



**2017 Interim Report for  
New England Association of Schools and Colleges**



## TABLE OF CONTENTS

Introduction		1
Institutional Overview		3
Areas of Special Emphasis		4
Standard One	Mission and Purposes	13
Standard Two	Planning and Evaluation	15
Standard Three	Organization and Governance	17
Standard Four	The Academic Program	18
Standard Five	Students	20
Standard Six	Teaching, Learning, and Scholarship	24
Standard Seven	Institutional Resources	27
Standard Eight	Educational Effectiveness	29
Standard Nine	Integrity, Transparency, and Public Disclosure	31
Reflective Essay	Student Success, Assessment, and Retention	33
Institutional Plans		45
Appendices	Affirmation of Compliance with Federal Title IV Regulations Fiscal Year 2016 Auditor's Letter & Audited Financial Statements Interim Report Forms Data Forms on Student Achievement and Success (E & S Forms)	
Addendums	Founding Documents for New Governance Structure Campus Climate Report Digital Governance and Standards Policy 2013-2014 Retention Report	

## INTRODUCTION

Input for this Interim (Fifth-Year) report was coordinated by the Coordinators of Assessment at Western New England along with the Provost and Vice President for Academic Affairs during the Fall of 2015 and early Spring 2016. Individuals were assigned to address the Areas of Special Emphasis or to participate in providing input for the Standards Narrative.

A planning meeting with all involved in the writing took place in February 2016 in which faculty and staff from across the University participated. As directed by NEASC, individuals were asked to seek out what was new in each of the standards since our last comprehensive review in 2012. It was requested that they provide to the coordinating group a set of bulleted items that identified new initiatives and activities that focused on each standard. A schedule of assignments is provided on the next page.

In mid-April 2016, a meeting of the same group allowed for discussion regarding NEASC's new standards, how best to present our progress and what has been learned in each of the nine revised standards since the 2012 Self-Study. It was during this planning meeting that, as a collective group, we agreed to write the Reflective Essay focusing on measures of student success, including retention, and what our students gain as a result of their education at Western New England University.

Preliminary submissions were received from May through October from the various members of the group. The Coordinators of Assessment and the Provost spent the summer and fall compiling the individual feedback, writing a comprehensive document in one voice, working to ensure that the standards were addressed as comprehensively as possible, and updating the document to include the most recent data from fall 2016. The Director of Institutional Research and Planning supplied data to update the DataFirst forms as did others in appropriate offices around campus, and much collaboration occurred throughout the process, making sure that the data was provided in a timely manner to inform the narrative of the report.

By December 5, 2016, an internal draft was complete and ready for review by the University president, key members of the leadership team, and those faculty and staff who were part of the original planning and writing group. In December, final revisions were made based on feedback and input from those who were solicited. The complete Interim Report was submitted to the New England Association of Schools and Colleges in January 2017.

## Faculty and staff who provided leadership for the writing of our NEASC Interim Report

### Areas of Special Emphasis

One	Governance	<i>Ronald Priefer</i> , Prof. of Medicinal Chemistry and Chair of the University Senate <i>Edward Wesp</i> , Assoc. Prof. of English and Chair of the Faculty Council
Two	Diversity	<i>Winthrop Rhodes</i> , Chair of the English Department <i>Taylor Flynn</i> , Prof. of Law
Three & Four	Ph.D. program in Engineering Management	<i>Julie Dryzmalski</i> , Former Chair of Industrial Engineering & Engineering Management <i>Thomas Keyser</i> , Current Chair of Industrial Engineering & Engineering Management

### Standards

One	Mission and Purpose	<i>Josephine Rodriguez</i> , Coordinator of Assessment
Two	Planning and Evaluation	<i>Richard Wagner</i> , Dir. of Institutional Research & Planning
Three	Organization and Faculty	<i>Ronald Priefer</i> , Prof. of Medicinal Chemistry and Chair of the University Senate <i>Edward Wesp</i> , Assoc. Prof. of English and Chair of the Faculty Council
Four	The Academic Program	<i>Ann Kizanis</i> , Assoc. Dean of Arts & Sciences <i>Janelle Goodnight</i> , Asst. Dean for Graduate Studies for the College of Business <i>Judy Cezeaux</i> , Chair and Prof. of Biomedical Engineering
Five	Students	<i>Jeanne Steffes</i> , V.P. for Student Affairs & Dean of Students
Six	Teaching, Learning & Scholarship	<i>Marilyn Pelosi</i> , Former Director of the Center for Teaching and Learning
Seven	Institutional Resources	<i>William Kelleher</i> , V.P. for Finance and Administration
Eight	Educational Effectiveness	<i>Matthew Dintzner</i> , Assistant Dean for Assessment & Accreditation, College of Pharmacy
Nine	Integrity, Transparency, And Public Disclosure	<i>Cheryl Smith</i> , General Counsel <i>David Stawasz</i> , Asst. V.P. for Marketing Communications

### Reflective Essay

*Linda Jones*, Provost and V.P. for Academic Affairs  
*Josephine Rodriguez*, Coordinator of Assessment  
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with input from  
*Bryan Gross*, V.P. for Enrollment Management  
*Kerri Jarzabski*, Asst. V.P. for Enrollment Management,  
Dean of First Year Students  
*Denine Northrup*, Prof. of Psychology and Co-Chair of the  
Retention Committee

### Forms/Appendices

*Richard Wagner*, Dir. of Institutional Research & Planning  
*Lisa Hansen*, Assoc. Coordinator of Assessment  
*Julie LeBeau*, Asst. V.P. and Controller

## **INSTITUTIONAL OVERVIEW**

Western New England University is a private co-educational comprehensive university with a tradition of excellence in teaching, research and scholarship and a commitment to provide innovative liberal and professional educational opportunities. One of only a few U.S. comprehensive institutions enrolling under 5,000 students recognized with national and international accreditations at the highest levels in law, business, engineering, pharmacy and social work, we serve students predominantly from the northeastern U.S., but enroll students from across the country and around the world. The vast majority of undergraduate students reside on campus. Our 215-acre campus in Springfield, Massachusetts is remarkable for its beauty, security, and meticulous upkeep.

The year 2019 will mark our centennial and we are getting ready to celebrate this milestone! From our modest beginnings as a satellite campus of Northeastern College (today's Northeastern University) in 1919 to our transition to a university in 2011, Western New England University has become a visionary leader for quality, innovation, and value in higher education.

The hallmark of the Western New England University experience is an unwavering focus on and attention to each student's academic and personal development. Faculty, dedicated to excellence in teaching and research, teach in an environment of warmth and personal concern where small classes predominate. Administrative and support staff work collaboratively with faculty in attending to student development so that each student's academic and personal potential can be realized and appreciated

Western New England University is much more than its educational offerings; its strength is found in the individuals who educate and support students to thrive in our learning community. We attract students who are hard-working, ambitious, curious, and caring with a strong entrepreneurial spirit. They excel in our close-knit campus where they find the confidence to push their abilities to conquer new challenges and think critically about the world around them and their place in it. Our focus is on the whole student, and the way in which their education will enhance their sense of responsibility in a 21st century rich with challenges and opportunities, from the demands of a diverse and global society, to the accelerating pace of technology and the need to be thoughtful stewards of our planet.

Because of our rich array of academic offerings, our ability to facilitate measurable interdisciplinary initiatives and our thoughtful approach to student support in and out of the classroom, we have established a deliberate learning community that produces motivated students poised to be meaningful contributors to society.

# **RESPONSE TO AREAS IDENTIFIED FOR SPECIAL EMPHASIS**

## **First Area of Special Emphasis**

### **Continued effectiveness of its governance structure in promoting the participation of faculty, students and staff in ensuring productive communications**

The current faculty governance structure at Western New England University consists of two governance bodies: the University Senate and the Faculty Council. The University Senate's jurisdiction is limited to matters that affect the entire university community; the University Senate is not responsible for academic, non-academic, personnel, or any other matters that are internal to a College/School. The University Senate provides a vehicle for the expression of faculty views and for communication between the University administration and the faculty. The University Senate provides a centralized body for the faculty to raise questions, to make recommendations, and to enter into dialogue with the administration. (The founding documents for our new governance structure are attached as an addendum.) The Faculty Council addresses topics of relevance to the undergraduate degree programs of the University and issues of concern specific to the Colleges of Arts and Sciences, Business, and Engineering.

Western New England University has five Colleges/Schools: the College of Arts & Sciences, the College of Business, the College of Engineering, the College of Pharmacy and the School of Law. Until recently, shared governance had not existed, as the College of Pharmacy and the School of Law were not represented in the previous University faculty governance structure. When the University's re-accreditation visit by New England Association of Schools and Colleges (NEASC) occurred in 2012, it was rightly pointed out that the prior faculty governance structure did not have representation of 40% of the Colleges/Schools.

In the fall of 2012, a taskforce was established to work on the development of a new University Senate that would include representation from all five Colleges/School on campus. The taskforce worked diligently to prepare a proposal that addressed membership, methods of removing delinquent senators, meeting layouts, officers, and jurisdiction. After some revisions from the initial proposal and a subsequent university-wide online vote, a new model for University Senate was approved in May 2014.

### **The University Faculty Senate**

The University Senate is made up of two representatives each from the College of Business, College of Engineering, College of Pharmacy, and the School of Law, and four representatives from the College of Arts & Sciences. The additional two seats for the College of Arts & Sciences are intended to ensure representation for the broad range of fields housed in that College as well as respecting the size of the faculty population. (Approximately 50% of the University's faculty population are housed within the College of Arts & Sciences.)



To date there are ten active committees, each of which is chaired by a Senator. They are: Athletics and Recreation Committee, Common Faculty Handbook Committee, Diversity Committee, Graduate Program Committee, International Programs Committee, Nominations and Rules Committee, Personnel Committee, Student Activities Committee, Technology Committee, and the All-University Disciplinary Board. Each committee meets based upon their own schedule and regularly report to the Senate. Particularly significant in this committee structure is the integration of bodies (including the Diversity Design Committee, International Programs and Technology Committees) that had previously existed outside of the channels of faculty governance. Redefining them as committees of the University Senate affirmed and formalized the role of faculty in these areas.

Communication regarding Senate deliberations and decisions comes in multiple forms. The Provost is an ex-officio member of the University Faculty Senate and she is the liaison between the Senate and the President of the University and his staff. The President invites the Chair of the Senate to attend the Board of Trustees quarterly meetings, and the Senate invites the President to present at least once a year in a Senate meeting. The President, as a member of the faculty, may attend all Senate meetings. As a method to increase the transparency of the faculty governance on campus, the Senate has established a site on the University course management system where all approved minutes are currently housed. Additionally, the University launched a new website that will include a repository for approved minutes and governance documents in an effort to communicate with faculty and staff.

### **The Faculty Council**

The Faculty Council is comprised of representatives from the College of Arts & Sciences, the College of Business and the College of Engineering as these are the Colleges with undergraduate programs. The Faculty Council is made up of two representatives from each of the Colleges of Business and Engineering and three representatives from the College of Arts and Sciences. There are nine committees of Faculty Council: Admissions and Retention Committee, Advising and Registration Committee, Faculty Affairs Committee, Faculty Grants Committee, Online Course Committee, Undergraduate Academic Standards Committee, Undergraduate Curriculum Committee, Honors Program Committee, and Global Scholars Committee.

In forming its committees, the Faculty Council has been able to directly connect faculty governance with University-wide initiatives. For example, prior to the formation of the new governance structure in 2014, the University's Student Success and Retention Committee only included one faculty member and did not include representatives from faculty governance. Recognizing the importance of the faculty role in student success, Faculty Council successfully petitioned to participate in the retention initiatives. As a result, the University's Student Success and Retention Committee has a representative from Faculty Council, who effectively assures broader communication with the faculty regarding on-going retention initiatives and activities.

The Provost is an ex-officio member of the Faculty Council and she is the liaison between the Faculty Council and the President of the University and his staff. Recommendations of the

Faculty Council are communicated to the Provost, and the Provost reports back to the Faculty Council in a timely manner the status of all Faculty Council recommendations. The President invites the Chair of the Faculty Council to attend the Board of Trustees quarterly meetings, and the Faculty Council invites the President to attend/present at one of the Faculty Council meetings. This has helped the Council to stay abreast of the University's decisions and strategic aims. The committees of the Faculty Council have provided a more active line of communication from the faculty up through the Council and then on to the relevant areas of the Administration. Topics addressed last year by Faculty Council include the use of the University Common Hour, an approach to review possible revision of the General University Requirements, and assessment of online education.



## Second Area of Special Emphasis

### Continuing to make progress to meet its goals for the racial, ethnic, and gender diversity of its faculty and staff

Direction Five of Western New England University’s Strategic Plan states, “In addition to increasing diversity in our student body and faculty, we need to increase diversity in academic, administrative, and staff leadership positions.”

Since our NEASC Self-Study report in 2012, the following data addresses the diversity distribution of fulltime faculty and regular fulltime and part-time staff. In the 2011-2012 academic year, 15.1% of the faculty and 10.8 % of the staff were identified as diverse. For the 2016-2017 academic year, 16.0% of the Faculty and 10.8% of the Staff were identified as diverse. This modest indication of progress includes some fluctuations for faculty, with a high water mark of 16.4% for the 2012-2013 academic year. Additionally, a look at the diversity table below shows a slow but steady increase in fulltime faculty diversity at Western New England University over the past ten years, from 12.4% in 2007-2008 to 16.0% in 2016-2017.

Year	Fulltime Faculty			Staff (Regular Full- and Part-time)			Faculty & Staff
	Diversity Total	Total Number	Diversity % age	Diversity Total	Total Number	Diversity % age	Overall Diversity % age
2016-2017	38	237	16.0%	55	507	10.8%	12.5%
2015-2016	35	229	15.3%	56	493	11.4%	12.6%
2014-2015	33	231	14.3%	53	493	10.8%	11.9%
2013-2014	33	221	14.9%	54	497	10.9%	12.1%
2012-2013	36	220	16.4%	52	498	10.4%	12.3%
2011-2012	31	205	15.1%	55	507	10.8%	12.1%
2010-2011	29	194	14.9%	56	501	11.2%	12.2%
2009-2010	24	188	12.8%	53	487	10.9%	11.4%
2008-2009	20	180	11.1%	56	481	11.6%	11.5%
2007-2008	22	177	12.4%	53	466	11.4%	11.7%

*Fulltime faculty count based on AAUP definition. Data does not include adjunct faculty.*

In the 2014-2015 academic year, the Provost working with the Deans identified that the recruitment of a diverse faculty population was a significant goal for the University. Thus, the College of Business led a targeted recruitment initiative in 2015. In 2016, The College of Business, in partnership with the Provost’s office, has become a Participating University in *The PhD Project*. The mission of *The PhD Project* is to increase the diversity of business school

faculty by connecting minority faculty and doctoral candidates in the network with institutions who have active job opportunities.

Another helpful way to analyze how we are doing with regards to the diversity of our faculty is to compare ourselves with other peer institutions. Based on data from the College Board's *2016 College Handbook*, we can see that Western New England University is in the middle of the comparison group of peer institutions. However, we have noticed that many of the private colleges (especially the predominantly liberal arts colleges) that are our competitors have a lower diversity percentage than we do, some as low as 4% or 5%. Those with higher percentages, including Hofstra at 20%, University of New Haven at 23%, and Rensselaer Polytechnic Institute at 31%, show that we still have room for improvement.

The University's non-discrimination policy has recently been reviewed by our General Counsel and approved by the Board of Trustees. This policy can be found online on page 4 of the 2016-2017 University Catalogue (<https://www1.wne.edu/academic-affairs/doc/catalogues/2016-2017-cat.pdf>). Also, the University has officially adopted a comprehensive policy regarding Discrimination, Harassment, Sexual Misconduct, and Title IX, which is carefully outlined on our Human Resources website (<https://www1.wne.edu/human-resources/title-IX.cfm>).

Additionally, Direction Five of the University's Strategic Plan states, "It is also apparent that we need to cultivate a deeper pluralistic understanding of diversity, to encourage a world-view embracing differing ideas and positions, and to make an increased effort to create inclusiveness throughout the campus. In order to foster a living and learning environment that promotes independent and tolerant thinking and that brings divergent voices into the learning dialogue through both curricular and out of class experiences, we need to build a community defined by its differences and characterized as safe, positive, and supportive."

In 2013, the Diversity Task Force created a subcommittee that conducted a survey and generated a report entitled the Campus Climate Assessment Report, which is included as an addendum. The survey included 237 students and 287 faculty to gauge the campus community's awareness of and commitment to the University's efforts to create an inclusive and welcoming environment. The report reviews the results of the survey and makes a series of recommendations in order to make progress in developing a community of trust:

- 1) Enhance and expand campus education and training.
- 2) Continue to look for ways to gather the campus community together.
- 3) Be more intentional about academic calendaring for religious holidays.
- 4) Enhance/continue to support programs that involve issues of inclusion, diversity, and social justice.
- 5) Seek an outside consultant to partner with marketing to lead an all campus task force to review, enhance and expand the University website, digital footprint and presence.
- 6) Continue to enhance and develop communication tools.
- 7) Develop additional resources for our international student population.

For example, in 2016, the University Senate approved a “Suggested Syllabi Addition” concerning Name/Gender pronoun accommodation that came from the Diversity Task Force and was endorsed by the Diversity Committee. The University Senate gave its support to a faculty effort to model an inclusive learning environment in the classroom that reaches out to students to accommodate student requests for preferred names and pronouns. Also, the annual Wellen Davison Seminar (which is open to all members of the campus community) was entitled “Beyond the Gender Binary” with keynote speaker Genny Beemyn, Director of the Stonewall Center at the University of Massachusetts Amherst. The seminar was designed to enable participants to build awareness and understanding for those who do not consider themselves solely male or female. It included a panel of current Western New England students who shared their experiences.

Beginning with the 2015-2016 academic year, the Diversity Committee has been working on a proposal for a Chief Diversity Officer (CDO). It is anticipated that this proposal will be advanced to the University Senate in the Spring of 2017. The role of the Chief Diversity Officer at Western New England University is anticipated to be the individual who would have the responsibility for guiding efforts to conceptualize, define, assess, nurture and cultivate diversity as an institutional and educational resource.

### **Third Area of Special Emphasis**

#### **Achieving the enrollment and financial goals established for the Ph.D. in Engineering Management program**

The Ph.D. in Engineering Management program is offered by the Department of Industrial Engineering and Engineering Management (IEEM) and has been a success to date. The student enrollment goal set by the program was to have 20 to 25 full and part-time students enrolled in the program by 2016, with approximately three fourths of those students being international students. Currently, we have 18 students in the program; 12 of these 18 students are full-time and 10 of these 18 are international students. Therefore, approximately 56% of our students are international students, who come from China, Iran, Turkey and Yemen. Our goal is to add 4 students this year, which will increase our enrollment to approximately 22 students at the end of the 2016-17 academic year.

The stated financial goal for the program was to be self-sufficient in three years. The total department budget for the 2016-17 academic year is: (including salaries and fringe) \$984,735. This budget covers the expenses associated with the Bachelor of Science in Industrial Engineering Degree and Master of Science and Ph.D. Degrees in Engineering Management. The total revenue for the department is estimated as follows:

#### **Industrial Engineering (Undergraduate)**

We currently have 45 full-time undergraduate students enrolled in Industrial Engineering for the 2016-17 academic year. The annual tuition and fees for an engineering student is: \$36,340. The current discount rate is 53% for engineering.

#### **Engineering Management (Graduate)**

In the 2015-16 academic year, the department offered courses that totaled 1051 student credit hours. The cost per credit hour is \$1048 (EMGT 6XX) and \$1249 (EMGT 7XX). Over the 2015-16 year, this equated to an income of \$1,208,665.

The department overall generated \$1,617,724 in revenue while having \$896,182 in costs, therefore generating a profit of \$721,542.

Based on these financials, the Engineering Management program is considered self-sufficient.

## **Fourth Area of Special Emphasis**

### **Documenting expectations and providing support for the scholarly productivity of faculty in the University's Ph.D. in Engineering Management program**

The University has hired two full-time faculty to support the Ph.D. program. The main responsibilities of these two faculty members are:

- Teach 12 credit hours per year (1st year teach 6 to 9 credits hours). The traditional teaching load is 24 credit hours per year. Therefore, these faculty receive a ½ time release from teaching to support their research and scholarly activities.
- Actively pursue funded research in support of the Ph.D. program.
- Establish a publication record as determined by publication numbers and consistency of subject material.
- Mentor graduate students and actively engage in research with the graduate students with an emphasis on Ph.D. students.
- Mentor Ph.D. students regarding research and encourage publication, presentation, and pedagogy among the Ph.D. students.
- Develop new graduate offerings to support the curriculum.

The remaining four departmental faculty have embraced the Ph.D. program by teaching graduate courses, serving as faculty advisors and conducting research with the current students. As evidence of their scholarly achievement, as well as the rest of the department (6 faculty total), the faculty activity for the 2014-2015 year consisted of the following:

- Acceptance of 15 peer-reviewed journal papers
- Acceptance of 26 peer-reviewed conference proceedings
- 31 conference presentations by faculty and Ph.D. students
- Submission of 12 grant proposals
- Funding of 6 proposals totaling \$528,000
- Three successful Ph.D. proposal defenses
- Members of various committees and boards within the Transportation Research Board, IEEE and The Northeast Center for Agricultural and Occupational Health.
- 11 Ph.D. students currently being advised on their proposal or dissertation by 4 faculty members.

Since their appointment, the two faculty hired to support the program have published 12 journal publications and more than 20 papers in refereed conference proceedings. They have become recognized through leadership appointments in professional societies in the fields of reliability, global health and risk assessment.

The current level of full-time faculty in the program is adequate. It is anticipated that the current number of faculty will be adequate when 20 students are actively enrolled in the program. Program growth to 25 – 30 students will result in a request to the administration for additional faculty.

As part of the Ph.D. in Engineering Management proposal the following requests were made to the University.

- Program Director (\$10,000 stipend)
- Four Teaching Fellows (\$12,000 stipend plus tuition and fee waiver)
- Initial marketing plan and associated funds
- Two full time faculty members with associated travel/startup funds, etc.
- Increased funding for adjunct faculty
- Online teaching software / hardware
- Engineering Management Student Laboratory
- 8 computer workstations / printer / network
- Part-time staff assistant

All of these requests have been met or exceeded, demonstrating University support of this program. The stipend for teaching fellows has been increased to \$23,000, the on-line teaching software and hardware support has exceeded the previously requested amount. There are 10 state of the art workstations in the Engineering Management Lab instead of 8. The University is now funding 6 teaching fellows (2 more than originally requested). Finally, the program director stipend has been converted to the equivalent of 1 month salary for the IEEM department Chair to serve as the program director.

Engineering management graduate programs are not as laboratory dependent as other engineering programs; however, engineering management research is often computer / software dependent. The program has adequate physical space and hardware and software resources to support the students and faculty. In addition to the engineering management laboratory, the teaching fellows have an office with individual computers and all graduate students have access to most of the laboratories in the College of Engineering. By utilizing software agreements and grants, the faculty has been able to provide relevant state of the art software in the current laboratory to support student research.

