



Board of Trustees

Academic Affairs Committee

Tuesday, June 6, 2023

1:00 p.m. – 3:00 p.m.

Via Zoom

In accordance with Executive Order Suspending Certain Provisions of the Open Meeting Law, G.L. c. 30A, § 20 dated March 12, 2020.

A live stream of the meeting for public viewing will also take place at the following link: <https://www.westfield.ma.edu/live>

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- | | |
|---|---|
| 1. Call to Order | Trustee Williams |
| 2. Approval of Minutes | Trustee Williams |
| a. April 24, 2023 | |
| 3. Action Items | |
| a. Motion – Academic Affairs Committee Charter | Trustee Williams |
| b. Motion – Tenure (Amended) | Trustee Williams |
| 4. Informational and Discussion Items | |
| a. Institutional Definition of Retention | Dr. Azanda Seymour |
| b. Retention Data | Dr. Monique Lopez |
| c. FY23 Retention Strategies, Initiatives, and FY24 Goals | Dr. Monique Lopez Dr. Azanda Seymour Nicole West La-Toya Wilson Sarah Lazare Dr. Celeste Donovan |

Attachment(s)

- a. Draft Minutes of April 24, 2023
- b. Motion – Academic Affairs Committee Charter
- c. Draft Academic Affairs Committee Charter
- d. Motion – Tenure (Amended)
- e. Amended Tenure Documents – Dr. Tracy McLeod
- f. Definition of Retention
- g. Retention Data
- h. Retention Strategies, Initiatives and Goals Presentation



BOARD OF TRUSTEES
Academic Affairs Committee
April 24, 2023
Minutes

Via Zoom in accordance with Massachusetts Gov. Charlie Baker's Executive Order Suspending Certain Provisions of the Open Meeting Law, G.L. c. 30A, § 20 dated March 12, 2020.

A live stream of the meeting for public viewing also took place on YouTube.

MEMBERS PARTICIPATING REMOTELY: Committee Chair Dr. Gloria Williams, Vice Chair Chloe Sanfacon, Secretary William Reichelt, Trustee George Gilmer, and Board Chair Dr. Robert Martin, ex-officio member

MEMBERS EXCUSED: Trustee Madeline Landrau

TRUSTEE GUESTS PARTICIPATING REMOTELY: Trustees Melissa Alvarado, Theresa Jasmin, and Ali Salehi [joined at 2:25 PM]

Also participating remotely were Westfield State University President Dr. Linda Thompson; Interim Provost and Vice President for Academic Affairs Dr. Juline Mills; Associate Provost Dr. Brian Jennings, and Director of Faculty Affairs Susan Davignon.

The meeting was called to order at 2:00 PM by Committee Chair Williams and a roll call was taken of the committee members participating as listed above. It was announced that the meeting was being livestreamed and recorded.

MOTION made by Trustee Reichelt, seconded by Trustee Sanfacon, to approve the minutes of the February 1, 2023, meeting. **There being no discussion, ROLL CALL VOTE** passed motion unanimously with Trustees voting in the affirmative: Gilmer, Reichelt, Sanfacon, Williams, and Board Chair Martin.

Tenure and Promotion Review. Provost Mills presented information on the purpose, eligibility, process and criteria for evaluation, and outcomes for promotion and tenure.

Review Contractual Language and Procedures. Dr. Jennings reviewed Article 8 of the faculty collective bargaining agreement which explains the procedure and basis for personnel actions and the role of the Board of Trustees in the process.

Tenure and Promotion Candidates.

MOTION made by Trustee Martin, seconded by Trustee Reichelt, to approve the granting of promotion to the rank of Professor, effective September 1, 2023, to:

Dr. Imo Imeh
Dr. Timothy LeDoux

Art
Geography, Planning & Sustainability

To approve the granting of promotion to the rank of Senior Librarian, effective September 1, 2023, to:

Ms. Corinne Ebbs

Library

To approve the granting of promotion to the rank of Associate Professor, effective September 1, 2023, to:

Dr. Arne Christensen
Dr. Lauren DiCarlo
Mr. Anthony Furnelli
Dr. Susan McDiarmid
Dr. Princy Mennella
Dr. Beverly St. Pierre

Biology
Environmental Science
Marketing & Management
Health Sciences
Psychology
Health Sciences

Discussion: Provost Mills provided a detailed bio for each of the above candidates for promotion. One of the candidates does not have a doctorate but does meet the requirement of a terminal degree. The candidates have accomplished continued commitment and continuation toward scholarship and publication and investment in University committee work showing continual engagement in various categories described in the Collective Bargaining Agreement. All candidates have the requisite number of teaching years' experience. It was requested that next year's bios of the candidates include a sentence that speaks to their commitment to teaching. The student evaluations for the candidates have been above average.

Dr. Jennings stated there is a carveout where, under special consideration, the board may grant promotion early by establishing extraordinary service even if a candidate does not have the required number of years. Dr. Lauren DiCarlo has established the threshold for exceptional service, with 52 publications during the review period. Her full collective work goes above and beyond the standard.

There being no further discussion, ROLL CALL VOTE passed motion unanimously with Trustees voting in the affirmative: Gilmer, Reichelt, Sanfacon, Williams, and Board Chair Martin.

MOTION made by Trustee Williams, seconded by Trustee Reichelt, to approve the granting of tenure, effective September 1, 2023, to:

Dr. Joan Kuhnly

Nursing

To approve the granting of tenure with automatic promotion, effective September 1, 2023, to:

Ms. Jessica Grabowski
Dr. Alina Gross
Dr. Tracy McLeod
Ms. Amber Monroe

Health Sciences
Geography, Planning & Sustainability
Education
Library

Discussion: Provost Mills provided a detailed bio for each of the above candidates for tenure. For Health Sciences, a terminal degree is required, and a Master of Science fulfills that requirement.

There being no further discussion, ROLL CALL VOTE passed motion unanimously with Trustees voting in the affirmative: Gilmer, Reichelt, Sanfacon, Williams, and Martin.

Review of Committee Charter. Trustee Williams presented the draft Committee Charter and stated revisions will be made to be consistent with language across all charters. Feedback on the Charter should be sent to the Board Assistant by May 9.

There being no further business,

MOTION made by Trustee Reichelt, seconded by Trustee Gilmer, to adjourn. **ROLL CALL VOTE** passed motion unanimously with Trustees voting in the affirmative: Gilmer, Reichelt, Sanfacon, Williams, and Board Chair Martin.

