

OVERVIEW

The mission of Westfield State College is derived from a history that saw it founded in 1839 as a normal school (with the distinction of being the oldest public coeducational teacher-training institution in the nation), and evolve in 1863 to a two year and in 1870 to a four-year teachers' college, and finally, in 1965, to a comprehensive state college. Academically, the college maintains a major focus on teacher education preparation, but also commits itself to the liberal arts and sciences and a number of distinctive, applied programs. A strong general education core is a college-wide requirement. It is an institution committed to teaching and scholarship that. Other defining characteristics of the institution are its commitment to accessibility through affordability, its strong residential component, its regional and local community foci, and its preparation of students for life, work, and engaged citizenship.

Westfield State College is one of the 29 institutions – community colleges, state colleges, and the university – that comprise the public higher education system in Massachusetts. It is one of the six state colleges (of the nine that comprise the state college system) that are considered to be comprehensive in nature. The state Board of Higher Education, established under Chapter 15A of the General Laws of the Commonwealth, serves as both a governing board for the community colleges and state colleges, and as a coordinating board for the entire system (community colleges, state colleges, and the university).

The 15 members of the board are all appointed by the Governor for five-year terms except for the student representative position, which rotates annually among the three segments. Its principal responsibilities are to set tuition, approve degree programs, develop long-range plans, coordinate the budget submission to the governor and legislature, and establish policies regarding admission standards, assessment, student transfer between the two- and four-year institutions, fiscal and capital expenditures, and chief executive selection and compensation. A permanent staff, headed by the Chancellor, is responsible for the implementation of board policy, as well as day-to-day operations of the board. The Board of Higher Education is also the employer of record for state college personnel with respect to collective bargaining, a fact that has had a major impact on Westfield State College and the other state colleges during the past decade, and in particular the past several years. In recent years, the board has moved from the coordinating to the controlling side of its potential spectrum of leadership. It has been characterized as being activist and intrusive, with its positions in collective bargaining, and its propensity for unanticipated initiatives and unfunded mandates.

The mission of the college has been examined twice in the last ten years, resulting in a college much as described in the first paragraph above. If there is a difficulty with the mission, it is not that it is inappropriate, or not well fulfilled; rather, it is that the general public's recognition of the college's mission change, from teachers' college to comprehensive college, has been extremely slow. Thus, although the directly served constituencies know the college and its mission well, those not directly involved with the college believe that the college is still a "teachers' college."

In looking back at the decade of the 1990's, there are several changes that are, if not generational, at least decennial in magnitude. The first of these involves the external perception of the institution with respect to its presidency. During much of the quarter century preceding the 1990's, there were more presidencies than the time period would typically be expected to warrant, and, deserved or not, far more association of controversy and scandal with them than central tendency statistics of such activity would ordinarily suggest. The 1990's have reversed not only this pattern, but also the outside community's perceived image regarding the presidency, and by association, the college. Impropriety and scandal have been replaced with respectability and stability. This has been an extremely positive change, and has meant much to the college.

A major accomplishment of the 1990's was the development and implementation of a revised general education core curriculum of the college. A core curriculum for an institution such as Westfield State College, which has no schools, divisions, or other administrative structures above the departmental level, is truly a "common" core, as it is applicable to the entire institution (as opposed to institutions with core requirements

established by and for schools or divisions of the institution). The advancement and acceptance of a single general education core curriculum, by and for an entire institution is, minimally, a daunting task. After several abortive attempts at the college during the 1980's to adjust the core curriculum requirements, a six-year project, which involved high-level administrative support, creation of an ad-hoc campus-wide Core Guiding Principles Committee, exclusive consideration by the college's Curriculum Committee for a period of three years, and wide-spread debate by all campus constituencies, was undertaken during the 1990's. This effort ultimately produced a new core curriculum for the college, significant not only in that it replaced one that had been in place since the early 1970's, but also in that it was framed by categorical standards as opposed to course inclusion by simple voting fiat of controlling governance committees.

Another generational change affecting the college recently has been that of new faculty. As with many colleges, Westfield State College had a significant influx of instructional personnel during the late 1960's and early 1970's, not only due to the baby-boom generation beginning to arrive at campus doors (as was the case for colleges nationwide), but in Westfield State College's case, also due to the official change in status of the institution in 1965 from that of a teachers' college to that of a comprehensive college. Many of the professoriat hired at that time have recently retired; thus many new faculty hires have been transforming the campus. Fully, one third of the faculty have transitioned in the past five years, and, with the first early retirement incentive plan in over twenty years currently before state college employees, it is likely that two years from now 50 percent of the faculty will have turned over in a seven year period.

The institution also sees itself in the midst of a very significant growth phase with respect to both infrastructure and student population. After a period of time spanning over a decade (1975-1988) in which no buildings were added to the campus, the 15 year period from 1988-2003 will ultimately be seen to represent a period of major infrastructure enhancement, evidenced by the addition of Courtney Hall (a new dormitory housing 480 students), the Dining Commons (that serves the entire campus), 333 Western Avenue (now the college's principal administration building), and the Academic/Athletic Field House, as well as the complete renovation of Parenzo Hall (following the move of most administrative offices originally housed in it to 333 Western Avenue) into a primarily academic building. Numerous other infrastructure enhancements not involving new building construction (or acquisition as was the case of 333 Western Avenue), including much associated with building safety, electrical and technological backbone, and cosmetic renovation, have taken place as well. Among other improvements, this work has resulted in major remodeling of the Apartment Complex dormitories, the renovation of Scanlon Hall into a modern Banquet and Conference Facility, and creation of a vastly upgraded and highly visible and accessible Public Safety complex. During this same time period, basic full-time, day student population will have increased almost 25 percent, from approximately 2,800 to 3,400 students.

A number of references will be found within this document to the problematic results of collective bargaining issues. Collective bargaining takes place between the Massachusetts State College Association of the MTA/NEA, representing all the state colleges as a single group, and the state through its Board of Higher Education. Although not a day has passed in the last decade when a faculty member of the college was not covered by the provisions of a contract, several years have been spent under contract extensions that followed lapsed contracts and preceded new contracts. In fact, the absence of faculty participation in this self-study, and the lack of full governance committee operation for five of the past 11 years, are results of this contentious relationship. Campus administration has often found itself caught in between these two entities.

Much mention will also be made of a current budget crisis, precipitated by the state's "perfect storm" of a general slow down in the economy, the further economic fallout of the events of 9/11, the impact on the state budget of its infamous "Big Dig," and a state tax rollback voted by the electorate in the last general election. The college is currently undergoing immediate (and even retroactive) major cutbacks in state support. In conjunction with an early retirement incentive plan that allows only 20 percent backfill of positions so vacated, the immediate future with respect to availability of resources, both human and budgetary, is questionable. State budget crises such as the current one are not however unique, and in fact occur, on average, every 8-10 years. In these situations, downturns in the state's revenues generally translate into

immediate and precipitous decline in institutional funding; college reaction typically includes deferring maintenance and capital projects, implementing a selective hiring freeze, and raising student fees (which stay on campus rather than going into the state's General Fund).

On the positive side of the financial ledger, the 1990's have seen a commitment by the institution to financial planning activities. This has resulted in prudent expenditures, and reserve balances that will help offset the budget crises that the institution occasionally faces. Development activities, along with those of the Westfield State College Foundation, have become much more engaged than they were years ago; many activities, some in the past, others anticipated, owe their accomplishment to these endeavors.

Also, on a more positive note, the 1990's have seen significant enhancement of student services. Numerous support services, such as the Academic Achievement Center, Tutoring Center, Reading and Writing Center, and Counseling Center, and programs such as the highly regarded and widely recognized Disabled Student Services, the First Year Experience Program, Parent Orientation, Commuter Services, and diagnostic assessments leading to facilitative course development, have been added. Student administrative services have been greatly enhanced by the creation of a Student Administrative Services Center in 333 Western Avenue that provides a geographically localized, integrated services platform; additionally, implementation of on-line access to much student record information is now available to students. The library is a vastly improved resource compared to the last NEASC visit, offering greatly expanded electronic resources and enhanced instruction and orientation regarding the facility and its use.

Programmatic enhancements have resulted in greater diversity of program for students, including the addition of Environmental Science, Social Work, and Athletic Training programs. In addition, program accreditations have been encouraged. The B.A. in Social Work has been accredited by the Council on Social Work Education, the Athletic Training Program has been accredited by the Commission on Accreditation of Allied Health Education Programs, and the Computer Science program is in the process of preparation for accreditation by the Computer Science Accreditation Board. Additionally, the broadest preparation being undertaken at this time is that of the college's Teacher Education Preparation programs by the National Council for Accreditation of Teacher Education, a process that has involved numerous departments and institutional commitment as evidenced by the appointment of an Associate Dean of Education. Several other programs are currently in the process of investigating their potential for programmatic accreditation.

By many measures, the college has risen in prominence amongst its comprehensive sister institutions. Within this group, it is the most residential, has the most applications for an institution of its size, is the most selective in terms of minimum combination of grade point average and Education Testing Service Scholastic Aptitude Test scores, and maintains the highest yield rate. Even employing higher SAT scores than the Board of Higher Education has established as minimums for the state colleges, the college finds it necessary to work with the earliest cut-off date for applications in the system, and still employ a wait list.

During the past ten years, the college, in spite of a number of stresses, has moved in a positive direction. Even with continued stresses on the horizon, the college remains a strong and confident one, prepared to capitalize on its strengths, and continue to fulfill its mission.

Standard One

MISSION AND PURPOSES

DESCRIPTION

Westfield State College was chartered by the legislature in 1838 through efforts of Horace Mann and a committed group of local citizens who were seeking to provide a trained cadre of individuals to staff the growing number of public schools in Massachusetts. The college has the proud distinction of being the oldest public coeducational teacher-training institution in the nation. In the 163 intervening years the evolution of the institution has paralleled the development of the original normal schools – to four-year teachers’ colleges and then to state colleges – with a corresponding change in the mission and purposes to those of a comprehensive institution. This evolution, the foundation for which was always reflected in the strong arts and sciences preparation that was required for teachers, became officially complete in 1965 with the passage of the Willis Harrington Act by the General Court of the Commonwealth. This act created the Massachusetts state colleges as comprehensive institutions, offering a full array of undergraduate programs in the arts and sciences and career and professionally oriented programs as well as graduate programs through the Masters and CAGS degrees. The college’s academic programs, in addition to including the core arts and sciences disciplines, now include majors such as criminal justice, business management, computer science, computer information systems, regional planning, and social work.

Through this evolution the basic purposes and character of Westfield State College have remained fairly constant: an undergraduate program grounded in a strong general education curriculum that, together with the major, prepares students for living, work, and engaged citizenship; a regional focus and connection to the local community; and accessibility to higher education for the citizens of Massachusetts. In 1838 and subsequently, the early students at the college were those for whom college would ordinarily not have been a possibility, leading Professor Robert T. Brown in his book *The Rise and Fall of the People’s College: the Westfield Normal School 1839 – 1914*, which described the college’s founding and student body, to refer to the college as the “people’s college” in the democratic sense of that phrase. Though the demographics have changed, as there are fewer first-generation students than previously, there is still the commitment to providing higher education access, especially for those who thirty years ago might not have thought about continuing their education. And though the disciplines represented at the college have expanded, Westfield remains very much a college primarily committed to teaching, to scholarship that supports activity in the classroom, and to strong community involvement that supports learning and scholarship.

At the time of the college’s last NEASC reaccreditation in 1991, the self-study noted, and the visiting team concurred, that the then-mission statement was stylistically inadequate, inaccurate, and used inconsistently. The college reviewed and revised the mission as part of a broader strategic planning effort undertaken at that time to articulate the defining qualities of the college, and to use the new mission as the basis for planning and decision making. This revision effort culminated in a revised and much improved mission statement. This statement emphasized teaching, student engagement in the life of the college, the fundamental role of the liberal arts and sciences while acknowledging the development of distinctive applied programs, a strong residential component, and the role of outreach and community involvement in supporting learning and scholarship. The process of developing the 1993 mission statement was deliberate and broadly inclusive. Led by the All College Committee and the Office of Academic Affairs, there were discussions in departments and in open forums as well as opportunities for response in writing. The result was a generally positive feeling campus-wide about both the process of revision as well as the outcome, even as there has always been and remains some, albeit much lessened, tension about the balance between the liberal arts and sciences and the growth of more applied programs and about how much service and community involvement should be emphasized. This mission statement was subsequently used consistently in appropriate college publications and formed the basis for planning a variety of programmatic initiatives that are described below.

In 1997-98 the Board of Higher Education (BHE) – the central coordinating/governing board –

mandated a review and revision of all institutional mission statements. This effort was motivated by views that college missions were too homogenous, too general, too nondescript and that the nine state college institutions (and particularly the six comprehensive ones) should be pushed to differentiate themselves. With more focused, differentiated missions and targeted programs that were in accord with those missions, the idea was that the system would eliminate redundancy and overlap. The mission review was a part of other BHE policy initiatives – for example, the elimination of “unproductive” programs and the linking of new program approval to the elimination of a program, admissions and remedial education – all of which were intended to draw sharper lines among the segments of the public institutions (i.e. university, state college, and community college) and the individual colleges within each segment. This mandate was not greeted well on campus. Aside from general displeasure and distrust of any externally imposed mandate, there was widespread belief that the effort to force greater mission and program specificity would especially weaken the state colleges, marginalizing certain programs that were not mission central and changing the character of the colleges.

In this context the institutional process of review and revision was more difficult than the 1993 effort. Nevertheless, the college’s efforts were successful, continuing to focus the college’s mission around themes to which academic, co-curricular and extracurricular programs could connect. This approach found general support in college governance and among various constituencies, emphasizing themes of community and experiential-based learning, professional engagement with the community, a foundation in a revised, expanded general education program, and a growing role for graduate education and technology. The statewide effort also resulted in the development by the BHE of segmental mission statements, for the community colleges, state colleges, and universities respectively. The first three paragraphs of Westfield’s published mission statement represent the college’s mission, while the second and final three paragraphs are the segmental mission. As part of the effort to develop revised institutional missions, each college annually submits to the BHE a mission implementation plan, a description of specific actions and strategies keyed to mission priorities with accompanying indicators, benchmarks and time lines. Westfield has thus far produced three of these annual mission implementation plans, and is evaluated annually by the BHE in its progress in achieving these goals.

APPRAISAL

The mission statement is used consistently and appears in the college’s principal publications, *The Bulletin* (the undergraduate catalog of the day division), the Division of Graduate and Continuing Education’s triannual catalogs, and the Faculty Handbook. It can also be accessed through the college’s web site.

There is widespread awareness of the mission and the themes inherent in the mission, among all areas of the college and a belief that the mission has had a guiding, positive influence in program development and establishment of divisional goals, objectives and activities. Thus, the mission is seen as more than an academic document, and as broadly inclusive of the entire college. For example, the development of programs in social work and environmental science, the growth of internship, practica, and community service activities, greater use of technology to broaden the reach of the college’s academic and collaborative programs, the creation of community advisory boards, and the strengthening of student outreach programs in the student affairs division are all examples of mission-related initiatives that have involved significant numbers of faculty and staff. On the other hand, the college’s mission and character is not as well understood in the local community and region where many individuals still consider Westfield State College to be a teachers’ college. The efforts by academic programs to establish more community connections, and by the President in the development area, should gradually change this perception. The process for developing the mission, particularly the 1993 mission statement to which the current mission statement is very similar, was a constructive, broadly inclusive process involving all constituencies and many individual members of the college community. It was a very useful activity that provided a unifying direction for the college. As noted in the narrative for Standard Two, the revised mission statement and associated mission implementation plans have provided a direction and point of reference for the development of significant divisional goals.

While the 1998 revision produced a generally beneficial outcome at Westfield, the BHE initiative created a still existing concern, especially among the faculty, that the colleges were being pressured into becoming very different kinds of institutions, significantly more focused, specialized, and limited in scope than the comprehensive institutions which they were. Other BHE policy initiatives, as noted above, gave some credence to this perspective. Over the past two years, this external pressure has shown some indications of abating.

In this regard, the mission implementation plans, required by the BHE, have proved to be a very effective mechanism for giving form to the mission and assessing progress toward the articulated goals. The college has been evaluated well by the BHE with respect to the progress it has made in accomplishing the objectives that have been delineated in its mission implementation plans. Thus, the college has a much clearer sense of the progress it has been making with regard to creating more applied learning experiences (internships, practica, community service), collaborative learning opportunities, teacher education, technology and graduate programs, all important themes/foci in the mission statement. On the other hand, the absence of faculty participation in college governance during the last two years and extremely limited participation in a third preceding year, a circumstance about which there will be further mention in this self-study, resulted in the lack of any progress on several mission-central goals, most notably continued work on the general education revision and the development of a community service requirement. With a new faculty collective bargaining agreement in place for the 2001-2002 academic year, action is anticipated on these items during this time period.

PROJECTION

Westfield State College should continue its efforts to give form to its mission so that the mission statement continues to be a reflection of the college's character and the goals and experiences it sets out for its students. Good progress toward this end has been made, and the mission implementation plans will help the college to maintain direction and gauge progress. Future directions should include more involvement at the academic and administrative department level in articulating the educational and operational goals that feed into the broader goals contained within the mission implementation plan. The college also needs to work to further integrate the liberal arts and sciences with professional programs. Work toward extending experiential experiences to every student in all programs is also a worthy goal.

Standard Two PLANNING AND EVALUATION

DESCRIPTION

Planning at Westfield State College takes place on multiple levels and involves all operational areas in both formal and informal processes. The direction for most planning is established through two important documents: a *Dynamic Vision of Westfield State College: A Template for the Future*, developed during the 1999-2000 academic year; and the "Mission Implementation Plan," submitted annually to the Board of Higher Education.

The *Dynamic Vision* was developed over several years, incorporating themes articulated in both the college's mission statement and planning reports that were prepared by the academic departments and major administrative divisions that projected the goals and needs of each unit five years into the future. From these data and input sources, the President developed the document that went through several revisions following feedback from the college community. The statement cogently articulates the college's aspirations for quality, access, and the success of its students, and identifies specific goals, especially in the areas of curriculum, support services, and resources and facilities, to achieve these ends. These goals have further served as the basis for establishing annual objectives within the principal divisions of the college (Academic Affairs, Student Affairs, Fiscal Affairs, and Facilities and Operations) and for major planning and action initiatives. Among these are the development of a campus facilities master plan and renovation schedule, a five-year budget planning document for key projects, a college-wide marketing plan, new academic program development, and enhancement of student services such as the "one stop" Student Administrative Services Center.

As noted in the first chapter of this self-study, the college's mission statement, most recently revised in 1998, sets an overall direction and character for the college five to ten years into the future. The "Mission Implementation Plan" serves as a planning document that uses the mission statement as a frame of reference to establish specific, measurable activities, objectives, and time lines that operationalize the goals of the mission. This plan is prepared annually, following evaluation and assessment of the prior year's plan. New activities and objectives are established which are consistent with the overall college mission, the direction and accomplishment of prior activities, and the action plans of each division. In addition, the college's mission implementation plans are evaluated annually by the Board of Higher Education to evaluate consistency with the college's mission and achievement of outcomes.

While the above efforts represent strategic planning at the college, there are a large number of other planning efforts that deal with short-term, operational issues. Such planning activities involve virtually all units in identifying operational goals and budget issues on an annual basis. In the Academic Affairs division, the academic departments prepare annual reports for the Senior Vice President for Academic Affairs, reporting on departmental and faculty accomplishments of the past year as well as identifying short-term plans and related budgetary needs, especially focusing on equipment and programmatic funds. In these reports, departments are also asked to identify internal and external opportunities and threats that may affect the operation of their programs. In addition to the annual departmental reports, two years ago the academic departments were also asked to respond to a five-year planning survey from the President's office. This survey asked departments to identify key issues for them and for the college over the next five years, including anticipated changes in enrollments and curriculum, the need for new faculty, technology, other equipment, training and professional development, and space and facilities. Data from these responses were summarized and provided some of the input into the *Dynamic Vision* plan, as well as the budget, technology and space

planning that has occurred at the senior administrative level. Administrative departments across all divisions were also asked to respond to a comparable survey, and those data were similarly analyzed.

An important consequence of the five-year planning survey was that it became readily apparent that technology, space/facilities, and budget issues were impacting all areas in such significant ways that they required focused study and planning. Therefore, studies were undertaken, sometimes with the assistance of outside consultants, and planning groups were established where necessary. In technology, for example, the college commissioned studies by the Collegis Group and Rand Corporation of the college's technology infrastructure and academic and administrative technology support. These studies produced many recommendations, some of which led to the hiring of a Chief Information Officer to coordinate technology policy and services, the formation of an Information Technology Steering Committee to establish overall direction, the placement of all hardware (instructional, faculty and administrative) on a fixed replacement cycle, and the preliminary review and discussion of administrative software needs and the college's requirements regarding instructional technology support and distance learning. Space and facilities planning has resulted in the prioritization and scheduling of deferred maintenance needs, facility renovation, and major capital projects such as the Academic/Athletic Field House facility and renovation of Parenzo Hall. A major study is underway with the assistance of the Massachusetts State College Dormitory Building Authority to assess the need for a new residence hall and to develop a campus-wide facility master plan.

Budgetary planning takes place on both short-term and long-term horizons, although the vagaries of the state budget process can make some budget work more reactive than proactive. For example, the state's FY 2002 budget was not completed until December 2002, six months into the fiscal year, and the college is currently identifying how to cut more than \$800,000 from its expected state appropriation (of approximately \$21,000,000) with only six months left in the fiscal year. An early retirement bill that limits backfill of vacated positions to 20% of saved salaries, just signed into law at the end of 2001, is also likely to have a major negative impact on college operations into the next two fiscal years. This context makes long-term financial forecasting extremely difficult, if not impossible. Nevertheless, the Chief Financial Officer is continuously monitoring and revising revenue and expenditure aspects of the college's budget, beginning a year ahead with the budget development process and continuing through the actual budget period. The CFO works particularly closely with the President and the Budget Committee in this review and in adjusting allocations to the college's units as necessary. While the annual operating budget is essentially short-term in its focus, the CFO and the Budget Committee have focused long-term on planned expenditures for major items such as technology and facilities. These expenditures have been mapped out over a five-year period. This has enabled the college to be both proactive and prudent in planning for these areas.

Enrollment management planning has evolved and become more critical to college operations, particularly in the areas of budget, residential and instructional facilities, instructional resources, and support services. In order to facilitate planning in this area, the President created a cross-divisional group to develop a college-wide, integrated approach to recruitment, retention and the impact of these on other areas of the college. A significant part of the college's revenue stream (approximately \$4 million, exclusive of auxiliary services) is tied to enrollment through student fees. In fact, budgetary flexibility has been achieved through slightly higher enrollments and the stewarding of these funds into a reserve. The Enrollment Management Committee sets overall and new student enrollment targets, taking into account projected demographics, historical trends in application, acceptance, and yield rates, and available college resources. The committee develops strategies for managing enrollment and recruitment and is currently undertaking a review of college retention efforts. A related planning group that is affiliated with the Enrollment Management Committee is the Committee on Minority Recruitment and Retention, that has been developing initiatives to enhance the representation of minority students on campus.

Divisional planning is principally accomplished through the goals and objectives that are annually established by the chief administrative officer of each division. These goals and objectives reflect input from the units within each division and are reviewed and discussed by the President and each chief administrative officer prior to each year. The President also meets periodically during the year with each chief administrative officer to review progress toward meeting these goals and objectives. Planning at this level is both informed by, and informs, strategic planning at the mission implementation level.

Evaluation activities are closely linked to planning at the institutional and divisional levels. An important component of the mission implementation plans that the college develops and shares with the Board of Higher Education is an evaluation plan which includes specific, measurable targets and time lines. The college uses these evaluation data formatively in setting operational divisional goals as well as in adjusting goals and objectives in future mission implementation plans. The Board of Higher Education employs these evaluation data summatively as part of its performance measurement system by which it evaluates each college in the system and shares data with the legislature. Thus, the college is “graded” on its progress in achieving mission priorities and desired results. The college is also evaluated against very specific quantitative performance measures including 1) keeping tuition and fees within 33% of the net cost of education, 2) high school GPA and SAT scores for incoming first-year students, 3) the percentage of students who do not meet BHE-established admissions standards (exemptions or special admits), 4) pass rate on the Massachusetts Educators Certification Test, 5) capital adaptation and renewal expenditures of at least 5% of the operating budget, and 6) institutional support expenditures no greater than 110% of our peer average (consisting of seven 4-year public colleges outside of Massachusetts).

In addition to these performance measures, the college also benchmarks and compares itself to its Massachusetts sister institutions and to its peer group on a variety of performance data. The Massachusetts “sister institutions” of Westfield State are Bridgewater State, Fitchburg State, Framingham State, Massachusetts College of Art, Massachusetts College of Liberal Arts, Massachusetts Maritime Academy, Salem State, and Worcester State, while the peer institution group consists of Western Connecticut State University (CT), Frostburg State University (MD), Salisbury State University (MD), the College of New Jersey (NJ), SUNY College at Geneseo (NY), East Stroudsburg University (PA), and the University of Wisconsin-Green Bay (WI).

An example of the benchmarking done is contained in the Gelb “College-to-School Report for Massachusetts High School Graduates,” which provides system data for the public institutions (universities and state colleges) dealing with admissions and retention. Other sources of data that the college consults in its benchmarking activities include The College Board and the *U.S. News and World Report* Common Data Set. In these areas, the college’s performance is comparable to or exceeds its sister institutions. Survey data are also collected annually using the American College Testing (ACT) program’s College Outcomes Survey that is administered to graduating students, and the Entering Student Survey that is administered to entering first-year and transfer students at the time of orientation. These survey data provide a comparison point to peer institutions, as well as allowing the college to gather trend data for internal use over a four-year period.

Within most administrative departments, there is a fairly well established culture of data collection and benchmarking, looking at data trends over time, and monitoring constituent satisfaction. For example, the Admissions Office continuously monitors acceptance and yield rates, not only overall but also by feeder institution; assesses the effectiveness of its various recruitment activities, and its turn-around time in communicating admissions decisions; and is beginning to look more closely at the success of admitted students by high school and academic characteristics. Both the Registrar’s Office and Academic Affairs Office regularly monitor the extent to which students are able to register for full-time course loads at registration, class size, and percentage of used seats. Course withdrawals and academic actions are also tracked. The Institutional Research Office regularly disseminates information on these and other types of enrollment, student, and faculty data. These are often collated in an Institutional Fact Book, although resource constraints have prevented this from becoming a regular occurrence. In Student Affairs, detailed records are kept on the number and type of extracurricular activities and the extent of student participation, whether this be in Residential Life, Athletics, Campus Center, Health Services, or Public Safety. On the fiscal side, the Chief Financial Officer provides all budget managers with monthly reports on expenditures as well as real-time access to such data. Also made available is an annual comparison of the college to its peer institutions in terms of percentage of budget committed to expenditure categories.

The college has been slower to adopt a systemic, coherent plan for the assessment of student learning,

but there are a number of initiatives in this direction. As part of a commitment by the President and the Vice President for Academic Affairs, the college is trying to support the efforts of academic programs to seek specialty accreditations where they are available and represent a realistic goal for both the program and the college. Thus, accreditation efforts are underway or have recently been completed in Social Work (CSWE), Athletic Training (CAAHEP), Computer Science (CSAB), and Teacher Preparation (NCATE). These activities are particularly significant because comprehensive assessment/evaluation plans are a part of these organizations' accreditation standards. The college's work with NCATE has been especially fruitful because teacher preparation programs involve about one-half of the academic departments. As a result of these efforts, the college is developing a structure to assess not only individual student learning but program effectiveness as well. The Dean of Undergraduate Education and Associate Dean of Education have also started to meet with other departments to begin discussions about the multiple ways in which student learning and program effectiveness can be measured. This spring, the college also expects to begin pilot testing several approaches of assessing general education skills, specifically in reading, critical thinking, and writing. The college already assesses the basic skills of entering students, and this planned assessment will provide a useful point of comparison as well as a broad assessment of the effectiveness of the general education program.

Other evaluation efforts of academic programs include two state-wide program reviews initiated by the Board of Higher Education – one in Computer and Information Science and the other in Criminal Justice – and internal institutional program reviews which have been established for all programs on a five-year cycle. However, while the BHE mandated reviews have been conducted in the last three years, internal reviews have not been conducted during that time period due to the faculty's virtual "work-to-rule" stance pursuant to collective bargaining negotiations. Most programs have also established community advisory boards, consisting of appropriately qualified professionals in the region, to advise programs on curriculum, the preparation of the college's students and its graduates, and to strengthen connections between the college and the community.

APPRAISAL

Although operating within an uncertain fiscal and state policy context, the college has successfully established a variety of planning activities that have helped to establish a direction and character for it. Additionally, fiscal planning together with a long-range look to facilities, enrollment, and technology planning has created a reasonably stable financial picture in which the college has maintained forward momentum. At the strategic level, planning has appropriately been tied to specific actions and to measurable outcomes (Mission Implementation Plan). This has not only provided an effective gauge of progress, but also an assessment of the effectiveness of planning at this level. Not only does the college monitor its progress in achieving the objectives it sets, but the Board of Higher Education also evaluates the college's efforts.

As noted above, other forms of planning, particularly at the divisional and unit level, are more appropriately operational and short-term, setting goals that are one or two years out and reacting to a rapidly changing state environment, fiscally and politically. The establishment of these objectives at this level is directly linked to the President's evaluation of the chief administrative officer of each division. This constitutes an effective, though indirect, means for the evaluation of planning effectiveness.

The difficulties created by the protracted collective bargaining stalemate has resulted in extremely limited faculty participation in most of the recent planning processes, and in particular those that typically occur within the formal governance structure. On the one hand, there have been opportunities for input from all members of the community. An example is the development of the *Dynamic Vision* document, which was crafted by the President from the plans of each department and unit and went through several drafts based upon solicited feedback. On the other hand, faculty in particular have not been as involved in the dialogue and work of plan construction, especially at the institutional level. This has slowed progress on some of the broader institutional goals articulated in the mission implementation plans that cut across departments – for example, establishing a service requirement in the curriculum, and evaluating and expanding the revised general

education program – and may also have affected the level of buy-in or commitment to institutional direction.

The college's planning activities are focusing on the right issues and developing effective plans. To some extent, however, all planning activities are not integrated under a single formal umbrella, although the President's senior cabinet appears to have assumed de facto that role. This has two consequences that can potentially limit the impact and effectiveness of planning activities. First, the absence of an identified planning committee with oversight responsibility for pulling together all plans reduces the visibility of the planning process within the community and does not provide a single point of contact for community members to have input. A standing committee would have the benefit of helping to institutionalize the planning process. Second, the various planning efforts have the potential of moving in divergent directions without overall coordination and integration. While this has not happened, the communication of planning efforts and results would be much enhanced with this structure and there would be increased familiarity within the broader community of institutional direction, goals, and the activities necessary to accomplish these. The related problem of the past three years without traditional college governance has created a problem for the planning and coordination of activities. While all planning activities do not have to be located within the governance system, governance is, and will continue to be, the primary vehicle for faculty input into most college matters, and certainly those that involve curriculum and academic policy issues.

All planning, as it moves from ideas to actions, must confront and take into account fiscal realities as they relate to the setting of priorities and establishment of budgets. The college's Budget Committee does an effective job in matching operational planning and actions to budgetary requirements. There is significant and appropriate overlap between the Budget Committee and the President's senior cabinet in coordinating overall planning and budgeting. Therefore, it would not be difficult to establish a structure that can coordinate overall planning and link this to the budget.

The college collects an impressive amount of data, particularly dealing with administrative operations and general institutional effectiveness (student preparedness and quality, retention and graduation, survey data). Further, there is evidence that many offices use these administrative data to monitor and modify their operations. However, it is less clear that institutional effectiveness data is regularly monitored by decision makers and used as part of the planning process. There must be greater emphasis upon widely sharing and communicating these various data with the community and discussions about data trends and their meaning. Establishment of benchmarks and analysis of data should be a regular part of the planning process. The college already uses a number of benchmarks as part of the performance assessment process of the Board of Higher Education; it should identify others that fit its particular mission and operational needs.

The college has a number of processes in place to assess the effectiveness of its academic programs. These include institutional and state-directed program reviews, career/placement survey data, specialty accreditations in selected areas, and a general survey measure of student satisfaction with educational outcomes and institutional services. During the work-to-rule of the past three years, some of these efforts lapsed, notably the institutional program reviews that were dependent upon faculty assistance. These should be placed on a five-year cycle, not only to monitor program quality, but also to feed into the planning and budget-setting process. Career placement survey data and survey measures of student satisfaction should be disaggregated by major and become part of the program review process. They also should be considered in the aggregate to monitor general institutional effectiveness.