# STANDARDS NARRATIVE

## Standard One Mission and Purposes

Western New England University is a comprehensive private institution with a tradition of excellence in teaching and scholarship and a commitment to service. Over the past five years, we have continued to be guided by both our mission statement and the *2009-2018 Strategic Plan*, which were approved by the Board of Trustees in September 2008. Our mission statement appears in all major campus buildings, in the *2016-2017 University Catalogue* (p. 6) and on our website at <https://www1.wne.edu/about/mission.cfm>; whereas, the *2009-2018 Strategic Plan* can be found at <https://www1.wne.edu/about/doc/strategic-plan-summary.pdf>.

Our core values continue to be:

- Excellence in Teaching, Research, and Scholarship
- Student-centered Learning
- A Sense of Community
- Cultivation of a Pluralistic Society
- Innovative Integrated Liberal and Professional Education
- Commitment to Academic, Professional, and Community Service
- Stewardship of our Campus

As we approach our second century, we have looked to the future with the following outlook: “In 2019, Western New England will celebrate its Centennial as an institution of higher education. Our focus will continue to be on the whole student, but in a 21st century context, highlighting the demands of a diverse and global society, the accelerating pace of technology, and the necessity of attention to environmental sustainability. Our next decade will be marked by a continued dedication to excellence, visionary thinking, flexibility, and entrepreneurial spirit. We must continue to develop as a comprehensive institution offering an integrated program of liberal and professional undergraduate and graduate education while establishing ourselves in a position of regional leadership and national recognition.” *2016-2017 University Catalogue* (p. 6)

Consistent with our mission and strategic plan we are working to further support graduate education at Western New England University. Direction three of the strategic plan calls for an increased focus on excellence in graduate and professional education, research and scholarship, calling on our strength as a comprehensive institution. This strategic direction recognized the increasing need for interdisciplinary programming and degrees and encouraged the development research and scholarly activities across departments and colleges.

Stemming from this plan, the Center for Graduate and Advanced Studies (CGAS) was instituted in academic year 2015-2016. The Center was created to support the graduate student experience and to enable the expansion and growth of our graduate offerings at Western New England



University. The CGAS is the hub for help and information for our graduate students and will allow the University to spotlight and communicate existing graduate programs. Additionally, the CGAS will provide the infrastructure to facilitate graduate program growth, and thereby increase the graduate and advanced studies student population.

The Advanced Studies component of the center is the hub for new program development particularly connected to interdisciplinary educational opportunities. It is within Advanced Studies that faculty are provided professional development opportunities and resources to develop new interdisciplinary upper level and graduate courses and curricula. This includes opportunities for new program development that could be identified as new academic initiatives, such as the Entry Level Doctor of Occupational Therapy degree program recently approved by the Massachusetts Department of Higher Education (11/7/2016) and currently being advanced for accreditation through the Accreditation Council for Occupational Therapy Education (ACOTE). Advanced Studies is also intended to support degree completion opportunities, certificate programs and as well as interdisciplinary programming.

This direction is consistent with the Western New England University mission and core values. The hallmark of a Western New England University experience is an unwavering focus on and attention to each student's academic and personal development in which we hold the offering of an innovative integrated liberal and professional education as central to this mission.

The University is in the final phases of our ten year strategic plan adopted in December 2008. Given the upcoming centennial of Western New England University in 2019 together with our desire to continue to develop the strategic directions of our current plan, the University is extending its strategic plan through the use of a vision statement, rather than embarking on a new strategic planning process at this time. In fact, our present strategic directions are the basis of our recently launched capital campaign. The draft of our new vision statement is currently being vetted; however, the following elements of the statement are clear:

“Because of our unique array of academic offerings, our ability to facilitate measurable interdisciplinary initiatives and our thoughtful approach to student support in and out of the classroom, we will build our brand identity to be known as a deliberate learning community that produces motivated students poised to be meaningful contributors to society.

Our focus is on the whole student, and the way in which their education will enhance their sense of responsibility in a 21st Century rich with challenges and opportunity, from the demands of a diverse and global society, to the accelerating pace of technology and the need to steward the environment. We are explicit in what we mean by diversity and will allow students, faculty and staff to express their opinions in an environment where debate and learning through active discourse is encouraged.”

## **Standard Two Planning and Evaluation**

Planning and evaluation at Western New England University are broad-based daily activities which include professional components within individual offices, as well as university-level structures that allow integration of evaluation and planning activities. Accordingly, offices such as Enrollment Management have personnel dedicated to ongoing assessment of annual admissions cycles while in progress. These personnel simultaneously interact with the Office of Institutional Research and Planning for data and analytical support, as well as integration with data from other offices and context with prior years. Campus governance, including the recently enacted University Senate, includes a number of standing faculty committees along with administrative committees having responsibilities for all areas of campus operations. Several committees of the Board of Trustees include participation by external, non-voting members with expertise in finance and business operations. A campus-wide Budget Advisory Committee supports annual budget planning. Additionally, the University has a Master Facilities Plan which informs long-range planning.

The current structure of the Office of Institutional Research and Planning, which contains a Director and an Assistant Director, is deemed by the Director to have sufficient personnel and resources to carry out its mission statement. The Office helps to coordinate our institution's participation in a variety of standard national surveys (NSSE, CIRP Freshmen, CSI, LSSSE, GPI), as well as internally developed surveys, such as the Senior Survey and the Six-Months Out Survey. Additionally, the Office is charged with extracting, maintaining, and utilizing a variety of census files related to admissions, financial aid, enrollment management, enrollment, and degrees, for long-range research on administrative records. Census files are actively maintained and accessible for ten years for all major components of student academic life. The Office of Institutional Research and Planning also serves as a resource for other offices on campus in enhancing institutional effectiveness.

The University has a campus-wide budget planning process which includes a Budget Advisory Committee, chaired by the Vice President for Finance and Administration, with representation from a broad variety of campus stakeholders. As part of this process, which commences in the early fall and ends with Trustee approval of the budget at their March meeting, both current spending and budget requests are reviewed annually with regard to mission and established strategic priorities. Final budget plans include both priority and contingency allocations, the latter being dependent on attainment of enrollment goals for the upcoming fiscal year. A strategic determination with regard to whether enrollment goals are likely or not likely to be met is normally made in May, based on review of year-over-year changes in new deposits and existing student pre-registrations. Projected enrollment shortfalls may result in the withholding of allocated contingency funds in line with prioritized goals, either permanently or until enrollment outcomes are documented.

Through our many surveys administered to both Western New England University students and alumni, much pertinent information is gathered and used strategically to inform our curriculum development, co-curricular activities and our planning process. Additionally, the University now seeks feedback from admitted non-matriculating students and has been successful in expanding its networking with the surrounding community (relevant to the student experience) and city stakeholders (relevant to our Learning Beyond the Classroom and volunteer efforts.) Results are routinely made available to relevant stakeholders and have resulted in new goals around retention, better advising practices, and more flexibility in the curriculum.

Given the importance of retention in improving educational outcomes, the University has both a presidentially appointed committee and a Faculty Council committee working towards assessing retention challenges and improving retention rates. More information about our retention efforts and results can be found in our reflective essay.

Over the past five years, there have been numerous notable achievements under our 2009-2018 Strategic Plan. After allocating approximately \$40 million in new construction as well as hiring the appropriate faculty to support our newly established College of Pharmacy, we received full accreditation for our Pharmacy program and have now graduated our first two classes of PharmD students. Renovation plans for two of our academic buildings, Herman Hall and Sleith Hall, were completed within the last several years. Plans to increase the number of international students on the campus culminated in a partnership with Bridge Education Group executed in 2015. More opportunities for students and faculty to participate in study abroad experiences have been developed. A new student-oriented institutional web presence was unveiled in summer 2016. Ground breaking for a new dining facility took place in the fall of 2016, which will also ultimately allow us to renovate the existing campus center to better support advising and career services. Campus build-out for support of wireless internet access is complete. Additionally, the University is finalizing plans on adopting integrated administrative software.

### **Standard Three**

## **Organization and Governance**

The governing board of Western New England University is the Board of Trustees, which continues to meet quarterly to make decisions to promote the institutional mission and purpose. The Board's responsibilities include approval of the annual budget, reviewing annual audited financial statements, investment policies, tenure approval, approval of new academic programs, facilities planning and new construction, advancement matters, student life initiatives and the appointment of new trustees.

The internal governance structure at Western New England University is led by our President and his Senior Staff, nine individuals who report directly to the President. Changes in Senior Staff since the 2012 NEASC re-accreditation include the hiring of Dr. Linda E. Jones as Provost and Vice President for Academic Affairs and Mr. Bryan Gross as Vice President for Enrollment Management in July 2014. Additional significant new hires include Dr. Robert E. Klein III, Dean of the College of Business in academic year 2016-17 and Ms. Julie Richardson, Executive Director of Student Academic Support Services, whose role is effectively the registrar at Western New England University.

The most significant changes that have occurred in the area of Organization and Governance at Western New England University have involved faculty governance. These changes have been summarized in both the two year Progress Report submitted to NEASC in 2014 and in the "Areas of Special Emphasis" section at the beginning of this Interim Report. The ultimate effect of these changes has been to ensure that the faculty governance structure reflects Western New England's university status, to promote the participation of faculty from each of the four Colleges and the School of Law, and to provide regular channels of communication with the President and the Board of Trustees. The founding documents for our new governance system are included in the addendum.

## **Standard Four**

### **The Academic Program**

Western New England University continues to offer undergraduate, graduate, and professional degree programs that are consistent with the University mission statement and that emphasize a blend of liberal and professional education. All undergraduate students must fulfill a core set of general education requirements through our General University Requirements, in addition to courses for their particular degree program.

While we strive to maintain our institutional strength in liberal and professional studies, a shift since our 2012 NEASC accreditation has been an effort to grow academic opportunities at both the undergraduate and graduate levels within the STEM disciplines. This focus can be seen in many of the new programs and majors that have been developed over the past five years. The College of Arts and Sciences has added three new majors, Actuarial Sciences, Health Sciences, and American Studies, as well as a Pre-Physician Assistant program. The College of Business' new programs include majors in Business Analytics & Information Management, Entrepreneurship, International Business, and Pharmaceutical Business. The College of Engineering has added Civil Engineering and Computer Engineering to its list of majors. New undergraduate minors that we offer are: Journalism, Religious Studies, Bio-Medical Physics, Health Sciences, Social Justice, Human Resources Management, Marketing, and Integrated Marketing Communications.

On the graduate level, the following have been added over the past five years:

#### *College of Arts and Sciences*

- Master of Arts in Communication with Concentration in Public Relations
- Master of Fine Arts in Creative Writing

#### *College of Business*

- Master of Science in Organizational Leadership

#### *College of Engineering*

- Master of Science in Civil Engineering
- Master of Science in Industrial Engineering
- Certificate in Engineering Supply Chain
- Certificate in Risk Analysis

#### *School of Law*

- Master of Science in Elder Law and Estate Planning
- Master of Science in Law for Non-Lawyers

Dual degree programs that are new since our 2012 self-study include the following:

- JD/ MSEM (Master of Science Engineering Management)
- JD /MSOL (Master of Science Organizational Leadership)
- JD /MSA (Master of Science in Accounting)
- PharmD/ MSOL (Master of Science Organizational Leadership)

Other programs that have been added include an Intensive English Language program for international graduate students and a Pre-Science program for incoming freshmen who indicate an interest in the Sciences, but have not been admitted as a Science major. Additionally, we have recently received approval from the Massachusetts Department of Higher Education and the Commonwealth of Massachusetts to begin an entry-level Doctor of Occupational Therapy program.

Undergraduate programs that have been suspended or discontinued are the Sustainability major and the Business Information Systems major. On the graduate level, programs that have been eliminated are:

*College of Arts and Sciences*

- Master of Science in Policing
- Master of Education in Elementary Education

*College of Engineering*

- Master of Science in Engineering
- Graduate Certificate in Lean Systems

*School of Law*

- Master of Laws (LLM) in Closely Held Businesses

Western New England University continues to publish the learning outcomes and program requirements for each program. These can be found in the *University Catalogue* which is now available online through our new website as a browseable version as well as a downloadable pdf document.

The University strives to insure academic quality through our rigorous academic assessment process. We continue to assess our General University Requirements with direct evidence on a five year cycle. Each academic department also has their own assessment process to assess the learning outcomes for the programs and majors in their department. Our program review process (including a self-study and a review by an external reviewer) is also on a five year cycle, and is an integral part of our effort for continuous improvement. Additionally, we work with appropriate discipline-specific accrediting agencies to obtain accreditation for appropriate majors and degrees. More about our efforts to insure academic quality can be found in Standard Eight, Educational Effectiveness.

Western New England University continues to define credit hour in accordance with regional accreditation standards based upon federal regulations. Additionally, our credit transfer policy remains consistent and has not changed since we submitted our 2012 NEASC Self-Study five years ago. With regards to online courses, the University uses a uniquely assigned username and password for secure login, verification of student identity and to protect student privacy.

## **Standard Five Students**

The University continues to focus on the holistic education and development of each student. This priority is based on the belief that the personal growth and development of each student will enable him/her to become a well-rounded, broadly educated individual through opportunities both inside and outside the classroom. The educational collaborations between the students, faculty and staff of the University continue to be strong and vibrant.

### **Admissions**

For the past five years, Western New England University has employed the services of Ruffalo Noel Levitz to develop a financial aid leveraging model. The goal each year has been to keep the NACUBO (National Association of College and University Business Officers) discount rate below 50% while making gains in academic quality, overall size of freshman and transfer class, and net gains in the tuition revenue per student. For the fall 2015 incoming class, the first year NACUBO discount rate was 49.3%. Average net tuition revenue per student was \$17,500 per student and the average high school GPA was 3.38 and average SAT was a 1066. Starting with the 2015 recruitment cycle, the Admissions Office implemented a test-optional program for students applying to a select number of academic programs.

The University volunteered to produce a federal shopping sheet to enhance financial aid transparency, which was completed in April of 2016. As part of the retention committee initiatives, a number of new financial aid events were developed and executed in the past year to increase financial aid transparency. These include three financial aid workshops and speaking directly with families to help them understand their financial aid package.

As part of the first set of initiatives for our new V.P. for Enrollment Management, a new undergraduate branding campaign was created and launched. The goal of this campaign was to elevate the brand perception of Western New England University and, in concert with the Provost's Office, promote the diversity of academic offerings and opportunities for interdisciplinary collaboration. Coinciding with this campaign, extensive high school search campaigns were launched with the goals of building Western New England University's undergraduate inquiry pool and raising the perceived prestige of the brand in targeted markets.

The International Admissions office has also received additional resources in order to diversify the student body at the undergraduate and graduate levels. In 2016, an additional international admissions counselor was hired and Western New England University formed a partnership with Bridge Education Group, allowing us to conditionally admit students who have not met English language proficiency standards. This partnership allows these students to study English on campus with Bridge instructors prior to beginning their degree program.

The University further developed its membership within the American International Recruitment Council and increased its network of overseas educational advisors, who help recruit



international students (primarily at the graduate level) from India, China, and other countries throughout Asia and the Middle East. The result has been a 200% increase in enrollment among international students in the College of Engineering.

### **Student Services and Co-Curricular Experiences**

Under the direction of the Dean of Student Affairs, a Campus Climate Survey was undertaken and a report was issued in August of 2014. Many of the initiatives identified here are in response to the findings of that report, which is included as an addendum.

The University tripled the space of the Math Center when the renovations in Herman Hall were completed in August of 2012. Since then, there has been approximately a 62% increase in tutoring activity in the Math Center.

The Office of Student Disability Services (SDS) serves approximately 350 students (which represents a 55% increase since the 2011-2012 academic year) and utilizes a model that is mostly decentralized. The Office has partnered with the Psychology/Applied Behavioral Analysis department to provide supervised mentoring services to students on the autism spectrum and to students with Attention Deficit Hyperactivity Disorder (ADHD). The SDS Office, in collaboration with researchers from the University of Connecticut, will be researching the effectiveness of their mentoring services in order to inform future work in this area.

The Office of Residence Life introduced a residential curriculum in fall 2014 to replace its traditional programming and community development model. Our new residential curriculum is based on the belief that important student learning takes place beyond formal classrooms and textbooks. There is intentionality within the Residence Life program to help students achieve learning goals and outcomes which complement academic instruction. Based on the students' developmental needs, lesson plans are created that highlight programs and learning opportunities throughout the year. The students learn valuable life skills and lessons through shared living experiences in their residential communities, which help prepare them to be more independent, personally responsible, and successful when they move off campus and advance beyond graduation.

The Office of Residence Life is offering a new Learning Interest Community (LIC) starting the 2016-2017 academic year focused on personal, professional, and academic development for first-year women in STEM. This community will enable students who major in Science, Technology, Engineering or Mathematics to work closely with a faculty learning partner focused on the development of personal and professional skills. With the assistance of a resident advisor who is also majoring in a STEM field, this population will complete various learning goals tied to the STEM focus of the residential floor. Through this unique opportunity, mentoring will be available through interactions with faculty, junior and senior women in STEM, and professionals who have experience and advice to share.

In 2013, the Office of Spiritual Life hired a new coordinator. The number of activities and programs that serve students of all faiths has increased dramatically. In the 2011-2012 academic year, there were 38 faith programs, and this increased to 132 programs in the academic year 2015-2016. This campus support service has responded with increases in faith and interfaith programs and fellowship opportunities, most noticeably serving Muslim, Jewish and Christian students. Additionally, a new central prayer space was created in Rivers Memorial which is open to students of all faiths.

The Office of Diversity Programs and Services has expanded its services, assisting students from underrepresented populations and international students. An early arrival and mentoring program is offered, giving students the opportunity to connect with an upper-class student mentor and establish themselves on campus. This office has also developed workshops for new faculty on building an inclusive classroom. Additionally, during summer orientation, the office has facilitated conversations with new students about civility and diversity.

Western New England University received an NCAA Ethnic Minority Grant to hire a fulltime staff member to assist with Athletic Communications and work directly with the Director of Athletics. A second fulltime Assistant Football Coach and a new Director of Intramural and Recreational Sports began in fall 2016. The creation of these positions was in direct response to a 2015 Retention Success Study survey and recommendations. New facilities built in the past year include the Golden Bear Pavilion, an outdoor sports athletic facility.

The Arts exposure on and off campus has expanded due to new funding made available over the past three years from the donor-sponsored Steerage Rock Fund for the Arts. We have been able to offer multiple theater and museum trips often in collaboration with faculty and course offerings. The Dean of Students Office in collaboration with the Colleges of Business and Arts & Sciences have begun to sponsor programming to celebrate National Arts and Humanities month in October. Additionally, due to the increase in funding, spring musicals have been produced for the last three years.

The Career Development Office has been recognized as increasingly more important to our students. Therefore, the University has made the Career Development Office a priority for additional resources. For example, expanded facilities are being planned for a newly renovated campus center that includes expanding interview rooms, tele-conferencing space and additional meeting space. Additionally, focus is being placed on the increased relationship with external constituents and employers. In a graduating senior survey of the Class of 2015, 97% were employed/offered employment within six months of graduation or attending graduate school.

Over the past couple of years, the Law School has been paying close attention to bar passage rates and has been putting significant resources into preparing our students for success on the bar examination. We have initiated changes within the classroom, outside of the classroom, in the curriculum, and in the academic standards to improve our students' success on the bar exam. The Law School's bar success efforts are coordinated by the Assistant Dean and Director of Bar

Admission Programs, who was hired to develop and administer a comprehensive bar preparation program to guide students from the first day of law school through passing the bar exam. Additionally, another new position was created to enhance student success in the Law School, the Director of Academic Success Programs and Associate Professor of Legal Research and Writing. The Law School Academic Success Program provides assistance to students who need additional support in developing their writing, studying, and/or analytical skills. There is also a two-credit required bar preparation course that is taught in the fall and spring semesters.

We have taken numerous intentional steps to improve bar passage rates, however it is still somewhat early in the process to assess the effect that our actions are having on bar passage rates. Recent results, though, show our graduates passing within the parameters of the ABA Standards.

Since the April 2011 “Dear Colleague Letter” from the Office of Civil Rights under the Department of Education, the University has updated policies and procedures and provided educational programs for students, faculty, staff and stakeholders. These efforts are in compliance with federal mandates, including Title IX, Clery, VAWA and SaVE and are coordinated by the Dean of Students Office, working in conjunction with Residence Life, Student Activities, Human Resources, Public Safety and the General Counsel. All students are informed about policies regarding student rights and procedures, including grievance procedures, through the Student Handbook, which is distributed to all incoming students when they arrive on campus by the Dean of Students Office and is also available online.

## **Standard Six**

### **Teaching, Learning, and Scholarship**

#### **Faculty and Academic Staff**

Western New England University continues its tradition of excellence in teaching and scholarship. In addition to tenure-track and tenured faculty positions, the University also has other fulltime faculty categories, namely Professional Educator (in Arts & Sciences) also referred to as Professor of Practice (in Engineering) and Clinical Professor (in Law and Pharmacy). Compared with fall 2011, the number of fulltime faculty (including Law and Pharmacy) has increased from 205 to 237 in the fall 2016. Much of this growth is in the new Assistant Professor rank, which increased from 58 to 75. Women made up 38% of fulltime faculty in fall 2011 and 40.5% in fall 2016. Currently, the percentage of tenured faculty is 54%.

Now that the University has two Ph.D. programs, in Engineering Management and in Applied Behavior Analysis, a change since our 2012 accreditation is that we currently employ teaching assistants or fellows. Each discipline has four teaching fellows. The position of teaching fellow is highly competitive. Teaching fellows do undertake teaching assignments. All fellows have a tenure-track faculty mentor. In Engineering, each teaching fellow shadows a faculty member in their discipline in their first semester. In the second semester, they teach one undergraduate course and undertake research. They undertake two undergraduate course assignments per semester beginning in their second year. A similar mechanism for preparing and assigning teaching responsibilities is used by the Applied Behavioral Analysis (ABA) program. However, in the ABA program, there are also some opportunities for engagement with students through Student Disability Services. All fellows do undertake independent research, as these are students seeking their Ph.D.'s in their respective disciplines.

Although normal faculty workloads are 12 credit hours per semester, faculty are allowed to request release time through their Deans to accommodate more extensive efforts in research, scholarship and professional development. For those individuals who are granted release time, teaching loads are commonly 9 credit hours per semester. The objective behind supporting research and scholarship is to create opportunities for undergraduate students to undertake signature work.

There has been a jump in the number of requests for sabbatical support, thought to be connected to the increased emphasis on research and scholarship on campus. Historically, we have supported about 70% of the sabbatical requests. We are working to continue that rate of support, which in fact means that the raw number of sabbaticals granted is increasing. There was an all-time high of eleven sabbaticals granted in 2015-2016.

The Personnel Committee of the Faculty Senate is examining faculty salaries in an effort to establish a comparison with our peer institutions. We want to make sure we are able to attract and retain appropriately qualified faculty and academic staff by offering competitive salaries.