Meeting adjourned at 3:09 PM.

Attachments presented at this meeting:

- a. Draft Minutes, February 1, 2023
- b. Contractual Language and Procedures document
- c. Power Point presentation for Tenure and Promotion
- d. Promotion documents
- e. Tenure documents
- f. Motion: Promotion
- g. Motion: Tenure
- h. Committee Charter 2018
- i. Charter Template

Secretary's Certificate

I hereby certify that the foregoing is a true and correct copy of the approved minutes of the Westfield State University Board of Trustees Academic Affairs Committee meeting held on April 24, 2023.

William Reichelt, Secretary

Date



Board of Trustees

June 6, 2023

MOTION

To approve and adopt the Westfield State University Board of Trustees Academic Affairs Committee Charter, as presented.

Robert A. Martin, Ph.D., Chair

Date



BOARD OF TRUSTEES ACADEMIC AFFAIRS COMMITTEE CHARTER

I. Mission

The Academic Affairs Committee shall consider and make recommendations to the President of the University and the Board of Trustees on a broad range of policies and practices to ensure and promote the quality, integrity, and responsiveness of academic programs, consistent with the mission and vision of the University. The Committee shall act with transparency, provide advice, support, advocacy, and consent in all matters affecting academic programs and appropriate policies, including but not limited to academic programs, faculty matters, assessment, and strategic planning.

II. Authority and Responsibilities

Description

The Committee is entrusted with providing leadership and oversight and where appropriate making recommendations to the President and the Board in the following areas:

- Admission Standards/Requirements
- Retention Standards, Policies, and Practices and Programs to Support Student Achievement/Success
- Curriculum, including proposals for new programs and program modifications and the university's general education program
- Teaching/Learning/Evaluation Process, including faculty appointment, reappointment, promotion, and tenure, and emeritus/a status.
- Maintenance and improvement of educational quality, including assessment of student learning, program review and accreditation, institutional accreditation
- Promotion of the teaching, research, and service functions of the University, consistent with mission and vision
- Policies, practices, and regulations that affect the quality of student life and promote a supportive, inclusive, and diverse environment consistent with intellectual inquiry.

Oversight of Implementation

In carrying out its functions and specific responsibilities, the Academic Affairs Committee shall exercise its role in accordance with applicable Board of Higher Education policies and regulations, existing collective bargaining agreements with faculty, administrative and support units, and consistent with the institution's model of shared governance.

Evaluate Performance

Review and provide updates on overall institution academic performance to include but not limited to persistence, retention, and graduation rates.

Educate the Board

The Committee shall educate and inform the Board on Academic Affairs matters, update the Board on trends and changes in the higher education landscape and the Institution's response to such trends and changes. The Committee shall execute other such duties as delegated by the Board.

III. Organization

Review of Charter

This charter shall be reviewed and reassessed by the Academic Affairs Committee annually, and any proposed changes shall be submitted to the Board for approval.

Membership/Structure/Quorum

The Academic Affairs committee shall consist of at least three Board members. The Committee Chair shall be appointed by the Board Chair. If possible, it is preferable that at least one committee member have higher education academic expertise.

Staff Liaison

The President shall designate a member of the University's senior administration to serve as a liaison to the committee.

Meetings

The Academic Affairs Committee shall meet in advance of each Board of Trustees meeting unless the Committee Chair and Board Chair determine that a meeting is not necessary. A quorum of any meeting of the Academic Affairs Committee shall consist of a majority of its voting members. Committee members may participate by teleconference as permitted by state laws. All meetings will conform to Massachusetts Open Meeting Laws.

Agenda, Minutes and Reports

The Chair, in collaboration with the staff liaison, shall be responsible for establishing the agendas for meetings. An agenda, together with relevant materials, shall be provided to Committee members at least five days in advance of the meeting. Minutes for all meetings shall be drafted by the staff liaison or designee, reviewed by the Committee Chair and staff liaison, and approved by Committee members at the following meeting. Meeting materials will be posted on the University's website within 14 days after each Committee meeting.



Board of Trustees
Academic Affairs Committee

April 25, 2022

Amended June 6, 2023

MOTION

To approve the granting of tenure, effective September 1, 2023, to:

Dr. Joan Kuhnly
Dr. Tracy McLeod

Nursing
Education

To approve the granting of tenure with automatic promotion, effective September 1, 2023, to:

Ms. Jessica Grabowski
Dr. Alina Gross
Ms. Amber Monroe

Health Sciences
Geography, Planning & Sustainability
Library

Dr. Robert A. Martin, Chair

Date

ACADEMIC AFFAIRS

March 17, 2023

Dr. Linda Thompson
President

Dear President Thompson:

For your approval, I recommend the granting of tenure with automatic promotion effective September 1, 2023 to:

Ms. Jessica Grabowski
Dr. Alina Gross
Ms. Amber Monroe

Health Sciences
Geography, Planning and Sustainability
Library

For your approval, I recommend the granting of tenure effective September 1, 2023 to:

Dr. Joan Kuhnly
Dr. Tracy McLeod

Nursing
Education

I certify that all procedures as prescribed in *The Agreement* have been complied with in accordance with Article VIII, Section H.

Sincerely,

Juline E. Mills
Provost and Vice President, Academic Affairs

Approved:



Dr. Linda Thompson, President

5/3/2023

Date

WESTFIELD STATE UNIVERSITY
BOARD OF TRUSTEES PERSONNEL ACTION
April 25, 2023

TYPE OF ACTION: TENURE /FACULTY
FUNDING SOURCE: STATE FUNDED
NAME: TRACY MCLEOD
RANK/DEPARTMENT: ASSISTANT PROFESSOR/EDUCATION
CURRENT SALARY: \$81,195.20
DATE OF HIRE: SEPTEMBER 1, 2017
TENURE EFFECTIVE: SEPTEMBER 1, 2023

| | | | |
|-----------------|-------|-------------------------|------|
| DEGREES: | B.S. | University of Wisconsin | 2003 |
| | M.S. | University of Wisconsin | 2005 |
| | Ph.D. | University of Miami | 2013 |

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. McLeod as well as her personnel file and all evaluation materials considered by or provided by her chair, the Committee on Tenure and Dean Sabine Klein. I concur with their conclusions that Dr. McLeod has met the criteria established by the Agreement.

