



## **Board of Trustees**

Academic and Student Affairs Committee

9:30 AM

February 6, 2020

President's Boardroom, The Horace Mann Center

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|--|---|
| <b>1. Call to Order</b>                            | Trustee Martin  |
| <b>2. Approval of Minutes</b><br>December 11, 2019 | Trustee Martin  |
| <b>3. Items for Discussion</b>                     |   |
| a. Presentation- Four Colleges                     | Dr. Diane Prusank<br>Dr. Jennifer Hanselman<br>Dr. Juline Mills<br>Dr. Emily Todd<br>Dr. Stefanie Sanchez |
| b. Retention Efforts in Student Affairs            | Dr. Gloria Lopez  |
| i. Spring 2020                                     |   |
| ii. Aspire Conference: Student Perspective         |   |

### **Attachment(s)**

- a. Minutes, 12/11/2019
- b. ACAP Report and College Information Packet
- c. College Structure Presentation
- d. Retention Efforts in Student Affairs



## BOARD OF TRUSTEES

### Academic and Student Affairs Committee Minutes

President's Boardroom, The Horace Mann Center  
December 11, 2019

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**MEMBERS PRESENT:** Committee Chair Martin, Vice Chair Martinez-Alvarez, Secretary Magovern, Trustees Neves and Williams

**MEMBERS EXCUSED:** Trustee Sullivan

**TRUSTEE GUESTS PRESENT:** Trustees Alvarado, Boudreau, Landrau (joined at 9:49 AM), and Queenin

Dr. Ramon S. Torrecilha, President of Westfield State University, was also present.

The meeting was called to order at 9:36 AM by Committee Chair Martin, who welcomed new Trustee Dr. Gloria Williams to the committee. Provost and Vice President for Academic Affairs Dr. Diane Prusank was unable to be at the meeting and Dr. Enrique Morales-Diaz, Interim Dean of Faculty, took her place during the meeting.

**MOTION** made by Trustee Magovern, seconded by Trustee Neves, to approve the minutes of the October 10, 2019 meeting. **Motion passed unanimously.**

Committee Chair Martin stated the agenda would be slightly modified to address the action items first and then discuss retention.

Dr. Morales-Diaz brought forth the names submitted for faculty emeritus/a status and stated that to be eligible, the nominee must have a minimum of ten years full-time service, be retired or resigned, and not employed as faculty or librarian at any other university. Each nominee has sustained achievement in teaching, advising, scholarship and professional service to the University, community or discipline. Dr. Morales-Diaz gave brief biographies of the nominees.

**MOTION** made by Trustee Martinez-Alvarez, seconded by Trustee Neves, to approve the granting of Faculty Emeritus/a status, effective December 11, 2019 to the following individuals:

Dr. David Doe, Department of Biology  
Dr. Nitza Hidalgo, Department of Education  
Dr. Ricki Kantrowitz, Department of Psychology  
Mr. John Kurty, Department of Movement Science, Sport and Leisure Studies  
Dr. David Lovejoy, Department of Biology  
Dr. Ruth Ohayon, Department of Language and Culture Studies

Dr. Beth Ann Rothermel, Department of English  
Dr. Jack Szpiller, Department of Psychology  
There being no discussion, **Motion passed unanimously.**

Dr. Morales-Diaz continued that we currently offer a Bachelor of Science (BS) in Business Management with concentrations in finance, accounting, marketing, and management. A proposal is being brought forth to rename the degrees to more accurately reflect student coursework and educational experience, support both recruitment and retention, and serve as clear indicators of student experience for internships. There will be no change in requirements, coursework, or resources. Changing the Management degrees would align Westfield State nationally and internationally with other institutions and help with recruiting by clarifying the pathways for students. Board of Higher Education staff will review and approve the requests to rename the degree programs. A Business Management degree with a concentration in Human Resources will continue to be offered. (Trustee Landrau entered the meeting at 9:49 AM). Double majors need to be aligned closely so students are the master of one major. Double majors are no longer “enough.” Accreditation will be discussed at the April committee meeting.

**MOTION** made by Trustee Neves, seconded by Trustee Williams, to approve the Bachelor of Science in Accounting as described in attachment F. There being no discussion, **Motion passed unanimously.**

**MOTION** made by Trustee Martinez-Alvarez, seconded by Trustee Neves, to approve the Bachelor of Science in Finance as described in attachment H. There being no discussion, **Motion passed unanimously.**

**MOTION** made by Trustee Magovern, seconded by Trustee Neves, to approve the Bachelor of Science in Management as described in attachment J. There being no discussion, **Motion passed unanimously.**

**MOTION** made by Trustee Martinez-Alvarez, seconded by Trustee Magovern, to approve the Bachelor of Science in Marketing as described in attachment L. There being no discussion, **Motion passed unanimously.**

Dr. Gloria Lopez, Vice President for Student Affairs, gave a presentation on student success in relation to the target in the Strategic Plan and determining our strengths to impact how to retain students. Highlights include:

- Graduation and retention rates from 2013-2018 show Westfield State is at or above the median retention rates for Massachusetts.
- This is a marked increase of students leaving from 2018-2019. There was a decrease in Pell-eligible students, who are more likely to remain enrolled, but the percentage of those students is increasing. The two-year retention rate is similar to the graduation rate.
- Many students do not fill out an exit survey or speak with anyone before leaving, but most students who did listed finances as the reason. The Withdrawal Clearance form gives useful information and the National Student Clearinghouse shows that 90% of students that leave are going elsewhere. It was requested to have a report showing some of the actual reasons for students leaving.
- Develop innovative strategies to close the achievement, retention and graduation gap in black and Latinx students.
- There are a surprising number of students leaving in their senior year. Despite the downtrend in retention, the graduation rate is near other institutions in the state and nation.
- Students living on campus have a higher return rate than commuters do.

- Students are transferring to institutions closer to their homes so we need to think differently about how to support those students by making Westfield State their home.
- The Last Mile scholarship has been very effective in assisting students who are in danger of not graduating. Another donation to the scholarship was recently made. Contact is made each year with students who should be graduating to make sure they are on track with their credits and classes.
- Select initiatives for retention are:
  - Westfield Promise
  - Westfield State Experience
  - Parenzo Hall/Student Success Center
  - Career Center (info graph was handed out on the collaborations between the Career Center and Academic Affairs)
  - Support for Commuter Council
- Everyone on campus is responsible for retention, and that message needs to be constantly repeated. Every opportunity with students should be used, such as advising, as check-ins to find out how they are doing.

Ms. Chris Willenbrock, the new Director of Residential Engagement, was introduced. Ms. Willenbrock gave a presentation entitled “From Retention to Persistence,” highlighting the following.

- Retaining and promoting students to persist consists of:
  - Engagement
  - Sense of belonging
  - Self-efficacy
  - Perceived value of the curriculum
- A Maslow-inspired model is being used to address basic and growth needs.
- Engagement and points of contact numbers were shared, showing 2,352 students being reached so far this fall with 95.4% repeat attendees.

There being no further business, **MOTION** was made and seconded to adjourn. **Motion passed unanimously.**

Meeting adjourned at 11:03 AM.

Attachments presented at this meeting:

- a. Draft Minutes of October 10, 2019
- b. Motion: Faculty Emeritus/a Status
- c. Faculty Emeritus/a Status Justifications
- d. Request to Rename Degree Programs
- e. Motion: Bachelor of Science in Accounting
- f. Bachelor of Science in Accounting Draft BHE Application
- g. Motion: Bachelor of Science in Finance
- h. Bachelor of Science in Finance Draft BHE Application
- i. Motion: Bachelor of Science in Management
- j. Bachelor of Science in Management Draft BHE Application
- k. Motion: Bachelor of Science in Marketing
- l. Bachelor of Science in Marketing Draft BHE Application
- m. Handout: Career Center & Academic Affairs Collaborations poster

**Secretary's Certificate**

I hereby certify that the foregoing is a true and correct copy of the approved minutes of the Westfield State University Board of Trustees Academic and Student Affairs Committee meeting held on December 11, 2019.