A Common Handbook Committee has recently been created as a subcommittee of the University Senate. This committee is currently working on separating all administrative policy into an addendum for a common handbook.

### **Teaching and Learning**

In 2011, the University changed learning management systems. Until that point, the learning management system used was Manhattan, a product that was written and maintained by the University's Director of Education Technology. Although the product served the faculty well for many years, it lacked some capabilities when compared to commercially available products (e.g., incorporating textbook publisher material, features for supporting online courses). A committee evaluated products and various platforms and decided on Desire2Learn. The installation of Desire2Learn was named "Kodiak" in honor of the Western New England University mascot, the Golden Bear.

To improve the quality of teaching and learning in our online courses, Western New England University began using Echo 360 to record online lectures in the Fall of 2011. This was first adopted by the College of Pharmacy, and since by the Colleges of Business, Engineering and Arts & Sciences. As this software records and streams the videos, but does not allow for synchronous, real-time, interactive communication, we have also adopted Adobe Connect which provides a platform that improves the environment for student engagement in online courses. (The Law School has a similar capability, but they use Blackboard Collaborate instead.) Most of our classrooms have been equipped with a lecture capture system which can videotape lectures. Several rooms are equipped in a way that the capture occurs automatically for scheduled classes and then uploads the videos directly so that they are available to the students through our course management software.

Most recently, our Online Course Delivery Committee has presented a proposal to the Faculty Council to incorporate Quality Matters (QM) into our online course delivery. Faculty Council endorsed the recommendation to adopt QM and advanced the recommendation to the Provost. A QM subscription will help us to evaluate and improve the quality of our online courses through training of QM liaisons, use of the QM rubrics for assessment, and access to the research and other resources provided by QM.

Since the establishment of The Center for Teaching and Learning (CTL) in March 2011, the CTL has been well received by the faculty of Western New England University. The CTL provides professional development for faculty with regard to teaching and student learning on our campus. The CTL also promotes excellence in teaching as the Director of the Center is a past recipient of the Teaching Excellence Award, and the Director oversees the process of receiving nominations for and selecting the winner of the Teaching Excellence Award.

The Director of the Center for Teaching and Learning established monthly faculty workshops on topics related to teaching and learning. All workshops are announced in University Posts to the faculty and are publicized on the website, including a video of the session and handouts. The

average attendance for the workshops has been between twenty and thirty faculty and staff members. A list of the CTL workshops is given in the following table.

<b>Center for Teaching and Learning Workshops</b>	
<b>DATE</b>	<b>TITLE</b>
October 20, 2014	The Flipped Classroom
November 19, 2014	Collaborative Learning/ Problem Based Learning/ Entrepreneurially Minded Learning: Tools that You Can Use Now
December 15, 2014	“How to Do” a Flipped Classroom – Follow-up Session
January 21, 2015	Say it Like a Pro
February 19, 2015	Tips for Engaging Students in Class Discussions
March 24, 2015	Tips for Engaging Students in Online Discussions
September 21, 2015	What does your feedback say to your students?
November 11, 2015	Student with Disabilities: Make it Easy on Yourself—and Them
December 1, 2015	News Media Training
January 25, 2016	Open-ended, Student-centered Learning Modules for Nutrition and Pharmacy
February 22, 2016	Quick and Powerful: Active and Collaborative Learning Techniques
April 20, 2016	Swim with the Sharks: Using Video Content in the Classroom
September 14, 2016	Managing Groups and Teams in the Classroom
October 17, 2016	Once Few, Now Many...Teaching and Mentoring International Students
November 17, 2016	What’s the Problem with Problem-based Learning?

Additionally, the Center for Teaching and Learning has developed an improved orientation program for new faculty and developed a monthly luncheon series for new faculty to aid in acclimation to the University. Instead of two days of presentations for new faculty, the CTL now provides just one day of presentations with a focus on the material that is most needed to get faculty “up and running”. The presentations that were eliminated from the 2-day program were moved to a monthly New Faculty Luncheon Series. Additional training has been added for new faculty, including a half-day hands-on library and Kodiak training and a half-day orientation by College/School. The New Faculty Luncheon Series has been well-attended, and has included topics such as public safety training for emergencies, University-wide assessment, multiculturalism in the classroom, and supporting student athletes.

### **Scholarship**

There continues to be a steady growth in the number of external grants prepared by faculty. In the last two years, notable awards include a \$365,000 NSF MRI grant for a 480 MHz NMR to be used for institutional research. Dr. Heidi Ellis was awarded a \$389,000 NSF grant for collaborative research in OpenPath software, and Dr. Clinton Mathias secured the University’s first NIH grant made directly to Western New England in the amount of \$350,000 for his research on the effects of food allergies. As a result of this success, the University administration is considering the establishment of a Sponsored Programs Office.

## **Standard Seven Institutional Resources**

Western New England University upholds the Board of Trustees' philosophy of maintaining competitive tuition while providing quality education. The University has operated in a fiscally sound manner that has continuously added to the financial strength of the institution while improving educational quality. The Board of Trustees approves an annual plan that demonstrates the University's ability to operate within its revenues with sufficient funding to provide a quality education for students. The mission and purpose of maintaining educational quality are priorities as the University controls and allocates its financial resources.

Although the University is tuition-driven, it maintains a diversified tuition revenue mix (full-time and part-time undergraduate and graduate, full-time and part-time law) with the University continually looking for new revenue sources to maintain fiscal stability while being careful not to divert resources from existing programs to finance new initiatives. This revenue diversity is part of our strength and has allowed the University to keep tuition and fee increases to a modest level. In fact, in six of the last seven years, the University has managed to keep rate increases well below market changes, while at the same time improving the quality of education and expanding access to new programs and services.

The University remains in a strong financial position in order to support the University's mission with positive operating performance and a strong balance sheet position sufficient to graduate incoming students. In the last three fiscal years, the University added resources in total, as well as an increased share of total resources being allocated to the academic, academic support and student support mission of the University, in response to commitments to provide high quality service and access to these services. The central focus of financial planning continues to be providing excellent educational and student support services.

For nearly twenty years, the University has an annual budget development process that begins with the University's Budget Advisory Committee (BAC), composed of faculty and staff representation from across the University. With the recently formed University Senate, which represents all Colleges and Schools, the BAC has added a seat for the Chair of the University Senate. The BAC is the primary advisory group providing oversight and review for the budget development process and recommendations to the President for the upcoming fiscal year. This group has an excellent history of supporting academic priorities while at the same time balancing needs for institutional support that also contributes to the success of the students and the University.

Since the completion of the Center for Sciences and Pharmacy in January 2011, Western New England University has completed the total renovation of Herman Hall, which houses some of the classrooms and faculty offices for the College of Arts & Sciences, the Dean's Office, Student Disability Services as well as the Math and Writing Centers. The University also completed the renovation of and addition to Sleith Hall, which houses the College of Engineering, to expand



labs for new majors, add office space for additional faculty, and provide additional study and work spaces for students. Recently, the University undertook a substantial modification of the existing space in Churchill Hall to house the Cohen Trading Room and the Business Analytic Center, both for the College of Business. Additionally, a data analytics classroom/ lab has been added in D'Amour Library.

The University has recently broken ground for a new Dining Commons to serve residential and non-residential students, faculty, staff and visitors. This facility will include conference facilities to expand the professional development opportunities for the University. This new 70,000 square foot facility will not only improve food services and delivery, it is being designed to facilitate and expand student learning opportunities, by providing a variety of spaces that can be used for individual and group work with technology available to facilitate the collaborative group activities. Quiet spaces as well as spaces that can be reserved will be available. The facility will also house a new faculty and staff dining room to build and enhance community among University educators.

The University is now launching a new Capital Campaign with a focus on financial aid, student support and facilities development. This new campaign will coincide with the University's Centennial in 2019 and will enhance services in student advising, career development and other valued academic and student support needs.

As Western New England University will continue to be tuition-driven, it must maintain diversified revenue streams. Efforts are underway to increase enrollments in Business, Engineering and international programming. New programs, such as the Occupational Therapy Program, are underway, which will introduce new educational opportunities for students as well as capitalize on a growing presence in health care programming. The University is continuously looking to build upon strengths in all areas of the curriculum in order to provide additional opportunities for new students.

The University is committed to providing a sound financial base for fulfilling its mission to provide student-centered learning supported by highly qualified faculty and staff, while maintaining and improving the campus infrastructure including housing, classrooms and office facilities, as well as the technological base for all academic research and administrative responsibilities.

## **Standard Eight Educational Effectiveness**

The University has had a part-time Coordinator of Assessment position for fourteen years, which has always been filled by a member of the faculty. In recognizing the complexity and necessity of the role of assessment in a comprehensive university, a full-time Director of Assessment will be appointed in 2017. The Director of Assessment's responsibilities will include coordinating assessment endeavors across the institution and measuring educational effectiveness in a manner consistent with the expectations of NEASC and other major accreditation agencies.

Each College or School maintains its own assessment and strategic plans, all of which align with the University's Mission to provide an "unwavering focus on and attention to each student's academic and personal development, including learning outside the classroom." Continuous quality improvement is significantly informed by assessment data from all facets of the University, as well as from annual assessment of the University's General Education Requirements, internal program reviews, and/or external accreditation processes. Examples include the undergraduate senior and six-month out surveys along with general education assessment processes; employment outcomes follow-up by Law Career Services; follow-up of post-graduate education and training through the National Student Clearinghouse; and participation in surveys providing comparative data, such as the AACSB annual survey.

The University is in the process of evaluating new Enterprise Resources Planning (ERP) programs in order to centralize our collection, storage, and management of information (student information, employee time-logs, event scheduling, etc.), improving our ability to utilize data toward planning.

Undergraduate general education requirements continue to be assessed each summer by a team of faculty through a well-established process that is now in its third five-year cycle. In an effort to make sure that our assessment methods are valid and rigorous, we work with our faculty raters to norm them in the use of our rubrics and we test for inter-rater reliability across cycles. By using statistical tests for inter-rater reliability across cycles, we are able to ascertain when it is appropriate to make direct comparisons from one assessment cycle to the next and when we see credible improvement in student learning.

Also, each department in the Colleges of Arts & Sciences, Business and Engineering prepares an annual assessment report that is submitted to the Coordinator of Assessment, who summarizes them for review by the Provost. Additionally, the requirements specific to each degree program are assessed via our program review process and/or external accreditation processes. The University Senate and Faculty Council are each establishing committees that will also receive the assessment report from the Coordinator of Assessment and will work in concert with the Provost to act on the recommendations that arise during the program review process. We are mindful that assessment results and findings can and should be used more directly for University planning and resource allocation.

Student experiences and learning outcomes are routinely assessed directly, indirectly, formatively, and summatively, through a variety of methods including portfolios, capstone experiences, standardized exams, other course-embedded measures, and surveys. The Office of Institutional Research & Planning gathers substantial data from an annual senior survey, a six-month follow-up, and submissions to the National Student Clearinghouse (the last for actual post-graduate enrollments). We periodically administer the National Survey of Student Engagement (NSSE) to our freshmen and senior undergraduate students, with the most recent administration being 2016. This allows us to not only benchmark our institution amongst peer institutions, but also to analyze longitudinal data and learn from trends over time.

The Office of Institutional Research and Planning also collects and maintains Common Data Sets (CDS) as measures of student success. CDS are updated annually and are accessible to faculty, staff, and administrators online; these include general information, enrollment and persistence data, first-time/first-year admissions data, transfer admission data, academic offerings and policies, student life data, annual expenses, financial aid, instructional faculty data, class sizes, and degrees conferred. Development of employment outcomes measures is a joint activity of the Career Development Center and OIRP at the undergraduate level, and an independent activity of Pharmacy and Law at the professional level. Annual pass rates on the North American Pharmacists Licensure Examination (NAPLEX) and Bar Exam are maintained by the College of Pharmacy and the School of Law, respectively; these data are made available to the public via the units' respective websites.

The University-wide retention efforts are utilizing a combination of assessment resources to improve undergraduate retention, particularly first year, fall to fall retention. This rate has increased from 73.5% in 2011 to 78% in 2016. More information about retention can be found in the reflective essay.

## **Standard Nine**

### **Integrity, Transparency, and Public Disclosure**

In an effort to increase transparency and improve public disclosure, one goal that came out of the previous accreditation cycle was to improve existing systems and develop new mechanisms to ensure all web content is current, consistent and comprehensive. Over the past several years, the University has taken a number of steps to achieve this goal, incorporating input from multiple areas of the institution. These steps have been guided by both the 2009-2018 Strategic Plan's call to "upgrade web capabilities and content to assure improved comprehensiveness and accuracy" and the commitment to improve existing systems and develop new web mechanisms that was outlined in our 2012 NEASC Self-Study.

In 2013, the University Internal IT Advisory Board appointed a working group charged with developing recommendations for the University's web capabilities and content. The work group's findings led to a vote of the University Internal Advisory Board to replace the existing Course Management System (CMS). Stakeholders decided that the transition to a new CMS should be accompanied by a complete overhaul of the website's design and organizational structure. We selected Hannon Hill for a new CMS and BarkleyREI for the website redesign. Two groups were formed to guide and inform the CMS implementation and website redesign process. A Steering Committee was tasked with establishing and monitoring the scope, timeline, and budget for the project, while a Core Team was tasked with implementing the new website and migrating relevant content. Each group included representation from various areas of the University.

These thoughtful and deliberate efforts resulted in the June 2016 launch of a new website, which presents the various Colleges and the School of Law as one University. A guiding principle of the redesign has been to organize content based on the audience's perspective and navigation, rather than the organizational structure of the institution. The result is a site which focuses on recruitment and retention, with an emphasis on providing students and their families with the information they need throughout the college search process, including dynamic listings of the various programs the University offers. One of the biggest improvements to the new website is how it displays on smartphones and tablets. At this time, work continues to further develop and refine the website based on feedback from University stakeholders.

The new website is designed to be more user-friendly, with ready access to essential information about the institution, including its academic programs, courses offered, cost of attendance, availability of financial aid, student body, campus setting, academic and other support services, and co-curricular activities. The website incorporates an electronic version of the Catalogue that can be browsed as well as pdf versions dating back more than a decade.

Given the University's decentralized approach to content management, with individual areas bearing responsibility for their own content and 100+ users of the content management system, additional steps have been taken to improve the accuracy and freshness of content. The CMS

itself provides tools to this end, including a dashboard showing when pages were last updated and the ability to set review dates. With the launch of the new website, the University adopted a new Digital Governance and Standards policy (attached as an addendum), which formalizes the management of the University's digital environment. The Governance and Standards document calls for the creation of a new, University-wide Digital Communications & Technology Standards Advisory Group to inform policy going forward and address issues around the University website and other digital assets as they arise.

Another major effort currently underway at Western New England University is a proposal to adopt a new ERP (Enterprise Resource Planning). Part of the motivation for a new ERP is our desire to be able to meet current best practices for transparency and public disclosure, including the ability to accurately portray the cost of an education at Western New England University and the average amount of student loans taken by our students. The University has been engaged in an institution-wide process, involving dozens of stakeholders across the campus, to determine what ERP would best support our business needs over the next twenty plus years. The resulting implementation will replace our legacy software systems, with an integrated solution using common tool kits across various administrative offices. A rationale for the ERP Project was presented to the executive committee of the Board of Trustees in September 2016.

## REFLECTIVE ESSAY ON STUDENT SUCCESS, ASSESSMENT & RETENTION

### Student Success

One way a college or university can measure student success in the global workforce is through evidence of the “value added” by an education at that institution. On September 12, 2015, the U.S. Department of Education released an interactive College Scorecard website. Several different organizations, including *The Economist* and the Brookings Institution, have used the data provided from the website in an attempt to analyze value added. As defined by the Brookings Institution, “a college’s value-added measures the difference between actual alumni outcomes (like salaries) and predicted outcomes for institutions with similar characteristics and students. Value-added, in this sense, captures the benefits that accrue from both measurable aspects of college quality, such as graduation rates and the market value of the skills a college teaches, as well as unmeasurable “x factors,” like exceptional leadership or teaching, that contribute to student success.”

In the first-ever college rankings by *The Economist*, Western New England University scored an impressive 96<sup>th</sup> percentile, with our students earning a median 2011 salary of \$55,100, compared to the expected earnings of \$47,943. Since *The Economist*’s multiple regression analysis controlled for numerous other factors that would affect salary, they attribute the annual increase of \$7,157 over the expected salary to the quality of the education provided by our institution. In addition, Western New England University was ranked the sixth highest college or university in the state of Massachusetts in this ranking. The top five institutions were Babson College, Harvard University, Bentley University, Massachusetts Institute of Technology, and the College of the Holy Cross. For additional information about how this study was done, please refer to *The Economist* “The value of university: Our first-ever college rankings”, available at <http://www.economist.com/blogs/graphicdetail/2015/10/value-university>.

Independently, The Brookings Institution ranked nearly 5,000 two- and four-year colleges. Their methodology was broadly similar to *The Economist*’s but used a different set of variables. The Brookings Institution concluded that “five key college quality factors are strongly associated with more successful economic outcomes for alumni in terms of salary, occupational earnings power, and loan repayment.” The five key quality factors were curriculum value, alumni skills, STEM orientation, completion rates, and student aid (the average level of financial support given to students by the institution itself). The value-added score for Western New England University was 91, which placed our institution in the 91<sup>st</sup> percentile of four-year colleges and universities. Details of the Brookings Institution’s report can be found at <https://www.brookings.edu/research/using-earnings-data-to-rank-colleges-a-value-added-approach-updated-with-college-scorecard-data>.

Why did Western New England University score so high in both of these value-added studies done by outside, objective organizations? What is it about the educational experience at Western New England that provides our alumni with an exceptional market value of skills? First and

foremost, we emphasize excellence in teaching; it has been a hallmark of Western New England since our inception, appears prominently in our mission statement and is a reality in our classrooms. To quote our mission statement, “Faculty, dedicated to excellence in teaching and research, and often nationally recognized in their fields, teach in an environment of warmth and personal concern where small classes predominate.” Excellence in teaching is listed first among our core values along with the statement that “our primary purpose is to provide an outstanding education.” This is genuinely something that matters to our faculty and we have always prided ourselves on effective teaching and concern for our students’ academic and personal development. To this end, we provide regular professional development opportunities to promote excellence in teaching through our Center for Teaching and Learning.

Our 2016 NSSE data results confirm these claims. For the engagement indicator “Effective Teaching Practices”, Western New England scored higher than the national average. With our first-year students, the mean was significantly higher at the  $p = 0.05$  level. Additionally, for the engagement indicator “Student-Faculty Interaction”, Western New England scored significantly higher than the national average for both groups of students, at the  $p = 0.05$  level for first-year students and at the  $p = 0.001$  level for seniors. This emphasis on quality of teaching, individual attention and student-faculty interaction is communicated to prospective students, and it is heart-warming and rewarding to see this reflected in the responses of the students who actually choose to attend Western New England University.

This personal concern for students is not limited to just faculty, but extends to the staff and administration as well. Our mission statement also states “Administrative and support staff work collaboratively with faculty in attending to student development so that each student’s academic and personal potential can be realized and appreciated.” This statement is supported by the highest-performing items for the first-year students provided in our recent NSSE Snapshot. In particular, four out of five items involve quality of interactions with both faculty and staff.

#### Highest Performing Relative to NSSE 2015 & 2016 for First-year Students

- Reached conclusions based on your own analysis of numerical information
- Quality of interactions with faculty
- Quality of interactions with student services staff
- Quality of interactions with academic advisors
- Quality of interactions with other administrative staff and offices

As we look at the five highest-performing items for the senior students, we see the supportive environment and student-faculty interaction are still prominent, as is an emphasis on high impact practices, such as internships, field experience, and completing a capstone senior experience.

#### Highest Performing Relative to NSSE 2015 & 2016 for Senior Students

- Participated in an internship, co-op, field experience, student teaching, clinical placement
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Institution emphasis on providing support to help students succeed academically
- Assigned more than 50 pages of writing
- Completed a culminating senior experience

Another strength of Western New England University is the value of our curriculum. All of our undergraduate students fulfill our robust program of General University Requirements. This series of Gen Ed requirements is woven throughout the student's four years at our institution and provides all of our students with a well-rounded education. We start with recognizing the importance of the Foundations: Mathematical Analysis, Written & Oral Communication, Critical Thinking, Computer Competence and Information Literacy. These areas are assessed at the freshman level through our Gen Ed assessment process, but also are emphasized in each major and assessed again at the graduating senior level by the faculty in each discipline. Additionally, our students gain a breadth of knowledge from the required Perspectives courses, which are requirements in Natural Science, Behavioral Science, History, Cultural Studies, Ethics, Aesthetics, and Integrated Liberal and Professional Learning.

Additionally, Western New England University has an experiential learning component of our General University Requirements, called Learning Beyond the Classroom (or LBC). Every student is required to complete two LBC's during their four years at our institution. In order to fulfill the degree requirements for a bachelor's degree, our students need to learn both in the classroom (in their Gen Ed courses and in their discipline-specific major courses) and beyond the classroom. The premise of every LBC experience is for the students to make connections between coursework and applied learning opportunities, helping them gain valuable, real-world experiences and hopefully to achieve their goals. Since LBC's can include experiences such as study abroad, internships, research with a faculty member, civic engagement and leadership positions in clubs or athletic teams, we have found that this Gen Ed requirement encourages many of our students to participate in high impact practices, which is reflected in several of the bulleted items listed above in the NSSE list of highest performing items for our senior students.

Another way that Western New England University can measure student success is by looking at the increase that has occurred in student diversity on our campus, especially over the past five years. The more that our students are exposed to diverse cultures, experiences, ideas and thoughts, the more successful our graduates become in the global workforce. As the table below shows, the percentage of undergraduate student diversity at Western New England University has increased from 15.8% in the fall of 2011 to 22.4% in the fall of 2016. This is due to both a 30% increase in our domestic minority students and tremendous growth in our undergraduate international population (which had been a very small population on our campus back in 2011).

Year	Domestic Minority Students	International Students	Diversity Total	Fulltime Undergraduate Population	Diversity Rate
2016	486	93	579	2580	<b>22.4%</b>
2015	475	89	564	2578	<b>21.8%</b>
2014	471	74	545	2576	<b>21.2%</b>
2013	416	52	468	2498	<b>18.7%</b>
2012	394	30	424	2520	<b>16.8%</b>
2011	375	15	390	2472	<b>15.8%</b>



Over the past five years, we have also seen the diversity rate in our Law School more than double from 11.5% in the 2010-2011 academic year to 27.4% in 2015-2016. As the Law School diversity chart below shows, relative to our law school peer institutions, Western New England University is doing quite well with attracting and retaining minority students. Ultimately, the increase in diversity at the Law School helps us create a more well-rounded and inclusive learning community and ultimately train even more successful lawyers.