I recommend Dr. McLeod be granted tenure.

Approved:



Juline E. Mills, Ph.D.
Provost and Vice President, Academic Affairs

4/14/2023

Date

INSTITUTIONAL DEFINITION OF RETENTION

A university-wide effort that employs a combination of institutional measures, actions, and initiatives to support the continued enrollment of Westfield State University students in their attainment a degree or credential.



**Summary 3-Year Student Count Registered and Enrolled: By Term and Major,
Undergraduate Level**

| UG & CE Registered/Enrolled 5 Year Student Count by Term & Primary Major | | | | | | |
|--|-----------------------|-------------|-----------------------|-------------|-----------------------|-------------|
| Data for 2022-23 AY as of May 22, 2023 | | | | | | |
| Primary Major | 2020-21 Academic Year | | 2021-22 Academic Year | | 2022-23 Academic Year | |
| | Fall 2020 | Spring 2021 | Fall 2021 | Spring 2022 | Fall 2022 | Spring 2023 |
| Accounting | 5 | 9 | 31 | 36 | 46 | 50 |
| Art | 52 | 49 | 70 | 68 | 72 | 75 |
| Athletic Training | 17 | 23 | 36 | 29 | 17 | 15 |
| Athletic Training-Preliminary | 40 | 25 | 11 | 8 | 24 | 17 |
| Biology | 173 | 142 | 125 | 123 | 108 | 114 |
| Business Management | 590 | 514 | 364 | 306 | 154 | 121 |
| Chemistry | 22 | 21 | 17 | 15 | 11 | 10 |
| Communication | 200 | 184 | 153 | 152 | 113 | 129 |
| Computer Info Sys Certificate | | | | | 1 | 1 |
| Computer Information Systems | 43 | 42 | 44 | 45 | 47 | 49 |
| Computer Science | 52 | 49 | 70 | 56 | 67 | 67 |
| Criminal Justice | 627 | 578 | 602 | 560 | 495 | 507 |
| Early Childhood Education | 129 | 121 | 125 | 113 | 99 | 98 |
| Earth System Science | | | | 1 | 4 | 4 |
| Economics | 33 | 25 | 25 | 30 | 27 | 26 |
| Elementary Education | 197 | 188 | 197 | 183 | 166 | 158 |
| English | 69 | 71 | 75 | 70 | 68 | 72 |
| Environmental Science | 106 | 100 | 102 | 96 | 84 | 83 |
| Ethnic and Gender Studies | 5 | 4 | 5 | 7 | 5 | 5 |
| Exploratory | 165 | 102 | 131 | 97 | 120 | 93 |
| Finance | 2 | 8 | 36 | 47 | 75 | 76 |
| General Science | 5 | 4 | 5 | 5 | 4 | 4 |
| GIS Certificate | | 1 | | | 1 | 2 |
| Health Sciences | 115 | 105 | 143 | 139 | 157 | 152 |
| High School Dual Enrollment Pm | 187 | 82 | 216 | 141 | 223 | 115 |
| History | 103 | 98 | 102 | 96 | 91 | 97 |
| Liberal Studies, BA | 77 | 63 | 61 | 67 | 66 | 82 |
| Liberal Studies, BS | 8 | 14 | 11 | 13 | 8 | 12 |
| Management | 2 | 8 | 86 | 111 | 171 | 198 |
| Marketing | 3 | 5 | 35 | 39 | 76 | 92 |
| Mathematics | 45 | 45 | 56 | 51 | 42 | 42 |
| Movement Science | 192 | 169 | 146 | 146 | 134 | 128 |
| Music | 46 | 34 | 40 | 38 | 47 | 45 |
| Music Therapy | | | 5 | 6 | 13 | 12 |
| Nursing | 192 | 196 | 182 | 183 | 170 | 173 |
| Political Science | 58 | 51 | 42 | 44 | 45 | 46 |
| Psychology | 342 | 306 | 332 | 334 | 319 | 323 |
| Regional Planning | 19 | 19 | 22 | 19 | 19 | 21 |
| Social Work | 28 | 62 | 39 | 39 | 28 | 31 |
| Social Work (Preliminary) | 82 | 44 | 61 | 62 | 66 | 76 |
| Sociology | 30 | 25 | 12 | 15 | 18 | 18 |
| Spanish | 7 | 4 | 5 | 5 | 3 | 3 |
| Special Education | 69 | 62 | 64 | 56 | 45 | 41 |
| Special Student - No Major | 57 | 49 | 54 | 51 | 59 | 77 |
| Theatre Arts | 14 | 14 | 15 | 17 | 14 | 14 |
| Vocational Education | 1 | | 1 | 1 | | |
| Totals | 4209 | 3715 | 3954 | 3720 | 3622 | 3574 |



Seat Utilization for Undergraduate & Continuing Education by Term and Department for Academic Year 2022-2023

| Fall 2022 Undergraduate & Continuing Education Level Seat Utilization Report by Term & Department | | | | | |
|---|----------------------------|----------------------------|--|----------------------------|----------------------------|
| Data As of May 22, 2023 | | | | | |
| | Fall 2022 | | | Spring 2023 | |
| | Percentage of Seats Filled | Percentage of Unused Seats | | Percentage of Seats Filled | Percentage of Unused Seats |
| Accounting and Finance | 91.65% | 8.35% | | 88.17% | 11.83% |
| Art | 94.26% | 5.74% | | 95.07% | 4.93% |
| Biology | 94.16% | 5.84% | | 95.95% | 4.05% |
| Chemical and Physical Sciences | 94.64% | 5.36% | | 93.23% | 6.77% |
| Communication | 94.01% | 5.99% | | 85.23% | 14.77% |
| Computer and Information Sci. | 89.53% | 10.47% | | 88.81% | 11.19% |
| Criminal Justice | 92.39% | 7.61% | | 88.44% | 11.56% |
| Economics | 99.45% | 0.55% | | 100.98% | -0.98% |
| Education | 83.35% | 16.65% | | 93.58% | 6.42% |
| English | 92.09% | 7.91% | | 95.85% | 4.15% |
| Environmental Science | 88.10% | 11.90% | | 97.87% | 2.13% |
| Ethnic and Gender Studies | 99.37% | 0.63% | | 95.57% | 4.43% |
| Geog, Planning Sustainability | 92.55% | 7.45% | | 92.74% | 7.26% |
| Health Sciences | 101.37% | -1.37% | | 101.16% | -1.16% |
| History | 94.59% | 5.41% | | 99.18% | 0.82% |
| Management and Marketing | 101.39% | -1.39% | | 98.81% | 1.19% |
| Mathematics | 94.48% | 5.52% | | 97.73% | 2.27% |
| Music | 95.89% | 4.11% | | 97.39% | 2.61% |
| Nursing | 88.35% | 11.65% | | 90.43% | 9.57% |
| Political Science | 89.54% | 10.46% | | 97.16% | 2.84% |
| Psychology | 93.00% | 7.00% | | 95.95% | 4.05% |
| Soci. Hisp. and Inter. Studies | 92.09% | 7.91% | | 99.20% | 0.80% |
| Social Work | 89.55% | 10.45% | | 91.44% | 8.56% |
| Sports Medicine and Human Perf | 88.84% | 11.16% | | 95.69% | 4.31% |
| Theatre Arts | 76.61% | 23.39% | | 82.44% | 17.56% |
| Totals | 92.82% | 7.18% | | 94.74% | 5.26% |