The college has made significant headway in supporting programs that are seeking specialty accreditation. This effort has not only advanced the college's commitment to program quality, but also furthered plans to develop a college-wide approach to the assessment of student learning. Through specialty accreditation efforts in social work, athletic training, computer science, and all teacher preparation programs, about one-half of the academic departments are currently developing or conducting learning outcomes assessment. The college needs to extend this effort to the other departments by seeking speciality accreditations, running workshops on outcomes assessment for faculty, supporting a development period, and

then incorporating assessment processes and data into the program review process.

Concurrent with departmental initiatives, the faculty collectively must be involved in an assessment of the general education program. This general education program, known institutionally as the “common core,” was revised during the 1995-97 academic years. It is now time to build upon the Board of Higher Education initiative to assess basic general education competencies (in reading, critical thinking, and writing). During the 2001-2002 academic year, the college will be piloting an assessment of these competencies and should over a three-year period gradually extend this to all students as they complete their sophomore year. These assessments must be integrated with planning and curriculum development.

PROJECTION

The college will continue forward in the direction it has charted in its mission, will develop specific strategies to accomplish these objectives, and will use the evaluation processes identified in its annual mission implementation plans to gauge progress and the effectiveness of overall planning efforts. This activity has often followed a time line established by the Board of Higher Education wherein plan development takes place during the summer months when many faculty and other community members are not available. Planning should be structured by the Board of Higher Education so that work on these strategic plans takes place during the academic year to allow for more input and reaction. Ideally, forums should be held to provide opportunities for all to react to the plans and to the process, and plans should be posted to the college’s web site to allow for the widest possible dissemination.

An important mechanism for creating broader involvement should be college governance, especially the All College Committee that coordinates and oversees governance activity for all standing committees. Plans which deal with curricular and educational policy issues – general education revision, outcomes assessment, and service learning requirements – will benefit by being fully discussed in governance committees, as they would normally, before their incorporation into the general planning documents. Now that the college (and the state college system) is past its bargaining difficulties, the involvement of faculty can more reliably be anticipated.

Planning occurs in major operational areas such as enrollment management, information technology, facilities and capital planning using cross-divisional teams. This has proved to be an effective approach to involving the expertise and interests of many individuals in dealing with issues that cut across all divisions and units. These groups should continue, and they should serve as a model or template for the creation of other groups. While each of these groups was created to address a particular problem or need, their work will have greater legitimacy and impact if reasonably broad representation of membership is assured. This kind of coordination and integration is already taking place to a great extent through the President’s senior cabinet, but consider expanding its membership when planning issues are discussed and considered.

The college will continue to emphasize the evaluation of its general direction through the annual mission implementation plans and benchmarking of key institutional statistics. The benchmarking should be extended beyond the BHE performance measures to emphasize statistics that are tied to key areas of college activity and effectiveness, for example, graduation and retention rates overall and by program, internship and practicum activity, and placement rates. For these data to inform planning, they must be collected on a regular, scheduled basis, be examined for trends over multiple years, and be shared with programs and key decision makers as new plans are being developed. This part of the evaluation and planning cycle – closing the planning loop by providing data/feedback – could be more consistently implemented.

Most administrative units already collect data to monitor their effectiveness and to assess student needs and satisfaction. This activity should be encouraged and coordinated so that there are not “islands” of isolated evaluation activity, but a single place to find data. Presumably, this could be accomplished by vesting

formal responsibility for this coordination with the Director of Institutional Research, and establishing an evaluation advisory committee to work with the director to identify institutional data needs and processes. This structure can help to ensure that data is communicated and used.

The college will continue to seek specialty accreditation where it is available and feasible. Among those programs where the college should seek accreditation are music, business management, art, and communication. These efforts complement the ongoing institutional program reviews that should be placed on a well-known and communicated five-year cycle. These accreditation efforts help to validate the college's own assessment of these programs and identify whether committed resources are appropriate. Concurrent with these efforts, the college must go forward with its learning outcomes assessment plans. Significant headway has already been made by a number of programs that have developed assessment methodologies for accreditation. These provide a number of models to which other departments can refer in developing their own plans. The piloting work in general education assessment that is taking place this year is a good start in this critical area and hopefully will result in full-fledged general education assessment within three years.

Standard Three

ORGANIZATION AND GOVERNANCE

DESCRIPTION

Westfield State College is one of the 29 institutions that comprise the public higher education system in Massachusetts. The Board of Higher Education, established under Chapter 15A of the General Laws of the Commonwealth, serves as both a governing board for the community and state colleges, and as a coordinating board for the entire system (community colleges, state colleges, and the university). The 15 members of the board are all appointed by the Governor for 5-year terms except for a student representative, which rotates annually among the three segments. Its principal responsibilities are to set tuition, approve degree programs, develop long-range plans, coordinate the budget submission to the governor and legislature, and establish policies regarding admission standards, assessment, student transfer between the two- and four-year institutions, fiscal and capital expenditures, and chief executive selection and compensation. The Board of Higher Education is also the employer of record with respect to collective bargaining, a fact that has had a major impact on Westfield State College and the other state colleges during the past several years. A permanent staff, headed by the Chancellor, is responsible for the implementation of board policy, as well as day-to-day operations of the board.

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

The President is the chief executive officer of the college and is responsible for providing leadership to the institution and for implementing the policies of the Board of Higher Education and the college's Board of Trustees. The President oversees all academic and administrative operations of the college. Four senior administrators report directly to the President: the Senior Vice President for Academic Affairs, the Vice President for Student Affairs, the Chief Financial Officer, and the Chief Information Officer. The President meets weekly with these senior administrators as a group to discuss policy issues and to coordinate operational activities. The President also convenes a weekly meeting with a larger group known as the President's Council that, in addition to the previously listed senior administrators, also includes the Associate Vice President for Academic Affairs/Dean of Undergraduate Studies, Assistant Vice President for Administration, Assistant to the President, Dean of Graduate and Continuing Education, Director of Human Resources, Director of Public Affairs, Assistant Director of Development, and Staff Associate – President's Office.

The President has also created a number of cross-divisional policy and steering committees that deal

with issues having major impact on the college. These include the Budget Committee, Enrollment Management Committee, Diversity Committee, Information Technology Steering Committee, Marketing Committee, Recruitment of Students of Color and International Students Committee, and Web for Students/Faculty Committee.

Over the course of the academic year, the President and Senior Vice President for Academic Affairs meet with each academic department and periodically with the leadership of the faculty association. Other constituencies, including students, professional administrators, and support staff, meet with the President and other senior administrators as appropriate.

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

There are three contractually-stipulated standing committees of the ACC that consider matters within the scope outlined by the collective bargaining agreement, and forward recommendations to the ACC for consideration. These are the Curriculum Committee, Academic Policies Committee, and Student Affairs Committee. The ACC has also established the Teacher Education Council as a standing committee in response to the importance of teacher education to the mission of the college and the special curricular issues that face the college's teacher education programs. The Curriculum Committee consists of 16 members of the faculty and librarian bargaining unit, three administrators, and three students. The Academic Policies Committee consists of 16 members of the faculty and librarian bargaining unit (one of whom must be a librarian), three administrators, and three students. The Student Affairs Committee consists of five members of the faculty and librarian bargaining unit, five administrators, and nine students. The Teacher Education Council consists of 16 members: the Assistant Dean of Education, an elected faculty member from each of the departments offering a teacher education program (Art, Biology, Business, English, History, Mathematics, Music, Movement Science, and Physical Science), four faculty from the Education Department representing each of its programs (Elementary Education, Early Childhood Education, Secondary Education, and Special Education), and two non-voting administrators representing Student Teaching Placement and DGCE Education Programs.

However, for approximately the past three years, during which there had been an absence of a new collective bargaining agreement, the ACC and its subordinate committees have met sparingly, if at all. Further, similar stand downs of governance preceded execution of the previous two collective bargaining agreements, resulting in either a lack of, or a severe limitation of, governance during five of the past ten years.

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

The Agreement recognizes the academic department as fundamental to campus governance. Each of

the nineteen academic departments is led by a department chair who is responsible for exercising professional leadership, facilitating curriculum development, conducting the administrative operations of the department, and serving an important role in faculty evaluation. The chairs as a group meet monthly with the Senior Vice President for Academic Affairs and other academic administrators to provide advice and counsel. The influence of this group on decision-making, although not formally provided by the Agreement, is in fact considerable, as the Senior Vice President for Academic Affairs, its leader, is attentive to its input. Its role, while always important, may have been considered to be even more important than usual during the past several years, as during that time, it has been the only vehicle for structured faculty participation in decision-making beyond the department level. The chairs, individually and collectively, have the position and power to serve as effective advocates on behalf of their faculty colleagues, since without the existence of divisions or schools, each reports directly to the Senior Vice President for Academic Affairs.

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

The primary institutional voice of students is the Student Government Association (SGA); comprised of 65 students, it includes representatives from each of the classes, the residence halls, commuter council, and Third World Organization, as well as at-large delegates. The SGA is an extremely active and effective organization, acting on behalf of 54 clubs and organizations; it is organizationally positioned so as to communicate directly with both the Vice President for Student Affairs and the President. It meets weekly to consider issues and to allocate funds to student organizations and activities. The SGA through its component committees and organizations is an influential advocate for student concerns, especially in matters pertaining to student life. The faculty's collective bargaining agreement also provides for student participation in the formal academic governance of the college, but this role has been necessarily limited of late in the absence of governance.

APPRAISAL

The Board of Higher Education has been a very activist board with a policy agenda that has often been developed with minimal consultation with the colleges. Aside from whether this makes for good policy, it clearly has had a negative effect on morale within the college. These policies have touched virtually every aspect of academic and student life including admissions standards, remedial education, academic program discontinuance, residential life, capital plans, and mission and institutional direction.

The Board of Higher Education has also assumed a far more central role in negotiating collective bargaining agreements, especially with the faculty and librarians. Early stages of the bargaining process associated with the most recent contract (which began in March, 1998) were marked by much public posturing and strong ideological positioning of the parties. This set the stage for three years of bitterness and difficulties, and caught the college administration and Board of Trustees between the Board of Higher Education and the faculty as represented by their union. The protracted negotiations have affected negatively almost every academic function. Nowhere has the impact been felt more acutely than in governance. In the absence of governance, there have been relatively few vehicles for bringing broad segments of the college community together to discuss major policy and program initiatives. Planning and direction have certainly occurred, and with input; however, there have not been formal structures outside of the President's Council and meetings of department chairs. When governance does operate, it has been an effective voice for curriculum and policy review.

The structure of governance is well prescribed and reasonably well understood. Although there is sentiment in some areas of the college to change governance committee composition or structure, the college

does not have the flexibility to make these changes independent of the (state-wide) collective bargaining process.

The department chairs have functioned as the principal formal voice of the faculty during the periods without governance. As such, their views and advice have been invaluable. Chairs and other department heads generally do an effective job in managing their units, but there is significant variability in how well important matters are communicated. As a consequence, some faculty and staff may feel outside the process. Though chairs by the Agreement have fairly broad powers, the fact that they are members of the bargaining unit – and choose to be so – typically limits how much chairs may be willing to exercise that authority.

The President and Board of Trustees have developed an effective and supportive relationship that has permitted the clear establishment of goals, directions, and strategies. In policy development, the President and the Board of Trustees have sought input from the community. This was evident in the decision to arm campus public safety officers. The Board of Trustees, together with the President, moderated a campus-wide discussion of the issue, providing numerous opportunities for all campus constituencies to air their views on what ultimately became a very emotional matter. The Board of Trustees annually evaluates the effectiveness of its relationship with the President, as well as the effectiveness of its own subcommittee structure. Significant effort is made by the President and Vice Presidents to meet with as many departments, units, and other campus constituencies as possible to share information and hear concerns.

The President's Council continues to be an effective vehicle for sharing information across divisions. The establishment of the Senior President's Council has provided a forum for more focused input into presidential decisions. The cross-divisional committees have worked well in creating a uniform, institution-wide approach to significant issues and have led to greater understanding and strategies. The budget committee is an example of an effective structure for providing greater input into what had previously been a very closed process.

Programs operating outside of the traditional day school auspices are only minimally integrated into the formal governance, although that does occur at the highest level (i.e. the Dean of Graduate and Continuing Education is a member of the President's Council). However, in practice, the integration is quite significant, as many day school faculty participating in governance are DGCE faculty as well, administrative staff from DGCE can and do serve on various governance committees, and undergraduate programs of DGCE are subject to the same policies and provisions as are those of the "day school."

PROJECTION

Governance, when functioning fully, provides a structure for collaborative and collegial decision-making that includes consultation with all constituencies. Recognizing the importance of governance, and the detrimental impact the lack of same has had on the institution during protracted collective bargaining negotiations, the most recently approved contract provides for continuation of governance throughout such periods.

Further, it would be beneficial if governance could assume responsibility for stepping back to assess the big picture and to assess how well the college is doing in carrying out its mission and programs. Consideration should be given to forums or other structures that can bring different campus groups together for discussion of common issues. This could occur at the level of All College Committee, or through the establishment of a new structure.

The cross-divisional committees and work groups have been most effective. For the most part, however, they operate independent of the formal governance structures. Mechanisms should be developed to

link these structures. Similarly, consideration should be given to finding a way to bring together the various decision making centers on a periodic basis (e.g. President's Council, Department Chairs, All College Committee, Student Government Association).

The budget committee has made great strides in "democratizing" the allocation of resources. Direct linkages to the planning processes and other governance committees will ensure consistency with mission goals and objectives.

Organizational units will be reviewed and reorganized where necessary to improve administrative effectiveness and efficiency. The reorganization through the consolidation of related administrative functions has been particularly effective in providing for a more consistent and efficient delivery of service. Efforts to eliminate duplication will continue. There will be greater focus on improving processes and ensuring accountability.

Standard Four PROGRAMS AND INSTRUCTION

DESCRIPTION

A broad range of graduate programs and undergraduate majors, minors, and concentrations reflect the commitment of the institution to providing quality educational programs. The mission of Westfield State College emphasizes teaching and student involvement in the life of the college and the community. The college's primary mission is to assist its students in developing intellectually and using their knowledge and skills to improve the social and economic conditions in their communities. The undergraduate general education program links the arts and sciences with professional studies and each academic program provides opportunities for experiential and community-based learning through internship, cooperative education, practicum, and other types of capstone and service-learning experiences. The First-Year Experience course, and particularly its community service component, is an example of student involvement in the community.

Degree objectives, requirements for each program, and descriptions of curricular programs of study, are published in the *Westfield State College Bulletin* (the undergraduate catalog) and the *Graduate Catalog*. The undergraduate catalog is published each year and is available to the college community prior to the academic school year. The graduate catalog is periodically reviewed, updated, and approved by the Graduate Council prior to publication. Departments are asked to review sections of the *Bulletin* describing their offerings, noting any changes in the curriculum and policies, and making necessary changes as deemed appropriate. Through the governance structure, proposals for new or revised programs are initiated by faculty, and then proceed to and through governance for consideration and recommendation. Final approval is given by the President, after consultation with the Vice President for Academic Affairs.

When academic programs are eliminated or program requirements are changed, all students currently enrolled as majors in these degree programs are allowed to continue in the program until graduation. No new majors are accepted into these eliminated programs after a set date. Due to a low number of degrees (an average of five or less over the preceding three year period) awarded in these programs, Applied Chemistry, French, and Spanish were eliminated from the college offerings in June, 1997. This action was mandated by the Massachusetts Board of Higher Education at its June, 1997 meeting.

Through the Division of Graduate and Continuing Education (DGCE), the college offers off-campus classes at a variety of sites. In order to better serve students in the middle and eastern portions of the state, the undergraduate criminal justice major is offered on the Framingham State College and the Worcester State College campuses. The master's degree in criminal justice is offered at Framingham State College and graduate courses in criminal justice are offered at Worcester State College. Professional Development courses in education, which include both contract courses offered through a third party and regular courses from the Westfield State College curriculum, are offered at a variety of school settings throughout western Massachusetts. According to NEASC guidelines, the graduate program at Framingham qualifies as a satellite campus.

The planning and staffing of Criminal Justice programs and courses offered off-campus are the responsibility of the Department of Criminal Justice. Advisors and program coordinators who are recommended by and report to the chair of the Criminal Justice department are hired by DGCE. The curriculum for these off-campus criminal justice programs is identical to the on-campus curriculum. At the undergraduate level, students take their major courses through Westfield State College and their general education courses at the local campus. Advising is provided by Westfield State College advisors who visit the campus several times a semester. The local college library is available for these students. Negotiations are currently in progress between Westfield State College and Worcester State College to establish a collaborative joint undergraduate degree program in criminal justice.

Off-campus professional development courses in education are overseen by the college's Department of Education. Scheduling and staffing of regular courses from the college's curriculum are coordinated by the DGCE Education Program Coordinator, who reports to the Chair of the Department of Education. Student requests for credit for off-campus courses outside the college curriculum are reviewed by the Associate Dean of Education, who consults with the prospective presenter to explain Westfield State College's requirements for receiving graduate credit.

The Lifelong Learning program offers certification programs in Addictions Counselor Education, Paralegal Studies, Sign Language, and Private Investigation, as well as a wide array of courses for personal enrichment, including computer skills training. The Conference Services Office oversees the coordination of on-campus and community groups who wish to use college space, as well as a wide variety of summer residential conferences that take place at the college. The coordinators for these programs report directly to the Dean of Graduate and Continuing Education who is responsible for the appropriateness and integrity of these activities.

During Wintersession and Summer Session, courses shorter than the usual 14 week duration course may be offered, ranging from one week to six weeks in length. Each three-credit course must meet for at least 37 ½ hours per course, and students are required to attain the same level of knowledge or competency as in courses offered in traditional time periods. This accelerated time frame is particularly suitable for intensive courses that involve a significant amount of student interaction.

Undergraduate Programs

Westfield State College offers 25 academic majors in both the traditional arts and sciences and in professional fields. The college has twelve majors that lead to the Bachelor of Arts degree, ten majors that lead to the Bachelor of Science degree, and three majors that lead to the Bachelor of Science in Education degree. Students may also design their own major through the college's interdisciplinary Liberal Studies major.

The baccalaureate degree programs at the college require 120 semester hours of credit. The general education or common core requirements range from 49 to 58 semester hours of credit. Majors range from 36 to 62 semester hours of credit or approximately one-third to one-half of the degree program. The remainder of the degree requirements may be filled by major prerequisites, free electives, or by the selection of a minor or second major.

Students may minor in many of the academic areas in which majors are offered as well as in academic areas where the college does not offer majors. The newest minor at the college is in Multicultural and Ethnic Studies.

The college has adopted as part of its mission statement the challenge "to instill among members of its community a sense of social responsibility and citizenship." Throughout their careers at the college (across all disciplines), students are encouraged to participate in both credit and non-credit community service in and around the greater Westfield community. The college has created opportunities for collaborative, experiential and community-based learning, which include internships, practica, community service placements, and cooperative education experiences. Most academic departments have developed community advisory boards and encourage multidisciplinary and interdisciplinary courses.

The Office of Career Services coordinates the college's cooperative education program, which is comprised of partnerships between the college and a number of area employers. With the approval of the students' major departments, students involved in cooperative education experiences typically work an average of 15 hours per week at local businesses and organizations during the academic year in positions directly related to their major programs and specific career interests. Student performance is supervised by the employer and Career Services counselors. Students may be paid by employers for cooperative education

experiences, depending upon individual employer policies, and receive three elective credits towards the bachelor's degree. Students also attend seminars and participate in a web-based class that involves journal writing and explores career goals and career preparedness.

During the 1999-2000 academic year, 520 students were registered for practicum and internships, 83 were involved with the cooperative education program, and 1,180 hours of community service work at 23 agencies was donated by 162 students involved in the First Year Experience program.

Academic advising is provided to all students to assist them in understanding and interpreting college academic policies and requirements, major requirements, course selection and registration and related academic opportunities and objectives. However, it is stressed to students that this does not remove their obligation to be knowledgeable and responsible about the academic requirements they have to meet.

Day Division students are assigned faculty advisors by the chairpersons of their major departments. Academic advising is available to all undeclared students through the Academic Achievement Center located in Parenzo Hall. The Associate Dean of Academic Advising assigns advisors to undeclared students. Students work with this advisor until they declare a major. Division of Graduate and Continuing Education students are assigned advisors upon matriculation, and general advising is available for non-matriculated students.

New faculty receive training on academic advising from their department chairperson and by the staff of the Academic Achievement Center during new faculty orientation. All other faculty receive a current *Bulletin* at the beginning of each academic year. (The *Bulletin* includes information about and graduation requirements, academic retention and probation policy, and probation, suspension and dismissal regulations.) Staff who provide advising are trained by the staff of the Academic Achievement Center.

Proposals for new or revised undergraduate programs, ranging from changes in course titles to the creation of majors, are initiated by faculty and proceed through the governance structure of the college as specified by the Faculty Collective Bargaining Agreement. Following review by a departmental curriculum committee, the department chair or program director submits the proposal to the All-College Committee (ACC). The ACC refers the proposal to the college's Curriculum Committee, the Academic Policies Committee, or the Teacher Education Council for consideration and recommendation. Substantive or stylistic changes, if any, occur during subcommittee deliberations, and the potential impact of a proposal on other academic departments is explored. Considerations concerning resource availability for new programs are a mandated part of these deliberations. The original or revised proposal is returned to the All College Committee for its recommendation. The proposal is then transmitted to the President who makes the final campus decision after consultation with the Vice President for Academic Affairs.

Proposals for new major programs pass through governance and then require final approval by the Board of Higher Education. New majors established on campus since 1991 include Environmental Science and Social Work. The majors in French, Spanish, and Applied Chemistry have been eliminated. In each of these situations, every effort has been made to provide a successful path to degree completion for students enrolled in eliminated majors.

Academic departments continually monitor, update, and revise their course offerings to reflect changes in their disciplines, changes in the educational and career needs of students, as well as changes in the interests and expertise of faculty. Prior to each revision of the *Bulletin*, departments are asked to review those sections describing their offerings and make changes in the expository portions of the publication which describe their major(s) and minors.

The Office of Academic Affairs has established a five-year plan for both graduate and undergraduate program reviews. The college has been encouraging departments to apply, as well, for program specific accreditations in their disciplinary areas. Several departments have either already done so or are in the process of doing so, including Education, Movement Science (athletic training program), Social Work, and Computer

Science. The Board of Higher Education mandated a state-wide review of Computer and Information Science programs in 1999 and of Criminal Justice programs in 2001. Community advisory boards, which typically meet once a semester, have been established in the majority of departments to advise them on the currency of their curriculum and the adequacy of the preparation of their graduates. .

For more than 30 years, the Urban Education Program (UEP) at Westfield State College has recruited, enrolled and provided educational services to eligible students who are either first-generation college, eligible for financial aid, individuals with disabilities, non-traditional, or non-native English speaking students. The UEP Summer Bridge program offers its first-year students a six-week college experience centered around formal, college credit courses in Biology, Philosophy, Mathematics, and Psychology that readies them for college-level work. During the academic year, an innovative program of collaborative, multicultural workshops, tutorials and peer counseling/mentoring provides student support and enhances retention.

The Honors Program was founded in 1982 and significantly revised and expanded in 1994. The chair of the Honors Program committee coordinates the program, reporting to the Vice President of Academic Affairs and consulting closely with the Dean of Undergraduate Studies. The program makes available for students in the program seven or eight honors sections each semester in which only honors-qualified students may enroll. It also seeks to offer cultural and social activities to promote intellectual and social growth and to prepare honors students for graduate school and/or positions of responsibility in the workplace. In 1997 a residence option for honors students was created to further pursue these objectives. During that same year, the college also established a level of distinction within the Honors Program, the "college scholar," to recognize the highest level of participation and achievement.

Currently about 30 first-year students enter the program each fall, more than half of whom receive either the Presidential Scholarship or the Tsongas Scholarship. For automatic qualification for the honors program, entering students must have a combined Verbal/Mathematics SAT score of at least 1150, and a high school GPA of at least 3.5. In addition, approximately fifteen students within the college enter the program each year, qualified by earning a 3.0 GPA after completion of at least 30 credit hours. During any given semester, about 100 students are enrolled in at least one honors course. Each semester five or six general education (common core) honors courses are offered, plus two honors seminars. Each honors course is limited to fifteen students in order to maximize discussion, other modes of participation, and faculty-student interaction. Incentives are made available to faculty to develop and deliver honors courses.

According to the college mission statement, "teacher education remains a central part of the college's program." The college offers 17 initial teacher licensure programs at the undergraduate level and 18 initial teacher licensure programs at the post-baccalaureate level. All students seeking initial licensure must have a liberal arts or science degree. The college offers 17 advanced licensure programs at the masters level, nine master's programs in education without licensure, and two programs at the level of Certificate of Advanced Graduate Studies. College faculty, members of the Pre-K - 12 community, and students have developed a shared vision of *Teachers as Leaders Building Learning Communities* and a conceptual framework for student learning outcomes. In line with the college's mission, teacher education programs have sought to be "a model of community engagement," creating a Westfield Network Professional Development School and Teacher in Residence faculty position. All education programs are being aligned with new Massachusetts licensure regulations, teacher test objectives and the Massachusetts Curriculum Frameworks. Early Childhood, Elementary and Special Education Programs have been revised to meet standards of the professional organizations, and new programs have been implemented in Fall, 2001. Teacher preparation programs are moving to implement performance assessment measures. In 2000, the Education Department voted to pursue national accreditation through the National Council for Accreditation of Teacher Education (NCATE). Seeking accreditation is a three to four year process. Program reports were submitted to professional organizations in Spring, 2001 and the joint NCATE and state site visit has been scheduled for Fall, 2002.

The general education component of an undergraduate degree at Westfield State College requires all students to complete a general education (common core) of studies, distributed among academic areas as

follows: Humanities including English Composition, Literary and Philosophical Analysis, and Appreciation of the Arts (18 credits); Social Science including United States History and 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); Diversity including Global and United States Diversity (6 credits); and Upper Level (6 credits). The maximum required number of credit hours to complete this general education program is 55-58. However, since a number of courses qualify as meeting one or more core requirements, in practice the requirement may be completed with fewer credits.

The present set of general education requirements is a complete revision of those in effect in 1991, in response to concerns raised during the NEASC accreditation visit. At that time, the final report to the college expressed concerns about “a core curriculum [which is] poorly structured and defined.”

The “new” core is standards-driven and is required of all new students entering after Fall, 1998. In 1990, an ad-hoc Special Committee on the Core was created by the ACC. A *Statement of Guiding Principles* created by this committee was forwarded to the Curriculum Committee who, after lengthy deliberations, proposed the structure of a new set of general core curriculum general education requirements, including recommendations for Standards, Objectives and Requirements in each core category as well as the necessary credit requirements for each. This proposal was reviewed and modified by the ACC during the spring of 1994 and extensively discussed in several campus-wide forums. Controversies surrounding the size of the core, structure of the math/science requirement and the role of foreign language in the core continued for several years. During the 1995-96 academic year, the Curriculum Committee created the final “Core Criteria”, i.e., specific Objectives and Requirements which must be met before any particular course could be certified as satisfying a given core category. These in turn were extensively debated at ACC and throughout the college during the 1996-97 academic year, undergoing minor changes and garnering presidential approval in the summer of 1997. In 1997-98, the core was “populated,” which means that courses were proposed and approved for inclusion in each core category. At the end of the year, the decision was made that a sufficient number of courses had been approved in all core areas of concern to first year students, and that the new Core should be implemented effective with entering students in the fall of 1998. ACC met only sporadically during 1998-99 due to campus controversies surrounding collective bargaining issues; final presidential approval of details surrounding implementation and transfer student issues were approved by the President in the summer of 1999. Since that time, with the suspension of governance, no new courses have been added to the Core and the Upper Level requirement remains unpopulated and thus unimplemented.

Credit for prior experiential or non-collegiate sponsored learning is awarded at the undergraduate level through the College Level Examination Program (CLEP), DANTES (military equivalent of CLEP), and the Advanced Placement Program (AP). The college’s policy for awarding credit or waiving requirements is clearly outlined in the *Bulletin*. Policy guidelines for these programs have been established through the college governance structure. Currently, CLEP credit is awarded to students attaining scores equivalent to the 75th percentile of national norms established by the College Board. Awarded credit cannot exceed the number of credits of the Westfield State College course for which the examination substitutes. For AP credit, students must attain a score of 3 or better. The English Department has slightly more stringent requirements for granting CLEP and AP credit, particularly in the area of English Composition.

The Criminal Justice Department awards to majors with senior status a total of three credits toward the bachelor’s degree for completion of the full-time Massachusetts Police Academy training experience. Qualified students present certificates of completion to the department chair for evaluation, who in turn recommends to the Registrar that the corresponding credit be posted to the student academic transcript. The department also grants three credits for those majors who provide evidence of completing at least three years of full-time employment in law enforcement. Credit for both of these experiences is posted on the academic transcript as external transfer credit in the general elective category, and the experiences are ungraded. Beyond these examples in the Criminal Justice major, the college does not grant credit for life experience.

Students who wish to enroll in directed or independent study courses must file a "Course by Special Arrangement" form available in each Division's Student Records area. The form requires a description of each project and must be approved by the supervising faculty member, department chairperson, and dean of the student's division (day or evening). Only one such course by special arrangement is allowed for a student per semester, and a maximum of four such experiences may be applied to the bachelor's degree. Students must register for directed or independent study classes during the first three weeks of the semester.

Matriculated and non-matriculated undergraduate students, part-time students, students who choose to take evening courses, dual enrollment (high school) students, and students whose academic programs are not continuously full time are all part of the population served by the Division of Graduate and Continuing Education (DGCE) at their "one-stop" office at the college's new 333 Western Avenue building. Through DGCE, students may elect any of the majors or minors available to full-time undergraduates, may enroll for a full- or part-time schedule, and may enroll in day, afternoon, evening, summer, or winter-session courses. The college has one set of admission standards and there is a regular small flow of students transferring between the two divisions of the college, in both directions. At the undergraduate level, a second bachelor's program is also available for college graduates who seek another baccalaureate degree in a new undergraduate major.

DGCE undergraduate students majoring in Criminal Justice, Education, Psychology, Management, Liberal Studies, Computer Science, and Computer Information Systems generally find all their major requirements available in evening courses. Completing all the requirements for other majors requires that students enroll in some day courses.

DGCE offers approximately 160 evening course sections each semester including 2-6 courses off-campus. Through a cross-registration process, evening students may enroll in up to three day classes per semester, and day students may enroll in up to three evening classes per semester.

DGCE faculty include both full-time day college faculty who teach an evening course (either in addition to or as part of their regular load) and part-time adjunct instructors. Positions for adjunct faculty are regularly advertised through regional media. Candidates are interviewed, screened and recommended for employment by the appropriate department chairs. All faculty are paid according to rank, which is assigned according to guidelines outlined in the DGCE collective bargaining contract.

There are approximately 3300 DGCE "enrollments" each fall, 3000 each spring, and 1900 each summer. This includes all students in evening courses and continuing education students in day classes. Approximately 800 continuing education undergraduate students and 750 graduate students enroll each semester. In the Spring, 2001 semester, there were 678 active, matriculated DGCE undergraduates. The largest evening major is Criminal Justice with 141 active matriculated students; Business Management is second with 110, and Liberal Studies is third with 93.

The mission of DGCE is to provide higher education opportunities and programs to the non-traditional students who seek life-long learning through continuing education. Nearly a third of the undergraduate students enrolled at Westfield State College each semester are now enrolled through DGCE. As the "Evening Division" of college, this academic unit is conceptually integrated into the entire college community. For example, DGCE is an integral part of the Office of Academic Affairs. The Dean of DGCE reports directly to the Vice President for Academic Affairs and is a member of the President's Council. Governance for academic programs in DGCE is carried out through councils and committees provided for in the Faculty Collective Bargaining Agreement. The participation of departmental chairs and other day faculty in governance and oversight of the division is, in many cases, extremely high. Other links which testify to the interdependence of the day and evening divisions are the cross registration of students between the day and evening division (at times on a space available basis); the utilization of departmental graduate committees; the use of day faculty as advisors and program directors; the close involvement of department chairs in the scheduling of courses and the hiring and evaluation of DGCE faculty; the participation of DGCE administrative staff in various committees and collegial relationships; a unified licensure placement program for all teacher education

students of the college; the closely aligned policies and procedures of both divisions; and, a common electronic student information system. All operations of the division, including the budget and other fiscal management of the DGCE trust fund accounts, are integrated with similar operations of the college. DGCE revenues help to support the programs of the entire college through a regular allocation from the DGCE trust fund to the general college budget.

