achievement	Academic Advising Center/Annual Reports
Standard 6	Academic Student Services	Academic Achievement	Banacos Center/Annual Reports
Standard 6	Academic Student Services	Academic Achievement	Reading and Writing Center/Annual Reports
Standard 6	Academic Student Services	Academic Achievement	Reading and Writing Center/Program Brochures
Standard 6	Academic Student Services	Academic Achievement	Reading and Writing Center/Assessment instruments and Results
Standard 6	Academic Student Services	Academic Achievement	TRiO/Program Brochures
Standard 6	Academic Student Services	Academic Achievement	TRIO/Annual Reports
Standard 6	Academic Student Services	Academic Achievement	Urban Education/Program Brochures
Standard 6	Academic Student Services	Academic Achievement	Urban Education/Annual Reports
Standard 6	Academic Student Services	Academic Achievement	Washington Center/Program Brochures
Standard 6	Academic Student Services	International Programs	Program Brochures
Standard 6	Academic Student Services	International Programs	Annual Reports
Standard 6	Athletics	Alcohol/Drug/Tobacco Education	ACE, CHOICES, CORE, etc. brochures and assessment
Standard 6	Athletics	Athletic History Forms	Athletic History Questionnaires
Standard 6	Athletics	Athletic Schedules	Annual Intercollegiate Sports Schedules

Standard 6	Athletics	Club Sports	Program Brochures
Standard 6	Athletics	Coaches Handbooks	Coaches Handbooks
Standard 6	Athletics	Hazing	Hazing Law
Standard 6	Athletics	Hazing	Hazing Brochure for students
Standard 6	Athletics	Intramurals	Intramurals Activity Sheets
Standard 6	Athletics	Intramurals	Intramurals Handbooks
Standard 6	Athletics	MASCAC	MASCAC Annual Reports
Standard 6	Athletics	NCAA	NCAA ADHD Policy
Standard 6	Athletics	NCAA	NCAA Compliance Information
Standard 6	Athletics	NCAA	NCAA Regulation Summary for Students
Standard 6	Athletics	NCAA	CHAMPS brochures
Standard 6	Athletics	NCAA	NCAA Equity in Athletics Annual Reports
Standard 6	Athletics	NCAA	NCAA Banned Substances Policy
Standard 6	Athletics	NCAA	NCAA Eligibility Forms
Standard 6	Athletics	NCAA	NCAA Institutional Self-Study Guide
Standard 6	Athletics	Outcomes and Assessment	Athletic Program Goals and Outcomes
Standard 6	Athletics	Petty Cash	Petty Cash Administration and Expenditures
Standard 6	Athletics	Recruiting	Athletics Recruiting Manuals
Standard 6	Athletics	Student Athletes Handbooks	Annual Student Athlete Handbooks
Standard 6	Athletics		Student Athlete Publicity Sheet
Standard 6	Athletics		Student Athlete Advisory Board
Standard 6	Athletics		Waiver of Liability Form
Standard 6	Athletics		AT Electronic Submission Guidelines
Standard 6	Athletics		Owl Club Brochure
Standard 6	Campus Center		Service Window Documents
Standard 6	Campus Center		Campus Sample Calendar