\_\_\_\_\_  
Robert Magovern, Secretary

\_\_\_\_\_  
Date



**Academic Affairs**

**Board of Trustees**

**February 6, 2020**

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**Advisory Committee on Academic Planning**

**Final Report and Recommendations  
on  
The Structure of Academic Affairs**

**Submitted to  
President Ramon Torrecilha  
December 30, 2016**

**Advisory Committee on Academic Planning  
Final Report on the Structure of Academic Affairs  
30 December 2016**

**Introduction**

Westfield State University has considered a college structure for Academic Affairs at least twice before in the last decade. Most recently, in 2011, an ad-hoc committee of the then All College Committee (ACC) studied the question and recommended against the change based on the cost, insufficient data, and the lack of support.

The 2011 committee compared the cost of creating a college structure with the cost of keeping Academic Affairs exactly as it was. By 2016 it was clear that with the growth of the University in programs, student support services, faculty, staff and students, the comparison would have to be between creating colleges and/or schools or enhancing the current “flat” structure of Academic Affairs. President Ramon Torrecilha asked the committee to choose the best model, without considering the costs. This report outlines the recommendations of the 2016 committee, the data gathering process to study the question, and the growing support and acceptance for the change.

In our work it became clear that Westfield State University has outgrown its current structure. The committee unanimously concluded that change to a college structure for Academic Affairs will increase efficiency in budgeting and scheduling and support the kinds of disciplinary and interdisciplinary excellence now blossoming across campus. We anticipate that a college structure will foster community and collaboration among faculty and students within colleges, thereby reinforcing identified institutional priorities such as retention, graduation rates, and achievement gaps. It will boost all divisions of the University in their goals, including Enrollment Management and Institutional Advancement. It will assure a vital future consistent with the University’s mission and values.

We anticipate that a college structure will bring faculty together for rich interactions and synergies and will increase opportunities for intellectual and project partnerships as well as program development. It will maintain our emphasis on Liberal Arts and professional studies while highlighting Performing and Fine Arts and Health Sciences.

Following a period of growth in enrollments, and in the context of heightened competition for admissions, a college structure will be more responsive to students and faculty and offer more direct support for academic department chairs. It will enhance and focus recruiting, fundraising, and curriculum review and development, and offer potentially better alignment between day and DGCE undergraduate programming.

Moreover, this change will bring Westfield into line with the latest version of the faculty collective bargaining agreement in which deans evaluate faculty, as well as with the other comprehensive institutions in the Massachusetts State University System.



## Process

In spring 2016, President Torrecilha asked the Advisory Committee on Academic Planning to take on as its first task, a review of the structure of Academic Affairs. He asked for a recommendation on whether the current structure or an alternate organizational structure would best serve students, faculty, and staff, and best provide leadership for the University's institutional mission and priorities, and for recommended changes. He asked for the recommendations and report by the end of December 2016.

The committee is comprised of six MSCA members, one APA member, one student member, two deans, and the Interim Vice President for Academic Affairs. Of the six MSCA members, two are elected members of the Curriculum Committee and one is an elected member of the Graduate Education Council. The MSCA appointed the other three faculty members, APA appointed its member, and SGA appointed the student member. The president appointed the administrators. The Associate Dean for Institutional Research and Assessment is an ex-officio member. Coincidentally, members include the current chairs of the All University Committee and the University's Curriculum Committee, as well as three academic department chairs.

In the fall of 2016, the committee reviewed data gathered or created by Academic Affairs; met with academic departments, APA members, AFSME members, and students; and gathered its own information, including holding open forums designed to provide more opportunities for input on the structure of the division to allow its many parts to operate as efficiently and productively as possible.

The committee met twice last spring and eleven times this fall for periods ranging from two to five hours. By the time of the forums in late November and early December, two options emerged: essentially retaining the current academic dean structure with some additional personnel, or changing to a structure in which academic departments are grouped into colleges or schools, each led by a dean.

The principles that guided the committee throughout were transparency and a commitment to listen to the various stakeholders in the process. Documents, including the PowerPoint created for the open forums and responses gathered during the forums, are posted in the MyWestfield portal.

Following is a list of the steps the committee followed, culminating in its final vote on December 21, 2016.

- In the spring 2016 semester, the committee held preliminary discussions and created a list of data that Academic Affairs staff would produce during the summer.
- Committee members, in meetings in the fall 2016 semester, reviewed the data and information prepared over the summer and began discussion of possible strategies for the reorganization of Academic Affairs.
- Committee members interviewed current and former Academic Affairs deans and associate deans to seek their understanding of how well the current structure meets the

needs of the University, what tasks might be neglected because of the current staffing levels, and what changes might result in improvements.

- Committee members reached out to AUC chairs, MSCA chapter presidents, and SGAs of the other State Universities of Massachusetts who moved to a college structure in the last few years to determine their experience of the change. These were Worcester, Framingham, and Fitchburg State Universities. The committee also reviewed the organization of Academic Affairs at several peer institutions as defined by NEASC.
- Faculty members of the committee met with academic departments to present information collected and to ask a series of questions created by the committee with the goal of learning how well Academic Affairs meets departments' needs now and what changes might help better meet their needs in the future.
- The APA representative met with APA and AFSME members on campus, and the student member met with students, to seek the same information.
- Committee members worked together to create the information to be presented at three open forums – one on November 30 and two on December 1, 2016.
- Department chairs also deliberated on the task at one of the scheduled department chair meetings. The committee members who are chairs gathered preliminary feedback, including through a survey of “interest of being with other departments.”
- After the open forums, the committee met four more times to determine its recommendations to the president and compile its final report.
- The committee used 3-year averages of departmental data on numbers of faculty, students and course sections offered to calculate the relative sizes of proposed colleges. See <http://public.tableau.com/profile/lisa.plantefaber#1!!> for two interactive modeling tools.
- In several recorded votes, the committee unanimously decided against continuing the existing flat structure of Academic Affairs, and to recommend to the president that he create either a 5-college model or a 4-college model.
- The committee agreed to send its recommendations to the university community, copied to AUC, and posted on the ACAP website on the portal.

## **Recommendations of the Committee**

### **Introduction**

After interacting with the campus community, it became clear that there was growing support for exploring a college structure. In this context, the committee recommends a college structure with each college headed by an academic dean. Two possible college models are recommended below. In both models, college deans should have clear job descriptions that give them autonomy and decision making power, particularly over their respective budgets. A primary responsibility of these deans should be advocacy and support for departments within their college as they work to support the mission of the University.

In making these recommendations, the Academic Planning Committee assumes a Provost/Vice-President for Academic Affairs will lead a college structure of academic departments, and that university-wide programs located in Academic Affairs such as Academic Achievement, Westfield State Experience, Honors Program, and Liberal Studies will remain in the division. Also under the Provost would be the Dean of Academic Information Services and Library

Director (supervising the library, Center for Instructional Technology, and Academic Information Services) and a Dean of Graduate and Continuing Education.

With the addition of upper-level administrators, the number and roles of administrative support staff should be evaluated so staff can best support the University.

The important considerations described at the end of this section should be attended to closely as they will be vital to the success of any structural changes to Academic Affairs.

### **Guiding Principles for the Formation of Colleges**

It is difficult to find a model that works optimally for all departments. With this in mind, the committee advocates that a department's placement in any new structure should affirm the value and autonomy of each individual department and provide opportunities for increased collaboration among departments. Any new structure should support all departments, and should in no way cause harm to a department. Therefore, the committee recommends that placement of departments into schools or colleges be informed by the following principles.