Law School Peer Institutions	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
Charlotte	52.5	48.3	39.7	26.5	20.8	17.3
Florida Coastal	44.8	44.4	37.7	31.3	29.4	27.0
Northeastern	29.2	30.7	34.4	34.3	32.6	31.5
New England Law/Boston	28.3	28.6	23.8	10.5	10.0	9.9
Hofstra	27.9	27.6	28.5	30.7	28.3	26.9
<b>Western New England</b>	<b>27.4</b>	<b>25.3</b>	<b>18.9</b>	<b>11.6</b>	<b>10.5</b>	<b>11.5</b>
UMass-Dartmouth	26.3	24.8	26.0	15.0	n/a	n/a
University of Connecticut	24.5	24.8	24.0	22.1	21.5	20.6
Suffolk	23.1	22.4	21.9	17.8	15.5	14.1
Roger Williams	23.0	22.2	18.8	14.1	8.7	10.4
Vermont	21.3	20.3	16.4	10.2	9.6	8.6
Albany	15.9	15.2	13.2	13.4	11.7	12.0
Quinnipiac	15.4	15.2	13.3	13.5	11.6	12.8
University of New Hampshire	12.9	11.0	13.2	19.0	22.7	18.4
Maine	10.4	9.9	9.7	10.0	10.1	8.3

*Diversity Percentages from the ABA 509 Standard Reports*

There are several new initiatives that Western New England University is implementing with an eye towards continuing to improve student success. One such initiative has been to more actively participate in the Fulbright Scholars Program. This opportunity is designed for our best and brightest students to engage with the world. The students who hopefully will participate in this program are those who want to advance mutual understanding between the U.S. and the rest of the world through their academic and research interests. Western New England University's comprehensive curricular offerings and the students that we produce are well suited to participate in a Fulbright Scholar experience.

We have designated a Fulbright Scholar Campus Representative, Ms. Joanna Miles from Career Services, who is serving as our main point of contact on campus. She serves as a representative of the Fulbright program on campus sharing information with faculty and administrators about the nature of the more than 800 awards and the 125 countries in which Fulbright Scholars travel and work. We are looking to our Campus Representative to play a key role in the communications loop with students and faculty.

Additionally, Dr. Christian Salmon, Professor of Engineering, has agreed to serve as the campus faculty representative. The Provost is the key senior administrator who is involved in supporting this initiative. Our goal is to grow campus awareness of this fellowship opportunity and to support students who seek to participate in the Fulbright Scholars Program.

A team for faculty and administrators at Western New England University are working on another new initiative as they take initial steps to make significant changes in the advising model used at the University. This team went to the 40th Annual NACADA Conference in Atlanta, Georgia in October 2016 to explore processes for developing and implementing models for advising. The team was made up of Mr. Bryan Gross, Vice President of Enrollment Management, Dr. Denine Northrup, Professor of Psychology, Ms. Kerri Jarzabski, Dean of the First Year Experience, Dr. Chip Rhodes, Chair, Department of English, Dr. Rob Gettens, Professor of Engineering and Engineering First Year Experience, Dr. Jonathan Beagle, Professor of History and Director of the Center for Teaching and Learning, Dr. John Coulter, Chair of the Department of Accounting and Finance, and Dr. Linda E. Jones, Provost and V.P of Academic Affairs. This core group is studying advising models that appear to offer a clear definition of advising and that may serve as a foundation for advising at Western New England University. The definition and model of advising selected will be rooted in the University's mission, as well as the goals and outcomes for an effective advising program.

Recognizing that effective academic advising is at the core of student success, we are beginning by carefully examining the role the advisor plays in student success at Western New England and exploring ways in which the role of advising can be expanded in terms of supporting students and the faculty alike. The key is designing and implementing a plan of action to select and develop an effective institutional academic advising model.

One aspect of this effort is the realization that our current academic advising model does not meet all of the needs of the student. Currently, careful consideration is being given to a hybrid model that supports the faculty role as mentors and content level experts, and that also makes use of professional advisors who can advise across the curriculum and provide resources. We are in very early stages of this work. The effort is noted here as it is expected to have broad impact on the institution and our students.

Over the past five years, Western New England University's commitment to career education, experiential opportunities, and networking connections in and out of the classroom has grown exponentially. Students receive the academic foundation in their disciplines, but also receive opportunities to apply that foundation through internships, research, projects, professional associations, activities and other experiential activities (study abroad, civic engagement.) Coupled with Career Development Center programs, workshops, career fairs, and on and off campus recruiting program, our students demonstrate the career readiness skills employers are demanding in today's work environments. With the upcoming renovation of our current Campus Center, a top priority is growing the space and resources for the Career Development Center.

As evidence of our students' success, Western New England University has very strong placement rates upon graduation. Within six months of graduating, 97% of the Class of 2015 students from the College of Arts & Sciences were employed/offered employment or enrolled in graduate school within six months of graduation. For the College of Business, the placement rate was 98% and, for the College of Engineering, it was 96%.

### **Assessment**

Student experiences and learning outcomes are routinely assessed directly, indirectly, formatively, and summatively, through all of the following:

- *Institutional Level*: focus groups, placement tests, alumni surveys, employers surveys, graduate follow-up studies, retention and transfer studies, length of time to obtain degree, graduation rates and transfer rates, job placement statistics, facility utilization, entrance surveys, exit interviews, recruiter surveys, satisfaction surveys (at entry, end of first year, and at graduation)
- *College/School Level*: portfolio assessment, capstone experience, senior projects, thesis, internship, student surveys, senior exit interviews, graduate follow-up studies
- *Department Level*: standardized tests (ETS, GRE, GMAT, PCAT, PCOA, NAPLEX, etc.), capstone experience, locally developed tests and comprehensive exams, essay questions blind-scored across units, external and internal juried review of student projects, externally reviewed internships, portfolio assessment, peer teaching evaluations, outside reviewers, focus groups, pre- and post-tests, performance on national licensure exams (Bar Exam, NAPLEX, etc.), simulations, senior projects and theses, exhibits, performance experiences, external program review, graduate school placements and fellowships, awards/prizes, transcript analyses, alumni surveys, graduating senior surveys
- *Course Level*: course-embedded measures, comprehensive exams, performance measures (papers, projects, presentations), simulations, journals/logs, student self-assessment, pre- and post-tests, portfolios, student evaluations
- *General Education Level*: faculty assessment of direct student evidence demonstrating General University Requirement target competencies

The General Education assessment process at Western New England University is systematic, well-established, and currently in its third five-year cycle. Through this process, faculty assess direct student evidence on an annual basis and make observations and recommendations designed to provide feedback to the instructors and promote improvement in student learning. As a result of this established Gen Ed assessment process, there have been a number of improvements in teaching, learning and assessment.

The culture of Gen Ed assessment is very well-received and supported at Western New England, and faculty participation in the assessment process has improved steadily since its inception in 2004. In the 2015-16 assessment cycle, 98% of the student evidence that was requested was submitted by the faculty. Faculty are also required to attend a workshop which promotes collaborating and crafting assignments for assessing the Gen Ed competencies. As a result of these workshops, there has been critical reflection on the competencies and more intentional

assignment design, which has led to an overall improvement in the Gen Ed assessment process and in teaching and learning. In *Assessment Reconsidered: Institutional Effectiveness for Student Success*, the authors Keeling et al. write, “ To create a culture that values, and in fact expects, faculty members and student affairs educators to examine their classroom or experiential learning practices...is to create an optimal learning environment – a desirable aspiration for any institution.”

The data from the Gen Ed assessment process have yielded some measurable improvements in student learning. Here are just a few examples:

- In Personal Development, the two competencies from the first cycle of assessment were combined to just one competency for the second cycle of assessment (in 2010). The percentage of students rated adequate or better by at least one member of the faculty assessment team increased from 22% and 36% on the two competencies from the first cycle to 86% on the revised (combined) competency in the second cycle.
- For the Global Cultures perspective, the percentage of students rated adequate or better by at least one member of the faculty assessment team increased from 40% in 2007 to 62% in 2012.
- For the Aesthetics perspective, the percentage of students rated adequate or better by at least one member of the faculty assessment team increased from 52% in 2009 to 71% in 2014.
- For Critical Thinking, the percentage of first year students rated adequate or better by at least one member of the faculty assessment team increased from 62% in 2010 to 80% in 2016.
- For Information Literacy, library specialists have used the results of our General Education assessment, together with the results of the Standardized Assessment of Information Literacy (SAILS) survey in an effort to improve instruction and curriculum in information literacy.

In addition to the assessment of General University Requirements at the freshman level, each program is required to assess foundational areas of the General University Requirements in upper-level courses, within the context of the student’s major. The areas are mathematical analysis, oral communication, written communication, critical thinking, computer competence and information literacy. As part of the annual program review, each Department is charged with evaluating the effectiveness of student learning in these foundational areas within the major program and recommending changes. As a result of this assessment, many Departments have revised program objectives, created curriculum mapping matrices for assessment purposes, and have made curriculum changes to improve student learning.

### **Retention**

Over the past five years, the first year, fall to fall retention rate at Western New England University has steadily improved from 73.5% in 2011 to the current 78% in 2016. (During the four year period from 2011 to 2015, the national average retention rate for 4-year private institutions only went from 74.6% to 75.5%. *Source: National Student Clearinghouse Research*

*Center*) As a campus community, we recognize that our improvement over the past five years is a statistically significant increase in the retention rate ( $p = 0.027$ ), and that this is one measure of student engagement and success. The natural question to ask, though, is, “How has this improvement been achieved?” The answer is both simple and complex. It is simple, in that it has been the result of a very intentional process, under the leadership of several key people at Western New England University. Recognizing the importance of retention in student success efforts and that retention is the responsibility of the entire campus community, Western New England University’s President, Anthony Caprio, challenged all faculty and staff at his annual “state of the university” meeting in 2012 to do what we could, on a case by case basis, to help improve student retention. The complexity stems from the fact that there are so many individual engagements with students. Retention efforts have involved so many faculty and staff from all around campus: the admissions counselors, the staff in the Office of First Year Students, the faculty in the classrooms who also serve as academic advisors, the student affairs professionals, the athletic coaches and staff, the tutors and staff involved in all aspects of academic support, the Provost, the Deans and Assistant Deans of all of the colleges, and many other unsung heroes around campus who have worked tirelessly to help an individual student or a group of students be more successful at our institution.

President Caprio also commissioned a retention study to be done. The committee that worked on this endeavor was led by Kerri Jarzabski, Assistant Vice President for Enrollment Management & Retention and Dean of First Year Students, and Denine Northrup, Professor of Psychology. The charge of this committee was *“to review current data relevant to student success and retention and evaluate our current practices to assess areas where we are meeting standards of best practice and to identify areas where improvements can be made to contribute to an excellent student experience, increasing overall retention.”*

The committee established five subcommittees that reflected areas known to influence student retention: advising & academic issues, student activities & engagement, financial constraints, residential experience, and special student populations. Ultimately, they produced a detailed and thorough 2013-2014 Retention Report which is attached as an addendum.

In their report, the Student Success and Retention Committee stated, “it became apparent that overarching themes emerged surrounding areas in need of attention that cut across all aspects of the institution... The overarching themes that emerged were:

- 1) To clearly establish and effectively communicate across campus and beyond who we are (our brand) and what we have promised to our students.
- 2) To enhance the sense of community and cohesiveness of faculty, staff, administration and students in supporting the institutional vision. Repeatedly, the committee heard feelings of lack of connectedness and compartmentalization.
- 3) To further enhance and/or develop effective integrated communication mechanisms focused on our students, as well as communication among faculty and staff.
- 4) To establish an ongoing retention committee with additional campus representatives/stakeholders.”

In response to this report and the detailed recommendations contained in it, numerous suggestions have already been implemented, including the following:

- Commuter Student Programming/Luncheon: A regular luncheon for commuter students was started to develop a commuter community on campus. Each luncheon hosts a discussion on a topic relevant to commuter students and has had an average attendance of approximately 25 students.
- Transfer Student Programming, Transfer Tuesdays & Transfer Ambassador: In looking at transfer student retention, an effort was made to hire a graduate student who was a transfer student, to dedicate time to transfer orientation and to serve as a resource for the first year. For the past two semesters, the first six Tuesdays have been Transfer Tuesdays for the new transfer students, which consists of a series of luncheons serving as an extended orientation. As a result of the participation in this program, each semester the new transfer students have effectively created a cohort.
- International Student Seminar: This seminar was designed to assist international students in making a smooth transition to the University. This once a week course is team taught by staff from the Academic Success Center and the International Student Office.
- Success First: This pilot program for first generation college students has been developed to assist those first in their families in persisting in college. Faculty and staff who are first generation college students themselves serve as mentors and volunteer their time in this endeavor. A program series is attached to one-on-one mentoring.
- A Sophomore Coordinator Position: This new position was developed to address the needs of sophomores and to further promote community while offering programming to assist sophomores in developing purpose and direction. Programs like the Sophomore Career Connections Program and the Halfway to Graduation event were held. The Sophomore Coordinator also works with the Colleges to assist students in transitioning to their new academic advisors.
- LA 195: College Student Success Experience: A non-credit bearing, pass/fail course for conditionally admitted students to assist them in successfully transitioning to the college classroom has been developed. A focus in this course is interactive presentations on success skills.
- Student at Risk Committee: This committee was designed to gather staff and faculty from across campus to identify early students that are in distress and to brainstorm how to assist such students. Members include representatives from Public Safety, Counseling Services, Student Disability Services, Diversity Programs and Services, Student Activities, Academic Success Center, First Year Office, Sophomore Programming, Student Administrative Services and Assistant Deans.
- Cohort Models: Several cohort models have been developed for specific groups, like the Criminal Justice Sleuths and First Year Business Cohorts. There has been decent data to show that these cohorts impact retention positively.
- Student Success Grants for 2016-2017: Several grants were given out for this academic year, designed to encourage high impact practices. These endeavors include an

Engineering support network, first generation student mentorship program and a special program to support women in Engineering

- Honors Advisory Board: The members of this board are nominated by the College's Honors Directors and are advised by the Director of Student Success and Engagement. Students on the board help to plan programming for honors students at Western New England University. The Honors Advisory Board is meant to be fun and engaging to further develop connections in the honors community around campus.
- Honors Reception: A new Honors Reception has been held in the spring semester to celebrate student success. All first and second year students who make the dean's list are invited to be recognized at this reception. The idea is to celebrate the success of our students as they build a foundation for the final two years. As always, our traditional fall Convocation continues to celebrate and highlight the students who did well in their freshman year as they embark on their second year of college.
- Analysis of Grit: Prof. Denine Northrup has completed extensive research using a survey tool which has helped us to determine the extent to which incoming students might benefit from extra coaching and mentoring, due to the fact that they do not have the GRIT and mindset score typically associated with successful first year students. Her research found that GRIT has a direct correlation to student success and retention, but not to mindset. This research will continue in the year ahead, and will help us to develop corresponding strategies.

In addition to the Retention Committee's 2013-2014 report and subsequent work on retention, Western New England University's new Vice President for Enrollment Management, Bryan Gross, has demonstrated tremendous leadership in this area. When he started at the University in 2014, he set a specific goal of improving first year, fall to fall retention by 1% per year for the next five years. For the first two years, we are meeting that annual goal, as the first year retention rate has gone from 76% in 2014 to 78% in 2016.

V.P. Gross' approach has definitely been data driven. For example, in his May 2016 Retention Update, he performed a detailed analysis of the enrollment and retention data by college. He also looked at the effect of gender and the amount of financial aid offered to our students. Additionally, he studied the first year retention rate vs. the transfer retention rate. The latter rate is something that we have not historically tracked at Western New England University. Thus, when we look at it now, it appears to have been quite erratic over the years. However, from 2011 to 2015, there had been an overall decline from 78% to 66%, which prompted V.P. Gross to state the following in his report. "The significant decline in transfer retention represents a clear opportunity for focus and improvement in the year ahead. For a University our size, we should be retaining our transfer students at a rate of at least 85%, if not higher. In 2015 our transfer retention rate fell below our first year student retention rate. There will be significant energy spent in the year ahead working to improve the transfer student experience at Western New England University. The full support of the academic community will be necessary. Specifically, we will look to implement strategies to improve our transfer credit processes,

advising, course sequencing and transfer student support services to make a positive impact on the transfer retention rate.”

A summary of undergraduate enrollment numbers and retention rates from 2011-2016 can be seen in the following table:

Year	New First Year	New Transfer	Total New Undergraduates	First Year Retention Rate	Transfer Retention Rate	*Total UG Population (FT and PT)
2016	733	110	843	77.8%	76.1%	2730
2015	721	113	834	77.6%	65.6%	2726
2014	758	131	889	76.2%	77.3%	2722
2013	697	88	785	75.1%	69.7%	2648
2012	797	109	906	75.3%	72.4%	2671
2011	756	116	872	73.5%	78.4%	2642

*\*Total UG population figures do not include non-traditional and non-degree seeking students*

As seen above, in the 2016 data, our transfer retention rate went up again to 76%. While it is encouraging to see this increase over the 2015 rate, clearly we need to be much more intentional in addressing the needs of our transfer students, if we want to see consistent improvement in the area of transfer retention and ultimately be able to reach the goal of a transfer retention rate of at least 85%. Some specific strategies that we would like to consider implementing to make Western New England University a more desirable place for transfer students include:

- Improving the timeframe in which transfer credit evaluations are completed
- Improving the academic advising experience for transfer students
- Ensuring proper course sequencing for incoming transfer students
- Updating current transfer articulation agreements and developing targeted new agreements
- Engaging more faculty to cultivate these agreements with fellow members of the faculty at these community colleges
- Improvements to Transfer SOAR to facilitate students receiving ID’s, parking pass and other logistical items on the day of the event
- Evaluating the statute of limitations on courses taken more than five years ago
- Evaluating admissions criteria for incoming transfer students
- Allowing AP science courses to transfer for Pre-Pharmacy students

Another resource that Western New England has used over the past seven years is the Ruffalo Noel Levitz Analysis of Retention Data. This annual report for fall to fall data for both first year students and transfer students breaks the data down by many additional variables, like race, program, admit date, academic level, place of residence, financial need status, tuition & fee discount rate, etc... The information available in this analysis is rich and insightful, and promises to help us continue to make strategic, data-driven decisions with regards to retention



efforts. A recent campus visit by a consultant from this company highlighted the successes that we have seen in our efforts to improve our first year retention rate, and identified sophomore retention as the next key area that we should address in our retention efforts.

Going forward, the University has established an Admissions and Retention Committee as part of the Faculty Council. With this communication regarding retention initiatives, hopefully, there will be increased faculty buy-in to retention efforts and idea generation will continue to grow. Many specific and measurable goals were outlined in the May 2016 Retention Update, outlining a clear direction forward towards our goal of achieving an additional 1% increase per year in our first year retention rate through 2019.

### **Summary**

With our Colleges of Engineering and Pharmacy, as well as programs in Computer Science & Information Technology, Mathematics, Actuarial Science, Forensics, Neuroscience, Psychology, Biology, Chemistry, Health Sciences and more, we have a strong STEM emphasis at Western New England University. However, not all of our graduates are in STEM disciplines. Both our College of Business and our School of Law are known for graduating alumni who are excellent critical thinkers. And, we have many alumni from the College of Arts & Sciences who contribute to society as well-educated teachers, law enforcement officials, journalists, writers, historians, etc... What we consistently see is that, regardless of their major, our students have gained valuable skills and knowledge through their well-rounded education at Western New England University, and they go on to be successful in many different fields. What the *Economist* and the Brookings Institution both point out, is that our alumni are quite a bit more successful than one would expect them to be, based solely on their SAT scores and other pertinent variables. The courses that they study during their years at Western New England not only help them to develop their critical thinking skills, but also make a significant, positive difference for them in their careers.

## INSTITUTIONAL PLANS

The most significant issues in front of the University in the next five years are the implementation of a fully integrated ERP, resourcing academic initiatives, advising across the curriculum, and building a career development center that puts access to careers at the beginning of a student's transition to university not just at the end.

The University has selected Ellucian's Colleague to fulfill its future administrative and student information system needs. Colleague, and the attendant partnership modules, represent an integrated suite of products that will streamline University business processes in a platform independent manner, integrate data from what are now independent software solutions, and greatly increase both the availability of desktop reports and the functionality of business and planning analytics. We recognize that this represents a significant amount of work for administrative staff from across the University over the next three years with full deployment planned by mid-year in 2019.

As noted in Standard One, Western New England University is placing a renewed emphasis on graduate education. We anticipate the role of the Center for Graduate and Advanced Studies to grow with the University, providing resources to our graduate students and opportunity for programming at the graduate level. The Center for Graduate and Advanced Studies has a role in the development and launching of new graduate and advanced studies programs. The value here is the bringing of diverse educational communities together. In other words, this approach affords opportunities for faculty from different disciplines to work together to develop courses and curriculum that lie at the interface of their individual disciplines. It is at this interface that solutions lie, and this is the foundation for a contemporary education. These are the degrees needed for personal success in the contemporary marketplace. This is precisely the structural mechanism being used in the development and launch of the new Doctor of Occupational Therapy program. Faculty from biology, neuroscience, social sciences, engineering and pharmacy are working with the Director of Occupational Therapy to design a curriculum and learning opportunities that build on institutional strengths and allow us to expand inter-professional work as a hallmark of the health disciplines at Western New England University.

We are also looking to focus on expanding our academic offerings in the STEM disciplines such as the computational and health sciences. (As noted, we anticipate offering the entry level Doctor of Occupational Therapy to begin in the academic year 2017-2018.) We view these academic disciplines as areas of strength at Western New England University as well as an academic niche that we can fill in the Western Massachusetts area. Innovation remains tightly coupled with Science, Technology, Engineering and Math. Thus, Western New England University plans to emphasize STEM disciplines over the next five years and beyond.

Over the past five years, the number of Computer Science & Information Technology majors at our institution has more than doubled. In addition to the computational science degrees that we offer in Arts & Sciences (Computer Science, Information Technology), we also have Computer

Engineering through our College of Engineering and Business Analytics and Information Management through our College of Business. Western New England University will build on this growth and our current strength in the computational sciences. We plan to be seen as an institution with a leading edge in technology.

To this end, faculty are considering an experiment in learning (known informally as “Computing+X”). This program will be aimed at integrating disciplines in the humanities, arts, science, business and engineering with computing, while providing students with unique applied educational experiences that connect students with real world problems and the communities that address those problems. The growth and adoption of technology is expanding at near-exponential rates in the world today. Computing technology is being adopted across all disciplines. As a result, industry is looking to hire graduates that are able to employ computing effectively within a discipline and across disciplines. This creates an opportunity for Western New England University to graduate students at both the graduate and undergraduate level that are computationally competent within their discipline. Computational science is also a rich area for emerging research.