Standard 6	Campus Center		Student Activities Assessment
Standard 6	Campus Center		Campus Center Brochure
Standard 6	Campus Center		Campus Center Vendor Brochure
Standard 6	Campus Center		Campus Center Survey
Standard 6	Career Services		2009 Post Graduate Survey
Standard 6	Career Services		Career Services Brochures
Standard 6	Career Services		Career Services Experiential Educational Directory
Standard 6	Career Services		Internship Newsletter Sample
Standard 6	Career Services		Career Services Assessment Information
Standard 6	Commuter Council		Commuter Newsletter Sample
Standard 6	Counseling Center		Counseling Center Brochure
Standard 6	Counseling Center		Counseling Center Programming and Outreach
Standard 6	Counseling Center		Counseling Center Protocals and Procedures
Standard 6	Counseling Center		Counseling Center Intern Training
Standard 6	Counseling Center		RA Counseling Resource Guide
Standard 6	Counseling Center		Client Satisfaction Survey
Standard 6	Counseling Center		Department Evaluations
Standard 6	Day Admissions	Admission Communication Plan	Communication Plans and Action Plans
Standard 6	Day Admissions	Admission Recruitment Plan	Brochures and Informational Material
Standard 6	Day Admissions	Admission Recruitment Plan	Letters
Standard 6	Day Admissions	Admission Recruitment Plan	Recruitment Plans and Task Charts
Standard 6	Day Admissions	Admission Budget	Annual Dvision Budget
Standard 6	Day Admissions	Enrollment Forms	Freshman and Transfer Student Enrollment Forms
Standard 6	Day Admissions	General	BHE Admission Standards
Standard 6	Day Admissions	General	Enewsletters
Standard 6	Day Admissions	General	File Review Cheat Sheets
Standard 6	Day Admissions	Tour Guide Materials	Fun Facts, Fast Facts, etc.
Standard 6	Day Admissions	Undergraduate Applications	Application for Admission
Standard 6	DGCE Admissions		Certificate in Advanced Graduate Study (CAGS) Application
Standard 6	DGCE Admissions		Certificate in Homeland Security Application
Standard 6	DGCE Admissions		Millers Analogy Test (MAT) Application
Standard 6	DGCE Admissions		Post-Baccaluareate Teacher Licensure Application
Standard 6	DGCE Admissions		Undergraduate Application (DGCE)
Standard 6	DGCE Admissions		DGCE Registration Form(s)
Standard 6	Emergency Response		Emergency Response Plan
Standard 6	Financial Aid Office		Financial Aid Award Guide
Standard 6	Financial Aid Office		Annual Reports
Standard 6	Health Services		Program Brochures and Newsletters
Standard 6	Health Services		Satisfaction Surveys/Results
Standard 6	Parking		Parking Rules and Regulations
Standard 6	Parking		Parking Surveys
Standard 6	Public Safety		Public Safety Surveys
Standard 6	Public Safety		Public Safety Brochures
Standard 6	Retention and Graduation		Retention Rate Data and Analysis