1. Department Preference: It is important to note that the committee did not have as much information as it would have liked about departments' preferences and that there was not equal representation of all departments among the constituency of the committee nor in some of the data collection; hence, the following models incompletely reflect this primary principle.
2. Similar Disciplines: At department meetings and the open forums, faculty were clear that they preferred a dean from a related discipline to conduct personnel evaluations and one who will advocate and understand the needs of departments.
3. Energy/Collegiality: Interdisciplinary collaborations should be encouraged; hence, non-traditional clusters of departments within a college or school should be considered. This principle will position Westfield State to provide a traditional liberal arts education in a unique way.
4. College or School Size: Several metrics can be used to determine a college's size:
  - a. Size of Departments: This committee encourages the use of several different metrics when considering college size.
  - b. Workload: (e.g., accreditation, personnel evaluations, scheduling, budget management, faculty development, DGCE footprint, numbers of students served)
5. Balance of Resources: Space, faculty, budget and support staff
6. Representation: Every college or school should be led by a dean so that each department has representation equal to that of other departments.

Using these guiding principles (to the best of the ability of the committee), two models are proposed.<sup>1</sup> In both models, college names have been omitted since the committee believes the college names and guiding identities of the proposed colleges should be decided by participating departments as part of the phase-in process.

#### **Model One**

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<sup>1</sup> In both models departments/programs that are currently one are divided (e.g., English/Theater, Business Management/Economics)

The first model distributes departments into five colleges. For the most part, this model highlights the second and third principles (similarity of disciplines, and energy/collegiality). This model generated a great deal of enthusiasm and excitement among some on the committee. However, there was also acknowledgement that if not carefully managed, there are potential problems, particularly related to the fourth and second principles (college size, similarity of disciplines). This model emphasizes the relationship between the humanities and the social sciences by locating them in the same college.

***College One***

Art Department, Music Department, Theater Arts Program<sup>1</sup>

Statistics:

Full Time Faculty-8%

Majors-3%

Credits Generated-5%

Day School Sections-7%

Part Time Faculty-14%

DGCE Sections-4%

***College Two***

Biology Department, Chemical and Physical Sciences Department, Computer Science and Information Science Department, Environmental Science Department, Mathematics Department

Statistics:

Full Time Faculty-20%

Majors-13%

Credits Generated-25%

Day School Sections-28%

Part Time Faculty-21%

DGCE Sections-19%

***College Three***

Education Department, Health Sciences Department, Movement, Sport, and Leisure Studies Department, Nursing Department

Statistics:

Full Time Faculty-16%

Majors-22%

Credits Generated-8%

Day School Sections-9%

Part Time Faculty-15%

DGCE Sections-4%

***College Four***

Business Management Department<sup>1</sup>, Criminal Justice Department, Social Work Department

**Statistics:**

Full Time Faculty-16%

Majors-33%

Credits Generated-10%

Day School Sections -8%

Part Time Faculty-11%

DGCE Sections-22%

***College Five***

Communication Department, Economics Department<sup>1</sup>, English Department<sup>1</sup>, Ethnic and Gender Studies Department, Geography and Regional Planning Department, History Department, Language and Culture Studies Department, Philosophy Department, Political Science Department, Psychology Department, Sociology Department

**Statistics:**

Full Time Faculty-40%

Majors-30%

Credits Generated-52%

Day School Sections-49%

Part Time Faculty-38%

DGCE Sections-51%

**Model Two**

The second model distributes departments into four colleges. It attempts to alleviate the potential weaknesses of model one and emphasizes the fourth and second principles (college size and similarity of disciplines). Some on the committee believe this model misses an opportunity for nontraditional organization, particularly in College 5 of Model One that combines the Social Sciences and Humanities.

***College A***

Art Department, English Department<sup>1</sup>, Ethnic and Gender Studies Department, History Department, Music Department, Language and Culture Studies Department, Philosophy Department, Theater Arts Program.<sup>1</sup>

**Statistics:**

Full Time Faculty-29%

Majors-11%

Credits Generated-33%

Day School Sections-35%

Part Time Faculty-38%

DGCE Sections-19%

***College B***

Biology Department, Business Management Department<sup>1</sup>, Chemical and Physical Sciences Department, Computer and Information Science Department, Environmental Science Department, Mathematics Department

Statistics:

Full Time Faculty-26%

Majors-27%

Credits Generated-27%

Day School Sections-29%

Part Time Faculty-28%

DGCE Sections-20%

***College C***

Education Department, Health Sciences Department<sup>2</sup>, Movement Science, Sport, and Leisure Studies Department, Nursing Department, Social Work Department

Statistics:

Full Time Faculty-20%

Majors-25%

Credits Generated-9%

Day School Sections-10%

Part Time Faculty-17%

DGCE Sections-18%

***College D***

Communication Department, Criminal Justice Department, Economics Department<sup>1</sup>, Geography and Regional Planning Department, Political Science Department, Psychology Department, Sociology Department

Statistics:

Full Time Faculty-25%

Majors-36%

Credits Generated-31%

Day School Sections-26%

Part Time Faculty-17%

DGCE Sections-43%



## **Opportunities**

- Bring faculty together for rich interaction and synergies
- Increase opportunities for intellectual and project collaboration and program development
- Support disciplinary and interdisciplinary excellence
- Maintain emphasis on Liberal Arts, while highlighting Performing and Fine Arts and Health Sciences
- More responsive to students and faculty following growth in numbers of both
- More direct support for academic department chairs
- More focused recruiting
- Enhance fundraising
- Enhance curriculum review, development and management
- Create opportunities for new centers or institutes
- Align with changes in new collective bargaining agreement that allow deans to conduct faculty evaluations
- Parallel the academic organization of the five other comprehensive state universities in Massachusetts
- Efficiency in scheduling and budgeting
- Potential for more efficient and effective alignment between day and DGCE undergraduate programming

## **Important Considerations**

### **1. Unity**

- We want to create or maintain structures on campus that allow for centralized discussion and decision making (i.e. campus-wide chair meetings, shared governance, interdisciplinary collaborations).
- The process of reorganization should not exacerbate current silos, create new silos, or potentially marginalize any departments.
- In the tradition of a liberal arts institution we need to maintain a common university-wide core curriculum as we consider the role that a common core curriculum plays within individual colleges/schools.
- Reorganization should not be used to impose the merging of academic departments nor reduce overall numbers of academic departments: whatever model we put into place should help all departments thrive (this does not preclude faculty-led initiatives).
- Innovation and creativity should be encouraged in the formation of colleges, especially in a way that would support interdisciplinary collaborations.
- The colleges' members should name the colleges, and develop their philosophies and missions.
- All changes to Academic Affairs should comply with collective bargaining agreements and the governance structure as outlined in the MSCA contract. Changes to APA or AFSCME staffing should be given thoughtful consideration, and workload of themembers should not be increased due to reorganization.

## **2. Resources**

- We need to have campus-wide conversations and transparency about how resources (money, faculty/staff lines and space) will be allocated and how those decisions will be made.
- As we move to a college model, every effort should be made to ensure that resources are not redirected toward administrative levels at the expense of the needs of departments, student instruction, and departmental administrative support. The cost of these changes should not come at the expense of faculty lines. The current faculty size should remain at least as it was prior to the 2016 early retirement incentive.
- Academic Affairs should have adequate number of support staff.
- We recognize that both proposed models will require additional resources.

## **3. Execution and planning**

- The phase-in process of such a large reorganization should be vetted through all stakeholders and based on best principles/practices to minimize disruptions to faculty working and student learning environments.
- Faculty from departments within individual schools/colleges should be the primary composition of hiring committees for the leadership positions (deans, etc.) of their colleges/schools as well as representatives from students, APA, and AFSCME.
- In the phase-in process, the following student concerns deserve further consideration. Students reported that they want to maintain a common core that is university wide, they want the ability to change majors/minors, they want a single commencement for the whole university, and opportunities for student involvement in college or university governance curriculum committees. They are concerned about how colleges/schools will change the experience of exploratory or undeclared students, and possible fee increases linked to changes in structure.