The goals for this initiative include:

- Graduate students who are computationally competent within their disciplines, can think creatively and uniquely across disciplines, have experience with real-life problem solving, and have an understanding of how to contribute to their discipline within an industry environment
- Support the implementation of new and innovative pedagogies
- Provide an additional perspective on existing liberal arts degrees
- Support interdisciplinarity by fostering collaboration between computing and other disciplines on campus
- Foster creation of relationships with industry to help identify new and emerging technologies/approaches and to foster entrepreneurship.
- Serve as a platform to support computationally intensive scholarship of the faculty
- Impact the local and global Western New England University community via the emphasis on the social and humanitarian nature of computing

As previously mentioned, we are also currently building a new Dining Commons. The Dining Commons will be much more than dining alone. The design of this four story, 70,000 square foot building intentionally incorporates student learning spaces throughout the building. These environments are extensions of the learning commons found in D’Amour Library and expand the student learning environment across the campus. We recognize the value of creating environments where shared experiences influence learning, and we are mindful that the diverse needs of students and faculty are supported by a wide array of learning spaces. The Dining Commons will also provide new meeting and conferencing space for the University.

Renovation of the St. Germain Campus Center is planned. The objective of the planning is to assemble student support activity in one location. The plan will provide for new space to expand

our Career Development Center and add to our First Year Program office space. Room will also be made for a new Advising Center and possibly an International Programs Office. Additionally, plans for the renovation and expansion of Emerson Hall are underway. Emerson Hall will be the home for the new Doctor of Occupational Therapy Program as well as allowing for the addition of new laboratory facilities. The footprint of Emerson Hall will grow as an envelope of offices and meeting spaces will be added to the north and eastern sides of this building.

An important initiative underway is that of examining advising across the curriculum. Careful faculty mentoring and academic advising are at the heart of guiding students to complete their degrees in four years. At Western New England University, we are working to develop a new model for advising that supports students throughout their four years at Western New England University and provides resources to faculty who serve as academic advisors/mentors. One area that we know we would like to focus on is intentional advising to improve the sophomore experience.

Part of good advising is to purposefully engage our students throughout their four years with our Career Development Office, not just during their last year of college. Our career services include helping students think about connecting their majors to meaningful work, exploring career fields through site visits with alumni, on-campus recruiting, interview preparation and everything in between. Our goal is to connect students with industry as early and as often as possible.



### AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	<a href="http://www1.wne.edu/academic-affairs/doc/catalogues/2016-2017-cat.pdf">http://www1.wne.edu/academic-affairs/doc/catalogues/2016-2017-cat.pdf</a>
Print Publications	2016-2017 University Catalogue, p. 16
Self-study/Interim Report Page Reference	WNE Interim Report p. 19

**2. Credit Transfer Policies.** The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	<a href="http://www1.wne.edu/admissions/transfer/faq.cfm">http://www1.wne.edu/admissions/transfer/faq.cfm</a>
Print Publications	2016-2017 University Catalogue, p. 10
Self-study/Interim Report Page Reference	WNE Interim Report p. 19

**3. Student Complaints.** “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	<a href="https://www1.wne.edu/student-activities/doc/Handbook%202016-2017%20Final.pdf">https://www1.wne.edu/student-activities/doc/Handbook%202016-2017%20Final.pdf</a> <a href="http://www1.wne.edu/law/current/doc/LawStudentHndbk_8%2016_Web.pdf">http://www1.wne.edu/law/current/doc/LawStudentHndbk_8%2016_Web.pdf</a> <a href="http://www1.wne.edu/pharmacy/current/doc/wne-cop-student-handbook-02-23-16.pdf">http://www1.wne.edu/pharmacy/current/doc/wne-cop-student-handbook-02-23-16.pdf</a>
Print Publications	Student Handbook, Law Student Handbook, Pharmacy Student Handbook
Self-study/Interim Report Page Reference	WNE Interim Report p. 23

**4. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Use of specifically assigned username and password
Self-study/Interim Report Page Reference	WNE Interim Report p. 19

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

URL	N/A
Print Publications	N/A
Self-study Page Reference	N/A

The undersigned affirms that Western New England University meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer:                                 Anthony Caprio                                

Date:                                 1/4/17



**WESTERN NEW ENGLAND UNIVERSITY**

Financial Statements

June 30, 2016

(with comparative totals for June 30, 2015)

(With Independent Auditors' Report Thereon)

# WESTERN NEW ENGLAND UNIVERSITY

## Table of Contents

	<b>Page(s)</b>
Independent Auditors' Report	1-2
Statement of Financial Position	3
Statement of Activities	4
Statement of Cash Flows	5
Notes to Financial Statements	6-23



**KPMG LLP**  
One Financial Plaza  
755 Main Street  
Hartford, CT 06103

## **Independent Auditors' Report**

The Board of Trustees  
Western New England University:

We have audited the accompanying financial statements of Western New England University (the University), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

### ***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### ***Auditors' Responsibility***

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### ***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Western New England University as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with U.S. generally accepted accounting principles.





***Report on Summarized Comparative Information***

We have previously audited the University's 2015 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated November 4, 2015. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2015 is consistent, in all material respects, with the audited financial statements from which it has been derived.

**KPMG LLP**

November 7, 2016

**WESTERN NEW ENGLAND UNIVERSITY**

Statement of Financial Position

June 30, 2016

(with comparative totals at June 30, 2015)

(Dollars in thousands)

<b>Assets</b>	<b>2016</b>	<b>2015</b>
Cash and cash equivalents	\$ 10,589	9,948
Accounts and pledges receivable, net (note 3)	2,130	2,470
Prepaid expenses and other assets	2,519	2,044
Deposits under bond indenture	8,044	1,560
Loans receivable, net (note 4)	5,094	5,297
Long-term investments (notes 5 and 6)	66,344	69,432
Investment in plant, net (notes 7 and 9)	126,121	129,658
Investments held in trust by others (notes 5 and 8)	755	813
Total assets	\$ 221,596	221,222
<b>Liabilities and Net Assets</b>		
Liabilities:		
Accounts payable and accrued expenses	\$ 11,764	11,023
Deposits and deferred income	3,492	3,765
Bonds and capital leases payable (notes 9 and 10)	85,048	80,797
Government grants refundable	2,962	2,962
Total liabilities	103,266	98,547
Net assets:		
Unrestricted	90,782	94,093
Temporarily restricted (note 14)	4,291	6,510
Permanently restricted (note 14)	23,257	22,072
Total net assets	118,330	122,675
Commitments and contingencies (note 16)		
Total liabilities and net assets	\$ 221,596	221,222

See accompanying notes to financial statements.

**WESTERN NEW ENGLAND UNIVERSITY**  
Statement of Activities  
Year ended June 30, 2016  
(with summarized financial totals for the year ended June 30, 2015)  
(Dollars in thousands)

	<u>Unrestricted</u>	<u>Temporarily restricted</u>	<u>Permanently restricted</u>	<u>2016 Total</u>	<u>2015 Total</u>
Operating revenues and other support:					
Revenues:					
Tuition and fees	\$ 120,485	—	—	120,485	119,415
Residence and dining	22,655	—	—	22,655	22,610
Less scholarships and grants	(43,704)	—	—	(43,704)	(41,682)
Net student fees	99,436	—	—	99,436	100,343
Federal, state, and private grants	2,319	—	—	2,319	2,594
Interest income	152	51	—	203	152
Income and gains from long-term investments utilized (note 5)	1,172	1,054	—	2,226	2,162
Contributions	962	82	—	1,044	1,199
Other income	1,180	11	—	1,191	1,648
Other auxiliary services	134	—	—	134	147
Total revenues	105,355	1,198	—	106,553	108,245
Net assets released from restrictions (note 15)	2,211	(2,211)	—	—	—
Total operating revenues and other support	107,566	(1,013)	—	106,553	108,245
Expenses:					
Instruction	39,864	—	—	39,864	39,389
Student support	16,463	—	—	16,463	15,922
Academic support	16,982	—	—	16,982	16,631
Residence, dining, and other auxiliary services	17,355	—	—	17,355	17,027
Management and general	16,281	—	—	16,281	15,667
Total operating expenses	106,945	—	—	106,945	104,636
Increase (decrease) in net assets from operations	621	(1,013)	—	(392)	3,609
Nonoperating:					
Contributions	—	471	1,241	1,712	1,344
Realized and unrealized (losses)/gains on investments (note 5)	(2,994)	(762)	—	(3,756)	633
Long-term investment gains utilized in operations (note 5)	(924)	(915)	—	(1,839)	(1,790)
Change in value of split interest agreements	(14)	—	(56)	(70)	17
Increase (decrease) in net assets from nonoperating activities	(3,932)	(1,206)	1,185	(3,953)	204
Change in net assets	(3,311)	(2,219)	1,185	(4,345)	3,813
Net assets, beginning of year	94,093	6,510	22,072	122,675	118,862
Net assets, end of year	\$ 90,782	4,291	23,257	118,330	122,675

See accompanying notes to financial statements.

**WESTERN NEW ENGLAND UNIVERSITY**

Statement of Cash Flows

Year ended June 30, 2016

(with comparative totals for the year ended June 30, 2015)

(Dollars in thousands)

	<b>2016</b>	<b>2015</b>
Cash flows from operating activities:		
Change in net assets	\$ (4,345)	3,813
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	8,316	8,226
Net unrealized and realized losses/(gains) on long-term investments	3,756	(633)
Contributions restricted for long-term investment	(1,323)	(845)
Other	45	—
Change in:		
Investments held in trust by others	58	(8)
Accounts and pledges receivable	340	135
Prepaid expenses and other assets	(475)	410
Loans receivable	203	5
Accounts payable and accrued expenses	608	(770)
Deposits and deferred revenue	(273)	(452)
Net cash provided by operating activities	6,910	9,881
Cash flows from investing activities:		
Purchases of plant and equipment	(4,713)	(8,644)
Proceeds from maturity and sale of long-term investments	8,016	9,734
Purchases of long-term investments	(8,684)	(10,409)
Net cash used in investing activities	(5,381)	(9,319)
Cash flows from financing activities:		
Contributions restricted for long-term investment	1,323	845
Change in deposits under bond indenture	(6,484)	—
Change in capital lease obligation	34	96
Issuance of new bonds, net of issuance costs	38,704	—
Payments of long-term debt	(34,465)	(2,148)
Net cash used in financing activities	(888)	(1,207)
Net increase/(decrease) in cash and cash equivalents	641	(645)
Cash and cash equivalents at beginning of year	9,948	10,593
Cash and cash equivalents at end of year	\$ 10,589	9,948
Supplemental data:		
Interest paid	\$ 3,622	3,673
Noncash investing and financing activities:		
Fixed assets purchased through a capital lease acquisition	254	236
Plant and equipment purchases included in accounts payable	133	299

See accompanying notes to financial statements.

# WESTERN NEW ENGLAND UNIVERSITY

## Notes to Financial Statements

June 30, 2016

(with comparative totals for June 30, 2015)

(Dollars in thousands)

### (1) Organization

Western New England University (the University) is an independent, not-for-profit, comprehensive, coeducational institution located on a 215-acre campus in a suburban neighborhood in Springfield, Massachusetts and is accredited by the New England Association of Schools and Colleges. Originally founded in 1919 as the Springfield Division of Northeastern University, it became established with its own charter and identity as Western New England College in 1951. Building of the new and current campus began in 1958. Its name was changed to Western New England University in July 2011.

The University offers a wide range of undergraduate degree programs as well as graduate, professional and doctoral programs in Arts & Sciences, Business, Engineering, Law and Pharmacy. There are 229 full-time faculty members in the University's four Colleges and one School.

The University enrolls approximately 4,000 students: 2,600 full-time undergraduates, 360 in full and part-time JD and LLM programs in the School of Law, and 300 in the College of Pharmacy, and 720 in part-time undergraduate, graduate and doctoral degree programs. The University attracts students from approximately 38 states, District of Columbia, Virgins Islands, Puerto Rico and 25 foreign countries. There are more than 44,600 alumni of the University.

### (2) Summary of Significant Accounting Policies

The significant accounting policies followed by the University are described below to enhance the usefulness of the financial statements to the reader.

#### (a) Basis of Presentation

The accompanying financial statements, which are presented on the accrual basis of accounting, have been prepared to focus on the University as a whole and to present balances and transactions according to the existence or absence of donor-imposed restrictions.

The statement of activities includes certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with U.S. generally accepted accounting principles (GAAP). Accordingly, such information should be read in conjunction with the University's financial statements for the year ended June 30, 2015, from which the summarized information was derived.

Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets and changes therein are classified as follows:

*Permanently restricted net assets* – Net assets subject to donor-imposed stipulations that they be maintained permanently by the University. Generally, the donors of these assets permit the University to use, for general or specific purposes, all or part of the income and capital gains, if any, on related investments.

# WESTERN NEW ENGLAND UNIVERSITY

## Notes to Financial Statements

June 30, 2016

(with comparative totals for June 30, 2015)

(Dollars in thousands)

*Temporarily restricted net assets* – Net assets subject to donor-imposed stipulations that may or will be met by actions of the University and/or the passage of time. Investment return on donor-restricted endowments is recognized within temporarily restricted net assets until appropriated for expenditure under the University’s spending policy and a qualifying expenditure is incurred.

*Unrestricted net assets* – Net assets not subject to donor-imposed stipulations.

Revenues are reported as increases in unrestricted net assets unless use of the related assets is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets. Expirations of temporary restrictions on net assets are reported on the statement of activities as net assets released from restriction.

Dividends, interest, and net gains on investments of endowments and similar funds are reported as follows:

- as increase in permanently restricted net assets if the terms of the gift require that they be added to the principal of a permanent endowment fund;
- as increases in temporarily restricted net assets if the terms of the gift or the University’s interpretation of relevant state law imposes restrictions on the current use of the income or net gains; and
- as increases in unrestricted net assets in all other cases.

**(b) Operations**

The statement of activities reports the change in net assets from operating and nonoperating activities. Operating revenues consist of those items attributable to the University’s undergraduate, graduate, professional and doctoral programs. Income appropriated for spending from the University’s invested assets are reported as operating revenue. All contributions, except for those for capital or long-term investment, are reported as operating revenue. Contributions for capital or long-term investment, realized and unrealized net gains/losses on all investments, net of amounts appropriated for operations, and changes in the value of split interest agreements are reported as nonoperating revenue.

**(c) Revenue Recognition**

All contributions, donations, legacies, and gifts are recorded when received or when an unconditional promise to give is received. Contributions with donor-imposed restrictions, including unconditional promises to give, are reported as either temporarily or permanently restricted net assets. Restricted gifts that impact more than one reporting period are recognized as increases in temporarily restricted net assets and are released to unrestricted net assets when the donor restrictions, or time restrictions, are satisfied.

Tuition revenue is recorded at the University’s established rates, net of financial aid and endowment scholarships provided directly by the University for students.

# WESTERN NEW ENGLAND UNIVERSITY

## Notes to Financial Statements

June 30, 2016

(with comparative totals for June 30, 2015)

(Dollars in thousands)

Contributions of cash or other assets that must be used to acquire long-lived assets are reported as unrestricted nonoperating support provided the long-lived assets are placed in service in the same reporting period; otherwise, the contributions are reported as temporarily restricted support until the assets are acquired and placed in service.

**(d) Cash Equivalents**

The University considers all highly liquid debt instruments purchased with an original maturity date of three months or less to be cash equivalents.

**(e) Deposits with Bond Trustee**

Deposits with bond trustee consist of the unexpended proceeds of certain bonds payable, which will be used for construction of certain facilities. As of June 30, 2016 these funds were not invested.

**(f) Investments**

Investments are reported at fair value. Investments in securities traded on a national exchange are based upon quoted market prices. The University also holds shares or units in alternative investment funds involving hedge strategies. Such alternative investment funds may hold securities or other financial instruments for which a ready market exists and are priced accordingly. In addition, such funds may hold assets which require using current estimates of fair value obtained from the general partner or investment manager in the absence of readily determinable public market values. Such valuations generally reflect discounts for liquidity and consider variables such as financial performance of investments, including comparison of comparable companies' earnings multiples, cash flow analysis, recent sales prices of investments, and other pertinent information.

The University's interest in alternative investment funds are generally reported at the net asset value (NAV) reported by the fund managers, because the University owns interests in such entities rather than the underlying securities owned by each partnership or fund, even though the underlying securities may not be difficult to value or may be readily marketable. NAV is used as a practical expedient to estimate the fair value of the University's interest therein, unless it is probable that all or a portion of the investment will be sold for an amount different from NAV. Accordingly, the inputs or methodology used for valuing or classifying investments for financial reporting purposes are not necessarily an indication of the risk associated with investing in those investments.

These investments are generally redeemable or may be liquidated at NAV under the original terms of the subscription agreements and operations of the underlying funds. However, it is possible that these redemption rights may be restricted or eliminated by the funds in the future in accordance with the underlying fund agreements. Due to the nature of the investments held by these funds, changes in market conditions and the economic environment may significantly impact the NAV of the funds and, consequently, the fair value of the University's interests in the funds. Furthermore, changes to the liquidity provisions of the funds may significantly impact the fair value of the University's interest in the funds. Although such investments may be sold in a secondary market transaction, subject to meeting certain requirements of the governing documents of the funds, the secondary market is not

**WESTERN NEW ENGLAND UNIVERSITY**

Notes to Financial Statements

June 30, 2016

(with comparative totals for June 30, 2015)

(Dollars in thousands)

active and individual transactions are not necessarily observable. It is therefore reasonably possible that if the University were to sell a fund in the secondary market, the sale could occur at an amount materially different than the reported value. However, the University has no current plans to sell such investments in the secondary market.

**(g) *Physical Plant Assets***

All plant assets are stated at cost except gifts in kind, which are recorded at their estimated fair value on the date of the gift. Depreciation is computed on a straight-line basis over the estimated useful lives of the assets. When plant assets are retired or disposed of, the cost and related accumulated depreciation are removed and any resulting gain or loss is reflected in the statement of activities.

The University recognizes the fair value of a liability for legal obligations associated with asset retirements in the period in which the obligation is incurred, if a reasonable estimate of the fair value of the obligation can be made. When the liability is initially recorded, the University capitalizes the cost of the asset retirement obligation by increasing the carrying amount of the related long lived asset. The liability is accreted to its present value each period and the capitalized cost associated with the retirement obligation is depreciated over the useful life of the related asset. Upon settlement of the obligation, any difference between the cost to settle the asset retirement obligation and the liability recorded is recognized as a gain or loss in the statement of activities.

**(h) *Unamortized Bond Costs***

Deferred bond issue costs are stated net of accumulated amortization, and are amortized over the lives of the related bonds.

**(i) *Income Taxes***

In November 1956, the University was granted exempt status under the Internal Revenue Code (IRC) Section 501(a), as an organization described in Section 501(c)(3). Under IRC Section 501(a), the University is generally exempt from income taxes. The University assesses uncertain tax positions and determined that there were no such positions that have a material effect on the financial statements.

**(j) *Functional Allocation of Expenses***

The costs of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. These costs include direct and indirect costs that have been allocated, on a consistent basis, among the program and supporting services benefited.

**(k) *Use of Estimates***

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial



**WESTERN NEW ENGLAND UNIVERSITY**

Notes to Financial Statements

June 30, 2016

(with comparative totals for June 30, 2015)

(Dollars in thousands)

statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**(l) Adoption of New Accounting Standard**

Effective in the year ended June 30, 2016, the University retrospectively adopted the provisions of the FASB Accounting Standards Update (ASU) No. 2015-03, *Simplifying the Presentation of Debt Issuance Costs*. The ASU is limited to simplifying the presentation of debt issuance costs, and the recognition and measurement guidance for debt issuance costs is not affected by the ASU. As a result of the adoption, the University has reclassified unamortized bond issuance costs in the amount of \$1,081 which had been previously been presented as a separate component of total assets on the statement of financial position for the year ended June 30, 2015 and presented the amount as a reduction of Bonds payable, as required by the ASU. The adoption had no effect on the University's net assets or statement of activities the year ended June 30, 2015.

**(3) Accounts and Pledges Receivable**

Amounts receivable consist of the following at June 30:

	<b>2016</b>	<b>2015</b>
Accounts receivable:		
Student	\$ 2,063	1,982
Other	174	367
Less allowance for doubtful accounts	(680)	(680)
	1,557	1,669
Pledges receivable	615	858
Less allowance for doubtful accounts and present value discount	(42)	(57)
	573	801
Total accounts and pledges receivable, net	\$ 2,130	2,470

The University's gross pledges receivable as of June 30 are due as follows:

	<b>2016</b>	<b>2015</b>
Less than one year	\$ 350	470
One to five years	265	388
	\$ 615	858

Pledges are discounted at rates ranging between 0.11% and 2.42%.

**WESTERN NEW ENGLAND UNIVERSITY**

Notes to Financial Statements

June 30, 2016

(with comparative totals for June 30, 2015)

(Dollars in thousands)

Fundraising expenses for the years ended June 30, 2016 and 2015 totaling \$1,127 and \$1,156, respectively, have been classified as management and general expenses in the statements of activities.

**(4) Loans Receivable**

Loans receivable consist of the following at June 30:

	<u>2016</u>	<u>2015</u>
Student loans	\$ 5,910	6,141
Less allowance for doubtful accounts	<u>(816)</u>	<u>(844)</u>
Total loans, net	<u>\$ 5,094</u>	<u>5,297</u>

**(5) Investments and Fair Value**

The investment objective of the University is to invest its assets in a prudent manner to achieve a long-term rate of return sufficient to fund a portion of its spending and to increase investment value after inflation.

The University maintains a pooled investment fund for purposes of maximizing investment return. Presently, all permanently restricted funds and a portion of temporarily restricted and unrestricted funds participate in the pool.

At June 30, 2016 and 2015, the carrying values of the University's cash and cash equivalents, receivables, accounts payable and accrued liabilities, and deposits and deferred revenues approximated their fair values based on their short-term maturities.

Fair value represents the price that would be received upon the sale of an asset or paid upon the transfer of a liability in an orderly transaction between market participants as of the measurement date. Except for investments reported at net asset value (NAV) or its equivalents as a practical expedient to estimate fair value, the University uses the three-tiered hierarchy to categorize those financial instruments carried at fair value based on the valuation methodologies employed. The hierarchy is defined as follows:

- **Level 1** –valuation based on quoted prices (unadjusted) in active markets for identical assets or liabilities that the University has the ability to access at the measurement date.
- **Level 2** – valuation based on inputs other than the quoted prices included in Level 1 that are either directly or indirectly observable for the assets or liabilities.
- **Level 3** – valuation based on unobservable inputs for the assets or liabilities, in which little or no market data is available.