The undergraduate academic programs of DGCE are identical to those of the day division, offering the same core and major requirements, the same courses, and utilizing many of the same faculty. DGCE does not have a separate curriculum, and there is no difference in the content of courses offered during the day and the evening. Where academic policies and processes occasionally differ for undergraduate continuing education students, those differences are clearly noted and published in the undergraduate *Bulletin* and again in the *DGCE Student Handbook*.

Graduate Programs

The Division of Graduate and Continuing Education offers 23 distinct graduate degree programs, including a Master of Arts in English, a Master of Arts in Psychology, a Master of Science in Criminal Justice, and Master of Education degrees in Educational Administration, Early Childhood Education, Elementary Education, Secondary Education (Biology, Chemistry, General Science, History, Mathematics and Social Studies), Special Education (in three areas: Pre-K to 9, 5-12 and Intensive Pre-K to 21), American History, Occupational Education, the Teacher of Reading, Technology for Educators, Movement Science, Sports and Leisure, as well as the Certificate of Advanced Graduate Studies (C.A.G.S.) in Educational Administration and Administrator of Special Education. A post-baccalaureate teacher licensure program is also available for college graduates who are seeking licensure as teachers in the Commonwealth of Massachusetts. It is offered at the graduate level but it does not lead to a degree. All teacher licensure programs available to full-time undergraduates are available to students in the post-baccalaureate program. All graduate programs have clearly stated objectives that are reflected in the *Graduate Catalog* as well as the students' Programs of Study.

The largest graduate program area is Education, with 24 students active at the CAGS level, 225 students active at the master's level, and 148 students active in the post-baccalaureate teacher licensure programs in Spring, 2001. The second largest program is Criminal Justice and the third is Psychology with 70 and 49 active matriculated students respectively, in Spring, 2001. Each semester there are approximately 1100 enrollments in graduate classes, representing 760 individual students, of whom 550 are matriculated students. Students are mostly from western Massachusetts, although a few come from other New England states.

Admission requirements for the various graduate programs vary with respect to test scores and other criteria, but all students must meet the minimum standard of a 2.6 overall GPA or a 3.0 GPA for the last two years of undergraduate studies and a satisfactory score on the GRE or MAT. Recommendations for admission are made by program coordinators of the various graduate programs; final approval rests with the Dean of Graduate and Continuing Education. "Conditional admission" may be granted to students who do not meet the requirements, based on the following factors: students lacking in one or more prerequisites necessary for specific program acceptance must complete the needed courses in order to be admitted under unconditional acceptance, and students with an unsatisfactory academic profile must complete the first four graduate courses (selected under advisement) in their program with a "B" or better average to be admitted under unconditional acceptance.

The division also permits students to enroll in courses 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. This policy is consistent with the mission of DGCE to make higher education accessible to non-traditional students who are thereby provided a second chance to prove themselves. However, students who intend to apply to a program must request permission to enroll in any coursework that would result in the student having taken more than 6 credits of coursework prior to matriculation.

Students earning a master's degree must demonstrate that they have acquired the knowledge and developed the skills that are identified as program objectives by passing a written comprehensive exam or selecting a thesis option. Candidates for Certificates of Advanced Graduate Study must produce theses.

The DGCE Collective Bargaining Agreement leaves the criteria for graduate faculty to the Graduate Council. Given that, in 1996 the Graduate Council established that graduate faculty must meet these criteria: have appropriate degrees from regionally accredited institutions 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; have scholarly research in the specific field of teaching as demonstrated by published or unpublished works OR evidence of current professional development OR published creative writing; be recommended by the appropriate Department Chair in consultation with the Departmental Graduate Committee and approved by the Graduate Dean and the Vice President for Academic Affairs. These criteria apply to adjunct as well as full-time day faculty teaching evening courses. The specific faculty who are teaching graduate level courses change from semester to semester.

The primary committees concerned with graduate curriculum are the departmental graduate curriculum committees, the Graduate Education Council (for education programs) and the Graduate Council. The responsibility for curriculum review is shared by these entities and administered through DGCE. Graduate programs in education are currently under review by the National Council for the Accreditation of Teacher Education.

Scholarship and Research

According to the most recent MSCA Faculty/Librarian Collective Bargaining Agreement, "the state colleges are primarily teaching institutions" and this fact must be taken into consideration when faculty are evaluated. Accordingly, pure scholarly research for the purpose of advancing knowledge is not part of the college mission and is not emphasized. However, faculty are encouraged to be involved in activities which keep them engaged as professionals in their field. Research is but one of the possible realms of faculty involvement. This expectation is communicated to new faculty in orientation sessions and to continuing faculty during the processes of applying for promotion or tenure. Each year, 10-15 faculty are granted sabbatical leaves of either one half or a full academic year. Faculty are formally evaluated on the criteria of continuing scholarship, including contributions to the content of the discipline, participation in professional organizations or societies, research as demonstrated by published or unpublished work, artistic or creative activities, relevant post-graduate study or work toward the terminal degree, public service, contributions to professional growth and development of the college community and alternative responsibilities as assigned.

The resumes of faculty members exemplify the broad spectrum of activities undertaken by college faculty that fall under the category of "continuing scholarship." College support for these activities includes monetary support in the form of professional development funds provided through the collective bargaining process, teaching grants through both the Office of Academic Affairs and the Westfield State College Foundation, and travel funds provided for professional travel. Non-monetary support includes up-to-date computer equipment, and assistance in improving instruction offered through the Faculty Center for Teaching and Learning

Instruction

The college mission statement, with its emphasis on student learning, community and collaborative education, helps to frame instruction at the college. Significant terms that describe the college's orientation to instruction are "experiential," "socially responsible," and "community-based."

Over the past several years, a number of college wide initiatives have resulted in changes in instructional techniques and delivery. For example, the creation of a college lecture series, in which at least two academic departments must support a guest speaker, has led to greater collaboration between departments and among students. Monies to support community advisory boards have enhanced the college's relationships with local businesses and Pre-K - 12 teachers. The newly formed Reading and Writing Center has underscored a faculty initiative to strengthen the literacy skills of students. Faculty Teaching Grants sponsored by Academic Affairs have supported innovations in teaching practices, while monetary faculty incentives have been offered for the development of distance education courses. The college regularly supports learning communities in linked coursework and has recently purchased WebCT as a tool to supplement regularly scheduled courses with web-based course tools such as informational web pages, student web pages, discussion groups, chat rooms, and email. For the past two years, a campus book selection has formed a common topic to be discussed in classes across the campus.

Faculty employ a variety of instructional techniques in their classrooms including cooperative learning, inquiry-based learning, interactive discussions, and lecturing. For example, mathematics courses use manipulatives when appropriate, faculty regularly use multimedia equipment to supplement instruction, and each year the Education Department recruits a Pre-K - 6 teacher to be a Teacher in Residence. Professors are encouraged to provide students with early and multiple forms of assessment. Students can demonstrate academic excellence through a variety of assignments such as research projects, conference presentations, or art exhibits. Some assignments are interdisciplinary with faculty linking credit to different courses for a common project. For example, students creating posters for a Week Celebrating Women' display were awarded extra credit in a relevant class they were taking.

Each major provides students with a coherent and systematic course of instruction. Many majors end in capstone experiences that require students to apply learned theoretical knowledge in community, public school, or senior project settings. These experiences strengthen a student's capacity to deal with complexity of thought and context.

Classes are characteristically small, foster a sense of community, and allow for significant faculty-student contact and faculty awareness of student learning needs. There are no large lecture sections of courses and all classes are taught by full-time faculty or well-qualified adjunct faculty. At the start of each semester, faculty are notified of students with special needs taking their courses and instructors and students develop appropriate accommodations. Instructional support for such students is available through the Office of Disabled Students Services. General support for all students is available through the Academic Achievement Center, Tutoring Center, and the Reading and Writing Center.

The pride faculty take in their commitment to teaching is an indication of instructional vitality on campus. They view teaching as their major responsibility and keep current on pedagogical practices. Many would define themselves as constructivists. The Teaching Forum listserv is a popular means for discussing issues such as grading, writing rubrics and plagiarism. The Faculty Teaching and Learning Center holds brown bag discussions on topics such as honors courses, classroom debates, and multicultural education. Each year a book is collaboratively selected for the entire campus to read and several events are planned around the book. Consistent with the college mission, several arts and science faculty, as well as education faculty, are involved in public schools through supervision grants for college tutors, by working on joint projects with teachers, by providing workshops, and establishing professional development schools. At times, administrators and faculty join together to plan programming around current issues such as addressing the needs of Lesbian, Gay, Bi-sexual and Trans-sexual students. Several faculty members are particularly interested in diversity issues including increased recruitment of faculty, staff, and students of color, and infusing the curriculum with multicultural content.

Faculty have many opportunities to take advantage of institutional support for professional development. Monies for travel, conference presentations, lecture series, grant writing, and innovative teaching proposals are routinely supported.

Evaluation of instruction is done primarily through evaluation of faculty teaching and in accordance with procedures outlined in the *MSCA Faculty/Librarian Collective Bargaining Agreement*. Chair and peer committees discuss classroom observations and offer suggestions for improved instruction. Faculty have access to student reviews after grades are turned in and can use student feedback to improve instruction. Students evaluate instructors and those evaluations are considered at the time of faculty tenure or promotion.

Professional accreditation is an important component of the college's overall plan for program assessment. The college received a Campus Performance Improvement Program (CPIP) grant to pursue professional accreditation in four mission-central academic programs: teacher education, social work, computer science, and athletic training. Departments seeking external accreditation are required to meet standards established by professional organizations. For example, as part of its preparation for national accreditation by NCATE, the teacher education unit will be required to develop an assessment system that includes both overall unit assessment and programmatic effectiveness. The first stage in that process, identifying standards, has already been accomplished with the development of the conceptual framework *Teachers as Leaders Building Learning Communities*.

Admissions and Retention

The Massachusetts Board of Higher Education sets minimum admission standards for the state college system. These standards have been steadily rising for the past four years and for Fall, 2001 entry, required new students to have a minimum high school GPA of 3.0 and 16 units of college preparatory course work, with a sliding scale exception for students with sufficiently high SAT scores. No student (first-year or transfer) may be enrolled at a state college with less than a cumulative high school average of "C" (2.0 on a 4.0 scale). During the last decade, the minimum transferable grade changed from D to C-. Generally, credit is not granted for life experience.

The college continues to fare well in terms of admitting sufficient numbers of qualified students under these higher standards. There has been a steady increase in the number of applications for first-year students throughout the last decade and, consequently, the process became more selective despite rising standards.

The number of transfer students has decreased overall throughout the last decade. The decrease in transfer applications may be a consequence of a healthy economy and the implementation of the Joint Admissions Program, which, by its nature, created a shift in demographics for that applicant population toward a more regional or local partnership between state colleges and community colleges. As the new decade begins, the transfer numbers gradually are increasing, perhaps, too, in response to both a currently sagging economy and the popularity of the Joint Admissions Program.

The day division admission staff is responsible for recruiting and selecting all new first-year and transfer students who wish to attend the college as full-time matriculated undergraduates in the day college. The admissions staff in the DGCE fill the same role for part-time, evening and graduate students. Admission to the college is selective, and applicants to both divisions are subject to the same admission standards. Appropriate admission standards ensure that undergraduate curricula are aligned with the abilities and scholastic preparation of admitted students. The minimum admission standard requiring completion of 16 units of college preparatory course work across the secondary school curriculum ensures that applicants are exposed to crucial academic areas of study in preparation for undertaking a college level program of study.

Individual state colleges may adopt higher standards than state-mandated minimums. Westfield State College has chosen to set higher admission standards for some major programs, including Computer Science, Criminal Justice, Education, English, Mass Communication, and Mathematics, due to the rigor of these programs, state tests, and other requirements for degree recipients, or specialized criteria, such as auditions and portfolio reviews in Art and Music.

State and college standards do allow for exceptions to be made from minimal standards for otherwise qualified students in the interest of equality of educational opportunity. Students in the Disabled Student Services program (for students who declare themselves as having learning disabilities or other challenges), students in the Urban Education summer bridge program and an additional discretionary 10% of students (e.g. students with special talents or who have otherwise demonstrated their potential for academic success) are not required to meet minimum standards. Students admitted with exemption status are screened carefully on an individual basis by the admission staff and other members of the college community, as appropriate, to assess their ability to persist and complete the bachelor's degree on the basis of discretionary and/or supplemental admission and placement criteria. Significant support services through the Academic Achievement Center, the Urban Education Program and the Disabled Student Services program are provided to these students to ensure their success at college. For Fall, 2001 admissions, the exemption rate was 4.5%.

The admission of transfer students and the evaluation of transferable credits are governed by college policies as well as standards imposed by the Massachusetts Board of Higher Education such as the 1990 Commonwealth Transfer Compact and the Joint Admissions Program.

The college accepts credit from institutions of higher education holding regional accreditation. No more than the equivalent of the first two years of study (or 67 credits) may be transferred from two-year colleges and no more than 90 credits may be transferred in total. International institutions of higher education are evaluated in terms of their accreditation status, or its equivalent, by the Boston, Mass. Center for Educational Documentation, which is employed by the college to authenticate and evaluate all international academic credentials submitted to the college as part of the admission process.

Before transfer credit is awarded, course descriptions (and course syllabi, if necessary) are reviewed to verify that course content is college level and to determine which courses should be placed in the general education common core. Course equivalency guides devolved between admissions staff and department chairs specify in detail which courses do or do not transfer for credit from the local community colleges. Board of Higher Education and college policies prohibit the transfer of developmental, remedial, or basic skills course work.

A college policy, currently under review, states that transfer credits earned more than 10 years prior to an applicant's planned entrance date are limited in number to approximately 40, or one third of the bachelor's degree requirement of 120, and that the minimum grade accepted for these courses is C.

During the last decade, a transfer brochure was created to detail key transfer policies and procedures and to describe the benefits of the 1990 Transfer Compact and the Joint Admissions Program. Transfer policies, procedures, and special programs also are outlined in the *Bulletin*. Information on the 1990 Transfer Compact and the Joint Admissions Program also is distributed throughout the community college system, and course equivalency agreements are used as advising tools at Westfield State and the corresponding community colleges.

Course equivalency guides with the four primary feeder community colleges, last updated in 1998, have been updated for Fall, 2001 in preparation for program-to-program articulation, and several program agreements are in the process of being approved with Holyoke Community College. Course equivalency guides with the remaining Massachusetts community colleges in preparation for program articulation will be established after work has been completed on the existing course equivalency agreements and the first round of Joint Admissions program agreements are in place with the four local feeder schools.

Approximately 75% of all first-year students return for their second year of studies at Westfield State College, and between 50% and 60% of all first-year students complete their baccalaureate studies at Westfield State College within 6 years.

APPRAISAL

Undergraduate Programs

The college may be rightfully proud of the creation of a new general education program, not built around departmental and “turf” issues, but rather based on what the college believed was the proper academic foundation that should be required of all students. Any course in any department that meets the core criteria for a particular core category may be proposed for inclusion in the general education requirement.

The core standards contain specific course requirements in reading, writing, oral communication, quantitative reasoning and logical reasoning. Other standards address knowledge of artistic expression, social issues, scientific reasoning, and United States and world diversity. However, the task remains unfinished. Because of the cessation of governance, very few newly designed courses have been presented for inclusion in the core, so the new core does not give the appearance of being significantly different from the old core. The upper-level portion of the core remains in standards form only. There are no courses designated which satisfy this requirement and students who entered in the fall of 1998 who will be graduating in the spring of 2002 will not be required to complete this requirement.

In theory, the courses approved as meeting the general education standards in particular areas are supposed to continue to adhere to the standards for that area. A survey of the syllabi of general education courses in the fall of 1999 indicated that many courses did not specifically indicate requirements in written and oral exposition as mandated by the standards. An institutionalized process is needed to monitor and to 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 do manifest the anticipated competencies and learning outcomes. Initiatives at both the campus and state levels have begun to lay the groundwork for an assessment process that would test rising juniors on attainment of general education competencies.

The Honors Program has successfully developed its academic foundation of core and upper-level honors courses and has in the past several few years begun to develop extra-curricular components in order to construct a comprehensive honors experience. Improvement is still needed in the visibility and cohesion of the program. The following objectives are essential for achieving a fully developed program: increase the visibility of the program both within the college and in the larger community, strengthen extra-curricular components of the program, and improve identification and cohesion, and thus level of participation, of students and faculty associated with the program.

The strength of the continuing education program at the college is that all the programs and curriculum are identical with the general undergraduate program. Indeed, the degree granted at a general commencement does not differentiate between “day” and “evening” programs.

The academic supervision of off-campus programs, both in criminal justice and in professional development for educators, is the responsibility of the appropriate academic department at Westfield State College, which ensures that the same academic standards will be in effect in these off-campus programs as on campus.

The college’s various academic policies, regulations, and requirements are fairly administered to all students of the institution. Students have the opportunity to appeal any academic policy decision based upon extenuating circumstances. These may be appealed in writing to the Committee on Academic Standing.

Curriculum review and revision is traditionally a regular and on-going function of academic departments and college governance. However, from 1998 to 2001, the work of college governance committees was suspended as part of a faculty protest against the lack of an acceptable collective bargaining

contract. A backlog of stalled proposals from departments exists. Consequently, formal curricular change has come to a standstill. A few minor changes have been administratively instituted.

The institution has an effective system of academic advising, but it merits attention. Academic advising at the college has been described as “uneven in quality at best.” This means that the institution has a number of exceptionally good academic advisors and a number of less effective advisors. Currently, there is no system in place to assess advising quality, nor a system to assist those advisors needing training. The faculty who do an effective job in advising, as well as the staff in the Academic Achievement Center, are often sought out by advisees looking for assistance.

In the past, the college’s policy for the awarding of CLEP credit (scores at the 75th percentile or higher) has not been consistent with the generally accepted recommendation for credit by the College Board, and as adopted by the majority of institutions of higher education. However, beginning in August, 2001, the college adopted the generally accepted normative scores recommended by the College Board for the assignment of college credit. These scores will be based on standardized scores and not on percentile rankings, which will make the Westfield State College CLEP policy for awarding course credit consistent with most other institutions of higher education.

The Criminal Justice Department policy permitting academic credit for Massachusetts Police Academy training and full-time law enforcement employment is not presently published in the *Bulletin*, and should be. Course numbers and descriptions for the cooperative education program do not appear in the *Bulletin*. Also, departmental prerequisites and/or course descriptions for directed or independent study, the practicum and fieldwork are not described with a consistent degree of detail and often are referred to simply with the wording “by permission of the department.”

Frequently courses are offered by special arrangement on an individual basis to students. While there are often good reasons for this practice, particularly when students are near the end of their academic careers and need a certain required course for graduation, care should be taken that poor long-term planning (on the part of the department or the student) or poor advising not be rewarded by the practice. There are, of course, real work-load costs to the practice, when professors accumulate sufficient special arrangement courses for a reduction in load, as well as curricular issues, when the required course does not have sufficient enrollment to run the next time it is offered as a regularly scheduled course.

Since its inception in 1968, the primary goal of the Urban Education Program has been to recruit, retain and graduate students who met eligibility requirements and who demonstrated their potential for personal leadership and academic success in a four-year program. Eligible program students may be first-generation college, low-income, non-traditional, under-represented students, or individuals with disabilities. Program students are provided with the academic and personal support necessary to successfully complete the college program. The Urban Education Program at Westfield State College offers program students the support, direction, and counsel to not only excel in their course work but also to further develop leadership skills, embrace civic responsibility, and ultimately consider entrance into graduate and professional school. At a time when the college is placing more emphasis on increasing the numbers of underrepresented and ethnically different students enrolled, historical data points to the UEP as a model program from which lessons can be learned and perhaps duplicated.

While students in the Urban Education and Disabled Student Services programs are integrated into the larger college community, anecdotal evidence suggests full and successful integration into the social community is neither as complete nor as successful as it should be for some of these students. Throughout the next decade, the college should develop new strategies for making a more comfortably diverse environment in which to better embrace student differences on a social level.

Distance education at Westfield State College has gotten off to a slow start. State grant monies furnished the Smart Classroom, a unique facility well equipped for distance education courses to be offered

using videoconferencing. A Davis Educational Foundation grant helped purchase videoconference equipment for the Westfield State College, Worcester State College and Framingham State College campuses, in order to facilitate distance education courses in the off-campus criminal justice programs. During the 2000-01 academic year, four distance education courses were offered using videoconferencing technology. However, the growth in web-based applications will soon bypass this modality and it is anticipated that future distance education courses will primarily be web-based, using WebCT or some other similar collection of software tools.

Graduate Programs

The quality of graduate faculty is assured by a review of credentials by the Division of Graduate and Continuing Education Program Coordinator and Graduate Dean. For the 2000-2001 academic year, 74 percent of all faculty teaching at the graduate level held an appropriate terminal degree. Many graduate faculty who are not doctorally qualified have other direct service experience which provides benefits to students in professionally oriented programs.

In general, 59 percent of all graduate classes are taught by day faculty and 41 percent by part-time adjunct faculty. Most permanent full-time faculty teach graduate courses on an overload basis. However, four to six permanent day faculty teach graduate courses each semester as part of their regular assignment. Day faculty are encouraged in this practice and the college is committed to providing resources for this to happen as a means of strengthening the graduate programs.

In response to changes in state teacher licensure requirements, requirements in the college's post-baccalaureate teacher licensure programs and master's degree programs in education will need to be revised. Particularly in light of anticipated competition from various "fast-track" teacher licensure programs offered through other institutions, this provides an opportunity to streamline post-baccalaureate teacher licensure programs and scrutinize graduate admissions standards, with an eye toward making the transition from post-baccalaureate programs to graduate programs more efficient.

Scholarship and Research

Resources are available to sustain and improve programs and instruction, as well as to support continued scholarship and research among the faculty. A faculty center for teaching and learning, Brown Bag Lunches and the teaching-forum listserv help support faculty in their roles as teachers and professionals in their field. Foundation Grants, state-sponsored Commonwealth Information Technology Initiative grants for technology projects, Faculty Teaching grants, and professional development monies are available to further support appropriate faculty scholarship and research.

There is some very good scholarship taking place at the college, as evidenced by review of faculty resumes and perusal of the bi-weekly faculty and staff newsletter *In Brief*. Traditional scholarship in pursuit of new knowledge is regularly undertaken by the faculty, as well as continuing scholarship aimed at improving individuals as teachers and as professionals in their fields. While not all may agree, the level of monetary funding given to faculty in support of "continuing scholarship" is appropriate to the purposes and objectives of a teaching institution.

Instruction

The college mission and faculty instructional goals seem well aligned. While individuals might disagree on the extent to which the college has been able to fully implement its mission, several examples demonstrate that the college is moving in that direction. Faculty and administration should be recognized for their many successes in this area.

There are many indicators of instructional vitality, although prolonged contract negotiations have had a negative impact on full faculty participation in professional development activities. In addition, the lack of governance has meant that most curricular changes have been on hold. Many new junior faculty members have contributed to greater collaboration among faculty, and old tensions over disciplinary turf have lessened over the past several years. The pragmatic realities of today's economy appear to have contributed to a more peaceful coexistence of professional preparation programs and traditional arts and science disciplines. For example, interest in teacher preparation in the state's political arena and the advent of the Massachusetts Teacher Test have stimulated new alliances and between the traditional liberal arts and sciences departments and the Education Department.

A serious drawback to evaluating instructional effectiveness is the lack of a comprehensive assessment system. There is no campus wide formal process for using assessment results to improve instruction. While the new general education core was based on standards, the process of reviewing syllabi for general education courses to assure that those standards are being met is incomplete. Performance assessment is only in the planning stages in teacher education programs.

In the fall of 1998, the Massachusetts Board of Higher Education (BHE) passed a policy that requires all students admitted to public colleges to complete two assessment tests before matriculation. The Board policy mandated the use of the Accuplacer tests in mathematics and writing, available from the College Board. Prior to 1998, although there was an expectation to assess, there was no uniform measure across the system regarding students at entry level. Exemptions from the mandatory testing in writing include self-placement into a remedial writing course or SAT Verbal score greater than 600. No more than 5% of each entering class may enroll in remedial coursework which, at Westfield State College, typically consists of a regular mathematics or English course with a one-hour-per-week supplemental laboratory.

In response to national movements to assess the quality of the undergraduate experience, a state-wide task force has been charged with recommending a form of "exit assessment" which would measure proficiency in writing, quantitative skills and computer literacy. The preliminary recommendation of this task force is that such a test be administered early in student's academic careers with several repetitions possible as necessary. They recommend that each campus choose and pilot some form of assessment instrument to be piloted during the 2001-02 academic year. Some institutions may choose nationally-normed standardized tests, while others may opt for locally developed instruments. Here, the English Department has recommended the use of a locally developed reading assessment instrument. The state-wide committee working specifically on the assessment of computer literacy began meeting in the summer of 2001.

Some faculty members express concerns about lack of money available for them to attend professional conferences, and a need for release time to team develop or teach interdisciplinary courses. As a result of the recently settled collective bargaining agreement, the college allocated a pool of money equivalent to 1½ percent of the annual salary pool for faculty professional development in both the 2001-2002 and 2002-2003 academic years.

Admissions and Retention

At the end of the last decade, in the interest of "equality of educational opportunity," the Board of Higher Education determined that certain "exceptions" to the admission standards could supplement the 10% discretionary exemption allowance. These exceptions, which are not limited to a specific percentage of the new student population, primarily are distributed among students with documented learning disabilities who meet a modified set of admission standards, students selected to participate in the six-week summer bridge program for Urban Education, and students who graduate high school more than three years prior to their college entrance date. Limited additional exception categories exist for students from other diverse educational backgrounds.

Students who enter the college via either of these special programs are integrated fully into the larger college academic community, and their special program status remains confidential unless they choose to divulge it. Extensive support services for students admitted to both programs are available through the Academic Achievement Center, the Urban Education Program, and the Disabled Student Services program. The success of these measures has resulted in a graduation rate for students with learning disabilities of about 90% during the last decade.

Implementation of the Massachusetts Joint Admissions Program in 1997 gave community college graduates additional benefits in transferring to public four-year institutions beyond the scope of the 1990 Commonwealth Transfer Compact. Ultimately intended to result in a seamless enrollment transition from the community college to the student's state college or university of choice, the program initially was cumbersome to implement and confusing to participating students. Since 1997, a college transfer recruitment brochure and word of mouth have helped students become more knowledgeable about and comfortable with the program, and it has grown significantly at Westfield State College. New Joint Admissions enrollments have increased from an initial annual figure of seven (1998-1999 academic year) to a total of 81 for the 2000-2001 academic year. A grand total of 110 full-time undergraduates were enrolled via the Joint Admissions Program for the 2001 spring semester.

The college, in conjunction with the Board of Higher Education, does a commendable job of publishing and distributing admission and retention policies and procedures. However, prospective student families and guidance counselors continue to request additional printed material specifically detailing admission policies and procedures for students with documented learning disabilities, as well as descriptions of all support services available to students under the Office of Disability Services and the Tutoring Center.

A study of the retention of students is being undertaken by the Enrollment Management Committee and by the Recruitment of Students of Color and International Students Task Force. Recognizing that it is easier to keep a student here who has already made the decision to become a Westfield State College student, attention needs to be paid to the factors that lead students, and in particular students of color, to leave the college. Not all of those factors reflect poorly on the institution, as when, perhaps, a student transfers to another institution in pursuit of a major not offered here, or to begin a career before completing college. However, if students leave who have not been successful in finding their social or academic niche here, or who have been frustrated by policies and procedures, poor advising, or other internal factors, then the institution needs to pay attention. A systemic study of the factors causing students to leave, as well as concerted attempts to make changes in identified areas, should all be facets of a concerted retention effort.

The restriction that only 40 credits older than 10 years may be accepted when transferring to the college has a negative impact on the academic programs of adult continuing education students who return after a significant period of time to complete their education. In particular, students who have an earned associate's degree feel that their degree is not being appropriately valued when only 40 credits from that degree are credited in transfer. This issue will be raised in campus governance when it is re-established.

PROJECTION

A complete assessment of the new general education core curriculum will be needed to determine whether courses that are offered as satisfying a particular core standard do indeed continue to adhere to those standards. A methodology for assessing whether students are indeed achieving general education competencies will be piloted during the 2001-2002 academic year.

New graduate programs, including a Master of Public Administration and Master of Social Work, are in preliminary planning stages. The Division of Graduate and Continuing Education has been working with academic departments in an attempt to provide sufficient coursework to offer the Communication major and the Social Work major entirely during the evenings.

To provide a platform for distance education programming over the internet, many faculty have adopted some of the WebCT tools to supplement their classes and, with sufficient incentives in place, the college hopes to host several web-based distance education courses in the 2001-02 academic year.

The college needs to continue to work to develop a student body that, as a whole, is more culturally diverse, and, therefore, more broadly representative of the population it seeks to serve. The Urban Education program has provided one successful model of attracting and retaining students of color and could be enlarged. In order to fulfill its mission statement to “offer a campus climate that represents the ideas, values, perspectives, and contributions of a culturally diverse community,” outreach programs and retention programs need to be created and supported.

Statewide admission standards and regional demographics will continue to play a dominant role in shaping recruitment and retention goals for the college over the next decade, which will continue to be developed and monitored by the Enrollment Management Committee. In the next decade, the college also must refocus and/or redirect its efforts to recruit students of color beyond the scope of the Urban Education Program in order to better diversify the student body and thereby enhance the quality of the college experience for all. Collaborations with local community colleges and new program-to-program articulation agreements may provide a vehicle for attracting students of color and increasing campus diversity.

The college needs to formally study the reasons why students leave the college before graduating, and use this information to intervene and provide appropriate support services wherever indicated.

New language for the Joint Admissions Program, scheduled to be implemented in Fall, 2002, will require the college to develop program-to-program articulation agreements with the community colleges, beginning with the four local feeder institutions: Holyoke Community College, Springfield Technical Community College, Berkshire Community College, and Greenfield Community College. A staff member in the admissions office has been assigned to work full-time on this endeavor.

The number and needs of students with documented learning disabilities have increased over the past decade to the point that creating a specialized brochure outlining admission requirements and procedures, and describing support services available to program students, should be considered.

Negotiations between Westfield State College and Worcester State College have recently been finalized concerning the creation of a joint undergraduate program in Criminal Justice. This is a unique endeavor as there has never been a joint degree program between two state colleges. An immense amount of good-will and creativity will be needed to successfully implement a program which protects the academic and institutional interests of both colleges while at the same time providing an enhanced opportunity for students in the Worcester area to study criminal justice at the baccalaureate level.

With the settlement of the faculty collective bargaining agreement in the spring of 2001, the focus for 2001-02 was anticipated to be on academics; however, the lack of funding of major portions of the contract at the state level has made this premise problematic. The recent reestablishment of governance, and continued faculty involvement in the planning and evaluation of courses and programs in their areas of academic expertise, is essential. The creation of new programs, and implementation of scheduled program reviews in existing programs, will be possible as the attention of faculty and academic administrators again turn toward academic and curriculum matters.

There needs to be an increased institutional appreciation of the importance of academic advising in the student's educational career. Exceptional advising needs to be rewarded just as exceptional teaching and scholarship are supported. A system of advising evaluation must be developed and implemented. In April, 1997, the department chairs accepted a report with advising expectations for the advisor and the advisee. These expectations are published in the academic bulletin for the advisees, but not for the advisors. It is time

that the college hold its advisors to these expectations and implement and assess an improved program of advising.

The campus must take a proactive approach to the assessment of student learning outcomes. It is expected that teacher education programs, as they meet NCATE requirements for developing an assessment system, will lead the way in this endeavor. Given that teacher preparation involves numerous departments on campus, faculty involved in NCATE preparation will be able to familiarize others in their departments with the concepts and tools of performance assessment.

As departments respond to the themes of service learning and community involvement which appear in the college mission statement, we may expect to see greater emphasis on internship-type experiences, and greater reliance on community advisory boards. Discussion of community service requirements, both in academic departments and across the college, may be anticipated. Community service boards and capstone experiences also provide a means whereby academic departments may measure the success of their majors in achieving articulated goals.

Standard Five FACULTY

DESCRIPTION

Faculty Characteristics and Qualifications

All Westfield State College faculty are represented by their collective bargaining agents, the Massachusetts State College Association (MSCA), an affiliate of the Massachusetts Teachers Association (MTA) and the National Education Association (NEA). The day faculty, both full and part-time, are represented by the Westfield Chapter of MSCA/MTA/NEA, in a unit that also includes librarians. Faculty members who teach in the Division of Graduate and Continuing Education (DGCE) are represented by the MSCA/MTA/NEA under the auspices of the DGCE Agreement, negotiated separately. DGCE faculty have been organized as a statewide chapter of MSCA and under separate contract since the fall of 1989.