## **4. Communication**

- The process of reorganization should be used as an opportunity to emphasize the roles of Academic Affairs in nurturing, advocating, and supporting faculty and staff and to work together to foster a culture of shared collegiality.
- We should continue communication with our counterparts on other campuses as we move toward the phase-in process to help avoid pitfalls and maximize successes for all students, staff, faculty, and administration.
- The timeline for any transition should be clearly communicated to the campus through multiple channels.

## **5. Responsibilities**

- Before deans' responsibilities are delineated, efficiencies should be considered across the whole institution.
- Upper-level administrators (including any new deans) will be advocates: to listen, collaborate, and to understand the field (this last factor is especially important in the evaluation process, as well as in understanding differences in departmental budgeting, e.g. the need for maintenance of lab equipment).
- Deans of colleges should have autonomy: over budgets, to distribute resources, to act and make decisions on behalf of their constituents.



## Fall 2019 Undergraduate Colleges

	Total Number	Percent in		
		CAHSS	CEHHS	CMS
Majors	3862*	17%	60%	23%
Student Credit Hours Generated	62763	41%	31%	28%
Number of Fulltime Faculty	234	38%	36%	26%
Adjunct Workload Credits	1002	32%	33%	35%

\*Excludes 289 Liberal Studies and Exploratory majors not assigned to a College.

## Fall 2019 Graduate and Continuing Education

Number of Students Enrolled Fall 2019

Level	Degree Seeking	Non-Degree Seeking
Undergraduate	610	294
Graduate	670	158

Number of Credit Hours Generated Fall 2109

Level	Credit Hours Generated
Undergraduate	5855
Graduate	6503

## FY19 Graduate and Continuing Education

- In FY19, CGCE courses generated 20% of the total credits generated at Westfield State.
- Of the 32,814 CGCE credits, 56% were at the undergraduate level and 44% at the graduate level.
- Over two thirds of CGCE credits are generated during the fall and spring semesters rather than during the CGCE-only terms.

Percent of CGCE Credits Generated by Level and Term, FY19

	Summer 2	Fall	Winter	Spring	Summer 1
CE	8%	17%	5%	16%	11%
GR	2%	18%	0%	19%	5%

## Undeclared Students

Fall Term Admitted	Percent of Class Admitted as UND	Number of UND Admitted	Percent of Initially UND Students Declaring a Major by the End of Term				
			Term 1	Term 2	Term 3	Term 4	Term 5 or later
2015	33%	425	13%	31%	58%	68%	73%
2016	29%	307	9%	34%	56%	68%	75%
2017	30%	301	6%	27%	53%	64%	66%
2018	25%	254	12%	43%	61%		
2019	17%	177	19%				

Two trends in one table:

- The percent of the class entering as UND is decreasing.
- UND students are finding a major sooner.

# COLLEGE OF MATHEMATICS AND SCIENCES

Biology - Chemical & Physical Sciences - Computer & Information Science  
Environmental Science - Mathematics - Psychology

**Website:** <http://www.westfield.ma.edu/colleges/college-of-mathematics-and-sciences>

**CMS Video:** <https://www.youtube.com/watch?v=46hwup1jjTg&feature=youtu.be>

**Twitter:** @CMS\_OWLS

## Strong Programs and Advising

- CMS students are advised by full-time faculty throughout their four-year experience.
- Programs continue to be forward-thinking, revising programs through governance that fit the needs of our students (*e.g.* Biochemistry II, Ecological Restoration, Statistics for Psychologists, Biotechnology)
- **Computer Science** is fully accredited through ABET.
- An emphasis on best practices for teaching, such as using an inquiry-based approach for teaching mathematics and hosted the New England Inquiry-Based Learning conference.
- In January 2020, five faculty from two CMS departments (**Biology, Psychology**) presented at the Massachusetts PKAL meeting (most presenters from a single university).

## Experiential Education

- All CMS science departments require a research experience or practicum.
- Other programs offer internship, practicum, and capstone experiences.
- In fall 2019, 44% of the CURCA presentations were authored by CMS students.
- Students co-author papers with faculty, (*e.g.* Alecka Camp and Dr. T. Alex Daniel, **Psychology**) and present at regional and national meetings (*e.g.* Jarrod Petersen '19 and Dr. Jason Ramsay, **Biology**).

## Departments Create an Inclusive Culture

- Dr. Maria Carranza (**Chemical & Physical Sciences**) is an AAAS fellow for the office of NSF INCLUDES, emphasizing diversity, equity, and inclusion in STEM.
- “Tea with Tim” in the **Environmental Science** student lounge creates a comforting atmosphere for discussion.
- First-year and transfer students are invited to regular “Koffee with Kim” in the **Biology** department, including a scavenger hunt so they get to know the members of the department.
- Departments create a sense of community with their students with active student clubs and department activities, such as Hot Cocoa Day in the **Psychology Department**.

## Building internal and external relationships

- The departments of **Computer & Information Science** and **Mathematics** are collaborating to develop a new Data Science program.
- The Massachusetts Division of Ecological Restoration has offices in Wilson Hall and support student internships in **Environmental Science** and **Ecology**.
- As the lead institution for the PVSTEM NET, we collaborate with K-12, 2-year, 4-year, community, and industry partners.

# COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES

Criminal Justice - Economics & Management - Education - Health Sciences  
Movement Science, Sport, and Leisure Studies - Nursing - Social Work

**Web:** <https://www.westfield.ma.edu/colleges/college-of-education-health-and-human-services>

**College Video:** <https://www.youtube.com/watch?v=IQ4UB6y-ByM&feature=youtu.be>

**Mission:** The College of Education, Health, and Human Services (CEHHS), departments of Criminal Justice, Economics and Management, Education, Health Sciences, Movement Science, Nursing, and Social Work, is committed to *educating ethical leaders* focused on *social responsibility* and *global citizenship*. Our programs are vested in a *liberal arts foundation* utilizing *inter-professional reflective practices*. Our *community-based partners* provide discipline specific experiential opportunities ensuring our students career preparedness.

## Highly Ranked Programs

- **Criminal Justice:** 1st program in the State of Massachusetts; Best Value (8/386); #4 in Massachusetts, #10 in the New England and Top 5% in the U.S. by College Factual.com 2020.
- **Economics and Management:** #18 most affordable Economics program by the 2020 College Affordability Guide.
- **Education:** first and oldest program and department at WSU. Best Value (59/404), Special Education (11/180); Physical Education (63/448) by College Factual.com 2020.
- **Movement Science, Sports, and Leisure Studies:** Massachusetts Association for Health, Physical Education, Recreation and Dance (MAHPERD) 2018 Presidential Citation Award. 2018 Silver status designation award by the American College of Sports Medicine (ACSM).
- **Social Work:** #6 BSW; #8 MSW; #12 in the Nation by SocialWorkDegree.org. Best Value (19/356) by College Factual.com 2020.

## Continuing Accreditation Work

- **Office of Teacher Education Licensure, Accreditation and Outreach:** First in the State to pursue Association for Advancing Quality in Educator Preparation (AAQEP) (national accreditation). Site visit April 8-9, 2020.
- CEHHS continuously participates in the maintenance of seven (7) discipline-related accreditations.

## Successful Student Outcomes

- **Economics and Management:** #1 Global Business Strategy Simulation Team. Winner - Grinspoon Entrepreneurship Elevator Pitch Competition 2019.
- **Inclusive Concurrent Enrollment Initiative (ICEI) Partnership Program:** Largest program in the Commonwealth (33 students) that dual enrolls high school students with intellectual and developmental disabilities in an inclusive college experience. Currently partnering with 12 school districts.
- **Nursing:** Consistent high exam pass rate on the National Council Licensure Examination (NCLEX). January 2020 - 95% average pass rate.
- **Social Work:** 95% of undergraduates accepted at graduate schools or find employment in the field within one year of graduation.

## New Program Launch

- **Health Science:** Fall 2019 inaugural class of 99 students.