Note: The report excludes sections in the following departments/categories: military science, general academic program and sections offered off campus.



**Summary 3-Year Student Count Registered and Enrolled: By Term and Major,
Graduate Level**

| GR Registered/Enrolled 5 Year Student Count by Term & Primary Major | | | | | | | |
|--|------------------------------|--------------------|------------------------------|--------------------|------------------------------|--------------------|--|
| Data for 2022-23 AY as of May 22, 2023 | | | | | | | |
| Primary Major | 2020-21 Academic Year | | 2021-22 Academic Year | | 2022-23 Academic Year | | |
| | Fall 2020 | Spring 2021 | Fall 2021 | Spring 2022 | Fall 2022 | Spring 2023 | |
| Accounting | 25 | 21 | 19 | 16 | 20 | 21 | |
| Appl Behav Analys Certificate | 5 | 5 | 5 | 5 | 1 | 1 | |
| Applied Behavior Analysis | 23 | 21 | 19 | 16 | 20 | 18 | |
| Art | | 1 | 1 | 1 | 2 | 1 | |
| Biology | 4 | 4 | 6 | 5 | 3 | 4 | |
| Counseling | 66 | 70 | 89 | 89 | 76 | 77 | |
| Criminal Justice | 42 | 54 | 50 | 48 | 47 | 52 | |
| Early Childhood Education | 19 | 19 | 19 | 18 | 17 | 13 | |
| Elementary Education | 30 | 21 | 18 | 15 | 21 | 15 | |
| English | 18 | 26 | 19 | 18 | 16 | 14 | |
| Exploratory | 70 | 136 | 65 | 79 | 64 | 85 | |
| Health Care Management | | | | | | 1 | |
| History | 26 | 25 | 21 | 24 | 20 | 15 | |
| Homeland Security Certificate | 1 | 1 | | | | | |
| Mathematics | 7 | 7 | 9 | 8 | 7 | 8 | |
| Moderate Disabilities PreK-8 | 13 | 20 | 13 | 18 | 9 | 12 | |
| Movement Science | 20 | 21 | 19 | 18 | 21 | 25 | |
| Music | 1 | 1 | 1 | 1 | | | |
| Physician Assistant Studies | 59 | 59 | 58 | 57 | 57 | 60 | |
| Psychology | | | | | | | |
| Public Administration | 40 | 49 | 46 | 55 | 45 | 41 | |
| Reading Education | 24 | 21 | 18 | 20 | 17 | 17 | |
| Social Work | 253 | 248 | 257 | 247 | 262 | 251 | |
| Spanish Certificate | 2 | 1 | 1 | | 2 | 2 | |
| Special Education | | | | | | | |
| Special Needs, 5-12 | 8 | 10 | 9 | 9 | 9 | 10 | |
| Vocational Education | 12 | 9 | 9 | 11 | 9 | 5 | |
| Totals | 768 | 850 | 771 | 778 | 745 | 748 | |



**Seat Utilization for Graduate Level By Term and Department for
Academic Year 2022-2023**

| Fall 2022 Graduate Level Seat Utilization Report by Term & Department | | | | |
|--|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Data As of May 22, 2023 | | | | |
| | Fall 2022 | | Spring 2023 | |
| | Percentage of Seats Filled | Percentage of Unused Seats | Percentage of Seats Filled | Percentage of Unused Seats |
| Accounting and Finance | 83.33% | 16.67% | 70.45% | 29.55% |
| Biology | 100.00% | 0.00% | 100.00% | 0.00% |
| Criminal Justice | 98.15% | 1.85% | 88.59% | 11.41% |
| Education | 68.29% | 31.71% | 68.78% | 31.22% |
| English | 51.11% | 48.89% | 53.57% | 46.43% |
| Health Sciences | 100.00% | 0.00% | 92.43% | 7.57% |
| History | 70.27% | 29.73% | 82.61% | 17.39% |
| Management and Marketing | 100.00% | 0.00% | 70.00% | 30.00% |
| Mathematics | 100.00% | 0.00% | 100.00% | 0.00% |
| Psychology | 59.20% | 40.80% | 75.24% | 24.76% |
| Public Administration | 89.29% | 10.71% | 76.84% | 23.16% |
| Soci. Hisp. and Inter. Studies | 100.00% | 0.00% | 100.00% | 0.00% |
| Social Work | 98.01% | 1.99% | 94.45% | 5.55% |
| Sports Medicine and Human Perf | 81.25% | 18.75% | 93.33% | 6.67% |
| Totals | 85.99% | 14.01% | 86.28% | 13.72% |
| <p>Note: The report excludes sections in the following departments/categories: military science, general academic program and sections offered off campus.</p> | | | | |



**Academic Affairs Committee
Board of Trustees
June 6, 2023**

INSTITUTIONAL DEFINITION OF RETENTION

INTERNATIONAL PROGRAMS OFFICE



INTERNATIONAL STUDENTS AT WSU

TOTAL: 83 INTERNATIONAL STUDENTS WHO ARE NEWLY ADMITTED OR ACTIVE WESTFIELD STATE STUDENTS

RETURNING F-1:

41 STUDENTS PURSUING A DEGREE

NEWLY ACCEPTED:

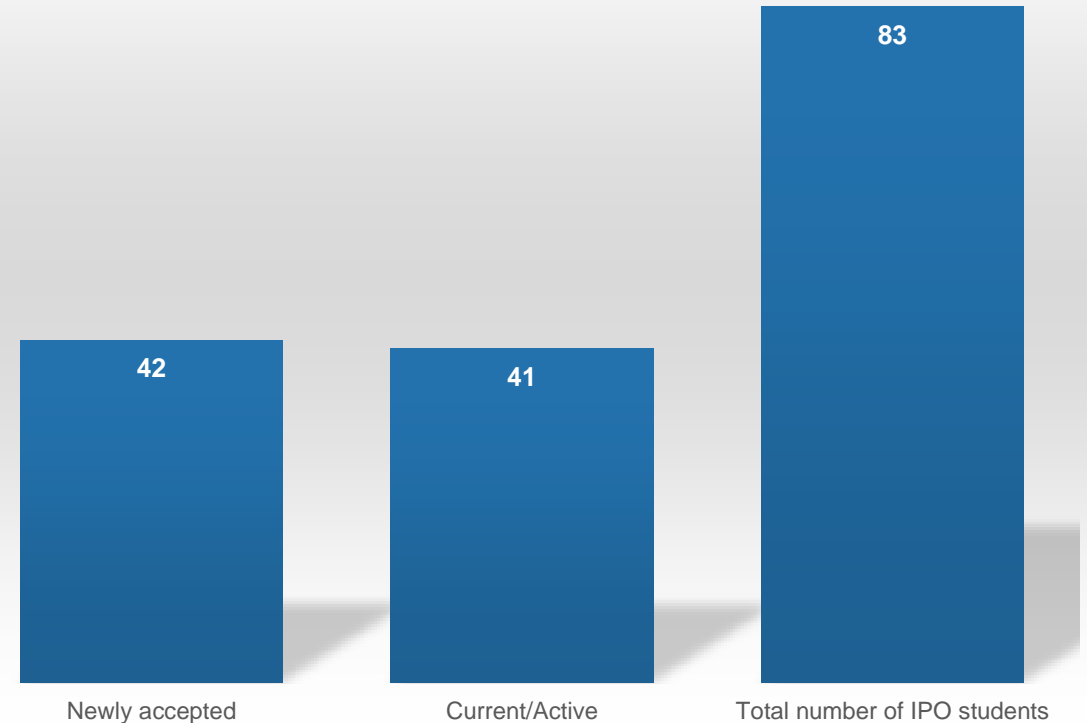
42 INTERNATIONAL STUDENTS

J-1 : **6** EXCHANGE

F-1: **30** DEGREE-SEEKING

OTHER STATUS: **6** DEGREE-SEEKING

International Students
Active & Newly accepted 2023-2024



35 COUNTRIES: Afghanistan, Bermuda, Brazil, Cameroon, Canada, China, Costa Rica, New Zealand, Czech Republic, Finland, France, Germany, Ghana, Haiti, India, Indonesia, Iran, Jamaica, Japan, Kenya, Lebanon, Liberia, Nepal, Netherlands, Nigeria, Russia, Sierra Leone, South Africa, South Korea, The Bahamas, Turkey, Uganda, Ukraine, United Kingdom, Venezuela

INTERNATIONAL STUDENT IMMIGRATION COMPLIANCE AND STUDENT SUPPORT

The International Student Associate Director

- ✓ Advises international students
- ✓ Serves as a liaison with USCIS: US Bureau of Citizenship and Immigration Services and other governmental entities
- ✓ Oversees the programming of international student activities
- ✓ Directs the international student health insurance program
- ✓ Directs the Mentor Program
- ✓ Offers key information related to immigration regulations, visas, and international student life.
- ✓ Consults with Admissions on DACA and other non-immigrant and immigrant visas A-Z

✓ IMMIGRATION

✓ F-1

- On-campus employment
- Off-campus employment
- ✓ CPT
- ✓ OPT
- ✓ STEM extension OPT
- ✓ Beyond OPT
- ✓ Severe economic hardship
- ✓ International Organizations

✓ J-1

- Academic Training
- Student Employment

✓ SUPPORT

- Students
- Alumni
- faculty

✓ SUPERVISION

- Peer mentor program
- Graduate Assistant
- Student workers
- International program admissions coordinator

✓ INTERNATIONAL/INTERCULTURAL CLUB

SUPPORT AND RETENTION

International Student Orientation

- Welcome pick-up
- Life at WSU
- Ely Library & Campus Tour
- Student Activities, Involvement, and Leadership
- Immigration Session
- Cross Cultural Workshop
- Counseling Services
- Career Center
- Academic Resources
- Plagiarism Workshop
- Student ID, academic advising, and paperwork
- PVTA Westfield City tour, shopping, and dinner

- **Peer Mentors**

- Campus orientation
- Housing
- Plato / MyWestfield

- **Past Excursions**

- Big E
- Boston Duck Tour
- Bright Nights
- Mass MOCA
- Niagara Falls
- North Adams Art Museum
- Northampton
- Washington DC
- Yankee Candle



The mission of Course Achievement, Retention & Engagement (C.A.R.E.) is to connect all Westfield State University students to opportunities that encourage academic growth and empowerment. Partnering with other campus support services, academic or non-academic, we aim to create a circle of care around each of our students to help support them in reaching their goals. Our focus is on the students who fall outside of the cohort programs within CSSE. However, we support **ALL** WSU students as well through tutoring, workshops, and access to basic needs (housing, food, finances, etc.). Our work is critical to meet the needs of not just our students but our faculty and other staff as well.

Support Provided Includes:

- 1:1 Case Management for all students at WSU
 - 1:1 Peer Tutoring
 - Group Workshop Facilitation
 - Access to off-campus resources
- Connection to housing, food, and financial support
- Provide training and support for all faculty and staff too!

WITHDRAWAL DATA



Fall 2022 – 271 Students Withdrew

- 85 were Mid Semester Withdrawals
 - 63% were for Health Issues (predominantly mental health)
 - 25% were for lack of time management and anticipating poor grades
 - 12% were for family responsibilities (taking care of a child or parent)
 - 75% stated planning to re-enroll
- 186 were End of Semester Withdrawals
 - 86% transferring to other schools
 - 54% Planning to return (even after spending time at a Community College first)
 - 60% were for health issues (predominantly mental health)
 - 23% were for not enjoying living away from home
- 46% of the withdrawals were from Commuter Students and the remaining 54% were Residential
- 48% of the students had High School GPAs of less than a 3.0
- 41 of the students were Criminal Justice Majors as the largest group.
- 46% of the withdrawals were students who had been with us for more than one term and 44% were new first time first years. The remaining 10% was new transfers and returning students.