Instruction at Westfield State College is provided by 173 full-time MSCA faculty and a cadre of 118 part-time day faculty members working under limited-term contracts (Fall, 2001 data). Terminal degree status is held by 82% (142) of the MSCA faculty. Sixty nine percent of faculty are tenured – seventy five percent (75%) of male faculty and sixty percent (60%) of female faculty members held tenure as of September, 2001. This veteran faculty averages 14 years of service as faculty members at the college. The average age of the college's faculty, as of 09/01/01, was 51 years. Eight percent (8%) of the full-time faculty are minorities. Sixty-three percent of the faculty are male; 37% of the faculty are female.

External to their day contracts, compensated under the DGCE Agreement, 65 MSCA members taught a course or courses for the Division of Graduate and Continuing Education in the Fall, 2001 semester, representing 56% of the DGCE faculty group. All day faculty teaching graduate courses in Fall, 2001 held doctorates, and 48% of the visiting instructors teaching graduate courses held terminal degrees. Nineteen academic departments at Westfield State College offer 26 majors to a full-time student population of approximately 3,300, and a part-time matriculated population of approximately 2,000.

Academic advising is an essential and important component of the faculty's instructional task, evidenced by the Agreement's mandated levels of posted office hours per week and strong recommendations for additional advising during registration and pre-registration periods during the academic year. (The Agreement is the day division's faculty contract.) In addition to advising, the faculty contribute significantly to community-based learning experiences for students. Each of the academic departments offers some form of internship for majors with support of these experiences facilitated through an internship coordinator affiliated with the Office of Career Services. Within the teacher education programs, pre-practicum coursework encourages student involvement in community schools with 100 hours of pre-service work completed prior to practicum. More than one hundred supervised practica are completed for certification each semester across the teacher education programs at the college.

The faculty are involved in dialogue and action about the profession of teaching. The campus e-mail listserv known as the Teaching Forum, a faculty initiative, has sustained discussion and involvement of a large, interdisciplinary group of campus educators. A separate listserv (the Professional Issues forum) is used to facilitate faculty interactions focused on professional issues. The Faculty Center, a recent initiative of the college, has been supported by the administration with resources and space; it provides a forum for professional discussion and collaborative sharing of scholarship and strategies focused toward teaching. The Reading and Writing Center is another faculty endeavor strongly supported by the administration's provision of space, time and fiscal resources for staffing the Center for student benefit. The Reading and Writing Center, headed by full-time faculty members, has served hundreds of students in its first year.

Appropriate terminal degrees in their field are held by a significant majority of college's faculty (note the 82% figure reported earlier in this section). Faculty support for undergraduate research is evidenced by the participation of Westfield State College's undergraduate students in the statewide undergraduate research forum presentations. Graduate faculty and graduate students have presented recent scholarship at the State Colleges' biannual graduate student research forum.

The members of the MSCA faculty system-wide have been engaged for the past three calendar years in contract discussions and extended negotiation with the state Board of Higher Education. As a result of these protracted negotiations, the college's faculty have declined to participate in governance. This complication has not interfered with the faculty's role in student advising or diminished students' ability to obtain course and program advising. It is difficult to determine the level of impact this extended negotiation has had on academic planning of a long-range sort. In March, 2001, DGCE faculty successfully negotiated a new three-year contract, effective through August, 2003. In Spring of 2001, the MSCA ratified a successor contract for the Day faculty. Although local, campus funded provisions of the contract were paid promptly, payment of the state-funded fiscal provisions of the contract did not begin until March, 2002.

Recruitment of New Faculty

The college has formal policies and procedures governing the recruitment of faculty and staff. When an academic department determines that a new or replacement position is necessary, due to retirement, resignation, illness or death, the Vice President of Academic Affairs reviews the needs of the department and considers enrollment trends and program projections. The President authorizes the search upon the recommendation of the Senior Vice President for Academic Affairs. The department prepares the job description and forwards specifics to Human Resources/Affirmative Action, where the College's Equal Opportunity/Affirmative Action guidelines determine the method and scope of advertisement. All faculty positions are posted in the *Chronicle of Higher Education* and appropriate academic journals and periodicals.

The search committee for faculty positions is designated by the department and monitored by the Office of Affirmative Action. The departmental search committee reviews resumes, conducts interviews, performs reference checking, and makes final recommendations to the department chair and the Vice President of Academic Affairs. The search committee and affirmative action representative review the pool of applicants to ascertain whether affirmative action goals have been met. Typically, several candidates are brought to campus for interviews that often include a teaching presentation or lecture about current research. The college pays reasonable travel expenses. If the search does not provide a suitable candidate for a tenure track position, the department may recommend a temporary appointment for a period of up to two years while another search is conducted. During 2000-2001, the college conducted 23 searches for faculty positions.

The Agreement describes annual salary adjustments for members of the collective bargaining unit. Likewise, it establishes salary increases for academic promotions and department chair stipends and establishes salary minimum formulas. The Vice President of Academic Affairs, following the salary formulas outlined in the Agreement, determines initial salary levels at the time of the hiring offer.

In the late fall of 2001, the financial position of the Commonwealth declined precipitously, resulting in considerable harm to the college budget. For the 2001-2002 academic year, the budget has been reduced by about \$1,000,000 and for 2002-2003 by almost \$2,000,000. In January of 2002, the Commonwealth enacted an early retirement incentive for state employees. As legislated, this bill has very limited provision for replacing retirees. These factors will have a dramatic impact on the college's ability to maintain its faculty at the current size.

Faculty Workload and Support

Consistent with the Westfield State College mission as a teaching institution, the major emphasis of faculty workload is on teaching. The standards for the faculty workload, formalized in the Agreement, include

the teaching workload, preparation for classroom and laboratory instruction, student assistance including academic advising, and continuing scholarship and activities pursuant to the faculty member's responsibilities as a professional. These activities include participation as a professional in public service; participation in and contributions to the improvement and development of the academic programs or academic services of the college; and participation in and contributions to the growth and development of the college community.

Members of the faculty teach twenty-four semester hours of instructional credit in an academic year. The Agreement specifies the credit hour equivalent of teaching activities outside the typical classroom including student teacher supervision, oversight of internships, and laboratory supervision. The department chair, in consultation with faculty members, makes teaching assignments and schedules. The Agreement provides for reasonable assignment, scheduling, and student loads. The department chair, in consultation with Academic Affairs, assigns enrollment limitations in classes and programs. Faculty may be granted release time for scholarly activities, administrative assignments, or other activities with the approval of the Vice President for Academic Affairs. The Agreement contains provisions by which faculty members may request special scheduling for advanced study, doctoral dissertation work, scholarly research, or publication.

Academic advising is also a major faculty responsibility. The Agreement establishes a minimum number of posted office hours per week and calls for additional advising during peak periods of the academic year, at least seventy-five posted office hours per semester. The department chair, in consultation with the Vice President for Academic Affairs, may reduce these hours when necessary. Advising loads vary widely both between and within departments, with a rough average ratio of 19:1.

Additional resources for academic advising and advising support may be found within the Academic Achievement Center, Student Support Services, the Office of Career Services, and the First Year Experience Program. Faculty and administrators regularly volunteer to serve as advisors for undeclared students, under the guidance of the Academic Achievement Center. Additionally, the Athletic Department offers a variety of academic support services, including leadership training, graduate assistant tutors, and mandatory study halls for student-athletes.

Academic support staff are typically members of the Association of Professional Administrators (APA) and are employed under a state-wide collective bargaining agreement that determines salary ranges, benefits, funding for professional development, as well as procedures for advancement, evaluation and termination. The vice president, deans, and associate deans are not members of the administrative union. As executive staff, they serve at the agreement of the President of the college. Non-faculty academic support staff include the Vice President of Academic Affairs, Dean of Graduate and Continuing Education, Dean of Undergraduate Studies, Associate Deans of Advising and of Education, staff members in the Academic Achievement Center and Student Support Services, Director of Academic Computing, Co-Directors of the First Year Experience Program, and the Coordinator of Field Experience/Cooperative Education, among others. The college's Affirmative Action Hiring Procedure Policy #2010 addresses procedures for recruitment, selection and promotions of administrative staff who are not members of the administrative union.

The college does not employ graduate teaching assistants. Each year, a small number of graduate research assistants, recommended by academic departments, are appointed and funded by the Dean of Graduate and Continuing Education. These graduate assistants receive a stipend and tuition remission for the semesters of their appointment. The academic department assumes responsibility for supervising and evaluating the participation of graduate research assistants.

The governance structure affecting faculty workload is established by the Agreement. Faculty work within the guidelines of the labor contract and perform congruently with the mission of the college "to assist students to develop intellectually and to use their knowledge and skills to improve the social and economic conditions in their community." The Agreement establishes committee structure and the procedures under which the structure operates. Each academic department votes to nominate a department chair who is, in turn, appointed by the President. The chairperson serves for a term of three years and may be re-appointed for two

additional terms. The chair is responsible for providing professional leadership and conducting routine operations of the department. Specifically, the chairperson schedules courses, assigns new faculty members, participates in faculty evaluations, and coordinates departmental committees. Each department has its own departmental curriculum committee, a peer review committee and, where appropriate, a graduate committee. Other committees are established as needed.

Evaluation and Tenure

As established in the Agreement, the college makes provision for regular evaluation of faculty members. The college evaluates each new tenure-track instructor annually for purposes of reappointment. Faculty members must apply for and be evaluated for tenure in their fifth year of full-time service. Faculty may also apply under the parameters of the Agreement for promotion to the senior ranks of Associate Professor and Professor. All evaluations are conducted in accordance with provisions in the Agreement. As a result of the collective bargaining impasse, no evaluation instrument was agreed upon for conducting student evaluations of faculty. Therefore, no student evaluations were conducted during that period. Beginning in the spring of 2001, student evaluations returned to a regular cycle of administration and continue to provide essential data for assessing faculty performance from a student perspective.

Primary responsibility for faculty evaluations resides with the chairperson. The chair uses a combination of classroom visits, materials submitted by the faculty member, and student evaluations to make a recommendation to the Vice President for Academic Affairs. Faculty are evaluated for reappointment in each of their first four years. They must apply for a tenure review at the beginning of their fifth year, though they may apply earlier for promotion and for tenure. The Agreement specifies the number of years of service and years of teaching as a professor and at the college required for promotion and tenure eligibility. Faculty members who do not have the contractually specified number of years of service and an appropriate terminal degree may apply for tenure and promotion, but must be evaluated under the exceptions clause that specifies “extraordinary” performance as the standard for evaluation. With the exception of tenure evaluations, faculty evaluations typically consist of a review by colleagues in the department and, subsequently, by the department chair. Promotion decisions are reviewed by a college-wide promotion committee, then submitted to the Vice President for Academic Affairs, the President, and the Board of Trustees. Reappointment recommendations are submitted to the Vice President for Academic Affairs and, in turn, to the President for the final decision. Tenure evaluations are conducted by the department chair in conjunction with a special committee on tenure created for each candidate. This committee includes the department chair, two members of the department faculty, and two external faculty members chosen by lot from the faculty as a whole.

Evaluative criteria for faculty reflect the traditional missions of higher education and include teaching and advising, scholarship and performance, and service to the college and community. While faculty must demonstrate professional quality in all areas, at Westfield State, teaching is paramount – excellence in teaching is a necessary (but by itself insufficient) condition to achieving success at Westfield State College.

Though currently subject to the effects of recent budget problems, faculty growth and development are sustained at the college. Faculty receive support for professional travel, including professional conferences, at contractually determined levels dependent on the level of participation – as attendee, conference leader or organizer, or presenter of a scholarly paper. The college has consistently supported faculty sabbaticals, though that support may be challenged by the current budget crisis. The 2001-2003 MSCA contract provides that an amount equal to one per cent of the faculty salary base be set aside for faculty development projects. In recent years, the college has established a Faculty Center that is primarily designed to enhance faculty interaction with colleagues. Several faculty-led “brown bag” lunches have provided a forum for presentation and discussion of faculty research. The Center will, ultimately, assist faculty as they provide each other non-evaluative assistance in teaching, learning, and service.

The college fully subscribes to the tenets of academic freedom and professional and personal responsibility. The Agreement states in some detail the rights and responsibilities of faculty members. The

section regarding academic freedom is, essentially, a rewrite of the classic statement from the American Association of University Professors prepared in 1940. Personal ethical behavior is also governed by college and state affirmative action policies. During the period since the last self-study, there have been several instances in which faculty have been disciplined under these policies. There has been one instance of removal of tenure.

APPRAISAL

Faculty Characteristics and Qualifications

The number of faculty at the college has remained fairly stable over the decade since the last NEASC reaccreditation, while student enrollment has grown slowly but steadily. Departmental faculty manage program offerings with a careful balance of class size and instructional mode. Composition courses, with intensive demands on instructor time for effective learning, are typically capped at a 20-22 student limit on enrollment. Studio and laboratory course limits are commonly 16-20, reflecting resource-based limits set with faculty advice. Survey and lecture courses requiring different instructional modes and less writing are offered to somewhat larger classes. Upper-division major sections are set at 25-35 students. These student/faculty ratios place some pressure on faculty, limiting their time for advising and supervising directed studies for department majors. Little time remains for research and writing scholarly papers, both activities largely the focus of sabbatical semesters or years.

Departmental assessments of advising indicate that most faculty are competent advisors. Students report occasional difficulty accessing advising opportunities. Recent introduction of web-based advising resources may improve opportunities for faculty-student communication regarding advising.

With 173 tenured or tenure-track faculty and 3200 students in the full-time day population, the college is in need of additional full-time faculty for conducting core activities. This is predicated by the concern about the need for independent studies, courses by special arrangement, and overload teaching by faculty. Graduate programs and the impact of evening students on day teaching loads are significant factors in several departments, leading to some inequities in workload and over-limit work access among and between departments. Advising is designated in the Agreement as a departmental responsibility. Student advising loads for MSCA faculty, exclusive of the advising of graduate students, range from 2 to 168 students per advisor. Departmental advising loads for students with declared majors average 19 students per advisor. Advising, however, is considered part of the faculty workload, regardless of department size or program complexity, according to the Agreement.

Changes in certification regulations and the quest for national accreditation has reinforced resource needs in Education programs and teacher certification programs. Since the last reaccreditation, the HECC (Higher Education Coordinating Council, now Board of Higher Education) eliminated Westfield State College majors in Chemistry and Foreign Languages following its program productivity study. Westfield State College has added undergraduate programs in Environmental Science, Social Work, and Athletic Training.

Areas of the curriculum appear to be poised for growth and preparing for change – the redefinition of teacher education as an all-campus endeavor with a unified goal is a positive example. Preparation for NCATE (National Council for the Accreditation of Teacher Education) accreditation has brought increases in the administrative resource base and investment in consultation to assist the college – faculty representatives from many departments participate in TEC (Teacher Education Council) activities with release time approved by the administration. The recently approved major in Environmental Science is an example of collaborative, interdisciplinary planning and implementation.

The college administers the College Outcomes Survey to graduating seniors. The survey measures student satisfaction in many academic areas including quality of education, availability of faculty for both

office hours and informal contact, programs of study, advising, and quality of instruction. Between the years 1996 and 2000, the general level of satisfaction expressed by the students hovered between 50 and 60%. In recent years, students were most satisfied with programs of study and the sense that faculty respected them. They were least satisfied with the variety of courses, applied work experience, and opportunities for informal faculty contact.

The college mission emphasis on community-based learning is illustrated in the recent move to establish the on-campus cooperative education program (100 students participating in a year, drawn from many departments), and by the significant numbers in department-based internship programs. Numbers indicate good attention to this mission initiative.

Faculty participation in policy-making, curricular development, and governance was far more active prior to the recent difficulties with collective bargaining. An example of effective governance action is the revision of the college's general education requirement (commonly referred to as the "common core"). A long and complex faculty-driven process has resulted in a set of general education requirements, which meet or exceed state assessment standards for breadth and scholarship within the core. Over the past five years, a theme of reading and writing across the curriculum has served to unify faculty efforts toward curricular improvement and service-learning initiatives.

Recruitment of New Faculty

Contract definitions for recruitment and appointment processes ensure that faculty searches and hires are "open" and "orderly." Faculty participation in search processes has continued a fundamental principle throughout the contract negotiations and their attendant disruption of normal college patterns. Searches have continued through this period advertised nationally in *The Chronicle of Higher Education* and locally as appropriate; committees have deliberated and selected for recommendations of hire as suggested in the Agreement. During the 2002-2003 academic year, searches will be conducted for nearly a dozen positions currently held by full-time temporary faculty. Faculty replacements for those who will choose the state's Early Retirement Incentive Program will be discussed as the state finalizes replacement ratios for higher education positions.

Selection of new faculty is reflective of the Agreement process and results in increasing the diversity of Westfield's faculty cohort. Percentages of women and minorities within the faculty point toward statistically significant increases in diversity over the past decade. Campus goals and objectives in this area remain focused on attaining a reflection of statewide diversity levels within the college faculty.

Faculty Workload

The Agreement describes in some detail the obligations of faculty with regard to teaching, advising, continuing scholarship, and professional service. The amount of credit received for internships and practica, for laboratories, independent studies, and other matters is well defined. The contract is newly negotiated every three years, and all concerned have an opportunity to review the provisions for workload.

Since advising is done by faculty within majors, there are wide variations in the number of advisees per faculty member. In the Criminal Justice Department, there are 580 majors and 11 faculty. On the other hand, the English Department has 122 majors and 18 faculty, resulting in an advising load that is significantly less. Numerical disparities such as these are often unavoidable, but lead to an impression of unfairness.

In the summer of 2001, the college's Faculty Handbook was published and placed on the college web site. It contains the Agreement and other compilations of various policies and practices. Easy availability encourages faculty awareness of these documents.

In general, workloads are perceived as roughly equitable, although some faculty believe they see what they deem to be some unfairness. The twenty-four credit hour per year teaching load is generally reflective of the mission and nature of the college. Many faculty members believe that their ability to conduct continuing scholarship is tempered by the teaching load.

Faculty Development and Support

As noted in the description section, the college has several resources designed to assist faculty in achieving their instructional goals. These include the Academic Achievement Center, the Tutorial Center, the Learning Disabilities Center, the new Teaching and Learning Center, and the Reading and Writing Center. There also exist several opportunities for small grants for scholarship support. Finally, there have been several training programs for electronically mediated instruction. The current Agreement also provides funds for professional development. These programs of support for faculty development and student learning are effective; they are made even more so because several of them are the result of faculty initiatives. These undertakings presage a commitment by faculty and administration to provide as many opportunities for professional development in teaching and scholarship as possible. Also, while there have been internet-based training programs, these need to be increased if the faculty are to feel comfortable teaching in such formats.

In recent years, the college has provided opportunities for travel to scholarly conferences. These amounts have ranged from two hundred to seven hundred dollars depending on one's level of participation in the scholarly activities. Unfortunately, the current budget crisis has resulted in a ban on payments for out-of-state travel; thus, the only out-of-state travel currently supported is that underwritten by professional development funds.

Recruitment and Evaluation

The conduct of searches for new full-time faculty appears to proceed well. Faculty are always members of such search committees – in fact, usually the only members. The procedures for establishment of search committees are found in the Agreement and in the college's Affirmative Action Handbook. On some occasions, approval to initiate a search has come after an important advertising date has passed, with the potential for affecting the pool of candidates.

The evaluation processes for reappointment, promotion, and tenure also appear to proceed smoothly. Some find this process unwieldy, producing an excessive number of documents, but that is in the nature of academic review.

PROJECTION

Faculty Characteristics and Qualifications

In the context of state budget realities and the newly announced early retirement incentive, it is unclear how the college will define areas of intentional growth or intentional recession in academic programs and the faculty composition. It seems likely that, between 2002 and 2004, the college will support its academic programs with a larger number of adjuncts. When the Commonwealth returns to fully funding higher education, the college will likely complete its faculty complement with tenure-track appointments. In the meantime, the college will likely experience slightly less diversity of scholarly strengths within the faculty group by utilizing short-term appointments to complement its veteran faculty numbers.

Recruitment of New Faculty

As the college deals with the restraints of state hiring caps, it will continue to recruit new faculty for short-term and permanent positions in consonance with the Agreement and in the ways described in preceding

sections. The college will continue to promote a diverse and qualified faculty in instructional roles, recruiting nationally to achieve our academic mission. Fiscal exigencies are a considerable factor in recruitment in the short-term, however, and will complicate the searches that are undertaken to fill positions left vacant by faculty opting for early retirement. Though the college may have a smaller number of faculty for the next year or two, it will continue to appoint quality instructors to instructional positions.

Faculty Workload and Support

With a stable projected enrollment, a reduced number of faculty members will face the probability of increasing class sizes. Sabbaticals may be approved less frequently than they have in the past, as administration will have less discretion in the approval process given the decreased funding to the college. Out-of-state travel will be limited to that which can be achieved using professional development funds, a limited pool. One foreseeable effect of limiting scholarly travel is that national exposure of faculty scholarship will be diminished.

Evaluation and Tenure

Consistent with the Agreement, the various processes of evaluation will continue, allowing student evaluations, departmental review, and post-tenure review committees to assess the effectiveness of professorial endeavor. Faculty and administrators will continue their collaborative participation in evaluating performance and scholarship, and will work to discover new modes and methods by which the college can support the academic mission. Tenure will continue to protect scholarly pursuits and academic freedom, and there is every reason to believe that due process will assist in maintaining our current level of faculty excellence.

Future Issues

Acrimonious is not too strong a word to describe the collective bargaining negotiations begun in 1998 and completed recently. The next round begins in the spring of 2003. Mutually respectful negotiations between the MSCA and the Board of Higher Education. are essential if the college is to continue to heal scars of the recent past.

Still, the most important issues facing the college upon which most faculty concerns hinge, is the uncertainty occasioned by the current budget crisis and the ill will left over previous protracted collective bargaining negotiations. The 2003 state maintenance budget may be reduced by ten percent from the 2001 level. These cuts have been imposed so swiftly that planning has been impossible. The administration has begun planning for the 2003 academic year; however, even at this writing, the number of faculty taking early retirement is still unknown. Additionally, the problem of replacement is made even more vexatious by the fact that those applying for early retirement have until June 15, 2002 to change their currently stated intentions. Therefore, real planning for replacement cannot usefully occur until after that date.

Standard Six STUDENT SERVICES

DESCRIPTION

The mission of the Division of Student Affairs is to design programs and activities that promote student and academic development both in and out of the classroom. The Division works with professionals in academic affairs, institutional advancement, and other areas to establish a structure that supports the academic mission of the college. These efforts provide a holistic approach to ensuring the success of the students in college and in their subsequent careers.

Included in this chapter are the descriptions of many areas that fall under the Division of Student Affairs as well as several that fall under the Division of Academic Affairs. The departments of Athletics, Campus Center/Student Activities, Career Services, Counseling Center, Health Services, Public Safety, Student Conduct, and Residential Life report to the Vice President of Student Affairs. Programs sponsored by the Division include Orientation, National Student Exchange, Veterans Affairs, and First Year Experience. Other student services described in this chapter that are located under the college's Division of Academic Affairs include Academic Support Services, Student Administrative Services (Admissions, Financial Aid, Registrar/Records), and the Student Support Services Program.

Academic Support Services

The Academic Achievement Center (AAC), staffed by three full-time professionals and one support person, is located in Parenzo Hall and provides a myriad of services. These services include assisting students who have not yet declared a major with academic advising; assisting students with the exploration of academic majors; advising students who are pursuing a double major in both Liberal Studies and Education; providing all students with academic support services including tutorial assistance; assisting students in exploring strategies for academic success; reviewing with students their academic progress and course needs; assisting students with decisions regarding taking courses at other institutions during the summer and winter, while on a leave of absence or on exchange; and reviewing senior audits.

The Office of Disability Services, staffed by three full-time and two half-time professionals and support staff, is located in Wilson Hall and provides a wide range of services to students with physical handicaps and identifiable learning disabilities. Approximately 90 percent of the students with disabilities served by the program over the past 10 years have graduated. The office provides support for approximately 400 students. Services and support include personalized tutorial assistance, modified examinations, untimed examinations, readers, signers, scribes, assistance in obtaining recorded books, and adaptive technology. The Office of Disability Services assists the Office of Admissions in screening and providing academic support for students diagnosed as learning disabled. In the fall of 2000, approximately 88 learning disabled students entered the college. Currently, no students are admitted on a provisional basis.

The Tutoring Center, which operates out of the Office of Disability Services, assists approximately 500 students annually, providing assistance in virtually every academic subject area at the college. The Center also houses a peer-tutoring program. These services are available to all students at the college.

In 1993, the college was awarded a \$169,000 renewable grant from the United States Department of Education to administer a Student Support Services Program (SSSP) to aid in the retention of academically needy students who were either first-generation college students, low-income students, physically disabled or, a combination of the above. Essentially, the program seeks to identify students who meet federal eligibility requirements and demonstrate academic need. Students receive financial aid packages that satisfy 100 percent of financial need. The program provides academic assistance, a comprehensive network of counseling support

services, and administers an innovative, comprehensive program of support services. The program employs a full-time administrative staff: project director, academic coordinator, program counselor, office manager, and five adjunct faculty who offer course work and contextual learning groups in Biology, Mathematics, Basic Writing, English as a Second Language, and Critical Thinking. The SSSP has been consistently funded at increased levels since its inception to its current level of \$203K for the 2000-2001 program year.

Career Services

During the last decade, Career Services has evolved from a small staff of one professional and one support staff to a full-time staff of five. Two full-time secretaries and a team of six student employees/peer counselors support the three professional staff.

Enhanced marketing and outreach have been hallmarks of a period of growth and development in the career center. High quality brochures, including *Success – A Guide to Career Exploration at Westfield State College* for students, and *Success – A Guide to Employer Services at Westfield State College* for employers, have been produced. A wide range of other informational and marketing initiatives have also been pursued. Specialized programs include the annual Cooperating Colleges of Greater Springfield Criminal Justice Fair, the biannual Career Strategies for Student Teachers, the CCGS Annual Career Fair, Human Services Career Fair, part-time Job Fair, and the High Tea for Teachers, a spring networking event. Other popular programs include “Dress for Success” and “Dinner with the Boss,” an annual dining etiquette seminar featured in spring of 2000 on national public radio.

Having outgrown its previously occupied space in the Campus Center, the Career Center joined the newly formed Counseling Center in 1995, sharing a refurbished suite of offices in one of the student residence halls. The move provided upgraded furnishings and new space for on-campus interviewing, a career resource library, and a career computer lab. The proximity to the Counseling Center provides for easy referral, consultation, and an opportunity for joint programs and resource sharing.

The greatest transformation in career planning and development during this period has been the dramatic increase in the availability of technological resources for career seekers. A new Alumni Connections web module provides the opportunity to connect with fellow alumni, and offers services such as mentoring, shadowing and resume reviews for undergraduates. Employers can post employment and internship opportunities online.

Commuter Services

The college has established a Commuter Services Office available to assist commuting students in feeling connected to and being active members of the college community. The college established this official site for commuter services in 1996 as a result of data collected from a commuter student survey. Since 1996, two additional needs assessments have been distributed to all commuter students. Housed in the Office of Student Conduct and overseen by the Director of Student Affairs, this office provides information to commuters and plans social activities in conjunction with other organized student groups. In addition, the office works to ensure that commuter students have access to the same programs and services as residential students at the college. This office maintains off-campus housing listings and works cooperatively with city officials to assist in addressing issues relative to off-campus student life. These have been used in establishing annual goals and objectives for the office.

Counseling Center

The Counseling Center, located in Lammers Annex, opened its doors for the first time in August, 1995. This was the culmination of a campus-wide effort to provide counseling services to our students in a confidential setting. Prior to this time, counseling services were offered through the Psychology Department.

The Counseling Center is staffed by a Director, two full-time therapists, one support staff, and one graduate intern. The Counseling Center serves as the official intern training site for both Antioch University in Keene, NH, and Lesley College in Boston.

The Counseling Center has earned full accreditation by the International Association of Counseling Services, Inc. (IACS) and became the only Counseling Center in the state college system to receive accreditation. The Center offers individual and group counseling for students and referral services for staff and faculty. Workshops and seminars are offered on a variety of topics each semester. The Center developed a library of materials (books, videos, tapes, and informational brochures) for students, faculty, and staff. The library also houses specific materials for the Gay Straight Alliance. The Center also employs two part-time consultants to provide nutritional counseling and psychiatric evaluations.

Coordination of substance prevention efforts resides within the Counseling Center. Services include alcohol abuse assessment, educational classes and educational programming. The substance abuse specialist's time is equally divided between general counseling and prevention duties. These have resulted in weekend programming and regular weekly substance-free entertainment. Prevention efforts have been infused into student experiences and learning through the First Year Experience Seminar developed and coordinated by the substance abuse specialist and the associate director of Residential Life, and with the establishment of the Gay Straight Alliance, which promotes safe community for GLBT members, widely considered to be an at-risk population for substance abuse.

Food Services

The college maintains a contract with Sodexo Marriott Services to provide food service to the college community. There are six service operations on campus: the Commuter Café, the Nest (convenience store), Subway, Taco Bell, and Garden Café operate on a cash or "flex dollar" basis; the Dining Commons provides meals on a cash basis as well as for those on the 19, 14 or 10 meal plans. Resident students are required to participate in a meal plan unless they live in the Apartment Complex (with fully equipped kitchens) or are exempt due to medical reasons. Dining Services also provides a catering service for meetings, conferences and special campus groups.

Nutritional information is both posted in the Dining Commons area and provided upon request. A part-time nutritionist, jointly employed by Sodexo Marriott Services and the college Counseling Center, is available both as a consultant to the food service operation and as counsel to students who might request such advice. A specially designated Campus Food Committee shares ongoing concerns and suggestions with the manager of the Dining Services. Contract renewal is based on positive evaluation received from this committee as well as the general student population.

First Year Experience

The First Year Experience Seminar is a one-credit course, initiated in 1997, and offered in the fall semester for new students. Students self-select for this course, which has grown steadily from its inception; in fact, last fall, a full one third of the freshman class enrolled in the course. Its purpose is to promote student success by assisting students in negotiating the transition from high school to college. Topics of the course include extended orientation, study skills, communication, critical thinking, decision-making, and community service.

Health Services

Three full-time and two part-time registered nurses and a part-time nurse practitioner staff the department. The college physician works part-time five days a week when classes are in session. Health Services provides medical assessment and treatment for immediate health needs and provides follow-up care. Authorized personnel administer prescriptive medications. The Department provides preventive vaccine

administration to employees at risk for occupational related illnesses. Also, students receive vaccines mandated by the State Department of Public Health. All full-time students pay a mandatory health fee, which entitles them to utilize the department's services. All of the college community is eligible for first aid treatment, counseling, and referrals. All medical records are confidential. Health information and resource materials are available upon request. The department oversees the college's health insurance plan for student subscribers. Health education and illness prevention are promoted monthly in conjunction with various national health initiatives, which include November's "Great American Smokeout," December's "National Drunk & Drugged Driving Awareness Campaign," and March's "Daffodil Days for the American Cancer Society." Health Services provides wellness clinics and sponsors an annual health fair for the college with representation from the greater Westfield area.

New Student Orientation

The Office of Residential Life sponsors New Student and Parent Orientation for full-time day students. Most programs are two-day, one-night sessions designed to help incoming students and their parents make the adjustment to college life. This goal is reached through a variety of activities, including one-on-one sessions with peer orientation leaders, large and small issue-focused programs, get-acquainted exercises, testing, class registration, and workshop sessions with members of the college's faculty and staff. Currently, four two-day sessions are held at the end of June. These programs rely heavily on Residential Life staff members and volunteer undergraduate students. Student staff participating in the program receive extensive training as front line ambassadors of Westfield State College. The Associate Director of Residential Life serves as the coordinator of new student and parent orientation. The orientation program seeks to inform students about registering for classes, advising, and generally becoming familiar with the Westfield State College campus. Currently, the Transfer Student Orientation Program is run separately as a one-day program held in August and January.

Public Safety

The Department of Public Safety provides law enforcement and security services at the college. It works cooperatively with not only the various college entities, but also the City of Westfield Police Department and Massachusetts State Police.

The department consists of 15 police officers, three patrol institutional security officers, and ten institutional security officers assigned to Residential Life. In addition, three office support staff, a dispatcher on third shift, and an active student security unit, round out the department. Recently, the department moved from the basement of Parenzo Hall, to a completely renovated "White House" location; this greatly enhanced the department's visibility and accessibility. In its new location, the department is now prominently visible at the main entrance to the campus and fully handicapped accessible (both exterior entrances and internally), and has its own parking for visitors and those transacting business therein (it serves as a central facility for vehicle business transaction – passes, decals, tickets, and ticket payments); enhanced interior amenities (rest rooms and waiting areas) and separate entrances for the general public and those in "detainee" status have improved both the safety and functionality of the department.