Standard 6	Retention and Graduation		2005 BHE Task Force on Graduation Rates Report
Standard 6	Retention and Graduation	First Year	2007 First Year Experience Data
Standard 6	Retention and Graduation	First Year	Foundations of Excellence Reports
Standard 6	SGA		Campus Activities Board (CAB) Brochure
Standard 6	SGA		SGA Brochure and Club List
Standard 6	SGA		SGA Constitution and Bylaws
Standard 6	Student Affairs - General	STAT	Student Threat and Assessment Brochure
Standard 6	Student Affairs - General	STAT	STAT Assessment Tool and Protocols
Standard 6	Student Affairs - General		Student Affairs Strategic Plans and Action Plan
Standard 6	Student Affairs - General		Annual Reports
Standard 6	Student Affairs - General		Mission and Outcomes
Standard 6	Student Affairs - General		Program Evaluation Form
Standard 6	Student Affairs - General		Data and Assessment Report
Standard 6	Student Affairs - General	Substance Education Class	Class Materials and Resources
Standard 6	Student Conduct		Program Brochures
Standard 6	Student Handbook		Student Handbooks
Standard 6	Veterans and Military Affairs		Program Brochures and Newsletters
Standard 6	Wellness Center		Program Brochures
Standard 6	Wellness Center		Staff Training Checklists
Standard 7	Data First		Data First Forms
Standard 7	Library	Annual Reports	Ely Library Annual Reports
Standard 7	Library	Information Literacy	Library Instruction Program Assessment
Standard 7	Library	Information Literacy	Information Literacy Assessment
Standard 7	Library	Information Literacy	Information Literacy Assessment
Standard 7	Library	Information Literacy	Information Literacy Spreadsheet
Standard 7	Library		Area Responsibility Chart
Standard 7	Library	Library Review	LibQual Report (2007)
Standard 7	Library	Library Review	Ely Library Site Visit Report (2007)
Standard 7	Library		Ely Library Mission Statement
Standard 7	Information Technology		Acceptable Use of Computer Policy (draft)
Standard 7	Information Technology		IT Mission Statement
Standard 7	Information Technology		IT Strategic Plan
Standard 7	Information Technology	(Policy Manaul)	Computer Viruses (Policy 0040)
Standard 7	Information Technology	(Policy Manaul)	Computing Resources (Policy 0380)
Standard 7	Information Technology	(Policy Manaul)	General Software (Policy 0080)
Standard 7	Information Technology	(Policy Manaul)	Computer Hardware and Software Purchases (Policy 0030)
Standard 7	Information Technology		IT Annual Report
Standard 7	Center for Instructional Technology		Center for Instructional Technology Mission Statement
Standard 8	Data First		Data First Forms
Standard 8	Capital Improvement		List of Capital Projects
Standard 8	Capital Improvement		Capital Improvement Strategy
Standard 8	Capital Improvement		Facilities MB&A Presentation
Standard 8	Facilities and Space Analyses		Space Utilization Report
Standard 8	Facilities and Space Analyes		Sightlines LLC 2011 Facilities Measurement, Benchmarking, and Analysis Study
Standard 8			The College Sustainability Report
Standard 8			Identity Theft Prevention (Policy 0540)
Standard 8			Facilities List
Standard 8			Schedule of Insurance
Standard 9	Data First		Data First Form
Standard 9			Student FTE 2002-2009
Standard 9	Annual Reports		Administration and Finance Annual Report
Standard 9	Budegeting Process		Budget and Financial Planning Document
Standard 9	Policies	(Policy Manaul)	Fundraising - Student Organizations (Policy 0230)
Standard 9	Policies	(Policy Manaul)	Fundraising - Campus (Policy 0235)
Standard 9	Policies	(Policy Manaul)	Non-Cash (In-kind) Contributions (Policy 0330)
Standard 9	Policies	(Policy Manaul)	Gift Acceptance (Policy 0340)
Standard 9	Policies	(Policy Manaul)	ARRA Funds (Policy 0520)
Standard 9	Policies	(Policy Manaul)	Reserve Funds Use (Policy 0530)
Standard 9	Policies	(Policy Manaul)	Corporate Credit Card Use (Policy 0360)
Standard 9	Policies	(Policy Manaul)	Naming of University Facilities and Other Spaces (Policy 0370)
Standard 9	Policies	(Policy Manaul)	Investment (Policy 0430)
Standard 9	Policies	(Policy Manaul)	Debt (Policy 0480)
Standard 9	Policies	(Policy Manaul)	Audit (Policy 0460)
Standard 9	Policies	(Policy Manaul)	Audit Finding (Policy 0450)
Standard 9	Policies	(Policy Manaul)	Campus Sales and Solicitation (Policy 0500)
Standard 9	Policies	(Policy Manaul)	Unaccounted for Variances (Policy 0490)
Standard 9	WSU Foundation	Minutes	Board of Director's Minutes
Standard 9	WSU Foundation		Foundation Audit
Standard 9	WSU Foundation		Foundations Policies and Procedures Manual
Standard 9	WSU Foundation		Foundation Board Membership List