**WESTERN NEW ENGLAND UNIVERSITY**

Notes to Financial Statements

June 30, 2016

(with comparative totals for June 30, 2015)

(Dollars in thousands)

The following table summarizes the valuation of investments as of June 30, 2016:

<b>Investment</b>	<b>Quoted prices in active markets (Level 1)</b>	<b>Significant other observable inputs (Level 2)</b>	<b>Significant unobservable inputs (Level 3)</b>	<b>Investments measured at NAV or equivalent</b>	<b>Total</b>
Long term investments:					
Cash equivalents	\$ 896	—	—	—	896
Fixed income securities-bonds	6,347	2	—	—	6,349
Equity investments-stocks	39,230	—	—	—	39,230
Equity investments- long/short	—	—	—	5,455	5,455
Hedge	—	—	—	9,772	9,772
Real assets	4,642	—	—	—	4,642
Total long term investments	51,115	2	—	15,227	66,344
Other assets:					
Funds held in trust by others	—	—	755	—	755
	\$ 51,115	2	755	15,227	67,099

The following table summarizes the valuation of investments as of June 30, 2015:

<b>Investment</b>	<b>Quoted prices in active markets (Level 1)</b>	<b>Significant other observable inputs (Level 2)</b>	<b>Significant unobservable inputs (Level 3)</b>	<b>Investments measured at NAV or equivalent</b>	<b>Total</b>
Long term investments:					
Cash equivalents	\$ 136	—	—	—	136
Fixed income securities-bonds	6,032	2	—	—	6,034
Equity investments-stocks	48,086	—	—	—	48,086
Hedge	—	—	—	10,492	10,492
Real assets	4,684	—	—	—	4,684
Total long term investments	58,938	2	—	10,492	69,432
Other Assets:					
Funds held in trust by others	—	—	813	—	813
	\$ 58,938	2	813	10,492	70,245

**WESTERN NEW ENGLAND UNIVERSITY**

Notes to Financial Statements

June 30, 2016

(with comparative totals for June 30, 2015)

(Dollars in thousands)

There were no changes in methodologies used at June 30, 2016 and 2015 and there were no transfers among levels during the year end June 30, 2016 and 2015. The 2015 fair value table above was amended to present certain investments previously disclosed as being measured using NAV as a practical expedient to estimate fair value but for which readily determinable fair value exist, in accordance with ASU 2015-10, *Technical Corrections and Improvements*. These changes resulted in a decrease in investments measured at NAV and a corresponding increase in Level 1 investments of \$7,737.

The following table presents the activity for investments measured at fair value on a recurring basis using significant inputs (Level 3) for the years ended June 30:

	<b>2016</b>	<b>2015</b>
Fair value at beginning of year	\$ 813	805
Unrealized (losses)/gains	(58)	8
Fair value at end of year	\$ 755	813

The University's total return on its invested assets consists of the following components for the years ended June 30:

	<b>2016</b>	<b>2015</b>
Operating:		
Interest and dividends (pooled)	\$ 387	372
Utilized gains	1,839	1,790
Income and gains from long-term investments utilized	2,226	2,162
Nonoperation:		
Net realized gains on sale of investments	2,641	2,792
Net unrealized losses on investments	(6,397)	(2,159)
Realized and unrealized (losses)/gains on investments	(3,756)	633
Less gains utilized in operations	(1,839)	(1,790)
Total investment return	\$ (3,369)	1,005

Interest and dividends are presented net of manager fees of \$218 and \$221 for the years ended June 30, 2016 and 2015, respectively.

**WESTERN NEW ENGLAND UNIVERSITY**

Notes to Financial Statements

June 30, 2016

(with comparative totals for June 30, 2015)

(Dollars in thousands)

Hedge funds are redeemable with the funds or limited partnerships at net asset value under the original terms of the subscription agreement and/or partnership agreements. The investments' fair values as of June 30, 2016 are broken out below by their redemption frequency.

	<u>Daily</u>	<u>Monthly</u>	<u>Quarterly</u>	<u>Illiquid</u>	<u>Total</u>	<u>Days notice</u>
Cash equivalents	\$ 896	—	—	—	896	1
Funds held in trust by others	—	—	—	755	755	N/A
Fixed income securities-bonds	6,349	—	—	—	6,349	1-7
Equity investments-stocks	39,230	—	—	—	39,230	1-7
Equity investments – long/short	—	5,455	—	—	5,455	30
Hedge	—	—	9,772	—	9,772	65
Real assets	4,642	—	—	—	4,642	2
Total	<u>\$ 51,117</u>	<u>5,455</u>	<u>9,772</u>	<u>755</u>	<u>67,099</u>	

**(6) Endowment**

The University's endowment consists of 214 individual funds established for a variety of purposes. Its endowment includes both donor-restricted endowment funds and funds designated by the Board of Trustees to function as endowments. As required by GAAP, net assets associated with endowment funds, including funds designated by the Board of Trustees to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

**(a) Relevant Law**

Effective June 30, 2009, the Uniform Prudent Management of Institutional Funds Act (UPMIFA) was adopted by the Commonwealth of Massachusetts. This replaces a previous law, UMIFA, the Uniform Management of Institutional Funds Act. Under UMIFA, spending below the historic dollar value of an endowment was not permitted; the accounting definition of permanently restricted funds was the historic-dollar-value of a donor-restricted gift to endowment.

Under UPMIFA, the historic-dollar-value threshold is eliminated, and the governing board has discretion to determine appropriate expenditures of a donor-restricted endowment fund in accordance with a robust set of guidelines about what constitutes prudent spending. UPMIFA permits the University to appropriate for expenditure or accumulate so much of an endowment fund as the University determines to be prudent for the uses, benefits, purposes and duration for which the endowment fund is established. Seven criteria are to be used to guide the University in its yearly expenditure decisions:

1. Duration and preservation of the endowment fund
2. Purposes of the University and the endowed fund
3. General economic conditions
4. Possible effects of inflation or deflation

**WESTERN NEW ENGLAND UNIVERSITY**

Notes to Financial Statements

June 30, 2016

(with comparative totals for June 30, 2015)

(Dollars in thousands)

- 5. Expected total return from income and the appropriation of investments
- 6. Other resources of the University
- 7. Investment policy of the University

Although UPMIFA offers short-term spending flexibility, the explicit consideration of the preservation of funds among factors for prudent spending suggests that a donor-restricted endowment fund is still perpetual in nature. Under UPMIFA, the Board is permitted to determine and continue a prudent payout amount, even if the market value of the fund is below historic dollar value. There is an expectation that, over time, the permanently restricted amount will remain intact. This perspective is aligned with the accounting standards definition that permanently restricted funds are those that must be held in perpetuity even though the historic-dollar-value may be invaded on a temporary basis.

In accordance with appropriate accounting standards, the University classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund that is not classified as permanently restricted net assets, is classified as temporarily restricted net assets, until appropriated for spending by the Board of Trustees.

Endowment funds consisted of the following at June 30, 2016 and 2015:

	<b>2016</b>			
	<b>Unrestricted</b>	<b>Temporarily restricted</b>	<b>Permanently restricted</b>	<b>Total</b>
Donor restricted	\$ (726)	2,578	22,218	24,070
Quasi (Board designated)	21,565	—	—	21,565
	\$ 20,839	2,578	22,218	45,635

	<b>2015</b>			
	<b>Unrestricted</b>	<b>Temporarily restricted</b>	<b>Permanently restricted</b>	<b>Total</b>
Donor restricted	\$ (183)	4,290	20,909	25,016
Quasi (Board designated)	23,863	—	—	23,863
	\$ 23,680	4,290	20,909	48,879

**WESTERN NEW ENGLAND UNIVERSITY**

Notes to Financial Statements

June 30, 2016

(with comparative totals for June 30, 2015)

(Dollars in thousands)

Changes in endowment funds for the fiscal years ended June 30, 2016 and 2015 were as follows:

	<b>2016</b>			
	<b>Unrestricted</b>	<b>Temporarily restricted</b>	<b>Permanently restricted</b>	<b>Total</b>
Balance, June 30, 2015	\$ 23,680	4,290	20,909	48,879
Investment return	1,072	1,084	—	2,156
Unrealized (losses)	(2,777)	(1,754)	—	(4,531)
Contributions	—	—	1,323	1,323
Distributions	(1,142)	(1,035)	—	(2,177)
Other	6	(7)	(14)	(15)
Balance, June 30, 2016	\$ 20,839	2,578	22,218	45,635

	<b>2015</b>			
	<b>Unrestricted</b>	<b>Temporarily restricted</b>	<b>Permanently restricted</b>	<b>Total</b>
Balance, June 30, 2014	\$ 23,983	4,652	19,833	48,468
Investment return	1,159	1,175	—	2,334
Unrealized (losses)	(434)	(985)	—	(1,419)
Contributions	—	—	857	857
Distributions	(1,046)	(1,052)	—	(2,098)
Transfers from operations	—	627	—	627
Other	18	(127)	219	110
Balance, June 30, 2015	\$ 23,680	4,290	20,909	48,879

**(b) Funds with Deficiencies**

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below their original contributed value. Deficiencies of this nature are reported in unrestricted net assets and aggregated \$726 and \$183 as of June 30, 2016 and 2015, respectively. These deficiencies resulted from unfavorable market fluctuations that occurred after the investment of new permanently restricted contributions. Subsequent gains that restore the fair value of the assets of the endowment fund to the required level are classified as an increase in unrestricted net assets.

**(c) Return Objectives and Risk Parameters**

The University's primary investment objective for the endowment is to earn a total return within prudent levels of risk, which is sufficient to maintain in real terms the purchasing power of the endowment's assets, while generating an income stream to support the activities of the University. To achieve its investment objective to the extent provided by law, the endowment's assets are allocated among seven asset classes, compared against several benchmarks and are reviewed annually.

**WESTERN NEW ENGLAND UNIVERSITY**

Notes to Financial Statements

June 30, 2016

(with comparative totals for June 30, 2015)

(Dollars in thousands)

**(d) *Strategies Employed for Achieving Objectives***

To satisfy its long-term rate-of-return objectives, the University relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The Investment Committee is responsible for establishing an asset allocation policy. The asset allocation policy is designed to attempt to achieve diversity among capital markets and within capital markets, by investment discipline and management style. The Committee designs a policy portfolio in light of the endowment's needs for liquidity, preservation of purchasing power and risk tolerances.

The University targets a diversified asset allocation that places emphasis on investments in domestic and global equities, fixed income, and hedge funds strategies to achieve its long-term return objectives within prudent risk constraints. The Investment Committee reviews the policy portfolio asset allocation, exposures and risk profile on an ongoing basis.

**(e) *Spending Policy and How the Investment Objectives Relate to Spending Policy***

The University's endowment funds and charitable gift annuities are in a unitized investment pool, which is currently invested with twelve investment managers. Endowment spending is performed under a total return policy, which permits the University to spend 5% of the average market value of the endowment for the previous thirteen quarters as determined annually on December 31. Allowed spending on endowed funds totaled \$2,177 and \$2,098 for the years ended June 30, 2016 and 2015, respectively. Total spending on the University's net asset funds, including those not endowed, for the years ended June 30, 2016 and 2015, was as follows:

	<u>2016</u>	<u>2015</u>
Spending from endowment	\$ 2,177	2,098
Other spending	49	64
	<u>\$ 2,226</u>	<u>2,162</u>

In establishing these policies, the University considered the expected return on its endowment and its programming needs. Accordingly, the University expects the current spending policy to allow its endowment to maintain its purchasing power and to provide a predictable and stable source of revenue to the annual operating budget. Additional real growth will be provided through new gifts, any excess investment return or additions by the Board of Trustees.



**WESTERN NEW ENGLAND UNIVERSITY**

Notes to Financial Statements

June 30, 2016

(with comparative totals for June 30, 2015)

(Dollars in thousands)

**(7) Investment in Plant**

Plant assets consist of the following at June 30:

	<u>2016</u>	<u>2015</u>	<u>Estimated useful lives</u>
Land	\$ 4,526	4,526	—
Buildings	179,272	177,944	30–60 years
Improvements	20,712	20,217	10–20 years
Furniture and equipment	27,498	28,083	3–10 years
Vehicles	1,534	1,601	5 years
Software	2,688	2,688	5 years
Construction in progress	1,145	86	—
	<u>237,375</u>	<u>235,145</u>	
Less accumulated depreciation	<u>(111,254)</u>	<u>(105,487)</u>	
	<u>\$ 126,121</u>	<u>129,658</u>	

Depreciation expense amounted to \$8,332 in 2016 and \$8,116 in 2015.

**(8) Investments Held in Trust by Others**

An investment held in trust by others represents the fair value of the University's rights to split interest agreements and pooled life income funds. All of the perpetual trusts included in the University's split interest agreement assets are classified as permanently restricted net assets. The present value of the future payments is estimated to equal the current fair value of these investments and accordingly, they are recorded by the University at this value.

The University's share of its split-interest agreements and pooled life income funds had a fair value of \$755 and \$813 as of June 30, 2016 and 2015, respectively. The income from these investments is restricted for scholarships.

**WESTERN NEW ENGLAND UNIVERSITY**

Notes to Financial Statements

June 30, 2016

(with comparative totals for June 30, 2015)

(Dollars in thousands)

**(9) Leases**

The University has noncancelable leases principally for equipment, which are accounted for as operating leases. Rent expense under these leases was \$446 for fiscal year 2016 and \$399 for fiscal year 2015. The approximate future minimum rental commitments under operating lease agreements are as follows:

Year ending June 30:		
2017	\$	358
2018		147
2019		79
2020		29
2021		19
		<hr/>
Total	\$	<u>632</u>

The University also leases lap top computers and athletic equipment under a capital lease. The following is a schedule by year of required future lease payments as of June 30, 2016.

Fiscal year ending June 30:		
2017	\$	159
2018		49
		<hr/>
Total required minimum lease payments		208
Less amount representing interest		<hr/> (5)
Present value of minimum lease payments	\$	<u>203</u>

**WESTERN NEW ENGLAND UNIVERSITY**

Notes to Financial Statements

June 30, 2016

(with comparative totals for June 30, 2015)

(Dollars in thousands)

**(10) Bonds and Capital Leases Payable**

	<b>2016</b>	<b>2015</b>
Massachusetts Development Finance Agency (MDFA) Revenue Bonds Series 2005A, which are exempt from federal taxes, and bear interest at rates ranging from 4.0% to 5.0% and mature annually through 2033. The bonds were secured by a mortgage on all the University's core campus.	\$ —	33,355
Massachusetts Development Finance Agency (MDFA) Revenue Bonds Series 2008, which are exempt from federal taxes, and bear interest at the date of issuance through and including May 28, 2018 of 1.27%. Subsequent interest is set at 65% of the prevailing 10 year U.S. Treasury rate plus 2.5%. The bond matures in 2028 and is secured by a mortgage on the S. Prestley Blake Law Center.	3,456	3,675
Massachusetts Development Finance Agency (MDFA) Revenue Bonds Series 2009C, which are exempt from federal taxes, bear interest of 4.5% and mature annually through fiscal 2019 with a balloon payment due on November 1, 2019. The bonds are secured by a mortgage on all the University's core campus as well as The Center for Sciences and Pharmacy.	\$ 35,232	35,946
Massachusetts Development Finance Agency (MDFA) Revenue Bonds Series 2011D, which are exempt from federal taxes, bear interest of 3.75% and matures on November 1, 2041. The bond has a call provision on December 20, 2019. The bonds are secured by a mortgage on all the University's core campus as well as The Center for Sciences and Pharmacy.	7,786	7,963
Massachusetts Development Finance Agency (MDFA) Revenue Bonds, Series 2015, which is exempt from federal taxes, bear interest at rates ranging from 2% to 5% and matures annually through 2035. The bonds are issued under the same bond and loan agreement as the Series 2009C and and Series 2011D and share the same collateral.	35,775	—
Bonds payable	82,249	80,939
Unamortized bond premium	3,313	770
Bond issuance costs	(717)	(1,081)
Total bonds payable, net	84,845	80,628
Obligation under capital leases	203	169
Total bonds and capital leases payable	\$ 85,048	80,797

# WESTERN NEW ENGLAND UNIVERSITY

## Notes to Financial Statements

June 30, 2016

(with comparative totals for June 30, 2015)

(Dollars in thousands)

On December 1, 2015, the University entered into a Mortgage Loan and Trust Agreement (the agreement) with MDFA in order to finance a new dining hall construction project and to repay the revenue bond series 2005A. In connection with the Agreement, the MDFA issued Series 2015 tax exempt bonds with a par amount of \$35,775. An original issue premium of \$3,427 was received upon issuance of these bonds. The premium will be amortized over the remaining life of the bonds. The Series 2015 Bonds had bond issuance costs of \$498 and these are netted against the bond payable on the statement of financial position. The proceeds from the 2015 Bond totaled \$38,704 from which \$32,220 was used to refund the 2005A bond.

The following is a schedule of bonds payable as of June 30, 2016 over the next five years and thereafter by the University:

Year ending June 30:		
2017	\$	1,575
2018		1,816
2019		1,895
2020		33,994
2021		1,170
Thereafter		<u>41,799</u>
Total	\$	<u><u>82,249</u></u>

The 2005 and 2015 Bond Series indenture requires the maintenance of certain financial covenants. The University was in compliance with these requirements at June 30, 2016 and 2015. In addition, the University has pledged all revenues, and has granted the Issuer a security interest in tuition receipts and tuition receivables.

### (11) Line of Credit

The University has an uncollateralized line of credit with a bank in the amount of \$7,500 as of June 30, 2016 and 2015. The line of credit bears interest at the 30 day LIBOR rate plus 125 basis points with a floor of 3.25% for short-term borrowings. No borrowings against this line were outstanding at June 30, 2016 or 2015.

### (12) Retirement Plan

The University maintains a 403(b) contributory retirement plan with Massachusetts Mutual Life Insurance Company (MassMutual) and Teachers Insurance and Annuity Association (TIAA) and College Retirement Equities Fund (CREF). The plan covers substantially all full-time employees. The University's contributions in 2016 and 2015 amounted to \$3,900 and \$3,956, respectively. All assets held by MassMutual were transferred to TIAA-CREF on June 23, 2015.

### (13) Separation Incentive Plan

The University offers a separation incentive plan whereby eligible faculty may elect to terminate their employment. The plan may be terminated by the Board of Trustees, with one year notice if practicable. To be eligible, a participant in the Plan must be a full-time, tenured member of the teaching faculty, must have

**WESTERN NEW ENGLAND UNIVERSITY**

Notes to Financial Statements

June 30, 2016

(with comparative totals for June 30, 2015)

(Dollars in thousands)

completed 20 years of full-time continuous service to the University and be 58-64 years of age as of the date of separation. The plan limits granting to three participants per fiscal year and a maximum benefit per individual. Collectively these provisions limit the exposure to the University. Approximately \$544 and \$358 was incurred and recorded as an instructional expense under this plan in 2016 and 2015, respectively.

**(14) Temporarily and Permanently Restricted Net Assets**

Restricted net assets as of June 30 consisted of the following:

	<b>2016</b>	<b>2015</b>
Temporarily restricted net assets:		
Net assets restricted as follows:		
Student aid	\$ 441	291
Program expenses	730	651
Capital projects	70	363
Other	472	915
Accumulated realized and unrealized net gains on true endowments	2,578	4,290
Total	\$ 4,291	6,510
	<b>2016</b>	<b>2015</b>
Permanently restricted net assets:		
Scholarship and award funds	\$ 21,852	20,383
Other	1,405	1,689
Total	\$ 23,257	22,072

**(15) Net Assets Released from Restrictions**

Temporarily restricted assets were released from donor restrictions by incurring expenses satisfying the restricted purpose specified by the donor. Temporarily restricted net assets were released as follows for the years ended June 30:

	<b>2016</b>	<b>2015</b>
Purpose restrictions satisfied:		
Facility improvements	\$ 897	738
Student aid	1,114	616
Instruction and research	133	231
Student support	12	42
Other institutional activities	55	69
Total	\$ 2,211	1,696

**WESTERN NEW ENGLAND UNIVERSITY**

Notes to Financial Statements

June 30, 2016

(with comparative totals for June 30, 2015)

(Dollars in thousands)

**(16) Commitments and Contingencies**

The University participates in the Massachusetts College Savings Prepaid Tuition Program. This program allows participants to pay in advance (against a bond) for future tuition at the cost of tuition at the time of the bond purchase increased by the Consumer Price Index plus 2%. The potential cost associated with this program cannot be determined as it is contingent on future tuition increases and the bond purchasers who attend the University.

The University also participates in a number of federal programs that are subject to financial and compliance audits. The amount of expenditures that may be disallowed by the granting agencies cannot be determined at this time, although the University does not expect these amounts, if any, to be material to the financial statements.

**(17) Subsequent Events**

The University evaluated subsequent events for potential recognition or disclosure through November 7, 2016, the date on which the financial statements were issued.

### Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	URL	Date Approved by the Governing Board
Institutional Mission Statement	<a href="http://www1.wne.edu/about/mission.cfm">www1.wne.edu/about/mission.cfm</a>	12/9/2008

1.1

### Standard 2: Planning and Evaluation

#### PLANS

Year of Completion	Effective Dates	URL
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#### Strategic Plans

Current Strategic Plan  
Next Strategic Plan

12/9/2008	1/09-12/18	<a href="http://www1.wne.edu/about/doc/strategic-plan-summary.pdf">http://www1.wne.edu/about/doc/strategic-plan-summary.pdf</a>
n/a	n/a	n/a

#### Other institution-wide plans

Master plan  
Academic plan  
Financial plan  
Technology plan  
Enrollment plan  
Development plan

2008	2008-2017	not available on the website
2008	2008-2017	not available on the website
3/2016	FY16-17	not available on the website
various	various	not available on the website
10/2015	AY16-17	not available on the website
6/2016	FY16	not available on the website

*(Add rows for additional institution-wide plans, as needed.)*

#### EVALUATION

URL
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#### Academic program review

Program review system (colleges and departments). System last updated: Fall 2016  
Program review schedule (e.g., every 5 years)

<a href="http://www1.wne.edu/academic-affairs/assessment/resources.cfm">http://www1.wne.edu/academic-affairs/assessment/resources.cfm</a>
every 5 years

2.1

### Standard 3: Organization and Governance

Please attach to this form:

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

If there is a "related entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the related entity  
URL of documentation of relationship

None
n/a

#### Governing Board

By-laws  
Board members' names and affiliations

URL
not available on the website
<a href="http://www1.wne.edu/about/trustees.cfm">http://www1.wne.edu/about/trustees.cfm</a>

3.1

# Mission Statement

## Who We Are

Western New England University, a comprehensive private institution with a tradition of excellence in teaching and scholarship and a commitment to service, awards undergraduate, master's, and doctoral degrees in various departments from among our Colleges of Arts and Sciences, Business, Engineering, and Pharmacy, and School of Law. One of only a few U.S. comprehensive institutions enrolling under 5,000 students recognized with national and international accreditations at the highest levels in law, business, engineering, and social work, we serve students predominantly from the northeastern U.S., but enroll students from across the country and around the world. The vast majority of undergraduate students reside on campus. Our 215-acre campus in Springfield,

## Our Mission

The hallmark of the Western New England University experience is an unwavering focus on and attention to each student's academic and personal development, including learning outside the classroom. Faculty, dedicated to excellence in teaching and research, and often nationally recognized in their fields, teach in an environment of warmth and personal concern where small classes predominate. Administrative and support staff work collaboratively with faculty in attending to student development so that each student's academic and personal potential can be realized and appreciated. Western New England University develops leaders and problem-solvers from among our students, whether in academics, intercollegiate athletics, extracurricular and cocurricular programs, collaborative research projects with faculty, or in partnership with the local community.