A \$150,000 Community Oriented Policing Services grant from the United States Department of Justice was used to fund two additional officers in establishment of a community policing program on campus. This included creation of an Adopt-A-Hall Program, wherein each living area on campus has an officer involved with the students and staff. The Department also has added a bike patrol unit that has enhanced the contact between police and the community. In a highly debated departure from past practice, the Board of Trustees of the college approved the arming of the officers, effective Summer, 2001.

Reading and Writing Center

The Reading and Writing Center (RWC) helps students improve their abilities to read critically and write effectively. The RWC also works with staff and faculty to use more effectively reading and writing in their work with students. Opened in March, 2000, the RWC employs a staff of three professional part-time writing tutors (two of whom are full-time English Department faculty – their work in the RWC accounts for 25 percent of their positions) and one part-time professional reading tutor. Each week, the center provides 31 hours of writing help and 10 hours of reading assistance. Resources include four tutorial areas, nine computers, a laser printer, and a small reference library available for use by students, faculty, and staff.

Sessions with students last 30 minutes, are available through appointments and on a drop-in basis, and focus on a full spectrum of strategies for successful reading and writing. More specifically, reading tutorials focus on helping students read textbooks and other books more effectively by teaching them particular methods of reading suited for their particular learning style and task. Comprehension, vocabulary, study skills and research methods are among the topics addressed. Writing tutors work with students on planning, writing, and revising essays and other assignments. Focus is placed on helping students summarize, analyze, and persuade in addition to reviewing the conventions of grammar and punctuation. A particular focus of the Reading and Writing Center is to help students as they prepare to take the Massachusetts public school teacher certification examination.

Sessions with faculty and staff typically involve visits to offices and classes to work individually with them on designing assignments or to make presentations to their students. Topics covered range from a general introduction to reading and writing strategies to lessons on specific topics.

Residential Life

Residential Life provides programming, paraprofessional counseling, advising, referral, problem solving, mediation, administrative and crisis intervention services for over 2,000 residents. Residents are housed in five traditional residence halls and a three building apartment complex. Each is overseen by a full-time, professional residence director who supervises undergraduate peer resident assistants. The central office includes a director, associate director, housing coordinator, bookkeeper, and secretary. The Residential Life budget also supports several other employees serving the residence halls including 23 maintainers, four tradespersons, ten institutional security officers, and a public safety dispatcher. Several “special living units” have been established during the last decade based on student input and institutional priorities. Approximately 93% of residence hall room/areas have been designated as alcohol-free, and close to 90% are smoke/tobacco-free. First Year Experience sections in several residence halls support and supplement the goals and activities of the college’s First Year Experience Seminar, a first semester course designed to promote student retention. A “living-learning unit” linked with the Honors Program is also in place, and a “wellness-oriented living area” has recently been introduced. Past, current, and projected occupancy rates of the residence halls exceed 100 percent of design capacity.

Student Activities

The Athletics Program has risen from 13 varsity sports in 1991 to 17 in 2001. Seven varsity sports are offered for men and nine are offered for women. The department administers athletics in accordance with National Collegiate Athletic Association (NCAA) Division III guidelines placing priority on the quality of the educational experience of the student-athletes. The Athletics Department also administers more than 30 intramural recreation programs throughout the school year to students, faculty, and staff. Leadership of student-athletes is encouraged through participation on the Student-Athlete Advisory Board, the Massachusetts State College Athletic Conference (MASCAC) Student-Athlete Advisory Council (SAAC), and the NCAA CHAMPS/Life Skills Program. Eleven employees make up the full-time staff in the Athletics Department, which also includes 30 part-time coaches and one graduate assistant.

The Ely Campus Center provides a wide range of facilities and services to accommodate the college community and guests. Open daily with few exceptions, it houses numerous academic, administrative, and

student areas, and unit staff supports more than 200 campus activities a month during the school year. The Executive Director of Student Affairs oversees the management and budgets of the Campus Center and Wellness Center. Day-to-day operations are carried out by three other full-time administrators, two full-time classified staff, and 95 part-time/student staff members who work as aerobics instructors, cashiers, fitness trainers, lifeguards, office aides, operation/tech aides, ropes course facilitators, service desk attendants, and supervisors. A Campus Center Board of Governors advises the Executive Director of Student Affairs on all matters pertaining to the Campus Center policy and programs. Board membership consists of 21 voting members (16 full-time undergraduate students, one DGCE student, two faculty, and 1 Student Affairs administrator) and four ex-officio members (SGA President, Campus Activities Board Chairperson, Executive Director of Student Affairs, and Vice President of Student Affairs).

The Wellness Center, staffed by qualified professional exercise specialists certified by the American College Sports Medicine (ACSM), opened in January 1995. The Center has state-of-the-art equipment in addition to a wide variety of cardiovascular equipment. There is also a wide selection of free weights and variable resistance strength training machines. The Wellness Center offers individualized exercise program assistance including fitness assessments and instruction on equipment use and safety. Educational information relating to nutrition, stress management, smoking cessation, substance abuse prevention, and fitness is provided to all members. Membership is provided for all day students through an automatically billed, but waiveable, \$20.00/semester fee; DGCE students, faculty, staff, and administration may purchase a membership at the center for \$35.00/semester.

The Student Government Association (SGA) is an independent body that fosters student leadership opportunities at Westfield State College. The SGA consists of a 65-member legislature and an 8-member executive council. The Executive Council includes the President, Vice President of Finance, Vice President of Student Life, Vice President of Programming, Student Trustee, Treasurer, Executive Secretary, and Secretary of the Legislature. The Legislative Council is made up of representation from all four academic classes, residence hall councils, senators-at-large (All College Representatives), Commuter Council, Board of Governors, Multicultural, and Student Alumni Association representation. During the past two years, there have also been students on SGA from the Department of Graduate and Continuing Education. Collectively, the Student Government Association participates in governance committee work and with college administration to establish or review policies and procedures that affect the students and student life at the college. SGA oversees disbursement of the Student Senate Trust Fund and chooses social and educational activities from the programming account. Great emphasis is placed on obtaining a diverse variety of social and cultural programming to suit the wide-ranging interests of the student population.

Other student activities are offered throughout the Division of Student Affairs and are housed within several departments. These activities include the management of a Ropes Course, National Student Exchange Program, and the Passport Leadership Development Program. The SGA oversees 50 clubs and organizations on campus. Some clubs are linked with academic departments, and some are purely social and recreational in nature. The SGA budget also sponsors two musical productions, print charges for the College newspaper, publication of the *Tekoa* Yearbook, operating expenses for the campus radio station (WSKB), and several sports clubs including two martial arts clubs, and the Equestrian, Dance, Boxing, and Ice Hockey Clubs.

Student Administrative Services

The Student Administrative Services (SAS) Center was established in June, 2000 to enhance service to the students at Westfield State College by combining the Admissions, Academic Records, Billing and Financial Aid offices. The SAS Center is located in the newly acquired building at 333 Western Avenue. The staff consists of a Director, three Associate Directors, two Assistant Directors, two Admission Counselors, and support staff.

The Office of Admissions, which includes five and one-half professional staff positions and two support staff positions, reports to the Office of Academic Affairs. In the early 1990's, the Office of Admissions merged with the Financial Aid Office under the leadership of one director for both offices.

The admissions staff is responsible for recruiting and selecting all prospective first-year and transfer students who wish to attend the college as full-time matriculated undergraduates in the day division. Admission to the college is selective, and decisions are made in accordance with standards and guidelines established by the Massachusetts Board of Higher Education, the Director of Admissions, and the Office of Academic Affairs. The staff recruits applicants and reviews application files for two admission cycles each year – fall (September entrance) and spring (mid-January entrance). A series of highly successful open house programs called “Wednesdays at Westfield,” organized and sponsored by the Office of Admissions, represents a significant component of the recruitment effort and has grown in the past decade from welcoming a total of approximately 700 prospective students in 1991 to a current average of over 1,000 prospective students for the past several years. Open house programs are supplemented by daily tours of the college, admissions staff visits to high school throughout Massachusetts and northern Connecticut, and college participation at college fair programs held throughout New England, plus a full week of college fairs in New York state.

Directors of two special outreach programs, the Multicultural Development program (also known as Urban Education) for students from diverse educational, cultural, economic, and ethnic backgrounds, and Disabled Student Services, a program providing extensive academic support services for students with documented learning and physical disabilities, assist in the admission process for applicants to their respective programs.

The Bursar's Office is responsible for the billing of tuition and fees as well as cashier operations. These are accomplished using the Student Information System Billing and Receivables component. The staff includes the Bursar and three support staff. Major semester billings are done in July and December with receivable billings done throughout the year as required. Receipts are collected by the bursar, with records of receipts being posted to the Financial Records Accounting System through the Salepoint cashier system. The bursar operation also applies financial aid to student accounts and issue refunds. The office processes deposits from all of the departments on campus.

The Financial Aid Office assists students with college costs by supplementing family resources and providing family finance counseling as needed. The college participates in a variety of federal, state, and institutional financial aid programs. During the 1999-2000 academic year, the financial aid office managed federal and state aid programs in excess of 11 million dollars.

In the early 1990's, the state financial aid programs were under-funded and, as a result, the student loan volume was at the highest level ever at the college. Also in the early 1990's, during the Federal Student Aid Reauthorization process, Congress opened the student loan programs to all students regardless of financial need. The introduction of the Unsubsidized Stafford Loan Program has allowed students from middle and upper income families to participate in the student loan programs. Over the past two academic years, an increase in state financial aid grants and scholarships has allowed the financial aid staff to offer lower student loans.

The college currently uses Powerfaids, a financial aid software package of the College Board, to administer financial aid processing at the college. A professional staff position is now dedicated to managing the technical aspects of Powerfaids, the local area network on which it is hosted, and the hardware and software used by the entire SAS staff. Financial aid disbursements and financial aid that credits student accounts are electronically sent to the billing office file. Additionally, the accountant in the Division of Graduate and Continuing Education is able to connect to Powerfaids to determine the financial aid status of students within that division.

In 1991, a Director, an Assistant Director, a Staff Assistant and two support personnel staffed the Financial Aid Office. Today, the SAS director, an Associate Director, an Assistant Director that also spends 60 percent of time on admissions, and two support personnel staff the office.

An Associate Registrar who reports to the Registrar administers the Records Management and Student Registration Services in that area. Four clerks are directly responsible for the management of student records, issuing transcripts, providing enrollment verification services, building the term schedule, and monitoring graduation clearance.

A student's permanent record includes the admission application and all supporting documents, documentation of all changes made to a student's academic and biographical data, copies of all formal correspondence with the student, as well as notes regarding informal communications with the student. In May 2000, the Commonwealth of Massachusetts issued Records Retention guidelines for higher education. Westfield State College's institutional policies conform to these guidelines. The provisions of the Federal Educational Rights and Protection Act protect the privacy of student educational records and are adhered to scrupulously.

The records management function for part-time students is administered through the Office of Graduate and Continuing Education. All student records policies are consistent across the two divisions.

Student Conduct Procedures

Student conduct procedures are implemented through the Office of Student Conduct. Staffed by a Director of Student Affairs, full-time secretary, and student conduct interns, the office oversees the resolution of complaints of non-academic student misconduct. Regulations regarding student conduct are updated periodically through a process that incorporates student input; final approval of such policies rests with the college's Board of Trustees. All student members of the campus community are responsible for abiding by the regulations, which are printed in the Student Handbook and disseminated to all students in the residence halls and mailed to all commuter students at their home addresses. A Student Conduct Board made up of students, faculty, and staff, weighs evidence, and disposes of student cases through a formal hearing process. All student discipline records are kept in compliance with the Family Educational Rights and Privacy Act and the Massachusetts State College Records Retention Schedule.

Academic infractions and grade report disputes are adjudicated through the Office of Academic Affairs. This adjudication process involves the Dean of Undergraduate Studies, Department Chair, faculty member and student in a graduated resolution process.

APPRAISAL

The programs and services offered to students at the college have increased dramatically and, in some cases, have involved entire revisions in departmental structures. Within Academic Support Services, the Academic Achievement Center advising component has seen significant growth with the number of students that it serves. During an average academic year, its staff is directly responsible for assisting approximately 700-800 students among undeclared, academic probation, and Liberal Studies/Education students. In addition, there continues to be a marked increase in advising declared students who may not feel that their needs are being met by their assigned departmental advisors.

One definable proof in the success of the Office of Disability Services is the overwhelming interest that the program draws despite no active involvement in recruitment. There are approximately 400-450 applicants each year to fill 80 openings. At the same time, staff turnover has increased due to part or half-time staff members pursuing full-time positions with benefits elsewhere.

Since its inception in the fall semester 1993, the Student Support Services Program has achieved all of its program objectives while managing to exert considerable campus influence in the areas of multicultural development and the proliferation of learning communities for academically needy students. One hundred fifty program eligible students have been enrolled in the program and all have been offered financial aid packages that satisfy 100 percent of each student's financial need. On average, more than 80 percent of the program's students have achieved a GPA of 2.00 or better through the successful support of program courses, workshops, tutoring, mentoring and academic counseling. Of particular significance is the goal of maintaining culturally diverse students in under-enrolled majors. Even though the total enrollment of such students are rather small, seven students – three of whom graduated on time and the remaining four being in good academic standing – have been successful in disciplines typically avoided by minority students in the recent past.

Career Services has realized a ten-year period of tremendous growth and development. Three full-time professionals provide approximately 4,000 client advising hours per year, an increase of 70 percent from 1990. A strong array of programs and services has been developed to meet the needs of both students and alumni. Staff keeps abreast of changes in the economy and workforce development, as well as providing services for faculty and the employer community. In addition, increased attention is given to maintaining an up-to-date website and career resource library.

With the establishment of a Commuter Services Office, commuter students for the first time have an official liaison at the college. This service is still being developed utilizing results from commuter needs assessments. New programs and initiatives are developed each year to enhance commuter involvement in the college; among these are the semi-annual Commuter Breakfast, as-needed mailings to commuters regarding events, and the creation of the Commuter Council as a committee of the SGA.

The Counseling Center has been fortunate in access to professional development resources supporting the critical on-going training and continuing education needs of clinicians who need to fulfill professional licensure mandates. Substance abuse prevention efforts have attempted to rise to the on-going challenge of promoting health-conscious choices and behaviors among students, but have been greatly limited by the loss of personnel and funding.

Instructors for the First Year Experience course are specially trained to adapt to the non-lecture format. In the residence halls, resident assistants are trained to support First Year Experience sections. Student course evaluations indicate moderate student satisfaction with the course. As a measure of its effectiveness, short-term student retention data is promising; long-term data is inconclusive at this point.

Health Services has evolved over the past six years. The department is currently open twelve months a year instead of ten. The department no longer functions as an infirmary, but does accommodate "day stay" patients as necessary. The staff has lessened due to attrition. Forty hours of weekend staffing were reduced in fiscal year 1997, night shift nursing coverage was eliminated this year, and Saturday hours were again reduced. These reductions have placed emergency response service with the Department of Public Safety.

Evaluations from both the New Student and Parent Orientation Programs from the past four years indicate that the groups for whom the programs are provided feel that the programs are "excellent." The overall evaluation rating from students has been "9" out of a possible "10," and from parents "9.5" out of "10." While various parts of the program are rated lower and are revised accordingly each year, 87 percent of responders give high scores to "my questions were answered" and 83 percent to "I feel more comfortable about attending Westfield State College." Both of these areas are part of the annual program goals. The fairly new overnight program for parents replaced the previous three-hour program, and has received overwhelmingly positive response from parents, students, and involved campus community members.

Community policing continues to be among the most successfully of Public Safety Department efforts. Resident students have frequent interactions with the members of the Department, often on a first-name basis. Unfortunately, Public Safety has a continual attrition of police officers (15 over the course of the

past 5 years), typically to other police agencies, and due in large part to the pay disparity that exists with police in other agencies. This loss is quite expensive for the college, as it costs approximately \$8,500 in salary, training, and equipment prior to an officer's actual deployment on campus. The Department is involved in the Massachusetts Accreditation program for police. The efforts to date have resulted in 58 new General Orders that have been written to conform to accreditation standards. Meeting the standards will improve all levels of operation of the department. Relocation of the department has resulted in a notable increase in contact with the campus community.

Over its first two semesters of operation (Spring 2000 and Fall 2000), the Reading and Writing Center has attracted an increasing number of students. The percentage of filled appointments rose from 40.8 percent in the spring 2000 semester to 70 percent in the Fall 2000 semester, and the average number of consultations per day increased from 5.8 to 8.76. During the Fall 2000 semester, 87.7 percent of the students served (158 students) were visiting the Center for the first time. Many returned more than once; during that semester, a total of 526 sessions were conducted, with an average of 2.92 visits per student. This is up from 2.29 visits per student in the Spring 2000 semester. Increased marketing efforts will continue to take place in the future to increase student participation in the Center. Presentations making students aware of the Center have been made to classes, and the intent is to expand such outreach efforts.

Due to a state Campus Performance Improvement Program (CPIP) grant, a permanent Reading and Writing Center office was established, and a number of supporting materials were purchased and/or implemented, including reading and writing software, the establishment of links to on-line writing services, development of a web page, preparation of four different brochures, and development of various handouts on reading and writing strategies. During the Fall 2000 semester, a grant from the Westfield State College Foundation provided additional funding for the purchase of texts and software for use by faculty, staff, and students on reading, writing, teaching, and critical thinking. Additionally, during the Spring 2001 semester, a reading and writing survey that faculty can use to assess the needs of their classes was developed.

The department established a wide-ranging Five-Year Plan for 1995-2000 and either completed or progressed toward its stated goals and objectives. Residential Life has historically experienced a high level of demand for on-campus housing. The struggle to meet this demand has become increasingly difficult, and it is projected that overcrowding will remain an issue. Westfield State College has a higher percentage of its full-time students residing in on-campus housing than any other state college, which shapes the overall campus climate. Residential Life has maintained an aggressive schedule of preventive maintenance for aging halls. The Massachusetts State College Building Authority (MSCBA), which owns these residence halls and approves all room rates, has funded projects that primarily address major structural needs (roofs, building integrity, etc.). Attention to updating furniture, finishes, and other cosmetic enhancements is generally secondary. To supplement these projects, Residential Life provided over one million dollars in the last decade for safety and security improvements, computer hub and data port replacement, cable and phone wiring, landscaping and grounds work, furniture replacement and cosmetic improvements, and many others. Student vandalism in the residence halls has plummeted since stricter sanctions were established for alcohol violations and tampering with fire equipment.

Throughout the last decade, MSCBA residence hall room rates, which comprise over 90 percent of department revenues, were not allowed to keep pace with legitimate expenses, occasionally necessitating reductions in staffing and services. Prudent fiscal management and high overall occupancy levels helped to minimize the negative effects of these past rate decisions.

Within Student Activities, the Athletics Department has established a goal of achieving gender equity. Since the fall of 1998, the department has been within the accepted five percent of complete gender equity in terms of number of participants (somewhat uncommon among institutions offering football). Intercollegiate sports for women include Basketball, Cheerleading, Cross Country, Field Hockey, Indoor Track, Outdoor Track, Soccer, Softball, Swimming, and Volleyball; intercollegiate sports for men include Baseball, Basketball, Cross Country, Football, Indoor Track, Outdoor Track, and Soccer.

In 1994, the department began administering the Westfield State College Athletics Hall of Fame induction program. As of March 31, 2001, there were 57 members in the Hall of Fame. In 1997, the department began participating in the NCAA CHAMPS/Life Skills Program, which provides support to student-athletes in the areas of athletics, academics, career development, personal development, and community service. The college captured the Howard C. Smith Cup in 1997-98 for the first time in 25 years. The Smith Cup signifies athletic excellence in the eight-team Massachusetts State College Athletic Conference.

The Campus Center has seen an upgrade in facilities, including the Wellness Center, new food facilities, and major renovations to the main lounge and swimming pool. Many services have been added including new recreation equipment, an ATM machine, additional visitor parking, and enhanced teller window services.

The Student Government Association (SGA) experiences significant turnover in membership each year; this keeps the group fresh and the emphasis on improving procedures and programs to meet the needs of the students and the campus community. The SGA often conducts surveys to sample student interest in programming, and is often called on to conduct surveys for other college departments on policy or procedure changes. The SGA conducts a survey biannually to determine whether the students want to continue to support a chapter of the Massachusetts Public Interest Research Group at the college. The SGA tries to reach as many students as possible to make them aware of the programs and services that the SGA and its access to funding via the Student Senate Trust Fund, can provide to them individually or through a club or organization.

Participation in other student activities and programs has been dramatically increased. The college's effort at weekend programs has yielded attendance numbers of several hundred students at each event. In addition, the number of awards/recognition programs, fitness/wellness programs, guest lectures, special events, trips, and social activities offered, has increased substantially.

Within Student Administrative Services, the Admissions professional staff has been increased in order to keep pace with the demands of the marketplace in terms of expanding and intensifying recruitment initiatives, providing customer service to prospective student families, and complying with the increased, complex admission standards and data requirements imposed by the Massachusetts Board of Higher Education. The college has made a concerted effort to expand its recruitment territory beyond Massachusetts throughout the past decade and has focused more attention on recruiting students of color in the urban centers of Massachusetts.

The bursar operations have moved from an Accounts Receivable System located on a mainframe computer in Boston to Student Information System (SIS), an integrated campus-based system. The Bursar's Office implemented an in-house payment plan, which was formerly managed by a private company. This allows the office to better serve its students and families and allows for better control of receivables. In addition, "flex dollar" and "bookstore" programs have been added which allow students to authorize the transfer of excess funds from their student account to either the bookstore or food services without delay.

Financial aid technology has improved drastically. Migrating from a simple DOS-based software that was in place six years ago, to a comprehensive graphical user interface, client-server based software, the number of on campus users has risen from five to 25. All financial aid applications are received electronically from the U.S. Department of Education. Likewise, all student loan processing and disbursement is totally electronic.

The Records Management reorganization is relatively new; therefore, fair appraisal is difficult. Since Student Administrative Services and the Registrar are housed in different buildings, some difficulties have arisen. Many of the tasks performed in the Registrar's Office cannot be neatly divided into their student services component and their administrative component. Therefore, there has been some awkwardness in

redirecting students and their telephone calls. Problems of this nature are being addressed as they reveal themselves, and mitigating practices are developed and implemented as practicable.

The Alcohol and Other Drug Policy passed by the college's Board of Trustees in 1997 is now widely known by students due to consistent and comprehensive efforts to disseminate the policy through various presentations, mailings, and poster campaigns. Since the advent of this policy, the college has continued to show a significant decrease in all judicial infractions. The Student Conduct Office worked collaboratively with other college offices to enforce strictly policies utilizing fair and consistent practices.

PROJECTION

Over the next several years, the college will work to develop Student Services with attention to improving access and achieving excellence in the delivery of services to students, refining and expanding programs while keeping in mind limits on resources, increasing diversity, keeping abreast of technology changes, and enhancing the overall collaboration and communication between departments.

Access and Excellence

Many departments will be involved in achieving access and excellence in our delivery of services to students. Starting in Student Administrative Services, the admissions staff will work with applicants to have greater access to Westfield State College via the world-wide web. As more people gain electronic access to different areas of student records, policies will be developed to protect the security and integrity of the system.

Facility and program expansion and development will serve as hallmarks in enhancing student access to services. Plans are currently underway, with Spring, 2002 anticipated groundbreaking, for the creation of an Academic/Athletic Field House that will serve both the college and the local community. Students will have up-to-date locker rooms, practice rooms, labs, classrooms, and training facilities. New outdoor fields for soccer, field hockey, and lacrosse are needed. In addition to classrooms and athletic facilities, accommodations will be made to hold large capacity events. Varsity sports expansion is also a prominent goal of the Department of Athletics. Adding teams in men's ice hockey and women's lacrosse are objectives.

Access to residence halls will continue to grow. As the state's largest residential campus, the college's housing facilities currently operate at over 100 percent capacity. The Department of Residential Life is exploring the feasibility of a new residence hall based upon current and projected demand, as well as assessing other options that include a possible addition to an existing hall. To remain competitive in terms of physical resources, continued progress must be made on major residence hall systems such as replacing outdated electrical systems and installing sprinkler systems, and upgrading amenities including furniture, lighting, and voice/data service.

Services to commuter students will also be enhanced in an effort to provide equal access and opportunity. There will be a continued focus on providing an increasingly broader range of activities, both social and educational, specifically targeted to the full-time commuter population. Continuing efforts, particularly via the Commuter Council, will be directed toward enhancing the representation of commuters on campus committees and student governance.

Other programs and services will enhance the access and excellence of our campus resources. During Summer, 2001, Food Services renovated the main dining room of the Dining Commons to reflect the "food court concept," including stations for hot entrees, pasta, pizza, deli items, specialty items, grill items, beverages, and desserts.

A major goal of the Public Safety Department is to meet the standards for state accreditation within the next several years to bring the department into conformity with accepted police operations. The

department will directly receive all fire alarms and intrusion alarms on campus in the future and will add heart defibrillators to the police cruisers and train all officers in their use.

Refinement and Expansion of Programs

Major attention will be paid to refining and expanding programs and services, given limited, and to a great extent, externally controlled resources. Departments such as the Counseling Center, Career Services, and Health Services, all of which have seen significant service growth over the past several years, will need to assess their services and determine how to continue enhancing programs with limited staff resources. Since opening in 1995, the demand for clinical services at the Counseling Center has consistently increased. The department will eventually be faced with the decision to either hire another full-time counselor or to decrease its efforts in prevention workshops and outreach. The inclusion of a health educator, possibly shared between Health Services and the Counseling Center, would provide the much-needed coordination for wellness programming. The demand for Career Services continues to grow with increased marketing, outreach, and a changing economy. The recent addition of a cooperative education program places additional demands on all staff. Additional staff, both professional and support, are necessary to meet these demands and continue to offer a quality program. Adequate financial resources are also needed to keep current the technological needs and professional development of new staff members. Health Services staffing numbers will need to increase if the student census keeps increasing. The existing Emergency Medical Technician Club will have more hours of availability for emergency response service. Health Services would hope to expand the hours of their part-time nurse practitioner. The department is also pursuing development of a Women's Health Care area with Noble Hospital and is exploring the possibility of an increase in nursing staff, which would allow the department to train student leaders as peer educators.

The Student Conduct System is a formally constituted collaboration of students, faculty, and staff and has consistently provided due process and fairness to students in the college community. This office will continue to effectively maintain its operations while responding to the ever-increasing requirements of federal, state, and Massachusetts Board of Higher Education mandates and the educational needs and mission of the college.

Traditionally, academic student support services will need to be reviewed in order to maintain success of the current programs and services. In light of the continued increase in student utilization, additional staff and funding may be required. Space issues for the advising component must also be addressed. To maintain the success rate of the Disability Services Program, the college must evaluate the resources directed at it. This is a quality program, providing valuable service to students with various difficulties that require individual assistance. For example, the staff administers approximately 1,300 exams each year to students for whom a traditional classroom testing environment is inappropriate. An increase in staff would allow both the maintenance and continued growth of service to students with disabilities.

Anticipating continued funding for the next four-year period, the Student Support Services Program has moved deliberately to expand program/faculty cooperation to meet program goals, increase the level of community involvement, and expand services in collaborative learning to include more ambitious learning communities that link thematic courses in an innovative program for first-year students. A pilot of an extended learning community involving 60 SSSP eligible students is planned for the fall term 2002. A preliminary course linking Composition I and Biology I, cooperatively taught, will be offered to students in the Urban Education/SSS Summer Bridge Program this year. The SSS learning community will be housed on a single floor on campus where a program of lectures, colloquia, films and workshops will enhance formal learning and stress multicultural themes. This effort, offered in conjunction with the full slate of workshops, classes, tutorials and cultural enrichment excursions and activities that are the backbone of the SSS program, serves to underscore a project agenda aimed at maximizing student involvement and, ultimately, student success.

Other academic support programs are also being refined and enhanced. For the First Year Experience Program, coordinators are examining how best to support academic advising within the course, whether or not

to mandate the class for all new students, the type of follow-up to provide, and how this course might fit into a New Student Programs office. The Reading and Writing Center hopes to develop a more stable and larger tutoring staff, and design programs that help faculty, staff, and students more effectively use their services. The Center plans to hire a 15-hour per week writing tutor and implement a student-writing tutors program. This would allow for increased stability and expansion of hours and services. Regular workshops for faculty and staff to help them design more effective reading and writing assignments are also planned. The development of a literacy skill survey and these additional resources will allow the Center to work more effectively with the campus to promote literacy and critical thinking.

Diversity

Student Services will also focus on increasing its diversity both in student representation and in programs and services. The Admissions Office will work to increase the overall diversity of the college student population, including the recruitment of international students. The Vice President for Student Affairs will continue to work with a campus-wide committee to increase the acceptance and retention rate of a diverse student population. Consistent with the mission of the institution, Student Activities will continue to emphasize student involvement in the life of the college and the community. The Division of Student Affairs Annual Report reveals that patterns of student involvement in out-of-class learning experiences grow more diverse each year. Students from different backgrounds with different educational and vocational aspirations strengthen the extracurricular program.

Technology

The Student Services component of the college will need to stay abreast of technological advancements and initiatives. It will remain the college's responsibility to be vigilant about debt counseling and debt management. In addition, an increase in funding of the technology support component of Disability Services should occur, as the technology systems in that department, and particularly the adaptive software, are in need of updating.

Collaboration and Communication

Finally, collaboration, communication and support among departments will be a critical issue in achieving continued success within the area of Student Services. There needs to be increased appreciation campus-wide of the importance and impact of academic advising at the college. The New Student Orientation Program has expanded greatly in recent years, but continues to be administered by the associate director of residential life. The primary recommendation for the continued success of this program, including the First Year Experience Program, would be to create a "New Student Programs" office as part of either the Division of Student Affairs or Division of Academic Affairs. The college will take a closer look at the relationships between the orientation program, and college success and retention. For example, there is currently no involvement from the orientation program in the college's retention or enrollment management committees or groups. Orientation directly impacts a student's perception of the campus and his/her desire to attend and/or stay and should be looked at as part of the overall plan of action.

More formal and informal student interaction with college faculty and administrators in the residence halls is vital. Increased emphasis on academically linked living areas such as the Living-Learning Unit is anticipated. Involvement and collaboration with the local community are also important aspects to consider. Student-athlete involvement in community service is expanding. The Department is organizing a "Team Read" program that focuses on elementary school students to send the message that "reading is important." The Student Government Association will continue to collaborate with departments to serve the students. Enhanced efforts will continue to be made to reach students who remain apathetic about programs and services offered through SGA and other departments on campus. Efforts will also continue to stress the importance of community service as part of a student's service to SGA. In keeping with the college's mission of community

service, students who conduct fund raising programs for classes, clubs, or groups, will be educated about the value of giving back to the college and society.

Standard Seven
LIBRARY AND INFORMATION RESOURCES

DESCRIPTION

Library

The library's mission is to provide effective, efficient, and timely information resources and services to support the college's educational programs, and to promote information literacy by providing instruction consistent with student needs.

Ely Library was opened in 1972. It has 37,842 net assignable square feet of space. It is divided into a main floor, mezzanine, 4 stack floors, a stack floor for technical services, and the college archives. It is fully air-conditioned with a seating capacity of 368 including 42 individual study carrels. Recent renovations and space reconfigurations include a reference department office in 1994, a small conference room in 1995, open access to periodicals in 1995, a server room in 1996, movement of the Educational Resources Center to contiguous library space in 1997, a stairwell between the main floor and mezzanine in 1998, a computer equipped classroom in 1999, an archives storage room in 1999, a viewing/listening room in 1999, additional reader space on the main floor in 2000, and new carpet in 2001.

The library's information sources include 165,453 books, 15,006 bound periodicals, 819 currently received print periodicals, 537,618 microforms, 2,221 videotapes, 9,386 microfilm reels, 672 audiocassettes and CDs, abstracts, indexes, newspapers and Internet access on and off campus to 442 electronic databases including 242 full-text databases providing full-text access to periodicals and reference resources.

Endeavor's Voyager integrated library system, including an online catalog, was adopted in 1995. Fifty-five public PC workstations provide access to electronic resources and the Internet. Microform reader/printers, viewing/listening equipment, and copiers are also available.

The Educational Resources Center (ERC) provides curriculum support for elementary, middle school, and secondary education programs. The Patterson Alumni Archives contain the college archives and became a library responsibility in 1999.

Library use is integrated into the college's programs of instruction through the Information Instruction Program, which provides general and subject instruction classes, individualized instruction for students and faculty, presentations and instructional sessions for individual departments, and faculty workshops on database use. Through collaboration with faculty, there is integrated use of information and information technology in research methods courses in several disciplines. In addition, many upper level courses and seminars require intensive information gathering and analysis that make use of the program. Instruction is provided in a classroom designed for that purpose.