Standard 9			State Appropriation
Standard 9			DGCE Business Plan
Standard 9			Employee and Student Information
Standard 9			FTE Information
Standard 9			Grant Report
Standard 9			Department Chairs Budget Workshop
Standard 9			Trend Data Increase in Net Assets
Standard 9			Trend State Appropriations Data
Standard 9			Trend Total Revenue Data
Standard 9			Pier Institution Financial Data
Standard 9			Building Authority Trust Fund Budget
Standard 10	Date First Forms Standard Ten		Date First Form
Standard 10	DGCE Catalogs		DGCE Catalogs
Standard 10	DGCE Marketing		DGCE Viewbook
Standard 10	DGCE Marketing		DGCE Graduate Program Inserts and Postcards
Standard 10	Marketing Materials (AV)		Marketing Material (Videos)
Standard 10	Policies		Graphic Identity Manual
Standard 10	Policies		Marketing and Media Relations Policy
Standard 10	Policies		Marketing Department Mission Statement
Standard 10	Policies		Social Media Guidelines
Standard 10	Policies		WSU Style Guide
Standard 10	Policies		Web Policy
Standard 10	Admissions Materials		Academic Program Brochure
Standard 10	Admissions Materials		Financial Aid Brochure
Standard 10	Admissions Materials		Urban Education Program Brochure
Standard 10	Admissions Materials		Transfering to WSU Brochure
Standard 10	Admissions Materials		WSU Viewbook
Standard 10	Admissions Materials		WSU Search Brochure
Standard 10	Admissions Materials		Disability Services Brochure
Standard 10	Call for Public Comment		Alumni Posting
Standard 10	Call for Public Comment		Website Posting
Standard 10	Call for Public Comment		Local Newspaper Posting
Standard 10			Administration and Finance Annual Report (posting information)
Standard 11	Data First Forms Standard Eleven		Data First Form
Standard 11	Academic Freedom	(Policy Manaul)	Academic Freedom and Responsibility (Policy 1010)
Standard 11	Academic Honesty/Grade Appeals	(Policy Manaul)	Academic Honesty (Policy 1020)
Standard 11	Academic Honesty/Grade Appeals	(Policy Manaul)	Grade Appeals (Policy 1110)
Standard 11	Affirmative Action/Discrimination	(Policy Manaul)	Affirmative Action Statement
Standard 11	Affirmative Action/Discrimination	(Policy Manaul)	Discrimination Complaint Procedures (Policy 2070)
Standard 11	Affirmative Action/Discrimination	(Policy Manaul)	Discriminatory Harassment Policy (Policy 2160)
Standard 11	Affirmative Action/Discrimination	(Policy Manaul)	University Affirmative Action/EO/Diversity Committee (Policy 2030)
Standard 11	Affirmative Action/Discrimination	(Policy Manaul)	Affirmative Action Hiring Procedures (Policy 2010)
Standard 11	Affirmative Action/Discrimination	(Policy Manaul)	Affirmative Action, Non-Discrimination and Diversity (Policy 2020)
Standard 11	Affirmative Action/Discrimination	(Policy Manaul)	Affirmative Action Plan: Policy Awareness Procedures (Policy 2130)
Standard 11	Affirmative Action/Discrimination	(Policy Manaul)	Age Discrimination (Policy 2040)
Standard 11	Affirmative Action/Discrimination	(Policy Manaul)	Discrimination Based on Race, Religion, National or Ethnic Origin (Policy 2060)
Standard 11	Affirmative Action/Discrimination	(Policy Manaul)	Discrimination Based on Gender and Sexual Orientation (Policy 2080)
Standard 11	Affirmative Action/Discrimination	(Policy Manaul)	HIV/AIDS (Policy 2110)
Standard 11	Affirmative Action/Discrimination	(Policy Manaul)	Non-Discrimination and Accommodation for Persons w/ Disabilities (Policy 2090)
Standard 11	Affirmative Action/Discrimination	(Policy Manaul)	Sexual Harassment (Policy 2100)
Standard 11	Affirmative Action/Discrimination	(Policy Manaul)	Racism (Policy 2120)
Standard 11	Affirmative Action/Discrimination	(Policy Manaul)	Affirmative Action/Discrimination Complaints against President (Policy 2150)
Standard 11		(Policy Manaul)	Anti-Bullying, Mobbing, and Harassment (Policy 1340)
Standard 11			Campus Violence Prevention and Response
Standard 11	Ethics Guidelines and Policies		Ethics Commission Guidelines
Standard 11	Ethics Guidelines and Policies		Conflict of Interest Training Link
Standard 11	Ethics Guidelines and Policies		Summary of Conflict of Interest Law
Standard 11			Policy Distribution Memo
Standard 11			Hiring Guide for Classified and Administrative Staff
Standard 11	Privacy	Medical	Medical Rights Privacy Policy
Standard 11	Privacy	FERPA	Student Records and Privacy Regulations
Standard 11	Privacy	FERPA (Policy Manaul)	Release of Student Directory Information (Policy 0290)
Standard 11	Privacy	(Policy Manaul)	CORI (Policy 0510)
Standard 11			Protection of Intellectual Property
Standard 11			Ombuds Office Brochure
Standard 11		(Policy Manaul)	Smoking (Policy 2140)