# COLLEGE OF ARTS, HUMANITIES, AND SOCIAL SCIENCES

Art - Communication - English - Ethnic and Gender Studies - Geography, Planning, and Sustainability  
History - Language and Culture Studies - Liberal Studies - Music - Philosophy  
Political Science - Sociology - Theater Arts

**Web:** <https://www.westfield.ma.edu/colleges/college-of-arts-humanities-and-social-sciences>

**Video:** [https://www.youtube.com/watch?v=jllLjm2aVXA&feature=emb\\_logo](https://www.youtube.com/watch?v=jllLjm2aVXA&feature=emb_logo)

**Mission:** The College of Arts, Humanities, and Social Sciences provides a transformative education in the liberal arts. We inspire students to realize their creative and intellectual potential and to develop a deep engagement with the world. We prepare them to take what they learn across multiple disciplines and use it to build meaningful lives and careers and to contribute powerfully to their communities.

## Arts

- First-ever arts networking night with 11 alumni held in Dower in October 2019.
- **Art** began a new partnership with Springfield Public Schools, hosting student art shows in the gallery, and continues community college partnerships with portfolio reviews on community college campuses.
- **Music** earned institutional accreditation through National Association of Schools of Music in 2019, and the chamber chorale performed at the “29 Who Shine” event at the State House in May 2019.
- **Theatre Arts** met with success at the 2019 Kennedy Center American College Theatre Festival with a student selected (as one of eight nationwide) to present her sound design at the national festival.

## Humanities

- New materials developed last year to showcase the value of a humanities background for career success.
- **English** has an award-winning Sigma Tau Delta chapter (with a department faculty member serving as the president of this international English honor society), and alumni regularly publish their creative work.
- **History** continues to publish the peer-reviewed *Historical Journal of Massachusetts*, offering internships in publishing to students and producing a special issue on the city of Westfield’s 350<sup>th</sup> anniversary.
- **Language and Culture Studies** now offers the only translation and interpreting undergraduate program in New England and continues to attract double majors eager for language expertise.
- **Philosophy** has developed its offerings in Asian Philosophy, while maintaining its strengths in logic and ethics, and is running a new special topics course on Judo and Philosophy this semester.

## Social Sciences

- Multiple departments have taken a lead in community college partnerships in the last year.
- **Communication** has a newly-renovated television studio, a strong tradition of multiple networking and alumni events, and a re-designed curriculum that balances theory and practice.
- **Ethnic and Gender Studies** has developed a successful partnership with Holyoke High School and is participating in a new Latinx Studies agreement with Holyoke Community College
- **Geography, Planning, and Sustainability** (a new department name) has a cutting-edge GIS minor and certificate, connections with planning commissions in the region, and a robust capstone experience.
- **Political Science** is developing a new healthcare concentration in its Master of Public Administration program and is actively promoting the UMass Law 3+3 program.
- **Sociology** is developing its interdisciplinary partnerships on campus, with a particular focus on gerontology, as well as playing an active role in multiple community college partnerships.

# COLLEGE OF GRADUATE AND CONTINUING EDUCATION

Degree Programs - Online Courses - Summer Courses - Certificates  
Teaching Licensures - Exam Prep - Professional Development - Summer Youth Programs

**CGCE Home Page:** <http://www.westfield.ma.edu/academics/continuing-education-massachusetts>

**CGCE Recruitment Pages:** <http://www.westfield.ma.edu/go-back-now>

**Facebook Page:** <https://www.facebook.com/WestfieldStateCGCE>

**Twitter Page:** <https://twitter.com/wsucgee>

**CGCE Videos:** [https://www.youtube.com/playlist?list=PLzalSOasbDc-Dzb4C\\_-dYxV\\_vTA5-qFsK](https://www.youtube.com/playlist?list=PLzalSOasbDc-Dzb4C_-dYxV_vTA5-qFsK)

**Mission:** Originally established for part-time undergraduate and graduate study in the field of education more than 40 years ago, the College of Graduate and Continuing Education (CGCE) offers programming in areas that fall outside of traditional day undergraduate programs. CGCE's mission maintains a focus on servicing the educational needs of non-traditional student populations through part-time undergraduate studies, graduate studies, and non-credit/community education programming. In order to service the non-traditional student population, CGCE provides services such as year-round coursework, rolling admissions, expedited admission, and evening service hours.

## **Highlights:**

### **CGCE is a good source of revenue**

- Anticipate to generate **over \$12.1 million in net revenue for FY20** and will provide \$2.45 million back to the overall university.
- Anticipate to generate **over \$480,000 in revenue for our FY20 non-credit** programming which supports community involvement through several activities such as College for Kids, Teen U, and The Center for Educators professional development.

### **CGCE secures external funds to support efforts to increase accessibility, flexibility, and affordability towards a college education**

- **CGCE secured \$947,992 in grant funds** over the past two years.
- Pending an **additional \$200,000** through a Digital Innovative Lifelong Learner (DILL) grant in collaboration with CGCE's Addiction Counselor Education program, the Social Work department, the Center for Instructional Technology, and local employers.

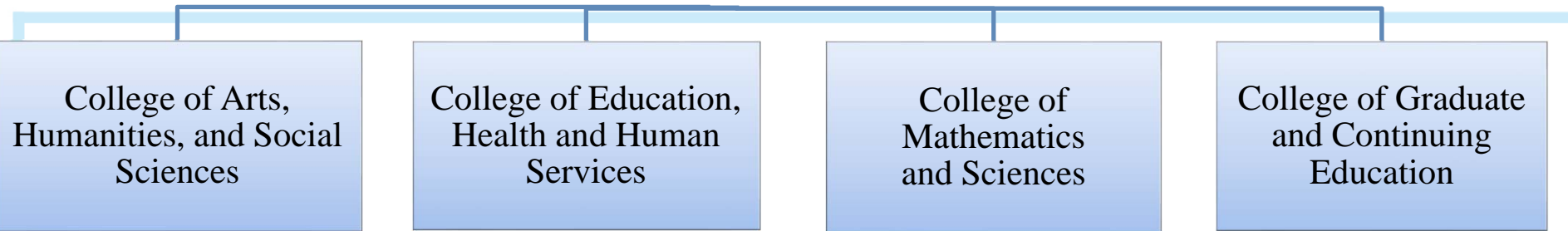
### **Successful student outcomes**

- **CGCE successfully graduated our first PA Cohort** in December 2019. To date **14 out of 22 students have passed their board exams** and many have secured positions in the field.
- Graduated our **largest number of graduate students this past May** with 184 students.



# The College Structure





College of Arts,  
Humanities, and Social  
Sciences

Art  
Communication  
English  
EGS  
GPS  
History  
Language & Culture  
Liberal Studies  
Music  
Philosophy  
Political Science  
Sociology

College of Education,  
Health and Human  
Services

Criminal Justice  
Economics &  
Management  
Education  
Health Sciences  
Movement Science,  
Sport, and Leisure  
Studies  
Nursing  
Social Work

College of  
Mathematics  
and Sciences

Biology  
Chemical & Physical  
Science  
Computer Information  
Science  
Environmental Science  
Mathematics  
Psychology

College of Graduate  
and Continuing  
Education

Degree Programs  
Online Courses  
Summer Courses  
Certificates  
Teaching Licensures  
Exam Prep  
Professional  
Development  
Summer Youth  
Programs

# Background

“In our work it became clear that Westfield State University has outgrown its current structure. The committee unanimously concluded that change to a college structure for Academic Affairs will **increase efficiency in budgeting and scheduling** and **support the kinds of disciplinary and interdisciplinary excellence now blossoming across campus**. We anticipate that a college structure will foster community and collaboration across faculty and students within colleges, thereby reinforcing identified institutional priorities such as retention, graduation rates, and achievement gaps. It will boost all divisions of the University in their goals, including Enrollment Management and Institutional Advancement.”