At Western New England University, excellence in student learning goes hand in hand with the development of personal values such as integrity, accountability, and citizenship. Students acquire the tools to support lifelong learning and the skills to succeed in the global workforce. Equally important, all members of our community are committed to guiding students in their development to become informed and responsible leaders in their local and global communities by promoting a campus culture of respect, tolerance, environmental awareness, and social responsibility. We are positioned well to accomplish these goals as a truly comprehensive institution whose faculty and staff have historically collaborated in offering an integrated program of liberal and professional learning in the diverse fields of arts and sciences, business, engineering, law, and pharmacy.

## Our Core Values

Excellence in Teaching, Research, and Scholarship, understanding that our primary purpose is to provide an outstanding education supported by faculty with the highest academic credentials, and with national prominence in their fields.

Student-centered Learning, providing an individualized approach to education which includes a profound commitment to small class sizes, personalized student-faculty relationships, and student engagement and personal growth both within and beyond the classroom.

A Sense of Community, treating every individual as a valued member of our community with a shared sense of purpose and ownership made possible by mutual respect and shared governance.

Cultivation of a Pluralistic Society, celebrating the diversity of our community, locally and globally, and creating a community that fosters tolerance, integrity, accountability, citizenship, and social responsibility.



Innovative Integrated Liberal and Professional Education, constituting the foundation of our undergraduate and graduate curriculum, providing global education, leadership opportunities, and career preparation.

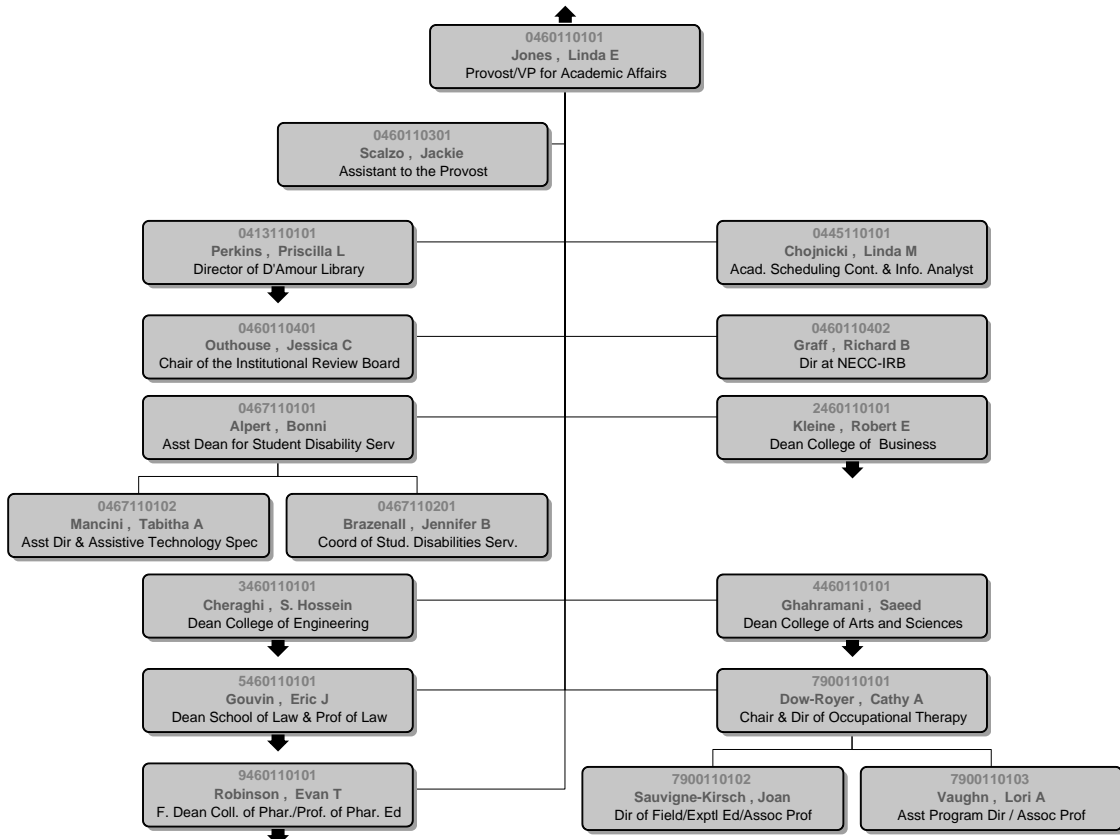
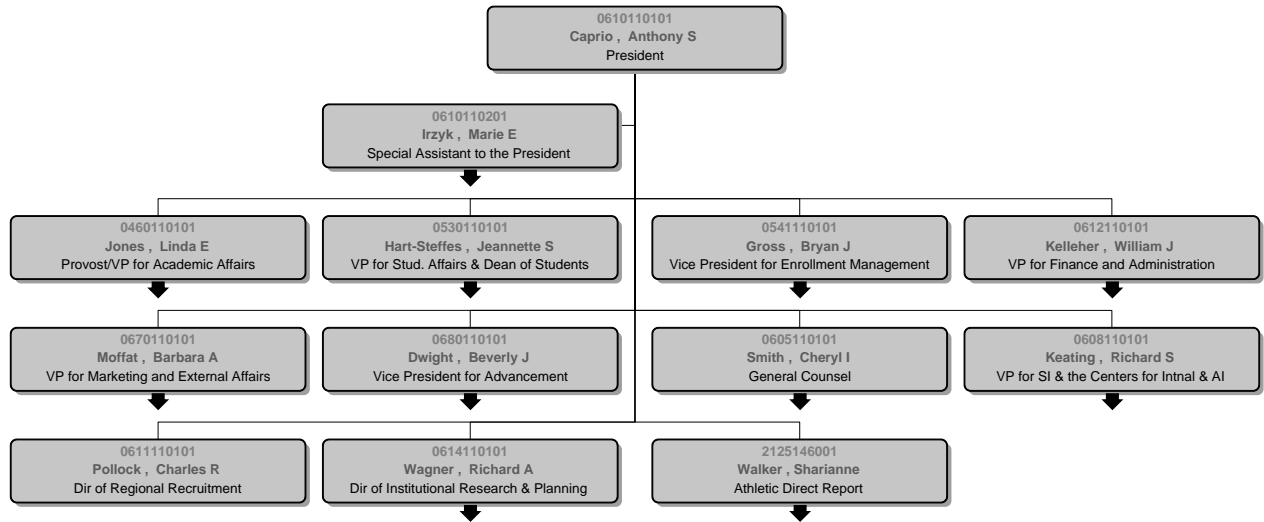
Commitment to Academic, Professional, and Community Service, promoting opportunities for all campus community members to provide responsible service of the highest quality to others.

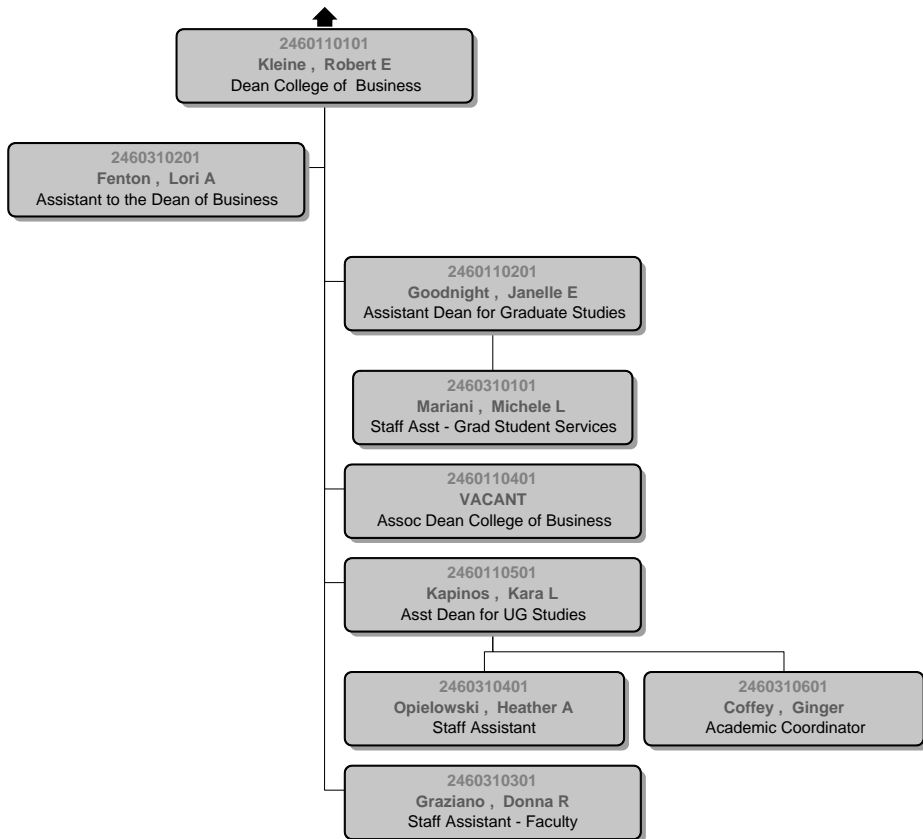
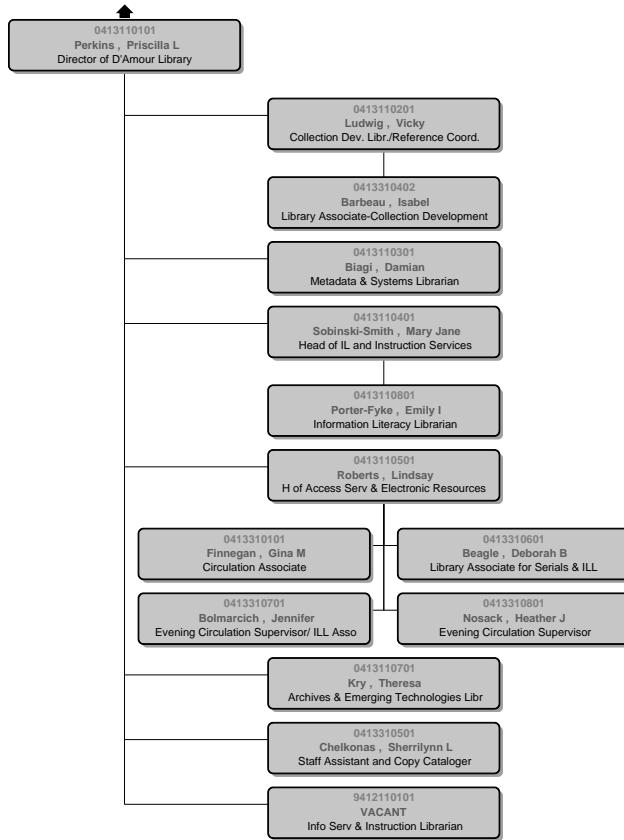
Stewardship of our Campus, caring for the sustainability and aesthetics of the environment both within and beyond the campus.

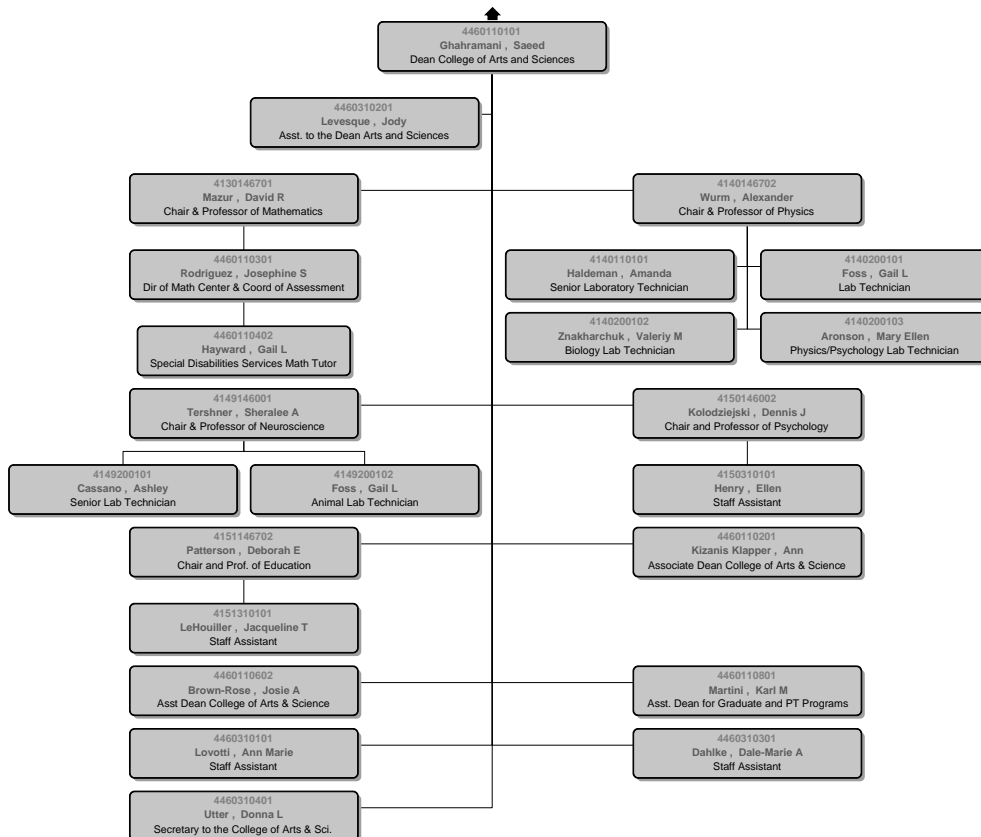
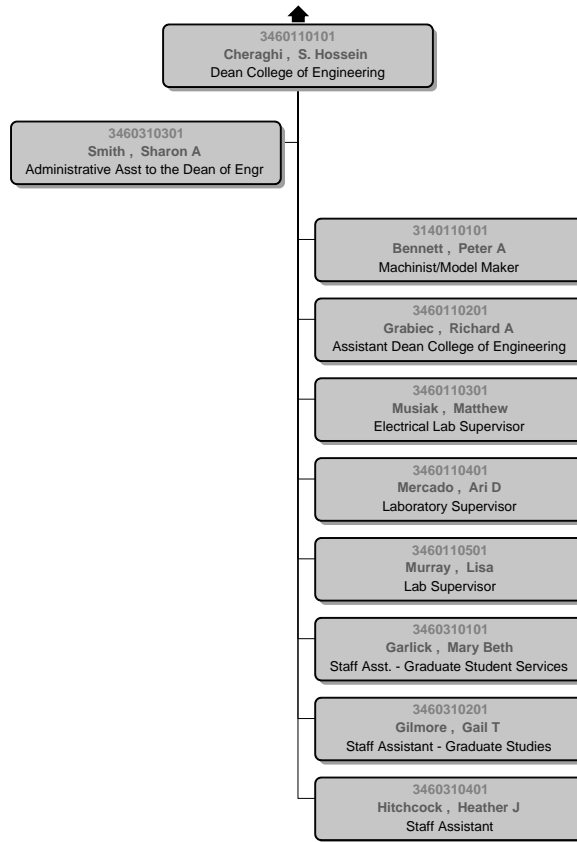
## **Our Vision for Approaching Our Second Century**

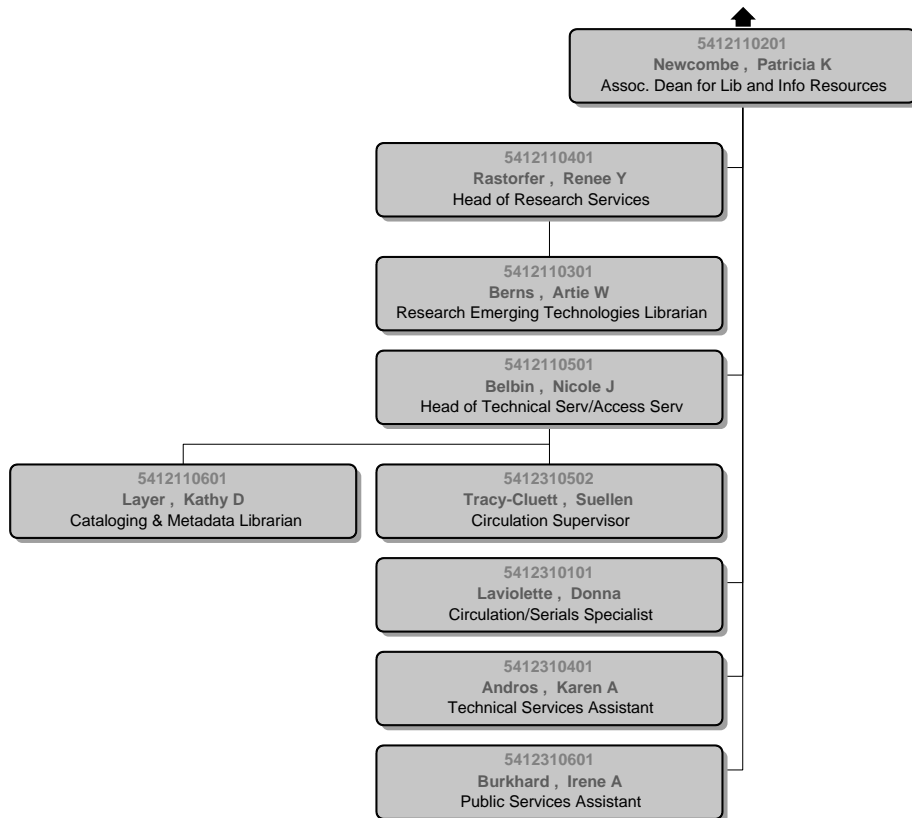
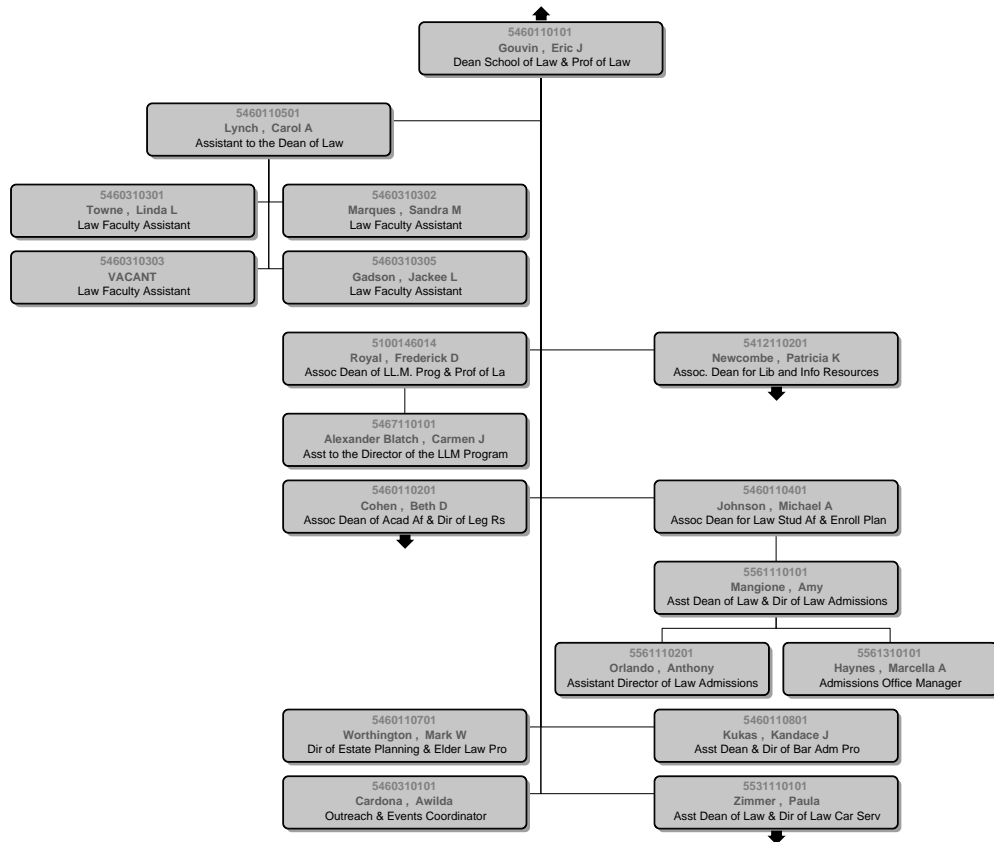
In 2019 Western New England University will celebrate its Centennial as an institution of higher education. Our focus will continue to be on the whole student, but in a twenty-first century context highlighting the demands of a diverse and global society, the accelerating pace of technology, and the necessity of attention to environmental sustainability. Our next decade will be marked by a continued dedication to excellence, visionary thinking, flexibility, and entrepreneurial spirit. We must continue to develop as a comprehensive institution offering an integrated program of liberal and professional undergraduate and graduate education while establishing ourselves in a position of regional leadership and national recognition.