Spring 2023 – 75 Withdrawals So Far

- 50 Mid Semester Withdrawals
 - 67% were for Health Issues (predominantly mental health)
 - 13% anticipated poor grades due to lack of academic preparedness
 - 12% living away from home too hard
 - 8% residence hall living too challenging
- 25 End of Semester Withdrawals So Far
 - Data will come post add drop in Fall 2022 once we have a full picture

FY 24 Goals

- Review the university withdrawal and readmission policies and processes.
- Train other Directors in CSSE to complete exit surveys with their program students.
- Create a fresh start policy for students to have an easier time of returning after being away.
- Partner with Institutional Research to see where these students end up after leaving.

WSU360 DATA



- **Progress Report Completion Rate:**

- Fall 2022

- 3rd Week Early Alert = 32%
- 8th Week Mid Semester Progress = 30%

- Spring 2023

- 3rd Week Early Alert = 32%
- 8th Week Mid-Semester Progress = 29%

- **Students Identified via WSU360 for CARE Follow-Up**

- 2,262 flags were raised on students who fell within the 75% of students who do not have a connection to the Office of Academic Advising (academic warning), the Learning Disabilities Program, TRIO Student Support Services, the Urban Education Program, or the Office of Veteran and Military Services.
- 771 unique students who needed follow-up.

- **FY24 Goals:**

- Increase faculty participation in the surveys by providing incentives and outreach to leadership.
- 35% response rate on Early Alert surveys for Fall and Spring.
- 32 % response rate for Mid-Semester surveys for Fall and Spring.
- Provide data to CSSE leadership to encourage staff follow-up with faculty. Closing the loop.
- Professional development for all faculty and staff on how to access and use the Westfield360 platform.

TUTORING & WORKSHOP USAGE



Tutoring

- Fall 2022:
 - 180 Students tutored for 582 hours.
 - 67% of students who were tutored received a C or better.
- Spring 2023:
 - 148 Students tutored for 571 hours.
 - 64% of students who were tutored received a C or better.

Workshops

- Offered 8 different topics during Fall 2022 and Spring 2023:
- **Fall 2022**
 - 179 total sign-ups;
 - 74 actually attended which is only 41% attendance rate
- **Spring 2023**
 - 122 total sign-ups;
 - 51 actually attended which is also 41% attendance rate

- The most signed up for sessions were:
 - Time Management
 - Communicating with Professors
 - Create Your Own Study Guide

CARE PACKAGES: Soft Launch Spring & Summer 2023

- Offered more in depth and diverse workshops centered around wellness, spirituality, academics, finances, decision making, careers, and environment.
- Partner with Interfaith Center, Banacos, TRIO, Career Center, Counseling Center and more!

FY 24 Goals

- Aiming for an increase in tutor usage to 600 hours per term
- Have two (2) tutors per course with greater availability
- Use CARE Ambassadors for peer-to-peer outreach in highly populated areas, increase classroom visits and create social media campaigns around tutoring and workshops
- Roll out a regular Workshop Wednesday program for the fall

STUDENTS ON ACADEMIC WARNING



- **Academic Warning Students**
 - Students are supported by a joint effort between the CARE Center and the Office of Academic Advising & Transfer Transition who have less than a 2.0 GPA.
 - Advising sees the students who have fewer the 54 credits.
 - CARE sees students with 54 credits and up.
 - Part-time students were added to this group for the 22-23 AY
 - **Fall 2022: 186 Students were on Academic Warning after the Spring of 2022 and actively enrolled at WSU.**
 - 4 students were suspended
 - 50 students were dismissed
 - 65 students moved to good standing
 - 67 students continued on Probation for Spring 2023
 - **Spring 2023: 232 Students were on Academic Warning after Fall 2022 and actively enrolled at WSU**
 - 11 students were dismissed
 - 5 students were suspended
 - 72 students were in good standing
 - 144 students continued on Probation for Fall 2023
- **FY24 Goals**
 - Have a better intake process for students.
 - Create mentorship opportunities for students with their achieving peers.
 - Review the Academic Standing Policy with a more equitable lens.
 - Develop more CARE Packages that align with student needs to create better academic habits for success

STUDENTS SUPPORTED BY CARE



- **In Nov. 2022 we added an Assistant Director of Student Access and Support to more intentionally support our students facing housing, food, and other basic needs insecurities.**
 - 50 – 60 students supported by CARE and Residential Life for year-round housing.
 - 26 students - Connected with homeless prevention programs to find off-campus housing due to transitioning out of WSU (graduating, transferring, etc.).
 - 62 Students - Referred to Financial Aid for financial support to meet their basic needs (State Emergency Funds, Owls Helping Owls, Last Mile Scholarship, and Completion Grant).
 - 13 students - Connected with off-campus health and wellness organizations (BHN, CHD, Mass Health, Mass Rehab).
 - Partnered with community stakeholders (e.g., Elm Electrical) to provide food for students during breaks who reported food insecurities on their housing applications.
- **Mass DHE Housing Scholarship**
 - Provided housing for 7 students in 22-23 at no cost to the student including meal plans. Two students from HCC (who will be matriculating to WSU for Fall 2023). And five (5) students from WSU.
 - Through the housing scholarship, these students received case management from the CARE Center along with food assistance, employment assistance, transportation assistance, and support from Gandara Center to receive transitional housing after graduation.
 - WSU has had two (2) students graduate who participated in this program.
- **FY24 Goals**
 - Work closely with Admissions, Advancement, CSSE, Dining, Financial Aid, CSSE, Residential Life, Student Affairs, and others to better identify, track, and support these students.