General level library use instruction is provided for all undergraduates through English Composition courses, which are required to provide information instruction. The goal of the Information Instruction Program is to provide students with the skills to identify, locate, retrieve, and evaluate information. Customized, subject information instruction is provided for upper level courses in collaboration with faculty. Subject level orientation focuses on research methods, sources, and databases for a specific discipline. Recent such orientation has been offered as summarized below.

FY1998

FY1999

FY2000

FY2001

Number of classes					188
220					209
238					
Number of students	2,747	3,880	3,721	3,909	

Electronic access to full-text databases of academic publications is the core resource for the library in meeting student and faculty needs for current information. More than 9,400 full-text journals with substantial back files plus reference resources are available online through 442 databases, 242 in full-text. Electronic databases are accessed more than 16,000 times per month during regular academic session. Subject-specific databases, many with full-text academic publications, are available to support the major degree areas of the curriculum. In addition, numerous multi-disciplinary databases that are substantially full-text provide supplementary material in various subjects. General encyclopedias as well as subject specific reference materials are available. Database searching guides and subject guides to databases are available on the Library's web site. On- and off-campus web access is available 24/7 for databases and the online catalog. This catalog covers 87 percent of the library's collection and all materials added since 1980.

A five-year collection development plan was adopted in 1994 to substantially improve the collection in all major and minor subject areas. A seven-year collection-weeding plan was initiated in 1994. Primary emphasis of collection development has been support of the curriculum. All librarians participate in collection selection. Individual faculty members and academic departments make collection recommendations. Faculty members participate in electronic database selection and are routinely notified of recent additions and services. Quantitative expressions of collection development activities over the past four fiscal years are as follow.

	FY1998	FY1999	FY2000	FY2001
Databases added	37	44	363	14
Books added	5,621	4,047	5,061	5,550
Videos added	451	237	268	346
CDs and audiocassettes added	144	10	344	336
Faculty Notices	N/A	6,933	4,544	5,842

The Reference and Information Services department provides intensive, on-demand reference assistance using an information problem-solving approach that guides students through the steps of the research process: defining the information needed, developing one or more strategies for information searching, locating and accessing the information regardless of the medium, and evaluating the information resources. This service is a continuation of the Information Instruction process designed to develop the student's independent research skills. The focus is on teaching students how to find information. Individualized instruction sessions of up to two hours duration are provided on request. Research assistance for faculty is available on demand. Reference services are provided on-site, via e-mail, by fax, and by telephone.

An extensive library web site, serving as a gateway to library resources and services, has been developed that receives more than 1,600 connections ("hits") per day during regular academic session. In addition to database and online catalog access, the site features library guides, subject guides to library resources, database-searching guides, guides to citation formats, subject guides to web resources, and many other resources. The library is open 82 hours per week during regular academic session. Reference services are available 74 hours per week.

An increase in Educational Reference Materials (ERM), a separate funding in the Commonwealth budget for library materials for public higher education institutions, and a reformulation of ERM individual institution allotments, have resulted in increases in the library budget over the last four years as follows.

FY1998	FY1999	FY2000	FY2001
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Total Operating Expenditures	\$1,034,939	\$1,079,464	\$1,200,248	\$1,227,937
Total Library Materials Expenditures	\$ 357,002	\$ 376,861	\$ 463,802	\$ 487,614
ERM	\$ 220,339	\$ 234,048	\$ 366,542	\$ 378,232

The library consists of five departments and is headed by a director. The Director reports to the Vice President for Academic Affairs. The library staff includes one administrator, seven full-time librarians, two part-time librarians, five support staff, and student library assistants. Most librarians, four full-time and two part-time, are in the Reference Department. One support staff position was converted to a librarian position in 1997.

Orientation and training in the use of library resources are provided by the Information Instruction Program and one-to-one instruction by Reference Department Staff. Many guides to database searching and library resources are available in the library and on the library's web site. Library policies are disseminated via the *Westfield State College Student Guide to Library Services*, *Student Handbook*, and *Bulletin*, as well as the library's web site and memorandums to faculty. Library policies and practices are reviewed by the Vice President for Academic Affairs. Library policies may also be reviewed by the Academic Policies Committee.

The library participates in several networks and consortia, which provide resource sharing, cooperative purchasing, discount purchasing, and technical services. Memberships are maintained in Online Computer Library Center (OCLC), New England Library Network, Western Massachusetts Regional Library System, Cooperating Libraries of Greater Springfield, and Massachusetts Conference of Chief Librarians of Public Higher Education Institutions. OCLC provides the principal mechanism for interlibrary loan service and cataloging data.

The adequacy and utilization of the library's information sources is provided by monitoring use of books, journals, audio-visual materials, electronic databases, faculty recommendations for collection development, student and faculty evaluations of the Information Instruction Program, reference queries, collection comparison to other academic libraries, collection comparison to bibliographic guides, and gate count.

Academic/Administrative Computing

Academic computing has seen tremendous growth during the decade of the nineties. The impact of technology can be seen in the increase in the number and quality of desktop computers, computer labs, smart classrooms, support personnel, expansion of the campus-wide LAN, access to the Internet, and expansion of the library's technology resources.

The core campus network has grown from a few 10-Megabit segments to a combination of Gigabit Ethernet and ATM, which supports data and video with 100 Mbits/second switched to the desktop. Currently, there are over 2000 network connections, including servers, network devices, end-user stations, and peripheral devices; the overall count has been doubling approximately every three years. The residence halls have likewise seen multiplicative expansion rates since three initial users were connected from a dormitory setting in 1993. Currently, there are approximately 1,350 connections from dormitory rooms. In 1994, a first connection to the Internet, via a 56K line, was installed. It was upgraded to a T-1 connection in 1996, and then to a partial T-3 connection in Fall, 2000.

The college now supports eleven computer labs with a mix of Intel and MAC based systems. Five classrooms are equipped with podiums that contain (Elmo) digital copy stands, VCR's, projectors, and computers with access to the campus LAN. There is a UNIX based computer lab and a small client server lab managed by the Computer and Information Science Department. Specialized computer labs/facilities are also available in the Academic Achievement Center, Art Department, Biology Department, Communication

Department, Library, Music Department, Physical Science Department, and Reading and Writing Center. In total, these facilities account for approximately 250 systems. There are eleven mobile computers on carts with projectors, which are used in classrooms throughout the campus. Most of the classrooms on campus are wired for access to the campus-wide LAN and the Internet. Additionally, there are nearly 600 faculty, staff, and administrative systems supported by the Computer Center staff.

The general use computer labs are generally available sixteen hours per day while classes are in session, and twelve to fourteen hours per day on weekends. These labs are also used to offer workshops to students, faculty, and staff on a variety of topics including web page development, internet usage, e-mail, Adobe, Microsoft Office, and Quark applications.

All day students are issued account numbers and passwords, and can, if they choose, develop personal web pages, which are served on the college's Compaq Alpha platform – a main campus resource for e-mail and various programming languages. Residence hall students have “24 hour a day/7 day a week” access to campus resources and the internet. Commuter students are encouraged to sign up with a local remote access vendor in order to access on-campus resources.

The college has developed standards for software and hardware in order to reduce the cost-of-ownership of its desktop systems. It has also implemented a life-cycle standard for its computer lab hardware, and now rotates, via a lease agreement, updated technology every three years. Additional cost-of-ownership savings have been realized by implementing client/server technology to manage software upgrades and to promote introduction of new software for instructional technology.

Distance Learning initiatives have played a major role in promoting new technology to students and faculty. A Campus Performance Improvement Program (CPIP) grant received in 1997 was used to build a state-of-the-art “smart classroom” (Wilson Hall 114) that is used for distance learning projects with several colleges across the state. Collaboration between the Computer Center staff and the Media and Technical Services staff has resulted in the completion of four distance learning facilities, including (in addition to the aforementioned Wilson Hall 114 classroom), another Wilson Hall classroom (424) in the Computer and Information Science, Business Management, and Mathematics area fourth floor area, a small group facility in the Media and Technical Services Department area of Parenzo Hall, and the Dever Hall Auditorium in Parenzo Hall.

Service to the campus community continues to be the major focus of academic computing. A committee comprised of faculty, students, and staff was formed and charged with the task of selecting a software platform that would be used to offer course management development tools – WebCT was selected by the committee. Alpha testing by volunteer faculty was conducted during the Spring, 2001 semester, with full production capability made available during the Fall, 2001 semester. Other initiatives designed to enhance services to the community include the purchase of SCT's On Course, a degree audit system, which is in the process of being installed and implemented. This application will allow students and faculty greater access to advisement information, and also offer the opportunity to explore the potential impact of pursuit of alternative majors, given already completed coursework, in a computer-assisted manner.

Recent purchases of software, such as Web for Students and Web for Faculty, will allow students and faculty greater access to information via web-enabled applications. Prospective students are now able to apply on-line and track their application. All students are now able to view their grades as soon as they are posted, make changes to their biographical information, register for classes, and view their financial aid. Faculty now have the ability to post student grades, communicate more effectively with students, and manage enrollment in their classes.

Deployment of a “Help Desk” facility and of RESNET, a comprehensive information service for residential students, comprised of a Dynamic Host Configuration Protocol server and web site, are further examples of the college's commitment to enhancing services to all campus users.

Relative to administrative computing, the Computer Center has changed its hardware and software base several times during the last decade. The old, homegrown enterprise programming that was written in-house and run on a mainframe has given way to a very fast minicomputer with multiple processors executing purchased code locally configured to the institution's needs. The college makes use of the Plus 2000 administrative software suite by Systems and Computer Technology Corporation. Today, all full-time faculty and staff have personal computers on their desktops, and are connected to the college network with access to their part of the Student Records and Financial Records Systems. During the Fall, 2001 semester, the college finished implementing the student support component of the system, allowing current students access to their records via the web, and prospective students the ability to fill out an application, review their acceptance status, and pay bills over the web.

Media and Technical Services

Support for instruction is available through the Media and Technical Services Department. This department consists of a Director, three full-time administrative staff, and a secretary. It has a video library, consisting of approximately 1,900 videotapes, that spans many subjects. The department has equipment in virtually every room on campus, most of which is used on a daily basis. Staff members can deliver and set up many types of equipment, including public address systems, TVs and VCRs, slide / video / overhead projectors, podiums, screens, tape decks, CD/DVD players, and camcorders. Media and Technical Services also manages the technical component of all distance education classes on campus, as well as the distance education classroom facility in Wilson 114. A full-time photographer is available for pictures and developing, as well as digital graphics work. The staff can also shoot and edit video to create video and multimedia productions. The Presentation Room is adjacent to the Media and Technical Services Department main office, and is equipped with a large screen TV and VCR for videotape presentations. Media and Technical Services can, upon request, provide transparencies, slides, lamination of documents, duplication of audiotapes, videotapes, and CDs, and can offer basic repair work for any institution-purchased equipment. The department staff members also offer instruction on the use of any of the equipment and/or services that they offer.

APPRAISAL

Library

The library is a contemporary academic library service providing collections and services in support of the curriculum and other educational programs. The library has taken a digital library approach with a primary emphasis on internet accessible electronic databases and availability of collections and services through a home page. Computing equipment and the integrated library system are adequate. Significant improvement in the collection has been made over the past seven years, as evidenced by the growth of the library's collection and resources, particularly in the realm of electronic resources. The Education Resource Center (ERC) has excellent services. The archives need additional resources and structure.

The availability of a large array of electronic databases, many full-text, and an online catalog, available on and off campus "24/7" provides a significant improvement in library service. Journal title access has increased eight-fold in the past five years because of the addition of full-text journal databases. A substantially improved print and audio-visual collection has been achieved the past five years. Some desirable, but expensive, databases are unavailable due to budget constraints. Web access has been deemed problematic, with cause variously ascribed to campus network connectivity issues or desktop hardware/software maintenance issues within the library itself.

The library's budget has grown in reasonable increments for the past four years. There continues to be a need for additional financial resources in terms of staff and other instructional programs. Memberships in consortia save the library tens of thousand of dollars each year in discount purchases and services. Adequate

methods of evaluating most functions of library utilization have been available, with the exception of utilization of electronic databases for which use cannot be accurately quantified as currently implemented.

Academic/Administrative Computing

A major portion of the Computer Center budget during the past decade has been devoted to developing and expanding the infrastructure of the campus network – an investment deemed necessary due to its centrality with respect to every aspect of computing on campus. The college now considers itself well positioned to respond to new technologies because of these infrastructure expenditures and the associated funding of additional bandwidth. Staffing needs to be evaluated to see if current personnel can handle the workload.

The expansion of the number of computer labs has been a tremendous benefit to the campus community and allows several departments to offer specialized software that might not be possible in general-use computer labs. However, as the number of computer labs increases, the technical support issue becomes critical. The ratio of desktop systems to technical support personnel has continued to increase. Deployment of a “Help Desk” facility has helped, but the reality of attempting to support approximately 2,500 on-campus systems with four technicians continues to be problematic.

Web enabled applications are going to greatly enhance the services provided to students and faculty. Deployment of the Web for Students and Web for Faculty will reduce the need for registration lines and will increase information exchange between the entire campus.

Although all new faculty receive a personal computer, some of our present faculty need more current hardware and software. A funding plan has been adopted that creates a four year life-cycle system for all faculty and staff desktop platforms. In adopting this plan, the purchase of maintenance agreements for these systems was carefully weighed against the local (campus) provision of such service; ultimately, it was decided that the college would continue to provide the support service for these purchased systems.

Instructional technology is beginning to have a presence on campus. Faculty need a facility where they can design, develop, and test their courses before offering them to students. Additionally, there is a definite need to provide increased training and technical support for faculty that choose to use this technology.

Based on conversations of Westfield State College computer center personnel at state-wide meetings of computer center personnel from all state colleges, it is generally held that the college’s technology facilities are among the best in the state college system; however, there still are areas that need to be upgraded. All classrooms should be equipped with podiums, smart boards, and network connections to the internet (currently, virtually all classrooms have computer and internet capability, either via permanently installed podium unit systems, of which there are currently nine, or mobile roll around cart-based units which can service virtually all classrooms not equipped with permanent installations). The residence hall rooms need additional wiring to bring connectivity capability from a per room to per bed level. This is in the process of being effected through the installation of permanently installed hubs in each room sufficient to support the multiple desktop systems that may be located within any given residence room. The disabled students program, although recently receiving new general purpose computing equipment, is either lacking or using older technology hardware/software directly supportive of the computer interaction needs of physically-challenged students. Additional such equipment is still needed.

The migration of information management through the nineties has been costly. Computing capability has appeared on nearly every desktop and has driven software, network, hardware, and personnel costs to new levels. The college believes that there has been an increase in worker productivity with the advent of these new tools, but the learning curve and associated costs have been dramatic. The college continues to expand its administrative computing capabilities as technology evolves. Staffing and budget remain tight and these critical factors have a damping effect on how quickly and what types of computing enhancements can be

implemented. New programs are often more complex than their predecessors and require personal training to reap the designed usefulness.

To this end, the computer center offers a series of free introductory workshops on the use of the computers and applications supported by the center. These workshops are typically offered throughout the academic year, and currently address such packages/procedures as Windows 2000, MS Word, MS Excel, MS Access, MS Powerpoint, Netscape, Creating a Web Page, the use of Web CT, and using the FOMA system which supports email and other academic applications. These workshops, of which there are typically 50-60 per semester, are open to faculty, staff, and students, and are attended by an average of 250-300 participants per semester. The workshops are conducted either by full-time staff of the computer center or the center's student interns (many of whom are upper-level computer science or computer information systems majors). However, this notwithstanding, a fully deployed and staffed faculty and staff training center would offer a more comprehensive approach to the notions of training and support than is currently available through the workshop offerings described here.

Media and Technical Services

Though support for end users usually meets expectations, the demand for services has dramatically increased over the past few years. As the nature of this department is technologically oriented, there is a need for additional resources to assist required campus programs and activities. New part- or full-time staffing would also help greatly. Though the department offers the service for the end user's benefit, we need communication from other departments for audio-visual needs.

Currently, Distance Learning needs of the college are being met, though distance learning classes and multimedia courses offered throughout the school year continue to keep the premier Distance Education Classroom (Wilson Hall 114) very busy. However, it opened November 18, 1997, and has had little maintenance and no upgrades since its debut. This program is in need of equipment upgrades as well as re-engineering of classroom wiring and programming.

As digital technology becomes the industry standard in the photographic workplace, a greater emphasis on this type of equipment is a must. There is a need to replace much of the equipment used for photography, both with respect to paper and web-oriented processes, although the recent acquisition of a new professional quality camera, darkroom equipment with the appropriate accessories, and a new desktop computer equipped with the digital imaging capability, has proved to be invaluable the department.

A review of the financial resources of this office is necessary if it is to meet the technical needs of the college.

PROJECTION

Library

The Library will continue its development of the digital library approach to library service. Adequate hardware and software resources will be available for this approach and computer technical support will be developed. The Library will continue development of its Information Instruction Program as its primary teaching function in the college. The Library will develop mechanisms to provide online information instruction programs. Collection policy and budget for the archives will be developed.

Electronic database will continue to be the primary source for library material. Acquisition rates of print materials will decrease, and the rate of audio-visual materials will remain approximately constant. Adequate web access will be available at the Library, and the online catalog coverage of the Library's collection is anticipated to be at the 99 percent level by 2006.

An anticipated decrease in Educational Reference Materials funding, unless replaced by local funds, would sharply decrease the acquisition rate of library materials.

Library staff will increase for the purposes of reference and information instruction. The Library will continue to actively participate in library networks and consortia as a cost-effective method of providing library services.

Additional college evaluation of the digital library model will be made. Evaluation of electronic database use will continue to be a problem unless methods are developed by vendors.

Academic/Administrative Computing

The college will need to develop a strategic plan for academic computing that includes a multi-year funding component that is responsive to the changes in technology. The college hired a consulting firm, RAND Corporation, to develop and implement the initial stages of this plan. An Information Technology Steering Committee has been formed to carry out the strategic plan, and a Chief Information Officer has been hired develop, implement and coordinate the tactical short-term measures necessary to implement the overall strategic plan.

Staff development and training are critical components in retaining and attracting qualified staff. Funds will be made available for professional development opportunities for workshops and online course work, certifications, advanced study. Distance Learning initiatives, including faculty training, will be implemented, and funding sources must be available to ensure adequate release time for development of course materials.

Major upgrades to information sharing processes will be undertaken as short-term projects. A new e-mail system will be implemented, deployment of a campus-wide calendar and scheduling system has been completed, and Voice Over Internet Protocol and wireless technologies as part of the college's commitment to new technology will be investigated.

The growth of the campus LAN will continue to be a major focus for the future. Demand for increased bandwidth will continue to grow as new technologies emerge and are adopted for use in the classroom.

WebCT, a course management system, will present an opportunity to increase our online learning capabilities by enhancing our student and faculty interaction. The bandwidth demand by the students in the residence halls will present new challenges for funding resources. At some level, these costs will need to be passed on to the user community.

Service to students and faculty will be greatly improved as the Web for Students software is implemented and expanded. The web enabled applications that include admissions and bill payment, course registration and course add/drop facilities, and On-Course (a degree audit function) will provide access to information that students will use to make informed decisions about their academic careers.

Web for Faculty will provide web-enabled access to information that faculty can use to provide better services to students. Access to faculty schedules, class lists, course registration, and grading functions will be implemented as part of an overall plan to establish the web as primary platform to conduct educational administrative functions.

The college needs to begin the long process of selecting new mini-computer hardware and software to accommodate the information needs of the future. Administrative information will need to be available throughout the day and evenings as the college expands access to the web and recruits more distant (national and international) students.

The college will review new technologies that further the total integration of all departments on campus and, as technology matures, will investigate the appropriateness of 3G wireless cell phone access for administrative records.

Media and Technical Services

Replacing old equipment and making new technologies available are among the priorities for Media and Technical Services. The department will work to replace equipment such as aging VCR's and televisions. New laptop computers along with portable video projectors should be made available for computer-based multimedia (e.g. PowerPoint) presentations.

The addition of more multimedia classrooms will increase the availability for faculty and students to have more technological interactivity in the classroom, which is a must in today's computer based economy. The college may wish to explore equipping remaining meeting rooms and auditoriums with multimedia equipment. Access to video conferencing made available from any location on campus will be explored. Plans also should be developed to upgrade computer servers in order to accommodate the increase in usage as a result of increased online courses.

Staffing, budget, and location of the department should be reviewed to enhance services. New part- or full-time employees would allow better support for night and weekend events.

**Standard Eight
PHYSICAL RESOURCES**

DESCRIPTION

The 271-acre campus of Westfield State College consists of 19 buildings with an aggregate square footage of approximately 1,100,000 square feet. Administrative and academic facilities are primarily housed in five buildings: Bates Hall, Wilson Hall, Parenzo Hall, 333 Western Avenue, and the Ely Library Campus Center Building. Faculty offices are not concentrated in any one area, but rather are distributed throughout classroom and administrative buildings. Not all faculty reside in private offices. Many faculty offices are located in classroom spaces that have been retrofitted with movable partitions or in other open spaces. The Power Plant provides heat and domestic hot water for the campus. The Maintenance Building and Garage houses trade shops, equipment storage, and several offices of the Department of Facilities and Operations.

There are eight residence halls on campus that are designed to house 1,920 students. This figure represents the largest on-campus resident population capacity in the Massachusetts State College system. Residential Life is a semi-independent unit within the college, subject to Massachusetts State College Building Authority oversight and approval on issues that include room rates, new construction, and capital projects. Residence halls, dates in use, design capacities, occupancies for 2000-2001, and square footages are as follow:

<u>HALL/AREA (date in use)</u>	<u>Design Capacity</u>	<u>2000-2001 Occupancy*</u>	<u>Square Feet</u>
Apartment Complex (1975) (includes Conlin, Seymour, and Welsh Halls)	288	272	78,000
Courtney Hall (1989)	441	480	100,000
Davis Hall (1968)	306	306	73,700
Dickinson Hall (1968)	306	277	73,700
Lammers Hall (1972)	294	318	72,700
Scanlon Hall (1957)	285	333	111,493
TOTAL	1,920	1,986	509,593

*Average of fall and spring semester rates

The FY01 budget for all residence operations was \$5,735,205, with revenue source, amounts, and approximate percentage of each source as follows: residence hall room rent - \$5,191,050 (90%); room damage assessments - \$100,000 (2%); laundry and vending commissions - \$50,000 (1%); summer conference income - \$110,000 (2%); income from other revenue programs and miscellaneous sources - \$115,000 (2%); and carry-forward from the previous fiscal year - \$169,155 (3%).

Total expenditures for that time period were \$5,486,180, with expenditure items, amounts, and approximate percentages distributed as follows: capital debt and repair (most of which represented the college's portion of the debt service on the residence halls, payable to the Massachusetts State College Building Authority) - \$2,172,435 (40%); facilities operation and maintenance - \$2,146,813 (39%); residential life program, \$780,194 (14%); residence hall security - \$286,109 (5%); and residence hall expenditures in support of the college's summer conference program - \$100,629 (2%).

The former President's residence, commonly referred to as the White House, was recently renovated and converted to house the college's Department of Public Safety. The Dining Commons houses the main residential and commuter dining area. The college also owns the Juniper Park Elementary School and is responsible for its maintenance, cleaning and upkeep. The City of Westfield School Department hires the teaching and cafeteria staff.

The college maintains a sports field complex, which is comprised of an Astroturf field and stadium that can seat 4,000 people. A baseball field, softball field, tennis courts and practice fields are also located on the site. A small building containing a first aid room, storage, and public restroom facilities is located adjacent to the Astroturf field. The complex is located off Western Avenue between the main campus and the 333 Western Avenue Administration Building.

The Westfield State College Foundation owns and maintains the Albert and Amelia Ferst Interfaith Center.

History of Campus Development

Westfield State College is located in a residential area in the western section of the city of Westfield. As one approaches the college traveling west on Western Avenue, Stanley Park is to one side and the forests of Tekoa Mountain rise in the west. The current campus is the third location in the school's history. The college was founded in Barre, Massachusetts in 1839, and moved to the center of Westfield in 1843. In 1956, the campus moved from the center of Westfield to its present location. (Interestingly, the original Westfield college main classroom and administration building, located at 59 Court Street, approximately two miles east of the college's current location, is still in use as Westfield City Hall).

Campus Buildings and Completion/Acquisition Dates

<u>Building Name</u>	<u>Area in Sq. Ft.</u>	<u>Completion Date</u>
1. Parenzo Hall	98,230	1957
2. Scanlon Hall	111,493	1957
3. Maintenance Building	8,615	1957
4. Bates Hall	40,394	1961
5. White House (Public Safety Dept.)	6,800	Acquired 1961
6. Davis Hall	73,700	1968
7. Dickinson Hall	73,700	1968
8. Juniper Park School	70,565	1968
9. Wilson Hall	156,048	1971
10. Power Plant	8,120	1972
11. Ely Library Campus Center	141,882	1972
12. Lammers Hall	72,700	1972
13. Welsh Hall	26,000	1975
14. Seymour Hall	26,000	1975
15. Conlin Hall	26,000	1975
16. Dining Commons	47,000	1988
17. Courtney Hall	100,000	1989
18. 333 Western Avenue	54,000	Acquired 1999
19. Ferst Interfaith Center		Owned by WSC Foundation

The current campus was developed in four phases. Phase one occurred during the 1950's and included moving the college from the center of the city to its current Western Avenue location. During this phase, Parenzo Hall, Scanlon Hall and the Maintenance Building were constructed. Parenzo Hall housed administrative offices, classrooms and laboratories. Scanlon Hall served as the first residence hall and additionally housed the campus dining facility.

Phase two took place between 1960 and 1975. During this period, eleven buildings were constructed and the White House was acquired. Bates Hall, a second classroom building, was constructed in 1961. Seven residence halls were added beginning with the construction of Davis and Dickinson Halls in 1966. The Juniper Park Elementary School was constructed in 1968 to facilitate the college's teacher training program. Currently the building is utilized by the City of Westfield as an elementary school while operated and maintained by the college. During this same period, Scanlon Hall was expanded to increase the capacity of the dining facility

located in the building. To provide needed academic space for an increasing enrollment and expansion of the college's programs of study, Wilson Hall was constructed in 1971.

Additional property was acquired east of the main campus in 1973. On this acreage a synthetic turf field and track were constructed which accommodate soccer, football, field hockey, track and field, and various intramural programs. The field, known as Alumni Field, was expanded in 1978 with the addition of tennis courts, new baseball and softball fields, a storage building, physical training/first aid area, public restrooms, and new stadium bleachers with a seating capacity of 4,000 spectators.

In 1972, the Ely Library Campus Center Building, Lammers Hall, and the present Power Plant were constructed. The Ely Building contains the main library, a campus center that houses various student affairs offices, student organizations, radio station, theater, pool, and a wellness center. The Arno Maris Gallery occupies the first floor of the library book storage area. Books are stored on floors two through five. The sixth floor of the stack area houses library offices and the college archives. A television studio, faculty offices, computer rooms and classrooms occupy the third floor of the building.

The third phase of construction included a new Dining Commons in 1988 and Courtney Hall, a new residence facility, in 1989. The construction of the Dining Commons, which can seat 900, allowed the college to abandon the college's original dining facility in Scanlon Hall. Other major improvements included the renovation of Dever Auditorium, the construction of a new sewer system, and the construction of the Albert and Amelia Ferst Interfaith Center by the WSC Foundation.

The college is currently in its fourth phase of development. In 1999, the Stanley Home Products Company, which had its corporate headquarters located in a building slightly less than a half mile east of the college's main campus, and just east of Alumni Field, relocated out of state. The college immediately took steps to purchase the office building and the approximately 30 acre parcel of land on which it was situated. The building was purchased in the fall of 1999 and renovations began immediately. The college moved into the building in the spring of 2000. The building, now referred to as "333 Western Avenue" houses a number of the college's administrative offices, including offices of the President, Chief Financial Officer, Chief Information Officer, Public Affairs, Human Resources, Development, Alumni, and the WSC Foundation. Student Administrative Services, Graduate and Continuing Education, offices of the Criminal Justice Department and its faculty, classrooms, a computer learning center, meeting rooms, and a small snack bar are also located in the building. Additionally, in 2001, the Westfield State College Foundation purchased the former Sheraton Inn, a small inn and restaurant located contiguous to the campus. The antiquated structure was found to be "beyond repair," and thus the building was demolished. The future use of the 14 acre parcel of land on which it was situated is currently under study.

The college is presently involved in the construction of a new Academic/Athletic Field House that is scheduled to open in 2003. Other buildings in the planning stages include a daycare center, an additional residence hall, and a new facilities and operations facility.

APPRAISAL

Handicapped Accessibility

Over the past decade, the college has continued to improve the accessibility of college facilities. Additional grounds improvements have been made to provide accessible travel paths for all. The college has also renovated an entrance to Bates Hall and all restrooms in the building.

When the college acquired 333 Western Avenue (the former Stanley Home Products Corporate Office Building) in 1999, the building was not accessible to the physically challenged. The college has renovated the entire building to make it accessible. A new heated entry ramp was built. All door hardware was replaced,

restrooms were renovated, the elevator was retrofitted with appropriate controls and warning devices, and the main conference room was equipped with a ramp to access the stage in the main presentation room.

The college renovated the three handicapped apartments located in the Apartment Complex to meet changes in the state code. A pool lift was installed in the college pool, the Wellness Center was equipped with specialized exercise equipment, and restrooms and locker rooms were renovated. The Juniper Park Training School main entrances were upgraded to include ramps and accessible doors and hardware.

The college continues to address other outstanding issues related to access. In 1993, the college petitioned the Commonwealth of Massachusetts to provide funds to install elevators in three of the college's academic buildings. The state refused to fund these projects. Thus, the college has had to plan on bearing the cost of these elevators, estimated to be \$1,500,000, and has made a commitment to funding the projects exclusive of state funding. The first elevator, located in Parenzo Hall, will be completed during spring of 2002. This will be followed by the construction of an elevator in Bates Hall and one in the Ely Library Campus Center Building.

During the summer of 2000, the college renovated and added on to the White House to provide facilities for the Department of Public Safety. The new addition and existing facilities were renovated to meet the needs of the physically challenged.

The college has also purchased hearing devices and specialized teaching equipment for those with disabilities. Telecommunication devices for the deaf (TDD's) have been installed at pay phones located in 333 Western Avenue, Parenzo Hall, Wilson Hall, and the Ely Campus Center, and are also available in the Department of Public Safety, the Disabled Student Services Office, and at the main college switchboard. For major events, the college employs signers for the deaf. Recently, the college website was revised to make it friendlier for the visually impaired, and policies requiring ADA Section 508 compliance, and validating of all new web pages by CAST.ORG's Bobby, an industry standard accessibility validator to Priority 1 level, were adopted.

Environmental Health and Safety

The Facilities and Operations Department has been working with various segments of the college community to improve environmental health and safety practices, and a number of campus-wide initiatives have been proposed and implemented. The college established an Office of Environmental Health and Safety within the Facilities and Operations Department. Increased financial resources directed at environmental health and safety issues, to include the development of policies and procedures, staff training, and participation in state and federal programs, have helped to bring the college into compliance with regulations of the Commonwealth of Massachusetts Executive Office of Environmental Affairs, and U. S. Environmental Protection Agency.

The college is a member of the Western Massachusetts Safety Council, the Institutional Recycling Network, and the Massachusetts State College Environmental Alliance. The college has participated in a number of state taskforces to develop strategies and procedures for state agencies. The college recently participated in a taskforce to develop an outline to be used to develop a statewide environmental management plan.

The college has developed and implemented a campus-wide recycling plan. This plan is extensive in scope and includes the recycling of items such as electronic equipment, hazardous waste, batteries, construction waste, paper, cardboard, and the like. The college also maintains a composting operation to recycle grounds waste including leaves, clippings, weeds, and twigs.

To address the cleanup of an underground oil leakage at the campus Power Plant facility (presumed to have taken place during the 1970's and 1980's), the college, working with a licensed site professional, has

developed and implemented a method of extracting oil from the ground using high-pressure steam. To date, this system has been highly successful and has allowed the college to extract approximately 8,000 gallons (believed to be approximately half of that which had leaked) of number four fuel oil from the ground.

The college encourages the campus community to purchase goods and products that contain recycled products. This includes the purchase of plastic lumber, paint, inks, paper products, oil, furniture, and similar products. In 1998, the college was recognized by the Commonwealth of Massachusetts Executive Office of Environmental Affairs for its efforts and was awarded The Massachusetts Higher Education Institution Award for purchasing the largest amount of goods containing post-consumer products.