- Advisory Committee on Academic Planning (ACAP)

Final Report and Recommendations on the Structure of Academic Affairs, December, 2016

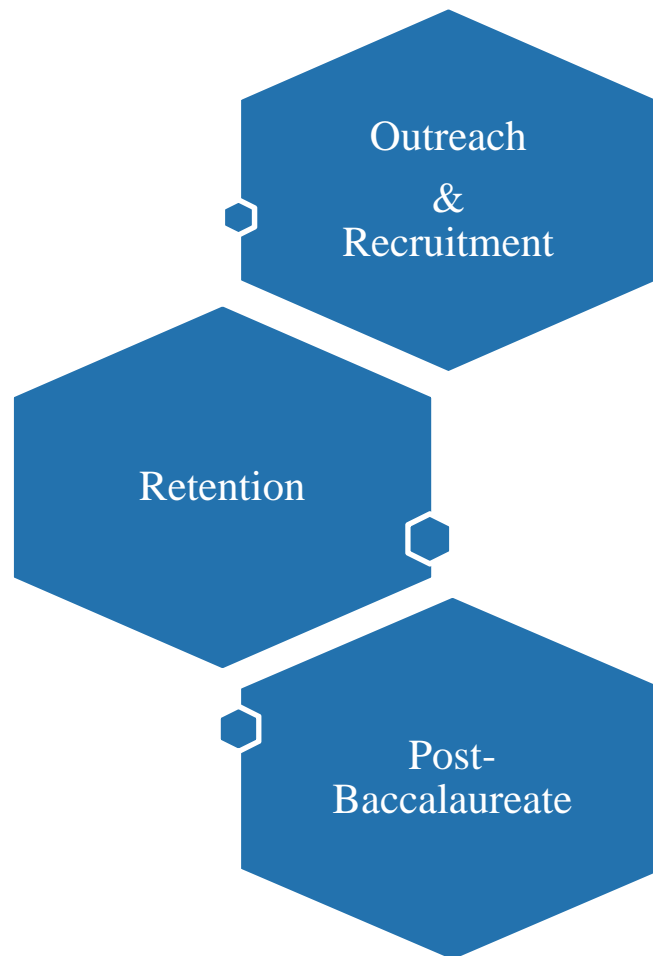


# Highlights

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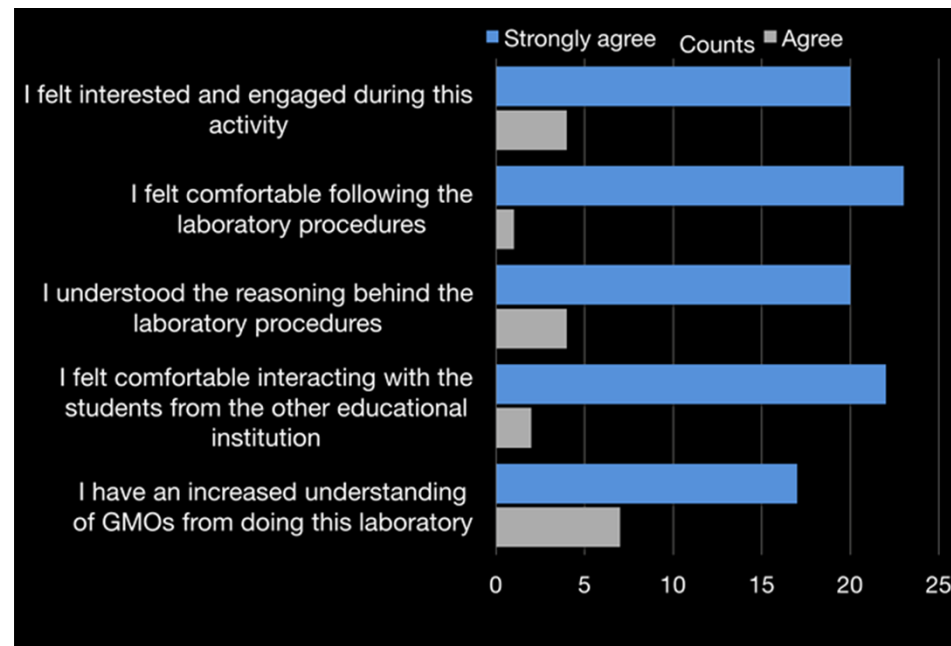
- Recruitment, Retention, Achievement  
Gap and Graduation Rates
- Stewardship of Resources
- Community and Collaboration
- Innovation and Excellence