WHO WE ARE AND THE SUPPORT WE PROVIDE

THE URBAN EDUCATION PROGRAM

Founded in 1968

- Provide college access, mentoring, and academic support to students of color

Today

- Evolved to include all that identify as first-generation, historically underrepresented, or demonstrates financial need

We Provide

- Access
- College readiness through a Summer Bridge Program
- Sense of community and belonging
- Peer support
- Mentorship
- Holistic advising—advice, guidance, and support



THE URBAN EDUCATION PROGRAM

Retention Support Highlights

- **Thoughtful Tuesdays with Counseling Center**
- **FAFSA Fridays with Financial Aid**
- **Leadership Legacy Opportunities**
 - Urban Education Peer Counselor
 - Urban Education Student Ambassador
 - Urban Education Program Work-Study Student



STUDENT LEADERSHIP

- 41 students made Dean's List Fall 2022
- Urban Education Program Peer Counselors, Mentors, and Ambassadors
- Admission Tour Guides
- New Student Orientation Leaders
- Presenters, Center for Undergraduate Research and Creative Activity (CURCA)
- Student Exchange Program: Norfolk State University (F22-SP23)
- Study Abroad: Costa Rica (current)
- Campus Clubs/Organizations
 - President, Black Student Union (BSU)
 - President, Latino Association for Empowerment (LAFE)
- Student Government
 - Class President
 - Class Treasurer
- Residential Assistants
- Facilitator, Student Leadership Summit
- JEDI Fellow
- Students on various search committees
- Joan E. Fuller Scholar
- Sankofa Scholars
- Presidential Scholar



2022 URBAN EDUCATION SUMMER BRIDGE PROGRAM



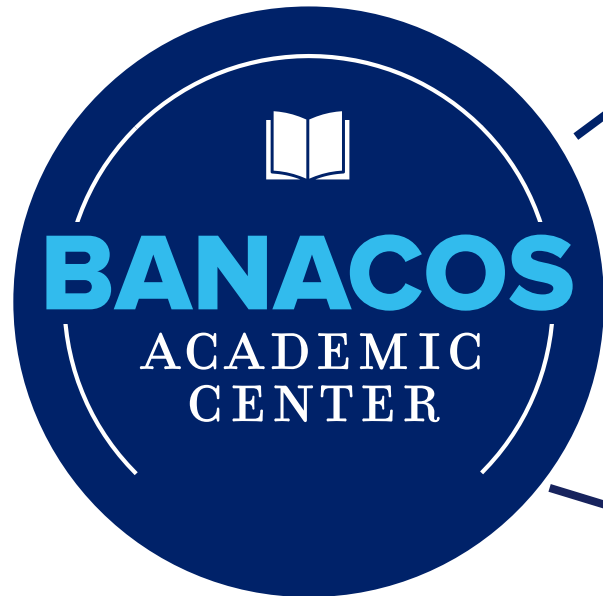
- 70 students attended
- 9 credits offered (*Introduction to Mass Communication, Introduction to Sociology, Career Planning and Development, State and Local Government, and Latin America Since 1800*)
- 61 students matriculated in Fall 2022
- 2 students were dismissed due to behavior/conduct (Matriculated in the fall per WSU general admit policy/ Not UEP student)
- 7 students referred to TRIO support
- 87% matriculation rate

URBAN EDUCATION PROGRAM GOALS 2023-2024



- 75 students to attend SBP
- Maintain an 87% matriculation rate
- Expand outreach to guidance counselors to increase recruitment
- Fully staffed
- Increase student programming
- Promote and support student leadership participation (e.g., Honors Program, CURCA, Student Government, domestic exchange, etc.)
- Improve alumni communication and involvement

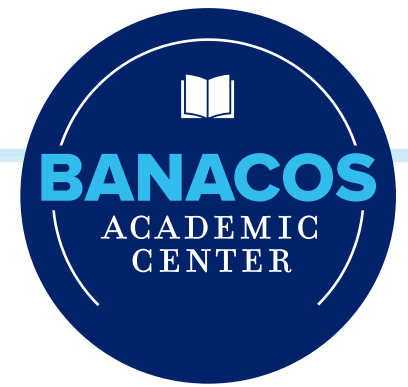
WHO WE ARE



LEARNING DISABILITIES
PROGRAM (LDP)

DISABILITY SERVICES

ACADEMIC STRATEGIES



Disability Services

787: 462 registered; 325 not registered

Available to any student at any point in academic career

- Guides and assists students through process of registering and requesting reasonable accommodations
- Communicates and oversees provision of accommodations for its students
- Collaborates with faculty and offices across campus
- Oversees housing accommodation placements for LDP and DS in coordination with housing

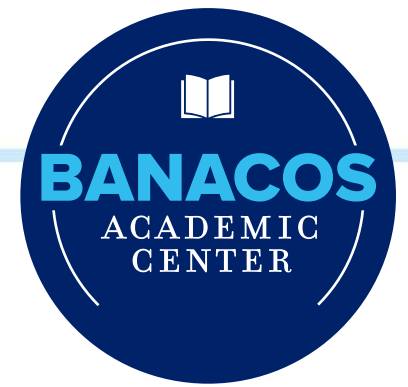
LDP

294 students

Admissions based program – like the Urban Education Program and Honors Program, at no extra cost

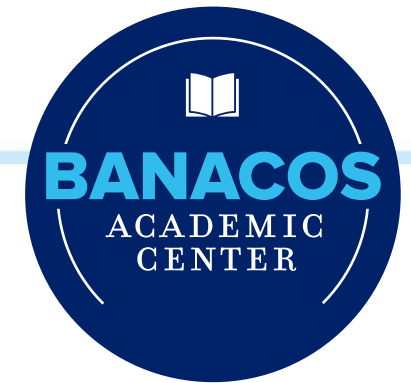
Provides individualized support to students

- A program advisor (**one** point person) to follow a student from orientation to graduation
- Serves as disability support provider (provides accommodations, reviews disability documentation)
- Academic advising and academic support
- Weekly meetings with advisor
- Support in navigating college and college systems
- Early course registration
- Monitoring of academic progress
- Academic intervention

The background of the slide features a blurred image of a globe in the foreground on the left and a large brick building with a green cupola in the background. A white horizontal line is positioned below the text.