The college has sponsored numerous courses for employees on safety related issues such as lockout tag out, blood borne pathogens, ladder safety, equipment safety, confined space, and ergonomic issues. The college has also provided an inoculation program for college employees that include programs for lime disease, Hepatitis A and B.

The college is committed to cost-effective measures that are ecologically sound and is continually striving to reduce waste and pollution while saving energy. The college is registered with the Environmental Protection Agency as a VSQG (Very Small Quantity Generator) of hazardous waste. As such, the college is required to remove any hazardous waste from the campus by licensed transporters every 180 days, or more often if necessary. In addition to designated areas within the departments of Art, Biology and Physical Science, a satellite storage building for the storage of hazardous waste is currently under construction adjacent to the present Maintenance Building behind and to the north of the Ely Library Campus Center building. At least twice yearly, a hazardous waste list is compiled by each department generating such hazardous materials that are required to be disposed of in accordance with these guidelines. A hauler is then contracted to remove the chemicals. For each of the past several years, between \$10,000 and \$20,000 has been spent on removal of such materials.

The college has on staff a licensed site supervisor for the removal of asbestos and two trained workers that can assist in all removals that are less than 3 linear feet (state regulations require that any job beyond that size be contracted out to a licensed asbestos removal company). In instances where work must take place and the material in question may have asbestos content, the site supervisor will remove a small section to be sent for analysis.

Major Improvements

Due in large part to the vagaries of state capital appropriations, the college has found it difficult to develop a truly comprehensive, long-range capital master plan. However, it has undertaken an ambitious program to renovate and improve existing building space. This has included the total renovation of 333 Western Avenue, major renovations of the Dining Commons, Scanlon Hall and the Ely Campus Center, as well as numerous focused projects in various other locations about the campus. In addition, Parenzo Hall is currently in the first year of a major, multi-year renovation project, involving much of the space vacated by offices that were relocated to the new 333 Western Avenue building.

The Scanlon Dining Hall was renovated into a state-of-the-art banquet hall and meeting center, capable of being partitioned into three separate areas. The Dining Commons underwent substantial reconstruction, as it was converted from a traditional service line to a modern food-court multi-station approach to providing dining service. The college renovated the Ely Campus Center main floor, adding a Subway restaurant, general store, and ice cream parlor known as the Owl's Nest. The college also renovated a large space in the lower level of that building, formerly the college pub, into a wellness and fitness center that includes locker rooms, a fitness area, aerobic room, and an assessment room. The lounge adjacent to the center was also renovated.

In 1996, the college replaced the entire underground main electrical feeder system for the campus. The college also replaced the main electric transformers located in Parenzo and Wilson Hall. In 1999, the college constructed a new concrete walk from the Juniper Park School and, as an adjunct to this project, laid empty 4" conduits along the route for future use by the college as pathways for electric, data, and telephone lines. The college has also replaced the main telephone PBX (private broadcast exchange) and installed a new data fiber backbone for the campus.

All classrooms in Bates and Wilson Halls have recently been upgraded with respect to general furnishings; additionally, Wilson Hall had all new ceiling tiles installed, as well as refurbishing of its auditorium to include furnishings, movable partitions, lighting, sound and projection systems. The college retrofitted classrooms on the second floor of Wilson Hall to house the Academic Achievement Center and Office of Disabled Student Services. In 1998, the college constructed a \$240,000 state-of-the-art distance learning classroom/facility in Wilson Hall, and installed less elaborate systems in several other instructional spaces to support distance learning. Improvements were also made to the HVAC system in Wilson Hall to improve the quality of heat and air conditioning in the building. During the 1997 academic year, the college constructed the Taco Bell lounge area in Wilson Hall, in a space that was originally constructed as an open pass-through from the commuter parking lot. The area is presently used as a food service area and lounge for resident, commuter, and evening division students. The Lammers Hall Counseling and Career Services centers were also refurbished.

An old listening lab was converted to a computer lab on the second floor of the library. A new interior stairway and security system has been installed in the main library. These improvements have provided increased flexibility on the usage of space on the mezzanine floor of the library. The sixth floor of the book stacks, originally built as offices for the college president, has been renovated to house the processing functions of the library. A new emergency entrance was constructed during the past year to bring the library into compliance with current state building code. The college also completed a project to upgrade electrical wiring in the television studio located on the third floor of the library. As part of this project, a new pipe system was installed in the ceiling of the studio to improve the lighting capabilities of the space.

Major projects have been undertaken to improve parking on campus since 1991. The South lot was paved to provide 540 student parking spaces. The access road was re-graded and paved, and a new, lighted sidewalk has been added that connects the parking lot to Western Avenue. A bus stop was added to provide a waiting area for the college bus shuttle. New parking lots have been constructed behind Juniper Park School and Dickinson Hall. The North and South lots adjacent to the campus center and the Lammers Hall parking lot have been expanded and paved. Additional parking spaces were added to the Davis Hall roadway and along the road behind Wilson Hall. New catch basins were installed in the commuter parking lot and the lot was paved. This past year, the access road and parking lot at 333 Western Avenue were widened and re-paved.

The college continues to make improvements to residence halls. The college recently completed a 2.5 million dollar renovation of the Apartment Complex, and is presently undertaking a two-year project to renovate Scanlon Hall. Major improvements will include the replacement of windows, fire protection, heating and electrical upgrades, and the refurbishment of interior finishes in student bedrooms and public spaces. The college is also studying ways to improve Davis and Dickinson Halls. Student demand for housing is at historic high levels and appears likely to continue. Building a new residence hall and/or additions to existing halls are under active consideration.

The college has worked effectively with the Massachusetts State College Building Authority (MSCBA) to establish and adhere to an aggressive schedule of preventive maintenance for its facilities. These projects have largely addressed major structural needs (roofs, building integrity, etc.) with attention to updating furniture, finishes, and other cosmetic enhancements as budgets permitted. In addition, the college has provided hundreds of thousands of dollars in the past decade to supplement MSCBA-supported projects. College contributions to maintaining and upgrading these state-owned facilities have included:

- safety and security improvements such as replacing fire box annunciator panels, updating student bedroom locks with a high-security key system, installing tec-key locks on all residence hall main exterior entrances, and on many female community bathrooms;
- structural work including retrofitting Scanlon Hall bathtubs with shower facilities, carpentry and door replacement projects;
- residence hall computer hub and student room computer data jack replacements;
- extensive landscaping, grounds and drainage upgrades;
- furniture replacement; and
- cosmetic improvements including carpeting, painting and tiling projects.

Approval of a bond issue through the MSCBA has resulted in approximately \$6.7 million in bond money being earmarked for major residence hall renovations. The first of these projects, a complete renovation of the Apartment Complex, was begun in 2000 and completed in 2001. Other projects, including the installation of sprinklers in all residence halls, and interior renovation of Scanlon, including floor, finish, and possibly air conditioning, are being identified and evaluated.

As admissions standards have risen in the last 4 years, so have residence hall retention rates. Student vandalism in the halls has fallen significantly since stricter alcohol policies and sanctions and alcohol-free sections were widely implemented in the mid to late 1990's. This same period also saw stiffening of the sanctions for causing false fire alarms and tampering with fire equipment, with a corresponding sharp drop in such incidents.

In the early 1990's, the MSCBA, which owns the residence halls and approves all room rates, did not allow residence hall room rates, which comprise over 90% of department revenues, to keep pace with inflation. These artificially low room rates resulted, by 1995, in the depletion a large reserve that had accumulated in the 1980's as a result of several years of 100% + occupancy. This extended period of overcapacity status eventually resulted in the construction of Courtney Hall in 1988-89. These low room rates, combined with the increased debt service taken on once Courtney Hall was occupied, necessitated drastic cost saving measures FY96. These included the elimination of 12 Institutional Safety Officer (ISO) positions, reduction of one full-time Residence Director position to a part-time position, and the transfer of some trades positions to the state side of the budget. As occupancy levels rose in the latter part of the decade, the full-time Residence Director position was restored, the trades positions were returned to the Residential Life budget; and ISO position responsibilities were reallocated to compensate for the reduced staffing levels.

The college's summer conference program has been housed in several campus departments over the last ten years. Providing a successful, cost effective summer conference operation has been a challenge for the college overall, at least in part due to a lack of air conditioning in the dormitory buildings. With respect to the Residential Life program, recent budget statistics indicate that Conference Services provides only a small financial benefit overall despite the MSCBA mandate that requires a minimum fee based on a per person/per night formula for summer conference residents. This is due to the costs associated with offering conference-related programs and services during the summer. For example, Residential Life provides significant professional, student, security and maintainer staff support for the program each year; and other costs such as energy, supplies, and wear and tear on the facilities are also incurred.

In 1999, the college in cooperation with the Commonwealth of Massachusetts Division of Capital Asset Management completed a Shared Energy Savings Program. This program allowed the college to make major improvements to campus systems to save energy and better control HVAC systems on the campus. Improvements included water saving measures, the retrofitting of all electrical fixtures, replacement of inefficient motors and steam traps, and most importantly the installation of a campus-wide Honeywell Energy Management System.

During the past ten years, the college has made an effort to use available resources to improve all aspects of the campus, and substantial improvements to the physical plant have taken place. The

implementation of a new state regulation mandating that five percent of the annual college operating budget of the campus be used for capital adaptation and renewal has greatly enhanced the college's ability to make improvements.

The college continues to evolve each year. Every year new requests for improvement in the physical plant are reviewed and placed on a five-year deferred maintenance/capital program schedule. This schedule is reviewed and updated annually, and generally includes items in excess of \$100,000. Also, as academic and student oriented programs and needs change, major capital construction projects are considered and advanced to the Board of Higher Education and the Commonwealth's Division of Capital Asset Management, where they are evaluated in the context of state-wide requests.

PROJECTION

The college has very recently completed a master plan to address the immediate and long-term future of the institution. Included in this plan are analyses of existing and proposed future academic programs of study to determine the types of facilities that will be required, as well as a study to determine the effect of future growth of the institution in relation to its impact on existing facilities and grounds. The college looks forward to implementing the plan, which will include identification of both the internal and external funding sources for needed capital projects, as well as the means for repaying the college's portion of the 1999 Building Authority-issued bonds.

The college must improve communication between individuals writing grants and departments that are affected. This is especially true when modifications to facilities or the infrastructure are required to fulfill the grant. The college, cognizant of the need to coordinate future college expansion with the City of Westfield to ensure the availability of required utilities, must maintain a continuing dialogue with the city to ensure that all parties are informed of changes that will impact future development.

There continues to be a need for more general classroom space. As academic departments continue to develop specialized programs that require specialized facilities, the number of general classrooms declines. Although the completion of the Academic/Athletic Field House Building will provide an additional four general purpose classrooms, and the renovation of Parenzo Hall potentially several more, the college should still continue to pursue the funding and construction of a new classroom building. The college needs to continue to improve and enhance faculty office space. Currently, approximately 40% of faculty offices are either non-private partitioned in nature, or inappropriate otherwise due to design. However, the Academic/Athletic Field House on which construction is just beginning will add 14 additional appropriate faculty offices, and the renovation of Parenzo Hall will produce another 25 – 30 appropriate faculty offices. Thus, the number of inappropriate faculty offices will be reduced by approximately 75% (to under 20 in number) over the course of the next two to three years. However, most current offices that are appropriately private are still located in 1950 and 1960 era buildings that did not anticipate the computer, peripheral device, and other power consuming appliances now commonly found in these offices; therefore, many of these are in need of electrical updating.

With respect to the problem of overcrowding in the residence halls, the college must investigate potential mitigations. Among these are the construction of a new residence hall, the construction of an addition to one of the current residence halls, conversion of under-utilized space in current residence halls to residence rooms, and the movement of current Student Affairs offices out of residence halls and into other suitable facilities. A facility should be built to meet the needs of not just the student of today, but also the student of the future, both in terms of infrastructure and services. It will be important to provide opportunities for significant student input on residence hall renovations, furnishings, and use and/or re-use of common spaces.

The college needs to continue to address issues associated with vehicles on campus. A study is underway to determine the effect of reconfiguring current traffic and parking patterns and capacities, taking into account not only issues of security, but also those of aesthetics.

The college should continue to develop deferred maintenance cost centers to ensure that there will be funds available to perform routine maintenance and make necessary improvements to college facilities and systems. These should address both long-term maintenance projects (such as replacing antiquated electrical systems and installing sprinkler systems in all residence halls) and amenities (including refurbishing the halls, improving lighting levels, providing one data jack per resident in each resident bedroom, and making the most effective use of available space).

The college needs to work toward providing specialized facilities to meet the needs of both academic and other programs such as music, art, communication, the sciences, and theater. Efforts should be made to improve and enlarge the Campus Center, with a particular goal of creating space within the center reserved for student-oriented functions and organizations.

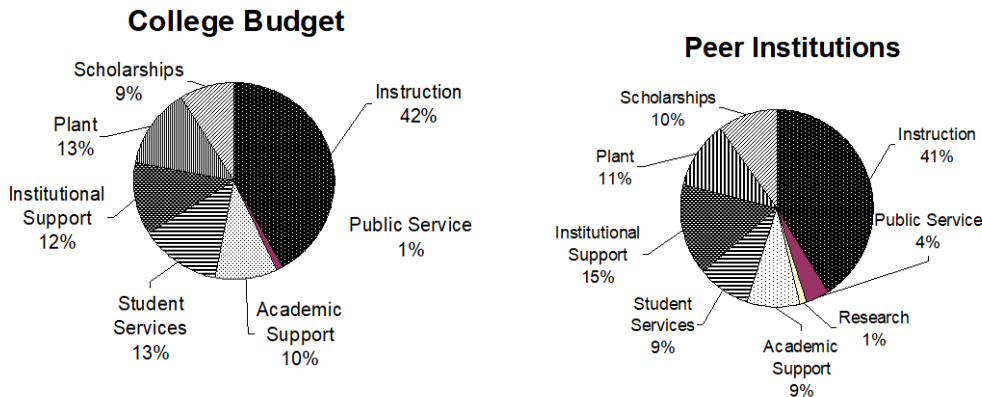
The college is pursuing the installation of an electric co-generation plant within the Power Plant to reduce the college's dependency on exterior sources of electrical power. In addition, the college should continue to work towards becoming a 'green campus.'

Standard Nine FINANCIAL RESOURCES

DESCRIPTION

The Chief Financial Officer (CFO) reports directly to the President and manages the college's fiscal operations, including financial accounting, budgeting, auditing, purchasing, accounts payable, investments, billing and receivables, contracts, and restricted loans and grants. The College Bookstore and Food Service are contracted services, and report to the CFO.

The financial stability of the college is evidenced in the audited Annual Reports. Over the past decade, and in particular the past several years, the college has strengthened its financial position. The college's two main sources of revenue are the state appropriation and income from day student fees and Division of Graduate and Continuing Education student tuition and fees. The state appropriation is legislatively maintained and, until this current academic year, had seen modest increases over the past few years. The Westfield State College Board of Trustees sets fees and allocates revenues as deemed necessary to accomplish the mission of the college. There has not been a major fee increase at the college since fiscal year 1996. (At that time, the fee was raised from a 1995 level of \$1,035.00 to a 1996 level of \$1,785.00; the 2002 fee was \$1,986.00.) The state appropriation generally constitutes between 40% and 45% of the total operating expenditures of the college. Day student fees, and Division of Graduate and Continuing Education tuition and fees, and other income support the remaining 55% to 60% of the college's operational budget.



The college's peer institutions consist of Western Connecticut State University (CT), Frostburg State University (MD), Salisbury State University (MD), the College of New Jersey (NJ), SUNY College at Geneseo (NY), East Stroudsburg University (PA), and the University of Wisconsin-Green Bay (WI). The following charts describe the allocation of the college budget and its relationship to its peer institutions.

The official financial records of the college are maintained in the Systems and Computer Technology Corporation's Financial Records System (FRS). This on-line, fully accrual application follows generally accepted accounting principals that adhere to the National Association of College and University Business Officers (NACUBO), the Government Accounting Standard Board (GASB), and the Generally Accepted Accounting Principles (GAAP). An annual independent audit verifies that the college follows these standards.

The annual audit is conducted by PriceWaterhouseCooper, a firm the college has retained for this task since 1996. The Annual Report and Management Letter are presented to the Board of Trustees each fall. For the past three years, the college's annual report has been the first of any of the 29 public colleges (entire

community, state and university systems) submitted to the State Comptroller, and there have been no management comments.

In addition to the annual audits of PriceWaterhouseCooper, the State Auditor's Office conducts comprehensive audits of the college on a less routine basis. Its last such audit covered the fiscal years 1999 and 2000, and audited a wide variety of areas, including the president's account, travel, credit card usage, policies and procedures, equipment purchases, inventory, and cash and bank accounts. Except for a single unaccounted for inventory item, representing .0004% (or slightly less than 1/1,000th of 1%) of a fixed asset inventory valued at over \$9,000,000.00, there were no management comments communicated in this report. This document is likewise available for inspection in the Visiting Team Room.

Financial and Administrative Policies and Procedures are outlined in the college's *Internal Control Manual*. This manual is updated regularly and revisions are distributed to the President's Council as well as to the college community. The annual budget process formally starts during the month of March or April preceding the applicable fiscal year, which begins July 1st. At that time, the CFO distributes instructions, guidelines, and forms to each cost center director. Formal budget hearings are held with each department to address their requests. The CFO presents the annual budget to the Board of Trustees in June.

State Law prohibits operating at a deficit. Thus, the Budget Committee, consisting of the President, the Chief Financial Officer, the Senior Vice President of Academic Affairs, the Vice President of Student Affairs, and the Director of Human Resources, meet on a monthly basis to review requests for additional resources or the reallocation of existing funds. Projected revenues and expenditures are also compared to actual amounts.

A five-year capital repair and maintenance budget is maintained. The President, CFO, and Director of Facilities plan these projects. This plan is then presented to the President's Senior Council and to the Board of Trustees. Funds are allocated through the local budget process, the Board of Higher Education, and the Department of Capital and Asset Management.

The college's investment portfolio consists of funds on deposit with both the Massachusetts Municipal Depository Trust Fund (MMDT) and the Intermediate Fund of the Common Fund. These funds are invested according to the college's Investment Policy. Funds are available on an as-needed basis, and investment earnings are included in the annual operating budget process.

Monitoring budget performance is done in several steps. Weekly over-budget reports are reviewed by the CFO and forwarded to the cost center manager. Monthly reports are provided for each account. Some of the data reviewed includes budget versus actual expenditure reports, open purchase orders, and remaining budget balances. This data has been available on-line for the past two fiscal years. The Purchasing System requires that sufficient funds be on hand before any order can be processed electronically.

Development

The Development Office's mission is to raise funds that advance the long-range goals of Westfield State College. It continues to do so with the cooperation of the volunteer Westfield State College Foundation, Inc., an affiliated 501(c)3 organization dedicated solely to support of the College. The Foundation's relationship to the college has been made stronger since the last NEASC visit through 1) state legislative recognition and Board of Trustee certification, both in 1996; 2) a series of revisions from 1997 to 2000 of the Foundation's By-Laws intended to open up membership (which now includes two Foundation Director seats set aside for Trustees) and professionalize operations (the college's chief fund raiser now serves as non-voting Executive Director); and 3) the formation in 2000 of a Development Committee of the Board of Trustees to whose meetings the Foundation's Chairman is invited.

Since 1996, policies and procedures have been put in place to centralize college fund raising efforts, establish clear gift acceptance guidelines, handle bequests and gifts-in-kind, communicate with alumni, and foster grants activities. These policies define the roles of the college and Foundation in attracting, receiving, and managing each of the categories of gifts sought by the college: annual fund gifts, restricted endowed funds, non-endowed recurring gifts, capital campaign pledges/gifts, grants, special appeals, gifts-in-kind, planned gifts, gifts of property, and the proceeds from special events.

At present, the college has an active fund raising program which includes an annual fund appeal to graduates (for both unrestricted and restricted purposes which change each year); special appeals to local businesses and individuals for scholarships and programs; and a wide range of annual "town-gown" special events that raise funds and friends (e.g., Breakfast with Santa, Interfaith Center Prayer Breakfast, Golf Tournament), all of which are sponsored by strategic corporate partners. In order to encourage current students to become future alumni donors, a unique program has been launched to have each class raise funds for its class gift, starting during freshman year and culminating with a check presentation at a 5th year reunion. Planning is well advanced for a capital campaign for the new academic/field house facility. In addition, the Director of Development and President, through their civic involvement, are continually adding to the pool of business and community leaders with whom they further and maintain contact.

The Development Team is led by the Director of Development; the Associate Director of Development, Alumni Coordinator, Development Systems Coordinator, and an Administrative Assistant report to the Director.

Conference Services

The Office of Conference Services is currently located in Parenzo Room "L", the former Registrar's Office on the first floor, in conjunction with the Office of Lifelong Learning. The office consists of one Staff Assistant, one clerk IV, and one part time employee, and falls under the direction of the Dean of Graduate and Continuing Education.

Additionally, each semester the office employs 3-4 work-study students, and during the summer conference series, generally has 25-30 part-time employees, whose responsibilities include lifeguarding, front desk attendant duty, linen preparation, and custodial and operational services.

The college's Office of Conference Services is dedicated to serving many diverse groups and individuals that are in need of meeting, conference, or event space for public and private functions. As a public institution of higher education, the college welcomes any group that promotes learning that may not necessarily have adequate funding and/or budget for the purpose of securing an event site. Events that are considered for full or partial waivers include, but are not limited to, government agencies that wish to disseminate important information to community and region, certain not-for-profit events, and faculty/staff civic-affiliated organizational meetings.

The annual contribution to the college from the summer conference series is approximately \$50,000.00. However, the past summer (2001) saw a substantially reduced summer conference schedule due to the extensive Dining Commons renovation project being undertaken at that time.

APPRAISAL

The budgeting process culminates in a financial plan that encompasses all areas of the college. Academics, Facilities, and Student Services continue to receive the majority of funds. Monthly budget committee meetings monitor the execution of the budget, and identify potential deficit or surplus balances.

This budgeting process, however, is intimately interconnected with the level of support provided by the Commonwealth. At times, this forces the college into a more reactive than proactive budgeting posture, as “crises” in state budgeting inevitably translate into “creative budgeting opportunities” for the public colleges of the Commonwealth. The recent financial problems of the Commonwealth have forced the college into the more reactive “budget cutting” mode for the current year, and probably will continue to for a year or two into the future.

A five-year capital plan ensures a safe, attractive and competitive facility. The college has exceeded the annual deferred maintenance mandate of the Board of Higher Education by over \$1,000,000 in each of the last three fiscal years. Typically, the college plans to significantly exceed this mandate, but the current budget situation will probably dictate otherwise for this and at least the next fiscal year.

The college has received five years of unqualified audit opinions on its financial statements, in which no findings, documented or otherwise, were generated. The financial statements are presented in accordance with NACUBO, GASB, and GAAP guidelines for colleges and universities. The college takes this area very seriously and would establish resolution of any such finding as a highest priority.

As per Massachusetts Board of Higher Education mandate, the student share of the cost of education is not to exceed 33% of the total costs. However, with the projected increased enrollments and expenditures for fiscal year 2002, and a declining state appropriation, it is likely that the Board of Trustees will consider a fee increase in June to supplement this languishing state appropriation, the result of which may be that the student share of the cost of education will exceed this limit.

The college recently purchased, and is in the process of implementing web software for student and faculty applications. These products will greatly enhance the admissions, advising, registration, and payment processes.

Recently, the college conducted a national search for and hired a Chief Information Officer (CIO). Within the duties of this newly established position are responsibility for Academic and Administrative Computing and Media Services. Consolidation of these functions should allow the college to be more efficient with these crucial resources. The intent of creating the CIO position was to bring an experienced and creative person with the vision and leadership to direct the college’s information and technology services.

In June, 2001, the college presented the Trust Fund Management Policies to the Board of Trustees. This document outlines compliance guidelines for trust fund activities, and is required of the college by the Board of Higher Education.

Development

Fund raising at the college has not followed a steady upward trajectory since the last NEASC accreditation. In 1991, a Vice President for Institutional Advancement was hired, but expectations on behalf of the individual and the college proved not to be coincident. When that vice presidential position was eliminated in 1995, the Institutional Advancement Division was disbanded, the major result of which was that Public Affairs again reported directly to the President’s Office, while Development and the Alumni Office remained linked under a Director of Development, becoming the college’s chief fund raising entity.

With the arrival of a new Director of Development in 1996, and a new President one year later, the stage was set for reviving the college’s fund raising program. The primary focus became relationship- building with each of the college’s core constituencies: alumni, corporate, and community. In the context of the so-called “donor cycle,” the college implemented a process-driven approach to fund raising, which emphasizes the fundamental sequence of responsibilities necessary for results while counseling preparation, realism, and patience. At the same time, the college sought to broaden its cadre of volunteers.

Results have been very promising. More total dollars have been raised annually than ever before, the college's circle of volunteers is expanding, and the Westfield State College Foundation's endowment, while still small, has grown. The number of privately donated scholarships has risen considerably, with donors being given the ability to direct their gifts towards need or merit, or to support students in particular programs, if they so choose. A yearly reception to introduce donors to the students supported by their gifts began in 1998. For example, three local banks each give \$5,000 for annual scholarships, and the city's utility company (Westfield Gas and Electric) donates \$7,500 – this at a college where tuition is below \$1,000. One person with no prior connection to the college provided \$100,000 over two years to support a series of conferences dealing with international women's issues. Grants from private foundations have enabled the college to purchase hardware and software to promote video conferencing and distance learning activities (\$149,700 from the Davis Educational Foundation in 1998) and a two-week summer camp to introduce minority 7th grade students to careers in aviation (\$65,000 from the Irene & George Davis Foundation in 2000).

But there have also been frustrations along the way. Business leaders often have an inaccurate picture of Westfield State College; many relate to the college's long history of teacher training, but are unaware of the comprehensive nature of the college as it exists today. Turnover in the Alumni Office and a tight job market created a staffing shortage for much of 2000-2001, thus delaying the all-important effort to improve an operation whose effectiveness had declined precipitately during much of the 1990's. As a result, the Office's efforts to carry out a program of face-to-face visits, make the best use of the Blackbaud fund raising software, prepare properly for a phonathon, and keep the alumni web page up-to-date, have suffered. A well-qualified Grants Coordinator was hired but left after one year, owing to what was perceived as the faculty's reluctance to becoming involved in grant opportunities during a prolonged period of difficult collective bargaining. Finally, the state's dilatory bureaucracy, in particular at the Department of Capital Asset Management (DCAM) which oversees building projects, operates at a pace that is not always sensitive to the college's planning needs or the timetable of the private sector within which the fund raising efforts must function.

Conference Services

Until recently, the college community relied on a cumbersome manual system for reserving space in campus facilities. Then, seventeen college units served in a proprietary role, assisting interested parties in reserving space in their respective domains at the college. Now, the Event Management Software is used, which was purchased and installed in 2001; it is a web-enabled program which allows universal access to a complete calendar of campus events, as well as the ability to reserve space using an on-line form. Training for appropriate staff in the use of the software took place during the late summer and fall of 2001, with additional training programs to be provided as needed.

The implementation of the new campus-wide, web-based program has provided a simpler and far more accurate means of reserving classroom, meeting, conference and banquet space. Conference Services now oversees a centralized electronic scheduling system. It is responsible for taking campus reservations in conjunction with appropriate departments, confirming campus reservations, and following up with service departments to ensure that requested services can be provided. The department inputs appropriate campus reservations, resolves conflicts, assists users in finding appropriate space, and assists service departments in accessing the system to serve the campus community. It also oversees the generation of reports, tracks and follows up on errors, and maintains the computer server and necessary files to assure that central database information of space and resources is accurate and reliable.

The Office of Conference Services encourages faculty and staff to use college facilities for activities sponsored by groups to which they belong. The college has also supported the community by providing event and meeting space at reasonable rates and, on occasion, offers Facility Rental Waivers to events sponsored by government agencies that wish to disseminate important information to the community and region, certain not-for-profit events, and faculty/staff civic-affiliated organizational meetings. Facility Waiver Forms are available in the Office of Conference Services.

PROJECTION

A large percentage of the college's operational budget depends on revenue from the state (i.e. the state's allocation to its agencies, of which the college is but one of numerous major state agencies funded). When the state's funds fall, so does the allocation to the college. Given the current downturn in state revenues, precipitated by the state's "perfect storm" of the general slow down in the economy, the further economic fallout of the events of 9/11, and a state tax rollback voted by the electorate in the last general election, the college is currently undergoing immediate (and even retroactive) major cutbacks in state support.

Compounding the financial problem is a recently enacted State Employee Early Retirement Incentive Program, the purpose of which was to encourage the movement of state employees from the operational payroll to the retirement system of the Commonwealth, thereby presumably obviating the need for employee layoffs. The commonly held notion of using early retirement plans as cost-saving measures via replacement of higher paid veteran employees with lower paid entry level employees is unfortunately only a part of this particular plan, which also contains a provision that holds replacement hiring to 20% of the salary level of retiring employees. Another detail of the plan that impacts the college, but has not been fully defined as yet, is the possibility of the college having to undertake payment of the accrued vacation and sick leave of these incentivized retirees (hardly a trivial item, as these "buyouts" will approximate to \$25,000.00 per individual that so elects the retirement package).

Thus, human resource availability is being cut appreciably, even as state funding has decreased for general operating expenses, scholarships, library support, and maintenance. As reallocation of both available human resources and monies occurs on campus, priority will be given to direct student service areas.

Historically, similar past state allocation cutbacks have been addressed by deferring maintenance and capital projects, and implementing selective hiring freezes. These strategies will again be undertaken; however, in the instant case, they will not be sufficient to close the gap between projected revenues and expenses. Additional cost containment measures include, but are not limited to, reduction in part-time faculty; across-the-board departmental budget cuts; reduction in budgets supportive of travel, professional memberships, and sabbaticals; decreases in marketing and internal catering expenses; restrictions on non-emergency overtime; and prohibitions on furniture and equipment expenses excepting those associated with instruction and technology.

Unfortunately, even the sum total of all the above reductions will not be sufficient to completely eliminate the gap between projected revenues and expenses; thus, cost increases for students will necessarily be an part of the financial plan. At this point, fee increases could occur, based on the ultimate resolution of state allocation issues for the current and next two fiscal year budgets. Although anathema to the notion of affordability that the public sector of higher education espouses, the expectation is that any increases instituted by the college will not change its position of having the 3rd lowest level of fees statewide amongst the college's sister state college institutions.

The college is committing more time, effort and resources to development of alternative funding sources, so as to lessen the reliance of the college on the currently sagging, and often times unpredictable state appropriation. The college will strive to identify both private sector and additional state or other governmental entities which may have potential to provide financial support for the mission of the college.

The college will revise its annual report in order to comply with new GASB (Governmental Accounting Standards Board) standards, and work to implement many of the features of the Rand Study involving information technology at the college, specifically preparing for administrative systems upgrades within the next three to five years.

The Development Office will continue to support the college's mission, both directly and indirectly. Direct efforts will include fund raising for projects that have been selected as college priorities; indirect efforts will include the building of relationships among members of various constituencies who are able to provide opportunities of service, internships, and careers for our students.

The Development Office is now in the preliminary stages of the college's first major capital fund raising project (on behalf of the new academic/field house facility). A campaign feasibility study for the new facility, undertaken by Demont & Associates from August, 2000 to March, 2001, predicted a successful campaign.

Additionally, two hires within the alumni office at the end of 2001 should significantly improve the area's efficiency and effectiveness. Improvements in the alumni program anticipated to be forthcoming over the next three years include activities of identification, travel and cultivation. A major goal of the Alumni Office will be to work more closely with Student Affairs, so as to ensure a successful transition from satisfied students to supportive alumni.

Now, and in the immediate future, the challenges for the Office of Conference Services will be to maximize the potential of newly improved resources and those to come in the near future. The future of conferencing at the college is highly dependent on the potential within the newly acquired 333 Building, the renovation of vacated space in Parenzo Hall, the reconstruction of the Scanlon Banquet Hall, and the construction of the new Academic/Field House. The new facilities, and software supportive of event management provide the tangible infrastructure necessary to success. Conference Services will evolve from an enterprise that was hampered by limited, and to some extent, outdated facilities, to one that will have numerous, modern, multi-faceted facilities to offer on behalf of its programs.

Conference Services plan an aggressive Advertising/Marketing Plan, to promote awareness of the availability of the college's facilities and services, to both campus and local community constituencies. Establishment of contacts with industry, seminar, and trade show proponents, and the establishment of rate structures in line with industry standards will all be pursued so as to allow the college the opportunity to generate additional revenues. At the same time, it will continue to be a goal of the college to fulfill its mission of community service through support of local charities and community activities with limited resources.