# Building the Pipeline



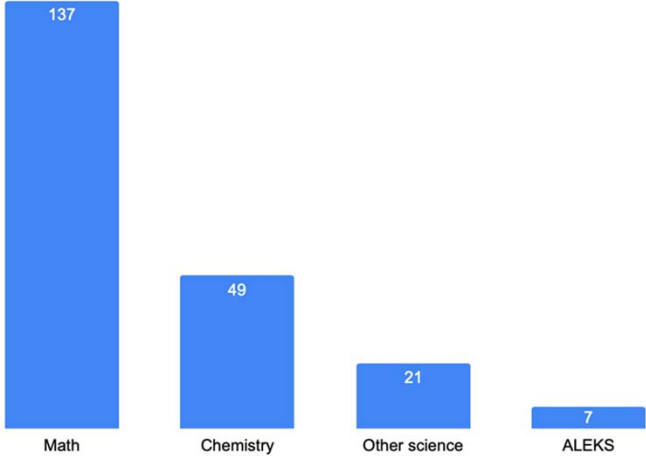
# Recruitment

- PK-12 Outreach
- 2 Year Collaborations

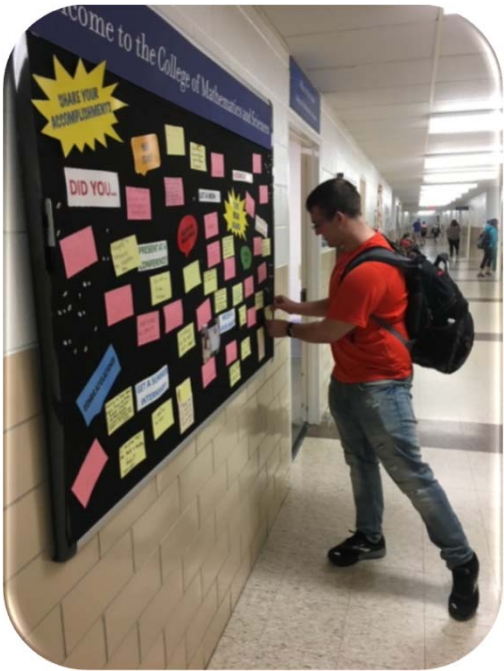


# Retention Strategies

## STEM Tutoring

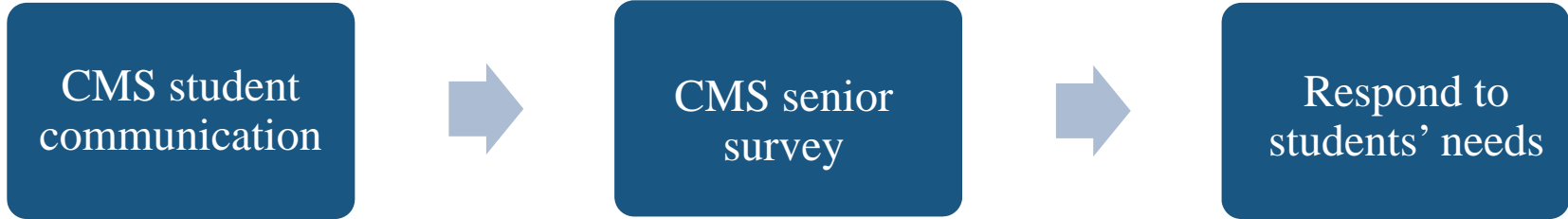


## CMS Student Representatives

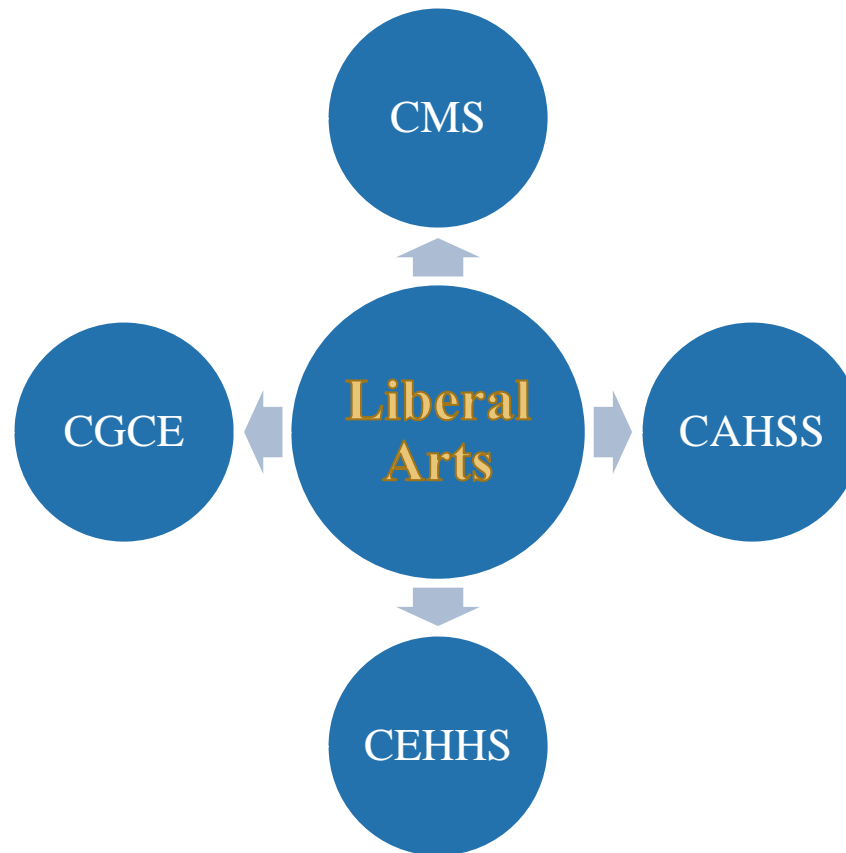


# Efforts to Increase Graduation Rates

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# Curriculum: The Liberal Arts



# Stewardship of Resources: Standout Facilities and Majors



- Facilities in Social Sciences and the Arts
- Student Travel
- One-of-a-Kind Majors
- Licensure Programs

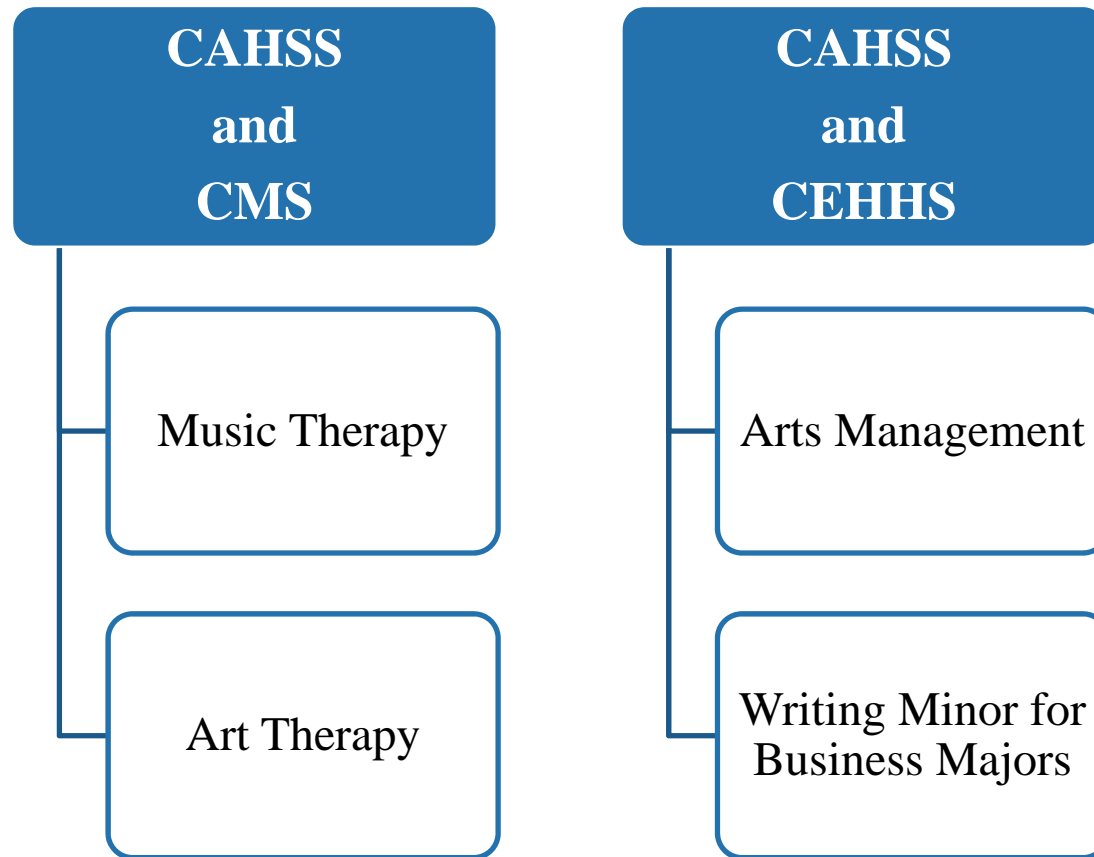
# Stewardship of the Institution: Contributions to Campus Culture



- Performing and Fine Arts
- Campus Events Open to All
- Community College Partnerships
- Westfield Promise



# Stewardship of the Future: Program Development Across Colleges



# Community Collaborations and Connections

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## Connecting Students to our Community

- Bringing our Students out into the Community
- Bringing the Community to our Students
- Connecting our Faculty to the Community

# Bringing our Students out into the Community



276 Pre Practica

223 Teaching Practica

240 Preceptor and Clinical Placements

40 Field Placements

167 Field Days

380 Internships Per Year

+ 200 Community Engagement Activities

=1526 Student Experiences



# Westfield State University – Holyoke Medical Center Executive Leadership Development Program

## Sample Topics Covered

- Everyday Leadership
- Leadership Styles, Structure, and Visioning
- Building Community in Organizations
- Skills and Traits Assessment for Managers



# College of Graduate & Continuing Education: Innovation to Support Lifelong Learning

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Flexible. Accessible. Affordable.

# *Innovation Through Responsiveness to Shifting Demographics & Market Demands*

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## **More Growth on the Horizon** NCES Projections Through 2026