Appendix F

Westfield State University Spring 2012 Self-Study for Reaccreditation

Glossary of Acronyms

AAC&U	Association of American Colleges and Universities
ABET	Accreditation Board for Engineering and Technology
ACC	All College Committee
ACE	American Council on Education
ADA	Americans with Disability Act
ADS	Active Directory Service
AFSCME	American Federation of State, County, and Municipal Employees
APA	Association of Professional Administrators
AMCOA	Advancing a Massachusetts Culture of Assessment
APC	Academic Planning Committee
APR	Alternative Professional Responsibility
ASA	American Student Assistance
BHE	Board of Higher Education
BOT	Board of Trustees
CAAHEP	Commission of Accreditation of Allied Health Education
CAATE	Commission on Accreditation of Athletic Training Education
CAB	Campus Activities Board
CAGS	Certificates of Advanced Graduate Study
CAPS	College Academic Program Sharing
CASP	Committee on Strategic Academic Planning
CCGS	Cooperating Colleges of Greater Springfield
CEU	Continuing Education Units
CIHE	Commission on Institutions of Higher Education
CIT	Center for Instructional Technology
CLEP	College-Level Examination Program
CoAES	Commission for the Accreditation of Exercise Science
CSWE	Council on Social Work Education
CTC	Campus Technology Committee
DGCE	Division of Graduate and Continuing Education
DESE	Department of Elementary and Secondary Education
DHE	Department of Higher Education
EBI	Educational Benchmarking Unit
ECAC	Eastern Collegiate Athletic Conference
EMS	Emergency Management Services
FAFSA	Free Application for Federal Student Aid
FEMA	Federal Emergency Management Agency
FERPA	Family Educational Rights and Privacy Act
FoE	Foundations of Excellence®
FTE	Full Time Equivalent

FWSM	Firewall Service Module
GARP	Geography and Regional Planning
GIS	Geographic Information System
GPA	Grade Point Average
HVAC	Heating, Ventilation and Air Conditioning
IAC	Institutional Assessment Committee
IACUC	Institutional Animal Use and Care Committee
IDAC	Institutional Diversity Advisory Committee
IPEDS	Integrated Post Secondary Education Data System
IRB	Institutional Review Board
ISSG	Institutional Self-Study Guide
IT	Information Technology
LAN	Local Area Network
LEAP	Liberal Education and America's Promise (AAC&U initiative)
LRPC	Long Range Planning Committee
MASCAC	Massachusetts State College Athletic Conference
MAVC	Massachusetts Virtual Catalogue
MEMA	Massachusetts Emergency Management Association
MSCA	Massachusetts State College Association
MTEL	Massachusetts Test for Education Licensure
NASM	National Association of Schools of Music
NASPE	National Association for Sport and Physical Education
NCAA	National Collegiate Athletic Association
NCATE	National Council of Accreditation of Teacher Education
NCSS	National Council for the Social Studies
NCTM	National Council for Teachers of Mathematics
NEASC	New England Association of Schools and Colleges
NEEAN	New England Educational Assessment Network
NEFC	New England Football Conference
NFPA	National Fire Protection Association
NSTA	National Science Teachers Association
OIP	Office of Institutional Programs
ORP	Optional Retirement Plan
PAB	Planning Accreditation Board
PDP	Professional Development Points
PHENOM	Public Higher Education Network of Massachusetts
PIN	Personal Information Number
PLATO	People Learning and Teaching Online
PURLS	Personal URLs
RD	Residence Director
ROCCC	Review of the Common Core Committee
ROTC	Reserve Officers Training Corps
SAT	Scholastic Aptitude Test
SCIP	Special Committee on International Programs
SGA	Student Government Association
SIR II	Student Instructional Report

SPC	Strategic Planning Committee
SSID	Encrypted Service Set Indentifier
STARS	Semester Time Award for Research and Scholarship
STEM	Science, Technology, Engineering and Mathematics Education
UCEA	University Continuing Education Association
UE	Urban Education
VPAA	Vice President of Academic Affairs
WAC	Writing Across the Curriculum
WAN	Wide Area Network