Learning Disabilities Program

LDP STUDENT ACCOMPLISHMENTS

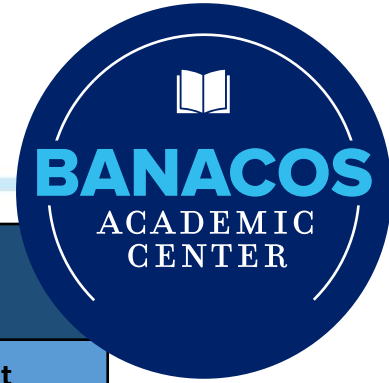


| | Fall 2018 | Spring 2019 | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 | Fall 2021 | Spring 2022 | Fall 2022 |
|-------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|
| Dean's list | 31.3% | 34.6% | 33.5% | 50.6% | 35.3% | 37.6% | 31.3% | 31.6% | 29.33% |
| 3.3+ | | | | 68.9% | 51.2% | 54.2% | 38.4% | 40.1% | 36.75% |
| GPA 3.0+ | 56.7% | 57.2% | 61.5% | 80.5% | 63.2% | 68.3% | 52.3% | 55.1% | 52.65% |

Students participate in...

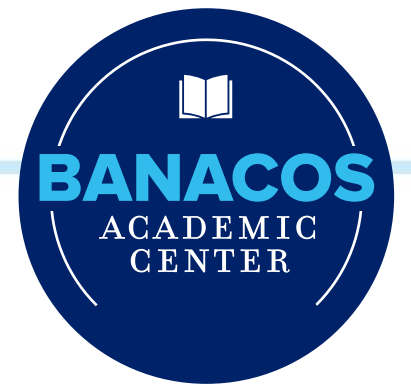
- Academic Internships
- Athletics, Dance, and Theater
- CURCA research
- Domestic and Study Abroad Experiences
- Honors Program
- Student Government Association
- Washington Center Internship Program

OUTCOMES FOR STUDENTS IN THE LEARNING DISABILITIES PROGRAM



| Entry Term | Retention | | | | Graduation | | | Still enrolled | Not graduated/ Not Currently Enrolled |
|--------------|------------|--------------------|--------------------|--------------------|----------------|----------------|----------------|----------------|--|
| | Cohort | Returned next Fall | Retention Rate LDP | Retention Rate WSU | Within 4 Years | Within 6 Years | Within 8 Years | | |
| 2015 | 114 | 87 | 76% | 77% | 50% | 14% | 3% | | 33% |
| 2016 | 114 | 95 | 83% | 79% | 54% | 10% | | 1% | 35% |
| 2017 | 101 | 80 | 79% | 75% | 43% | 18% | | 4% | 36% |
| 2018 | 91 | 67 | 74% | 72% | 52% | | | 11% | 37% |
| 2019 | 109 | 87 | 80% | 73% | | | | 65% | 35% |
| 2020 | 97 | 80 | 82% | 75% | | | | 57% | 43% |
| 2021 | 69 | 53 | 77% | 75% | | | | 77% | 23% |
| Total | 695 | 549 | 79% | 76% | 50% | 14% | 3% | 28% | 35% |

EFFORTS IN RETENTION AND STUDENT ENGAGEMENT



Fall 2022 – Spring 2023

- Increased Individualized attention and follow-up
- Banacos internships
- Planning Parties
- Lunches in DC with advisors
- Study Times with snacks
- Student Panel w/COMM Club
- Faculty and Staff Panel
- Increased social media (from 200 → 423 Instagram followers one semester)
- Senior cord celebration

Fall 2023 – Spring 2024

- Change names of programs and services
- Move back to Parenzo Hall
- Increase recruitment efforts
- Alumni spotlights, visits, and panels
- Tailgate at Homecoming to get ready for our 45th anniversary
- Conduct outreach to students who left w/o finishing a degree
- Association on Higher Education and Disability(AHEAD) external review

TRIO

STUDENT SUPPORT SERVICES

A U.S. Department of Education federally-funded TRIO grant program, TRIO SSS empowers **first-generation college students, students with low-income, and students with disabilities** to explore and engage with their educational and personal goals. It offers comprehensive academic and personal support designed to assist with persistence to graduation, financial literacy, and graduate school and career preparation.

TRIO is funded to serve 160 eligible participants per year.

Students can apply to TRIO at any time of year and at any level of their college education. Recruiting emphasis is on first-year and new transfer students.

Participants may stay in TRIO until they graduate.

Help students identify and achieve their personal and academic goals through:

- Strengths-based inquiry
- Motivational Interviewing, Self-Determination Theory & Prochaska's Theory of Change
- Micro-movements
- Focus on executive function & core academic skills
- Foster self-advocacy, accountability, and confidence

- Academic Success Plans and 1:1 Coaching
- Professional tutors
- Liaise between student and campus entities
- Access to resources to meet essential needs
- Financial & Financial Aid Literacy
- Career & Graduate School Exploration
- Cultural Experiences
- Stress Management and Wellness

2021-22 Annual Performance Report Data

- Persistence Rate: **92.5%** of all participants served persisted from the 2021-22 academic to the beginning of Fall 2022 or graduated
- Good Academic Standing Rate: **95.6%** of participants served met the level of good academic standing
- Graduation Rate: **91.6%** of the 2015-16 cohort of new SSS participants graduated within six years

2022-23 Snapshot

- Expect **97%** of students in good standing at the end of the academic year
- Expect **93%-96%** of students served in 2022-23 will have graduated or will persist to Fall 2023
- 50% of active TRIO students who were on Academic Probation after Fall 2022 got into Good Standing after Spring 2023

- **Increase in number of applications to TRIO**
 - Used to average 100 applicants per year, pre-pandemic
 - 2021-22 = 125 applicants
 - 2022-23 = 143 applicants
 - Not all students entered TRIO, but TRIO did not turn anyone away
 - Underscores fact that more and more students are seeking support
 - 65% of 2022-23 applicants self-identified as having a disability
- **Increase in the number of students with a disability served by TRIO**
 - Used to average 20%-26% of students with a disability, pre-pandemic
 - 2021-22 = 36% of students served had a documented disability
 - 2022-23 = 42% of students served had a documented disability
- **Total 1:1 student contacts with TRIO staff increased**, even while we have had a full-time staff vacancy since Nov 2022
 - 2021-22 = 2,010 1:1 contacts
 - 2022-23 = 2,086 1:1 contacts

Central new goal to further support student retention: bolster TRIO students' sense of **social connections, belonging, and mattering**

- New hire to fill vacancy: Program Coordinator of Community Development
- Return to renovated spaces in Parenzo Hall: program offices on first floor, TRIO Learning Lab in basement. Create welcoming and student-centered environments.
- Increase off-campus cultural excursions and regional graduate school trips as funding allows
- Develop more leadership roles in TRIO and explore volunteer opportunities

QUESTIONS AND ANSWERS