**11%**

Projected growth  
students age 25-34

- ✓ MPA: Healthcare Management  
Concentration
- ✓ Graduate-Level Cybersecurity



**22%**

Projected growth  
masters degrees  
conferred

# *Innovation Through Curricular Delivery for Accessibility*

## **Recognizing Prior Learning for the Adult Learner**

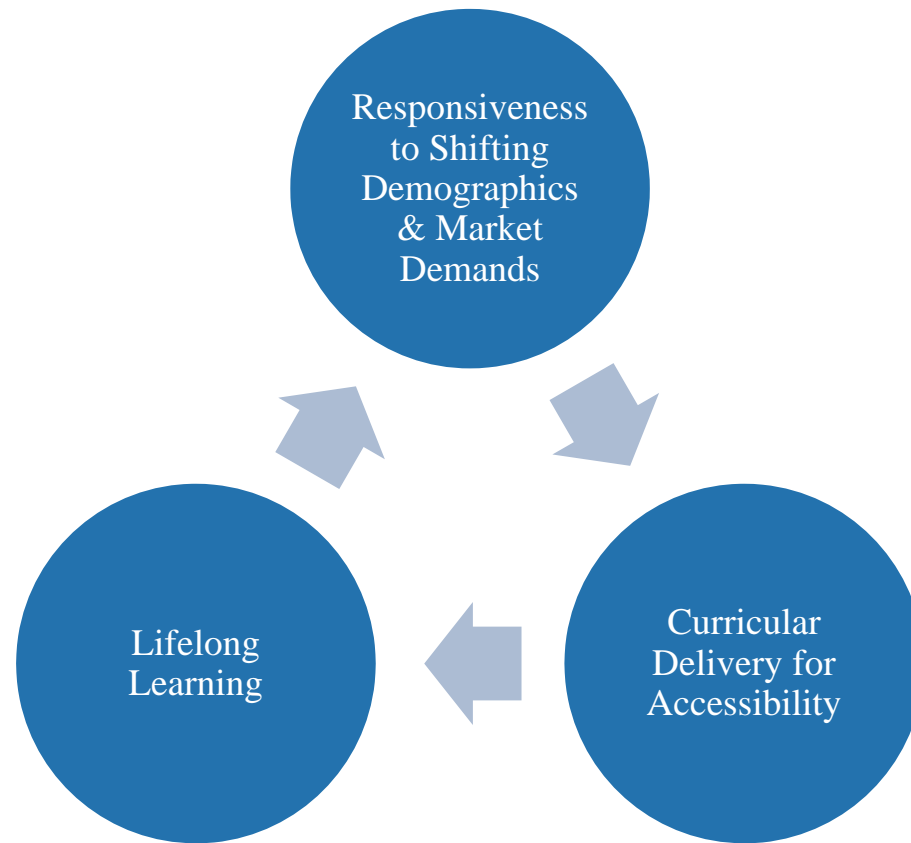
- PIF Grant: Prior Learning Portfolio Policy
- DILL Grant: WSU Addiction Counselor Education (ACE) Hybrid Program





# *Innovation through Re-Investing in the University*

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# Moving Forward

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## **Challenges**

- Perceptions of Cost Benefit
- Clarity of Roles
- Communication

## **Assessment for Improvement**



# Retention Efforts in Student Affairs

Dr. Gloria Lopez

Vice President for Student Affairs



# Retention Rates at Westfield State

- ▶ December Board of Trustees meeting review of retention data
  - ▶ Declines in Retention
  - ▶ Analysis of disaggregated data
  - ▶ Review and compilation of exit data
  - ▶ Discussions across Campus



# Student Affairs



- ▶ Mission:

- ▶ *Student Affairs fosters the development of knowledge, skills, and values vital to students' personal, professional and global success.*

- ▶ *Sense of belonging*


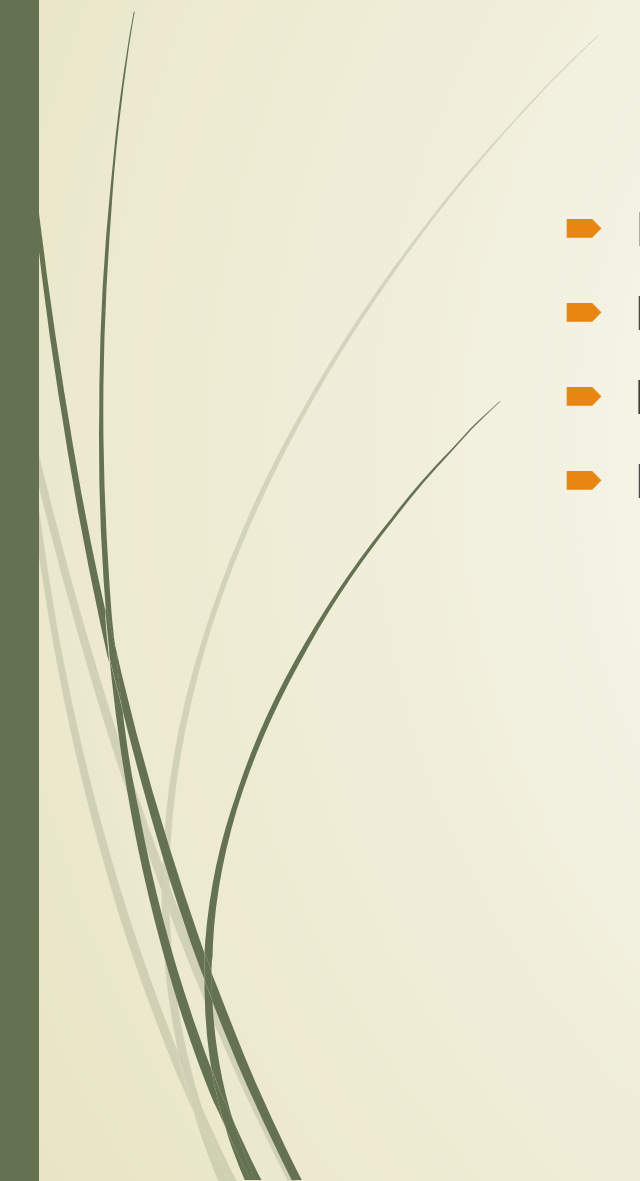
- ▶ *Academic support & Success*

- ▶ *Leadership development*

- ▶ *Service*



What's happening to students  
"in the middle"?

- 
- ▶ Dialogue and strategies
  - ▶ Existing resources and services
  - ▶ Incorporating new approaches
  - ▶ Reviewing our data
- 



# Divisional Projects

- ▶ Resident student outreach via Residential Engagement Department
  - ▶ Questions related to their experience at Westfield State
- ▶ Commuter Survey
  - ▶ January 2020
- ▶ PVRTA bus service data collection
  - ▶ January/February 2020





# Student Affairs Departments: Some Highlights on Retention Efforts



# Department of Athletics

- ▶ Athletics' commitment to developing scholar-athletes
  - ▶ Academic Success Initiatives
    - ▶ C.A.R.E.: COMMUNICATE | ACCOUNTABILITY | RESPECT | ESTABLISH
      - ▶ Advisement & support to referred student-athletes
    - ▶ Mandatory First-year study hall
      - ▶ Four hours per week for seven weeks to Library or Banacos Center
    - ▶ WSU360
      - ▶ Flags addressed, kudos sent



# Athletics



- ▶ Recognition for Academic Achievement
  - ▶ Honor Rolls
- ▶ Mentors
  - ▶ Faculty Athletic Representative and Mentors
- ▶ Community Involvement
- ▶ Leadership and wellness
- ▶ Sense of community on athletic teams and clubs



# Counseling Services

- ▶ New Model
  - ▶ Yielding new first time participants
  - ▶ Increasing number of students
  - ▶ Eliminated waiting list and session limits
  - ▶ Fall 2019: 1054 Counseling appointments; 2% increase over fall 2018
  - ▶ Increasing use of services by students of color



# Counseling



- ▶ Outreach

- ▶ Push and Pull Approach

- ▶ Relaxation Coaching sessions: 149 in Fall 2019; 55% increase over Fall 2018

- ▶ Free Yoga Fridays

- ▶ Pet Therapy

- ▶ New Student Orientation: sexual violence prevention sessions

- ▶ Survey

- ▶ "Counseling has been an important factor in my continuing/succeeding at WSU"

- ▶ 95% Agree/Strongly Agree (N=107)





# Career Center

- ▶ Career Center Open Houses
- ▶ Career Talks
- ▶ Classroom presentations
- ▶ Sokanu Assessment (email and connection with Advising)
- ▶ Networking Nights
- ▶ Commuter Luncheon
- ▶ Urban Ed and TRIO in office appointments(monthly)
- ▶ Increase in walk-in hours



# Student Activities

	Fall 2019	Spring 2020	Total
Social events	37	28	65
Commuter events	4	3	7
Diversity/inclusion events	0	6	6
Leadership events	7	4	11
Civic engagement	3	2	5
Totals	51	43	94

- 
- 
- ▶ Commuter Services—April Meeting
  - ▶ Student Conduct—software in partnership with Office for Human Resources, Inclusion Diversity and Equity (OHRIDE)
  - ▶ Health Services—support and conversations with students
  - ▶ Public Safety—Student Safety Assistants





Thank you!