Standard Ten PUBLIC DISCLOSURE

DESCRIPTION

The foundation of Westfield State College's commitment to public disclosure is its compliance with all state and federal laws relating to privacy and right-to-know. The Commonwealth of Massachusetts has a Freedom of Information Act through which college documents and data, other than those specifically excluded by the Act, are available to the public. The college also complies with the federal Family Education Rights and Privacy Act. As required by 1998 amendments to the Higher Education Act, the college annually submits crime statistics to the federal Department of Education. These data are published on the college's web site, along with crime prevention information; students, parents, faculty, and staff are notified about the location of this data via mailings and notices in numerous campus publications.

Over the course of the past decade, modes of disseminating information have changed dramatically. Previously, the major focus was on print media with some reference to video, and monitoring desktop publishing was seen as the new challenge. Today, a major aspect of the communication efforts involves the electronic media, and monitoring the college's web presence for accuracy and clarity is the new challenge. With information coming from so many different sources, and with such immediacy, ensuring that the college maintains accuracy and clarity of its public self-portrait is no small task.

Now, as then, the Public Affairs and Publications Department serves as a clearinghouse for information. Having such a centralized information office is one way of ensuring that the integrity of college communications is maintained. The department oversees the production of printed materials and serves as the official campus news bureau. The Public Affairs and Publications Department is staffed by a full-time Director (who serves as college spokesperson and marketing team chair), full-time Staff Writer (who edits the employee newsletter, *In Brief*, and handles most media relations), and three-quarter time Publications Coordinator (who oversees production of the college's print materials, and in particular the student recruitment package).

Recent administrative changes have resulted in improvements in college communications. First, the Public Affairs and Publications Department adopted a mission statement in 1997, which defined its mission as one of "facilitating communication among the college, its advocates, and the public by promoting the goals and values defined in the college missions statement, clarifying a consistent institutional identity, and emphasizing the achievements and aspirations of the college." Another change in administrative structure was instituted in 1998, when the Public Affairs Director, as chief communications officer, became a member of the President's Council.

In addition, in 2000, the college established two interdepartmental committees overseeing aspects of public disclosure: the college Web Committee and the Marketing Team. The establishment of these oversight committees was seen as a proactive step toward improved collaboration that would provide additional safeguards for accuracy and clarity.

The Marketing Team was established by the President following an extensive analysis of the college's organizational structure and communications program by an outside consultant. The goal was to establish a coordinated, overarching marketing strategy for the college. The team includes representatives from all divisions of the college: admission and financial aid, academic affairs, athletics, career services, computer center (web), conference services, development, the Division of Graduate and Continuing Education, faculty, human resources and equal opportunity, minority affairs, the president's office, public affairs, and student affairs. The Marketing Team met twice monthly from November, 2000 to December, 2001, and now meets monthly.

Westfield State began an employee newsletter, *In Brief*, in 1996. It is published weekly and includes event calendars, “state of the college” updates, news about professional accomplishments, and employee relations features. It is distributed in print format to all college employees, as well as to the college’s Board of Trustees.

Alumni and friends of the college receive information from *Alumni Express*, the alumni newsletter and *Focus*, the college magazine. Both periodicals are published twice a year. The Public Affairs Director, as editor, works with the Development Office in producing *Alumni Express*. *Focus* is produced by an all college editorial board, with an adjunct faculty member serving as managing editor and the Public Affairs Director serving as editor-in-chief. This teamwork helps guarantee that readers get an accurate picture of the college.

The college’s advertising campaigns are limited in scope. Most of the advertisements, beyond classified advertisements for employment opportunities, are public service-type spots promoting general awareness or announcements for Division of Graduate and Continuing Education (DGCE) program registration. Advertising produced by DGCE is run in local newspapers such as *The Union News Berkshire Eagle*, *Westfield Evening News*, *Valley Advocate*, *Chicopee Herald*, *Holyoke Sun*, *Springfield Journal*, *Hampshire Gazette*, *The Country Journal*, *The Women's Times*, *Business West* and *All for You Agency* (Russian-American publication). The Division also runs commercial spots on local radio including stations WMAS, WPKX, WRNX, WHYN, WAQY, and WFCR, and local television stations WGBY (Public Television), WWLP (Channel 22), MediaOne (Cable), and WGGB (Channel 40).

Another source of public information is via the news media. Media relations are handled by the Public Affairs Office, which serves as the college news bureau. News releases pertaining specifically to their programs are also issued by the Sports Information Director in the Athletics Department and the Staff Assistant for Lifelong Learning in the Division of Graduate and Continuing Education. The college frequently uses enewsrelease.com, an electronic news distribution service, for regional and/or national distribution. All Public Affairs news releases are forwarded by e-mail to an internal distribution list that includes the President and his Council, representatives of the Board of Trustees, and the Public Information Officer at the state Board of Higher Education. They are also posted on the college web site. The Public Affairs Office maintains a clipping file. These are copied and bound and provided to the Board of Trustees at each meeting, circulated internally by department request, and also provided to the public on request.

For accuracy of public disclosure in the case of major emergencies, Westfield State College maintains an Emergency Response Plan, which outlines personnel to involve and procedures to follow. There is also a provision for posting emergency information on the college web site.

The primary source of academic information is the *Westfield State College Bulletin*, which serves as the college catalogue. It is a “no frills” booklet printed off-campus on newsprint with an attractively designed cover, but otherwise, no graphics. In the 1993-94 academic year, the *Bulletin* was revised to be more responsive to the entire undergraduate community of the Day Division and DGCE. The *Bulletin* is viewed as a resource for currently enrolled students and is not seen as a marketing tool. The Registrar edits the *Bulletin* at the close of each academic year. The Registrar also reviews annual reports from campus governance committees and tracks the outcomes of actions that were pending. Information of “pending” governance actions is included in the *Bulletin* with clear notation of conditional status.

Bulletins are distributed to students during New Student Orientation in the summer, and/or handed out during Welcome Week in the fall. The *Bulletin* can also be viewed online via a link from the college’s web site at <http://www.wsc.ma.edu/sas/collegebulletin.pdf>. The *Bulletin* is distributed to faculty members and senior administrators through the on-campus mail system. Copies are available throughout the year in the Student Administrative Services office, the Academic Achievement Center, and the Division of Graduate and Continuing Education office.

The *Bulletin* is sent to all high schools in Massachusetts and also certain high schools throughout New England each summer. It is mailed to various libraries and other organizations on request.

The college mission statement, as well as general academic information, student affairs information, relevant non-academic policies, department and course description information, and tuition, fee, and refund data are all listed in the *Bulletin*. The college's statements about its current accreditations are stated on page 7 of the current (2001-2002) *Bulletin*. The *Bulletin* also lists all current trustees of the college, and full-time administrators, faculty, librarians, and faculty emeriti. To supplement *Bulletin* information, the Academic Affairs Department circulates, each semester, a list of all faculty by department, which denotes both department chairpersons and those faculty on sabbatical.

Accreditation information is published in the *Bulletin*, and the *DGCE Semester Catalog*. It is not in the college viewbook, nor is it on the college web site.

The *Bulletin* is updated annually, at the end of each academic year. At that time, each department chair is sent a listing of the department's current approved courses as well as a copy of the department's section in the most recent *Bulletin*. Chairs are asked to identify courses that have become obsolete and should be removed from the *Bulletin*. The chairperson may request that a course be "put on reserve" within the Registrar's course database, but there is no policy requiring courses to be removed. An essential companion publication to the *Bulletin* is the *Course Offerings Booklet*, which is published each semester. This publication informs students of any recent changes in policies or regulations, lists courses offered that semester, and describes registration procedures.

The Division of Graduate and Continuing Education issues publications tailored to its student population. In an effort to achieve continuity between the day division and the DGCE, design elements are carried among both divisions' publications. The key publication of DGCE is the *DGCE Semester Bulletin*, a schedule/catalog publication that is produced triannually (for the fall and spring semesters and summer session). The *DGCE Semester Bulletin* is mailed each of the three academic sessions to all students who have matriculated, taken a course within the last two years, or simply inquired about the college. The Credit Free/Lifelong Learning Program's information is also listed in the *DGCE Semester Bulletin*.

The *DGCE Graduate Catalog* was revised for the 2000-2001 academic year. It is an informative, low-cost publication. The *Postbaccalaureate Teacher Certification Program Booklet* has valuable information regarding certification, testing dates, and programs, and is updated regularly to reflect new regulatory and curricular changes. The *DGCE Student Handbook*, revised annually, is distributed at the start of the fall semester and contains a comprehensive collection of topics such as the academic calendar, academic programs, admission requirements, attendance policy, grading system, cross-registration into day classes, academic advisors, career services, financial aid, counseling, and Library & Computer Center hours.

The DGCE also publishes a faculty handbook, which is likewise updated annually. A bound document printed in-house, it provides important semester dates and deadlines, faculty services, book ordering information, dining facilities, division phone numbers, media services, reprographics information, classroom management information, evaluation information, miscellaneous academic policy information, student services, department chairpersons' and secretaries' phones and locations, and miscellaneous blank forms for the faculty member's use. The only program potentially affecting DGCE students that is not described is the college's Dual Enrollment Program.

Until recently, the college viewbook had been the main source of descriptive information concerning Westfield State. This publication is now a part of a coordinated package of printed materials developed by Student Administrative Services personnel in concert with the Publications Coordinator. It consists of over a dozen pieces, including the viewbook and search piece, and brochures on academic programs, financial aid, athletics, career services, and transferring to Westfield State College. The web site reflects the material in the viewbook and other admissions publications describing the student body, campus, resources, and

opportunities. For purposes of accuracy, these publications are reviewed by the Publications Coordinator, the Director of Admission/Financial Aid, and the Associate Vice President for Academic Affairs before printing. The package is revamped on a two-year cycle except for the application, which is revised annually.

An undergraduate student recruitment video, used at on-campus prospective student visitation programs, is updated on an as-needed basis. Such a revision is currently being undertaken during this 2001-2002 academic year.

Most of the information contained in these materials, and more, is now available on the college's web site. The site contains nearly all the information a prospective or currently enrolled student might seek. The college established the position of Webmaster in 1999. This step acknowledged the need to keep information up-to-date and as accessible as possible to students and other members of the interested public. Under the webmaster's leadership, and with the involvement of a campus-wide committee, the college web site was redesigned, a process which included both cosmetic and navigational improvements. The new site went live in January, 2001. The college's recently revised web policy states that all web pages must be validated for accessibility, as required by the Americans with Disabilities Act. The webmaster works to ensure that all official college pages are accessible to people with disabilities.

Valid documentation for all statements and promises is readily accessible. The Registrar and Director of Institutional Research maintains data on "institutional characteristics" which are published in both hard copy format and on the college web site. The web site now posts 1998-1999 characteristics that need to be updated. Audits conducted by representatives of various overseeing divisions of the Commonwealth of Massachusetts also assure that assertions are supported by appropriate records.

Accurate financial statements are readily available from Westfield State College. The college is audited annually by PriceWaterhouseCoopers. The audit adheres to the National Association of College and University Business Officers (NACUBO), the Government Accounting Standards Board (GASB), and the Generally Accepted Accounting Principles (GAAP). An annual report, based on these financial statements, is printed in-house and is available in the college library or by request.

Periodic review maintains the accuracy of college-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 following list summarizes the primary sources of, and the review schedule for, primary information sources.

Publication	Revision Cycle	Content Coordination
Web site	Ongoing	Webmaster
<i>Bulletin</i>	Annual	Registrar/Dir. of Institut. Research
<i>Course Offerings Booklet</i>	By semester	Registrar/Dir. of Institut. Research
Institutional Characteristics	Annual	Registrar/Dir. of Institut. Research
Viewbook and related materials	Biannual	Director, Admission
Application	Annual	Director, Admission
Recruitment video	As needed	Director, Admission
<i>Student Handbook (Day)</i>	Annual	Director, Student Affairs
<i>DGCE Student Handbook</i>	Annual	Dean, DGCE
<i>DGCE Semester Bulletin</i>	By semester	Dean, DGCE
Campus Security/Right to Know	Annual	Director, Public.Safety
<i>Alumni Express</i>	Semiannual	Director, Development
Annual Fund report	Annual	Director, Development
<i>Focus</i>	Semiannual	Director, Public Affairs
Audited Financial Statement	Annual	Chief Financial Officer
<i>Policies & Procedures Manual</i>	Revolving review	Office of the President and Board of Trustees

APPRAISAL

As a public institution, Westfield State College is conscientious about ensuring the thoroughness and accuracy of all information it disseminates. In general, college systems are in place to encourage the review of published materials. That process indeed occurs, but in what might be described as an isolated and sporadic fashion. For example, there are policies in place, "Equipment/Software/Printed Material Purchasing" and "Publication Requirements: College Seal and Logo," to channel college communications through Public Affairs to ensure accuracy and consistency. However, because the policies have not been revised in several years, are limited in scope, and titled rather misleadingly, they have not proved to be adequate for ensuring a systematic review. The job description of the Publications Coordinator includes responsibility for "quality control," but the oversight of this position has tended to be more in the realm of visual quality than in that of content. Thus, what seems to be lacking is formalized, interdepartmental review, which would allow for cross checking and cross-referencing, in particular at the senior administrative level.

A review of all college publications indicates that they provide information consistent with the *Bulletin*. However, not all of the college's publications contain information with respect to provenance, thereby making verification for authorship and authenticity difficult in cases. It would behoove the college to follow a policy for printed materials similar to that which it has in place with respect to tracking web site authorship and responsibility.

The completeness and accuracy of an institution's internal communication affects the effectiveness and quality of its external communications. There have been recent improvements in internal communications with a positive effect on public disclosure. Significantly, in relation to publishing crime and safety data, Westfield State goes beyond the requirements of the law by posting a campus crime log at designated campus locations on a biweekly basis, as well as printing such information in *The Voice*, the student bi-weekly newspaper. Furthermore, inclusion of the Public Affairs Director, as chief communications officer, on the President's Council has proven to be a positive step, as it has encouraged a freer flow of accurate information between the policy-makers and the college's constituents. Also, since the previous self-study, the college has instituted improvements in its communications with the commuting student population. The Director of Student Affairs has been assigned to oversee the activities and programming for this population, and several mailings are sent each year to keep all full-time commuters informed of happenings at the college. Most recently, a commuter web page has been established to enhance this effort.

Finally, the college recently has worked to improve one past institutional weakness in providing co-curricular and non-academic information oriented toward the nontraditional student. DGCE students have many sources of very clear and thorough academic information, enhanced by the new "one-stop" Student Administrative Services approach. Recognizing that most information about "campus life" has been oriented toward day division students, DGCE has planned changes for the catalog including the use of more photographs of nontraditional students and a reorganization of information within the catalog. This plan will assist DGCE students by making information more accessible and user-friendly, and more attractive to potential students. In addition, DGCE has produced a video tour of the campus, specifically created for and from the perspective of a DGCE student, that is shown at all open house events. This video takes potential students on a tour of the campus and answers many of the non-academic questions that are often overlooked, such as how books are organized in the bookstore, where food is available on campus, what athletic facilities are open to DGCE students, and more. In short, information for DGCE students is both comprehensive and current.

A DGCE faculty handbook has been produced, with annual revision, for approximately ten years. An inaugural version of a Day Division faculty handbook has been produced for the 2001-2002 academic year. It is posted on the college's web site. Supplementing the new faculty orientation program, the faculty handbooks

have wider circulation and are more permanent in nature than the orientation programs that they supplement, containing information with respect to both general campus and instructional matters.

One strength of the college's external communications efforts is found in its student recruitment materials. This package recently won an "Honorable Mention" in an *Admissions Marketing Report* competition. They are thorough and provide a distinctive, yet unexaggerated, view of the college. One practice leading to this accuracy is that the themes and information in these materials are tested through focus groups prior to publication. Student involvement in the development of recruitment materials helps preserve the integrity of the messages communicated therein.

Part of the marketing study conducted in 1999-2000 analyzed what people know about the college. Although the intent of the survey was to benchmark the *kind* of information they were familiar with, rather than its *quality*, the survey results indicate that the college is doing a good job of presenting itself accurately. For example, the survey showed that students and parents perceive the campus as "friendly," and recognize the college for some of its more prominent programs. The survey also showed that a key factor in considering the college was its "helpful informational material for applicants," indicating that the college represents itself well.

However, a lingering difficulty lies in communications (specifically in student recruitment materials) regarding the inclusion of underrepresented student populations such as people of color and those with disabilities. This may be caused by the tension between accurately portraying the current campus environment in student recruitment publications, and yet portraying Westfield State - again, accurately - as a challenging and supportive place for people of color. At this time, just over 5% of the undergraduate day students are American Indian, Asian, Black, or Hispanic.

Before the hiring of the web master, the college web site was comparatively static and hence often inaccurate. Now, information is updated in a more timely fashion. As is the case with many organizations, the college continues to face the challenge of keeping information accurate once it is posted. There are some pages on the college web site that are out-of-date. A new web policy, approved in 2000, emphasizes that "official college pages contain materials and information approved by the college and which meet acceptable use criteria" and that "all pages must contain an e-mail link or reference to an author/owner." These conditions help ensure that information on the web site is complete, accurate, and clear. However, it is not clear that there is an official process for "college approval" or designated "ultimate authority" for what is approved.

The *Bulletin* continues to give the appearance of an informational, no-nonsense publication. Due to the high volume of *Bulletins* produced, this is probably the best way to get the information out to the campus community for the least amount of money. The *Bulletin* does what the institution requires: it is a moderately priced commodity that is produced in substantial numbers to ensure that the information reaches the campus community. While generally very complete and well edited, the *Bulletin* does need a few emendations. For example, one item of information it lacks is a notice about where to find campus crime statistics.

As part of the college's reaccreditation review, the Registrar reviewed course offerings over the past five years, identifying courses that are current by the NEASC standard of course delivery within a three academic year period of time, and courses that are one, two, or more than two years beyond NEASC's recommendation. This analysis showed that there are approximately 875 courses within the guideline, 75 courses one year beyond the guideline, 53 courses that are two years beyond, and 184 courses that are more than two years beyond the guideline.

However, given the size of some of the departments and the number of elective courses they are able to offer each semester, it is likely that the college will identify a number of these courses that should be deemed "expired" by NEASC guidelines, but that should remain active in the college's program descriptions and course offerings. For example, the Economics Department lists a variety of electives, but can offer only two per semester, so some courses may not be offered in the recommended three-year window. It is more practical to keep these courses alive in the college's materials than to cycle them in and out.

The *Bulletin* also fails to recognize part-time faculty and their affiliations. At best, part-time faculty are listed in the college phone directory. Finally, while most new students receive a *Bulletin* at Orientation, sending postcards or letter notification to new students about how to obtain a copy of the *Bulletin* would be an added procedural safeguard.

PROJECTION

Two major factors should affect public disclosure at Westfield State in the near future. First, members of the Marketing Team will be able to cross check information and cross-promote events. With this team established and working together across departments, there will be more opportunity for accuracy and for “casting of a wider net,” to provide as many constituents as possible with complete information. Second, a Marketing Policy is currently being revised. It will replace portions of other policies that touch upon publications, and it will also establish procedures for approval. When revision is complete in the spring of 2002, it should stimulate a renewed consciousness in the college community about the importance of the substance behind “institutional image,” as there will be a clearer link between the “college mission” and “college identity.” These changes should meet the need for formalized, interdepartmental review.

The college needs to make a greater effort to reach minority and under-represented populations in its communications. The Minority Affairs and Equal Opportunity Offices work hard to provide ample information, and some printed materials are being revised. The Marketing Team will address this issue collectively as well. Moreover, there is a new committee, the Recruitment of Students of Color and International Students Committee, which has been assisting in the development of programs and tactics in this area as well.

With a few alterations, the *Bulletin* can become an even more complete academic resource than it is now. Developing and adhering to a system for weeding out obsolete courses, and using direct mail to remind students of the *Bulletin*'s availability would be corrective steps. Henceforward, the NEASC standard and lists of “obsolete” courses will be shared with the department chairs as part of the *Bulletin* review cycle, and a more aggressive attempt will be made to eliminate those courses that are truly outdated. Courses listed as current in the *Bulletin* will thus, in a short time, be much more consistent with the NEASC standard. There will be more effort to invite revision from different areas. Public safety information relating to the 1998 amendments to the Higher Education Act will also be included. There will also be disclaimers added to the next *Bulletin*, as well as other official publications, to clearly stipulate that they are informational documents rather than contracts.

The webmaster and the web committee recognize that the college web site will be a continuous work-in-progress. However, the dynamic nature of the entity should be an asset, as it will allow for a much more current representation than counterpart print publications, and serve as a source of consistent, easily located information. The new web policy is a major step in the right direction.

Standard Eleven INTEGRITY

DESCRIPTION

Ethical standards expressed in the college mission, such as "seeking to instill among members of its community a sense of social responsibility and citizenship," "experiential and community-based learning," as well as "examining significant academic and social issues through upper-level integrative courses and courses stressing national and global diversity" help guide the institutional behavior of Westfield State College. Policies and programs are established to uphold these ethical principles and are regularly reviewed and revised in light of these standards. Degree granting authority for Westfield State College is granted by the Massachusetts Board of Higher Education in accordance with Massachusetts General Laws, Chapter 15A.

The college has also developed a *Code of Expectations for Students, Faculty, Staff and Supervisors*. The *Code* addresses issues of respect, compliance with college policies, and collective bargaining agreements, thereby encouraging fairness, mutual respect, and honesty through the college community.

The college's student conduct review process administers non-academic issues of misconduct involving students. Any student charged with a college violation is afforded a written notice of such charge or charges, is afforded an impartial hearing, and is also provided opportunity to appeal the initial decision. The review of student cases is administered by the Judicial Board, an entity within Student Affairs, which is comprised of faculty, staff, and students.

Academic expectations of students are clearly stated in the college *Bulletin*, the college's catalog. Academic infractions and grade report disputes are adjudicated through the Office of Academic Affairs. Mediation and counseling are emphasized during the adjudication process. The Dean of Undergraduate Studies, Department Chair, faculty member, and student are all involved in resolving an academic appeal. Students who desire to appeal a decision affecting their academic status at the college may appeal to the Committee on Academic Standing through the Registrar's Office.

The expectations for faculty are stated in the faculty contract under Article V - Academic Freedom and Responsibilities, which states, "Academic freedom is the right of scholars in institutions of higher education freely to study, discuss, investigate, teach, exhibit, perform and publish. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student in learning... Academic freedom carries with it correlative responsibilities. The faculty member has the responsibility to his/her colleagues and the college community to preserve intellectual honesty in his/her teaching and his/her research. He/she respects the free inquiry of his/her associates and avoids interference in their work." In support of this proposition, approval of sabbatical requests has been relatively routine, and in fact, has been at or near the 100% level of those requested for as long as most on campus can recall.

Academic counseling and support for physically and educationally challenged students is available through Student Support Services in Wilson Hall. Faculty are given educational materials, encouragement, and suggestions about making special provisions for these students such as changing classrooms or giving oral examinations. The campus is in the process of renovating buildings to come into compliance with requirements of the Americans with Disabilities Act. Parenzo Hall is in the process of undergoing major renovations, including the recently completed addition of an elevator for handicap access. Ramps have been constructed and rooms have been altered in several other buildings. Physical alterations to the campus are more completely described in Chapter 8: Physical Resources, while details of the services made available for educationally challenged students are found in Chapter 6: Student Services and Chapter 7: Library and Information Services. In situations where buildings that have not had accessibility renovations completed

cause accessibility problems for physically challenged individuals, the needs of those students and staff are addressed on a case-by-case basis.

In response to the needs of the non-traditional students on campus, the college has established assistance programs, including the New Student Seminar sponsored by the Division of Graduate and Continuing Education. This one-day seminar is designed to assist returning adult students in making the transition back to school. The seminar covers such issues as time management, study skills, a tour of campus facilities and a question and answer period. In addition, the Reading and Writing Center is a relatively new addition to the support services offered to students. This center offers students assistance in all areas of grammar, research, improving reading skills and overcoming language barriers. In response to requests from non-traditional students, the Reading and Writing Center is now open two evenings per week to accommodate the needs of the adult student population and part-time evening students.

The college maintains and promotes a policy for affirmative action, non-discrimination, and diversity. This policy promotes non-discrimination on the basis of race, creed, religion, color, gender, sexual orientation, age, disability, veteran status, marital status and national origin. This affirmative action policy is stated in various publications including the college *Bulletin*, the policy and procedure manual, and the Division of Graduate and Continuing Education (DGCE) catalog. The college has policies that prohibit discriminatory behavior in the areas of recruitment, admissions, evaluation and employment. The college adheres to these policies through practice and enforcement. The Equal Opportunity Office oversees institutional compliance.

Although the college is committed to providing equal educational opportunity and, as such, has specifically recruited minority students, the number of minority students who enroll is still low. In the fall of 2000, 195 minority students enrolled. To encourage the growth of the at-risk and student of color populations, the Office of Minority Affairs (OMA) has developed the Urban Education program. This program is a comprehensive effort to retain these students through to graduation by providing highly supportive academic and personal counseling, along with course work to improve research methods, time management, note taking and critical thinking skills. The Urban Education program serves the college as the primary recruiter of high school students from diverse educational, ethnic, and cultural backgrounds. This program includes a six-week summer "bridge" program to gain full matriculation. The function of the OMA is to plan, develop and implement programs to improve successes of these students. It places equal emphasis on finding creative ways to foster healthy, productive relationships between the ethnically diverse members of the campus community. It also serves as a liaison for handling cultural issues for students, faculty and staff. The OMA is available as a resource to campus groups who wish to organize events that promote cultural pluralism on campus.

The college sponsors a campus wide Unity Program which celebrates the differences and similarities shared by all its constituencies. The Celebrate Unity Program was instituted in 1993 to raise awareness of diversity issues through the promotion of cross-cultural educational and social activities on campus. This program continues to expand to support a more inclusive atmosphere on campus.

The administration has responded to feedback about perceived inequities among employees. At issue was disparate treatment of classified staff members by administrators, as well as salary inequities. The college has instituted a comprehensive supervisor training program. The program meets monthly and focuses on myriad issues that affect the relationship between the supervisor and employee, including but not limited to employee evaluations and effective management/team building. In addition, the Association for Professional Administrators (APA), the Massachusetts State College Association (MSCA), and the American Federation of State, County and Municipal Employees (AFSCME) unions provide professional development programs for members.

The issue of salary inequity creates an ongoing challenge for the college. The administration consults the union representatives when considering salary adjustments for its membership. The collaboration between the labor unions and the administration ensures that there is agreement on behalf of both parties, and that checks and balances affecting salary adjustments are maintained.

Over 98% of the employees of the college are covered under collective bargaining agreements. These agreements include a process whereby faculty, administrators and classified staff members may bring forth issues in which they feel they have been aggrieved. The advancement of any complaint is documented at each level and includes a step-by-step process to ensure an appropriate outcome.

APPRAISAL

The college does more than simply follow campus policies and general laws requiring it to behave ethically. It has actively embraced principles of ethical behavior by promoting endeavors that instill a sense of social responsibility and citizenship. The *Code of Expectations for Students, Faculty, and Staff* has been developed to address issues of respect, compliance with college policies and collective bargaining agreements, and creation of a welcoming environment free from discrimination.

Westfield State College is a relatively homogeneous campus. However, as there are many different racial, religious and ethnic groups on campus, numerous campus organizations, programs, and activities that recognize these differences and offer support, awareness, and acceptance have been advanced. Various programs and activities offered via The Campus Center and Residential Life, including Celebrate Unity, Black History Month, the Guest Lecture Series, and others, have encouraged and appealed to those students and employees who choose to participate. Recognizing the need for students to feel comfortable in expressing their choices, the Student Government Association (SGA) supports such groups as the Latino Association for Empowerment (LAFE), Men Against Rape and Sexual Assault (MARASA), the West Indian Society, and the Gay Straight Alliance. The college now offers a Multicultural Education and Ethnic Studies minor, and has instituted a requirement in the college general education common core of two “diversity” courses, resulting in the development of a variety of courses that indicate aspects of diversity as a major objective of the course. The college also sponsors a Women’s Awareness Week.

In March of 1998, the college hired a nationally recognized professional trainer to provide diversity workshops to the college community. The purpose of the training was to raise awareness, acknowledge differences, and increase understanding on racial matters. In addition, the most recent recurring diversity activity, focusing on issues affecting race on campus, began in October of 1999. At that time the college participated in a Campus Week of Race Dialogue discussions for the first time. This effort involved a Town Hall Meeting, Student Leadership Forum, and Movie Discussion all aimed at increasing employee and student awareness. The college subsequently participated in week-long dialogues in December, 1999 and again in April, 2000. These activities culminated in the establishment of a Campus Race Dialogue Report. This Report specified short-term and long-range goals in three major areas: increasing the numbers of faculty and staff of color, increasing the matriculation of students of color, and revision of the common core curriculum to have a more multicultural focus. These initiatives have been supported by the senior administration of the campus.

As a result of the Race Dialogue Discussions and various diversity trainings, the college campus population has been exposed to programs the intent of which is to sensitize the campus to not only the differences implicit in membership of a global community, but the need to go beyond mere acceptance to a true appreciation for differences as well.

Within the past five years, the college has made serious efforts to increase the proportion of both persons of color and female employees on campus. The college has increased the proportion of female executive level managers (those at the director level or higher) from 42 to 49%, and similarly that of persons of color by 3%. The percentage of female faculty members has increased from 32% to 39%. The representation of employees who are persons of color has been maintained at a percentage of 11% overall.

The college’s Equal Opportunity Office oversees the hiring process. The college has a detailed hiring process, which identifies procedures to be undertaken, a goal of which is to ensure that the pool of applicants

for vacant positions is diverse; including women, persons of color, and persons with disabilities. The college has consistently advertised in national, local and academic discipline journals for its faculty and administrative positions. The college's Equal Opportunity Office maintains an Affirmative Action mailing list with names of various community service, civic organizations, and churches to which the college submits job announcements. A Minority Vitae Bank of applicants for faculty, administrative, and classified positions is also maintained within this office. In addition, the college has subscribed to various publications of recent doctoral recipients who are of color. The college has directed personalized letters to various candidates from these listings to notify them of faculty positions available at the college. The Director of Equal Opportunity attends the first meeting of each search committee to emphasize the need for diversity among applicants during the search process.

Opportunities for each and every individual to achieve his or her fullest potential exist at the college, as individuals are allowed to participate fully in all of the educational and employment opportunities of the college. Minimum salaries of faculty are provided for by contractually stipulated formula, which takes into account years of service, rank, degree status and prior experience; this is renegotiated with each new contract. Classified staff receive a set salary based upon job class and can appeal to the state for adjustments. Periodically, committees are formed to review salary equity of administrators. Administration salaries are subject to more flexibility than those of faculty and staff. An annual review of APA salary equity is performed each spring. The July 1, 2001 through June 30, 2004 contract for APA administrators now includes provisions for merit increases for administrators based upon "competent above standard" to "commendable" performance ratings.

To further respond to the needs of college employees and students, a Child Care Committee was formed approximately three years ago. This committee of faculty, staff and students has investigated numerous day care options both in terms of program, logistics, facilities and funding. The committee surveyed the campus, which resulted in much interest and support for such a facility, interviewed officials on college campuses in the surrounding communities who offer day care to employees and student, researched state day care requirements, and consulted with several potential providers. Currently, several venues on campus are being explored, and state funding, through the capital planning process, is being sought.

PROJECTION

The Code of Expectations for Students, Faculty, and Staff needs to be embraced by various college governance and collective bargaining entities, and then broadly disseminated. With the recent conclusion of collective bargaining agreements with both the MSCA and APA, this will become a more actively engaged process of the administrative agenda.

Recognizing that there are many different racial, religious and ethnic groups on campus, the college will continue to support programs, organizations, and activities that celebrate diversity.

The Campus Race Dialog Report recommended that the college adopt short and long term goals that include increasing the number of faculty and staff of color, increasing the matriculation of students of color, and revising the common core curriculum to have a multicultural focus taught from a multicultural perspective. A committee has been established to examine these issues more closely and develop an action plan for the future. With the conclusion of a three year period of limited or no formal campus governance in place due to faculty collective bargaining dissension, the opportunity to address multicultural issues related to the common core, via All College Committee and Curriculum Committee deliberations, will again be available to accommodate such issues.

The college will continue to explore different options to attract faculty and administration of color, including advertising in different web-based media and utilizing community outreach forums to attract candidates.

The college will continue to be proactive rather than reactive when addressing concerns of disparate treatment among employees. Although a comprehensive review of salary equity has recently been done, a more regularly scheduled approach should be instituted. The realities of collective bargaining make it almost impossible to include the opinions of those who receive the services of administrators to be included in administrators' evaluations. However, a standard survey of constituencies on the evaluation process will be developed and can informally become a part of the evaluation process.