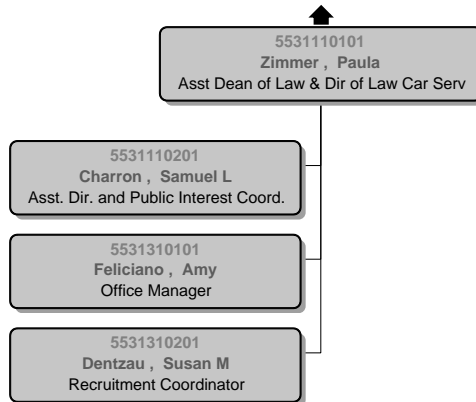
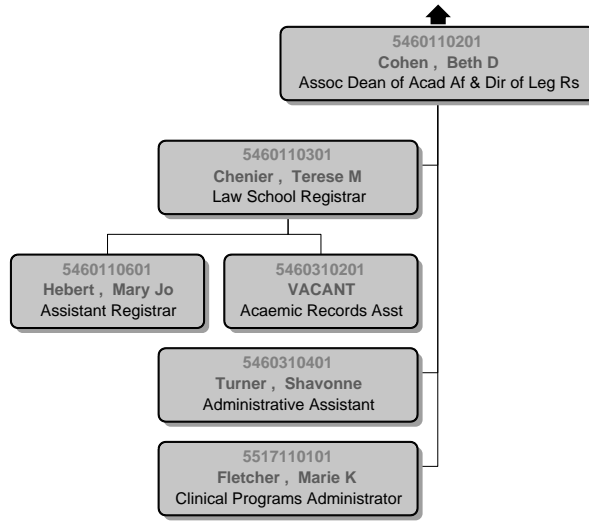
# Western New England University

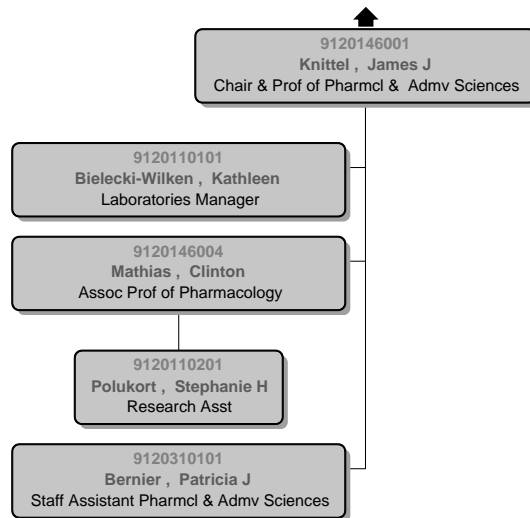
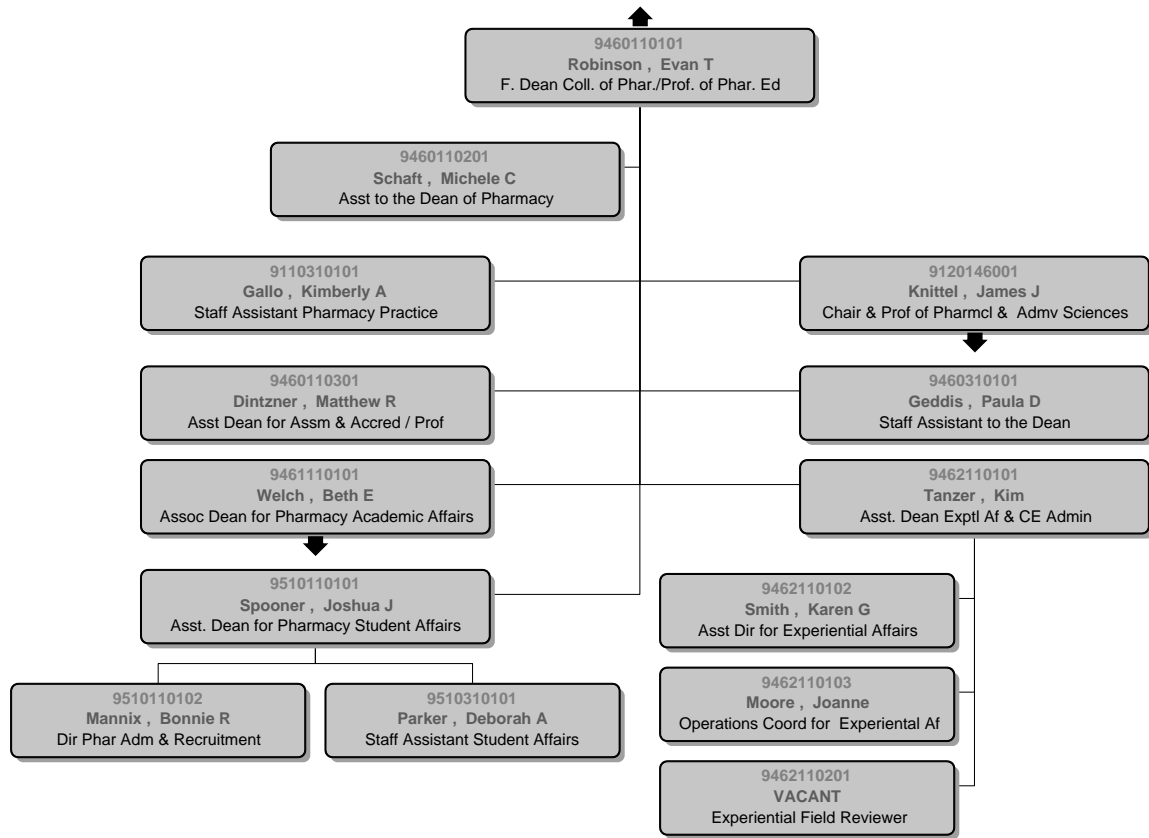


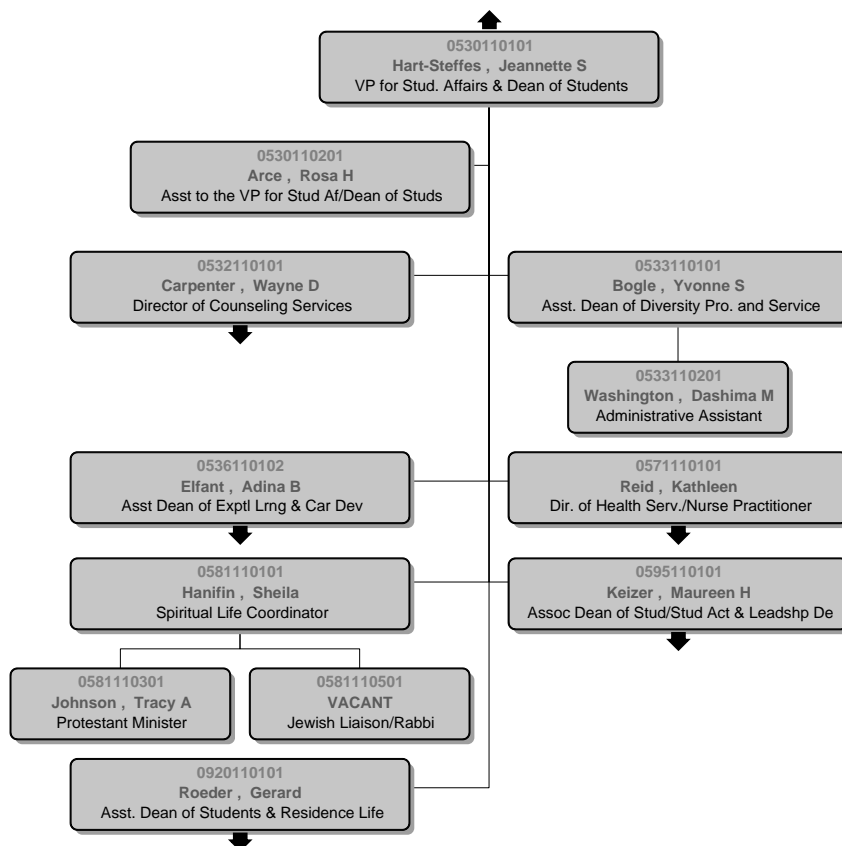
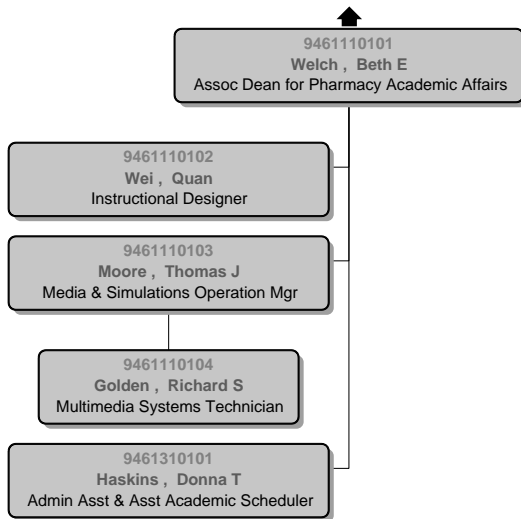




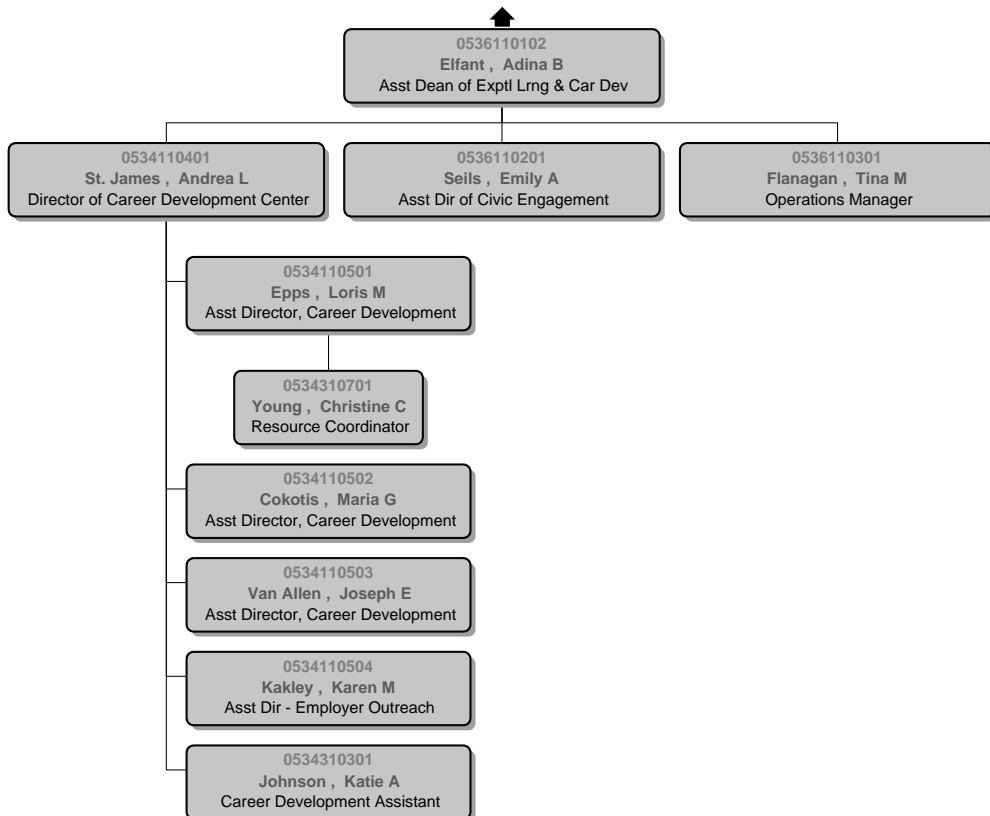
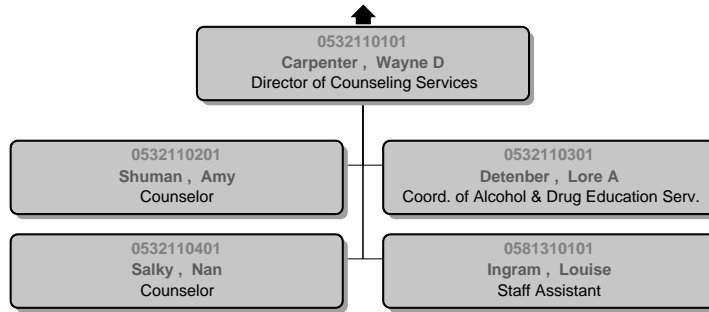


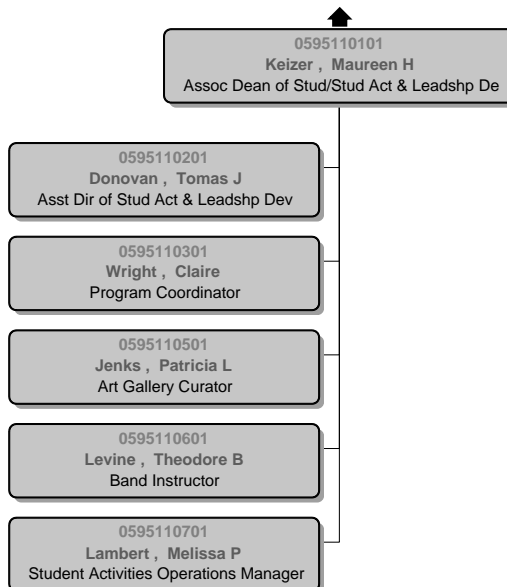
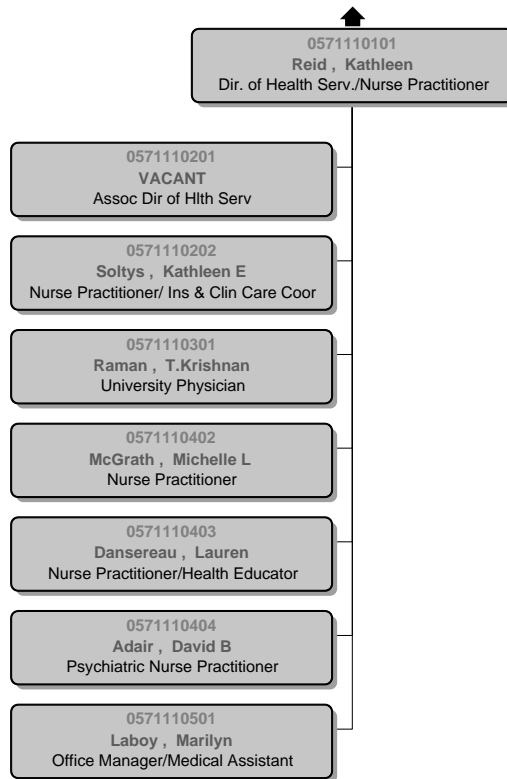


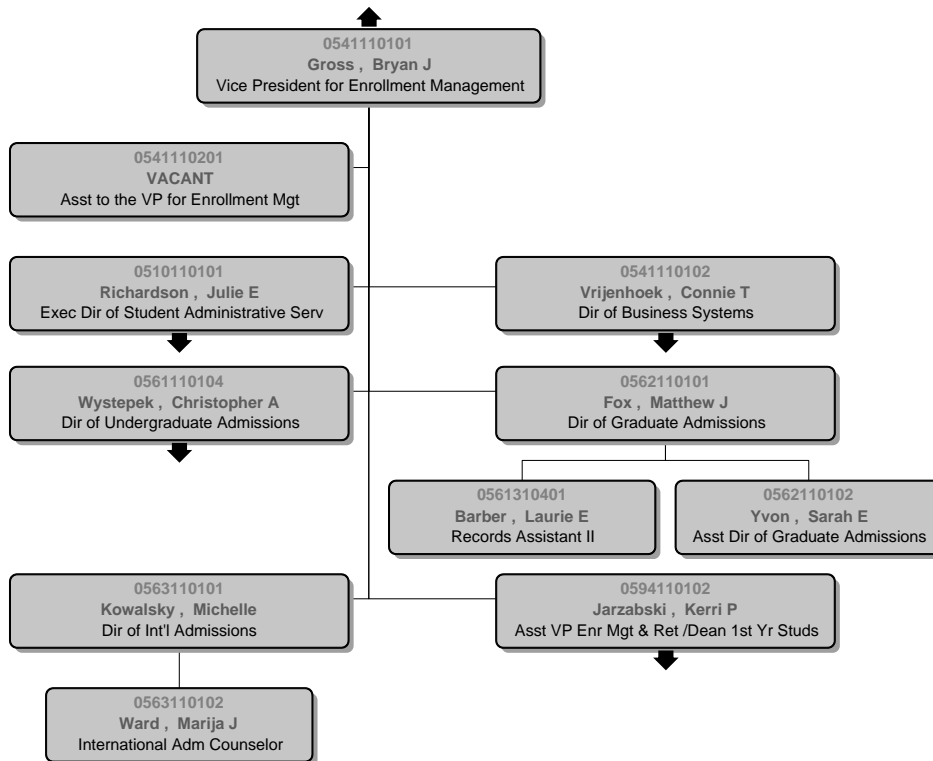
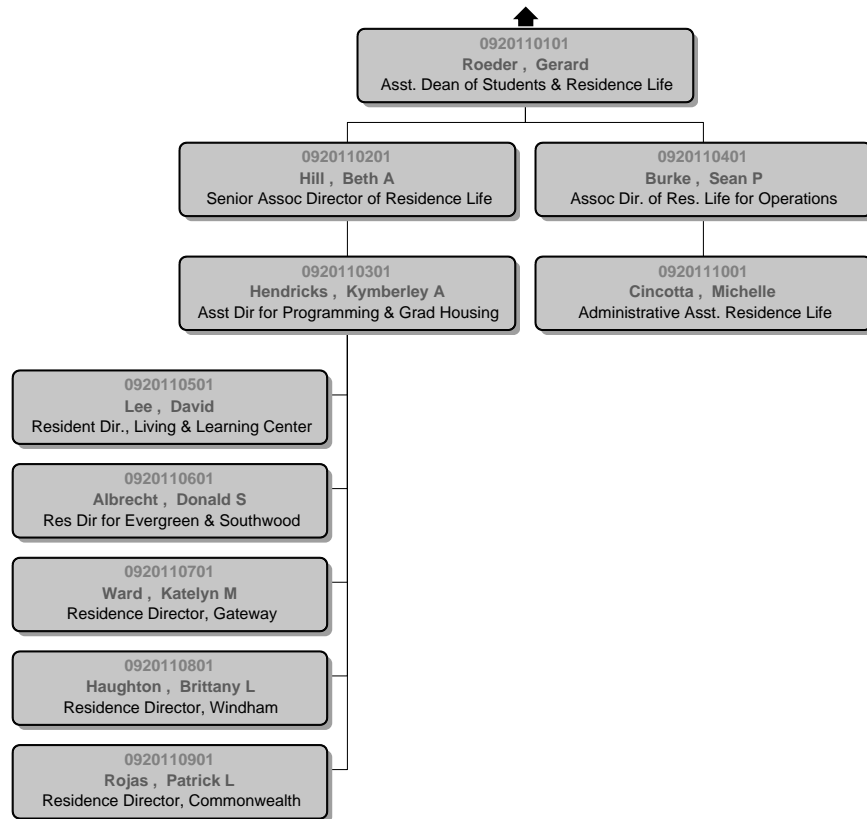


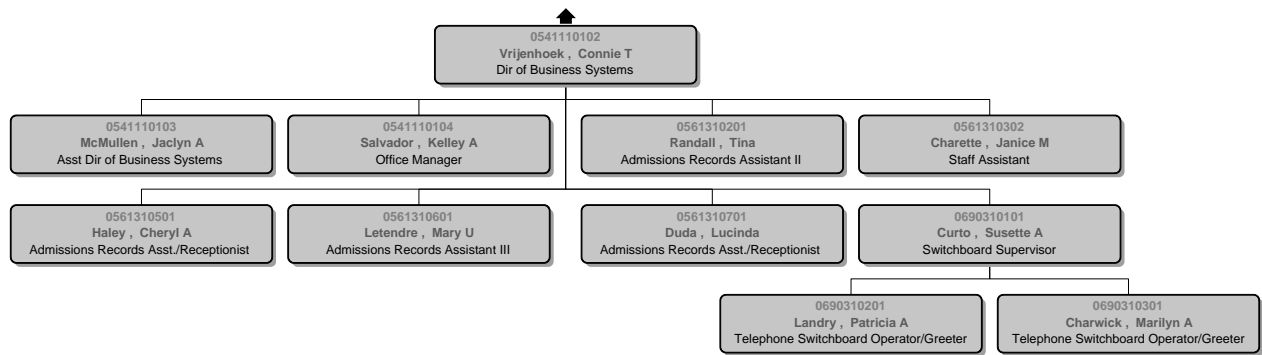
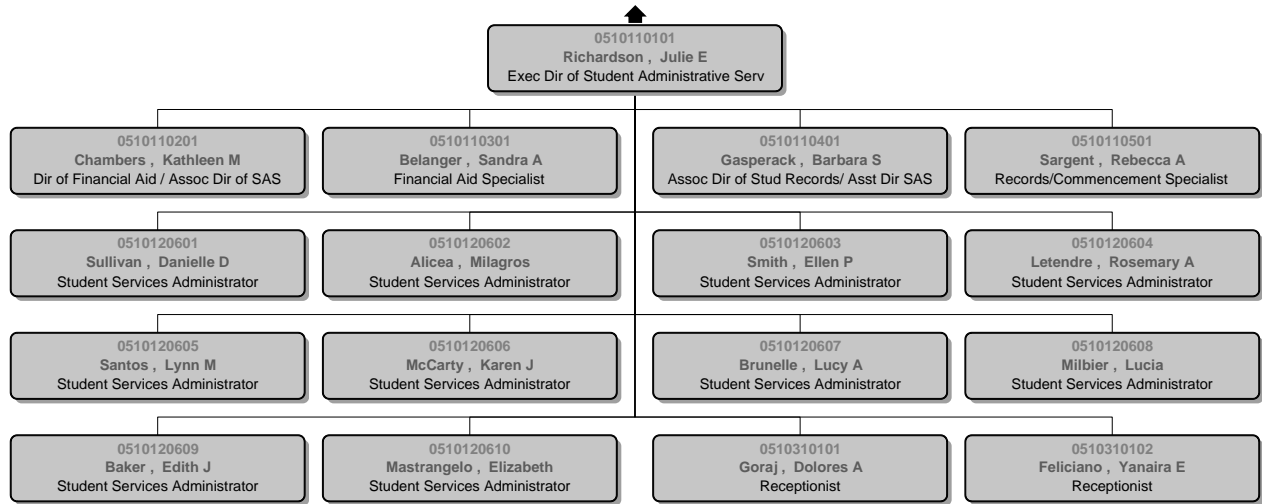


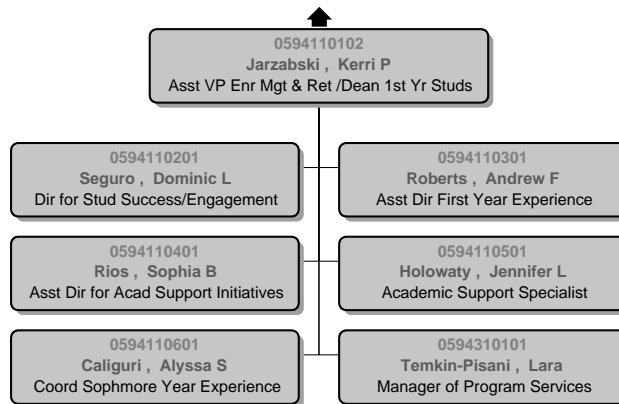
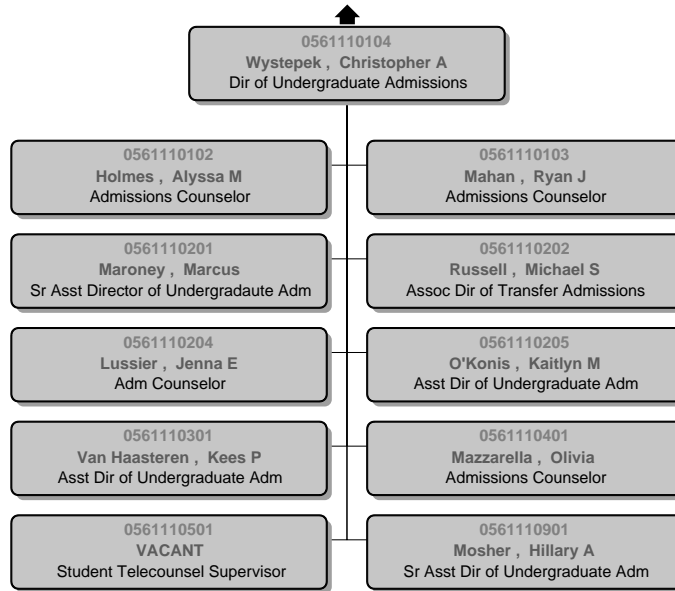


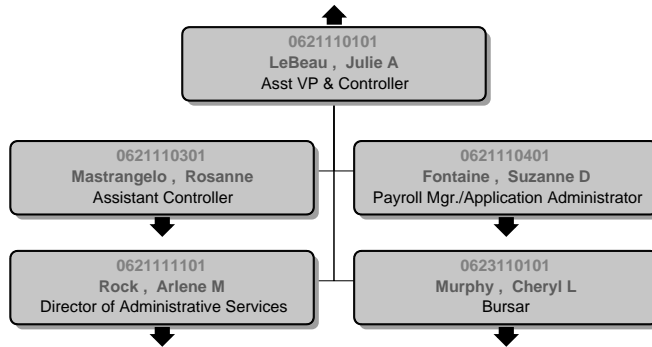
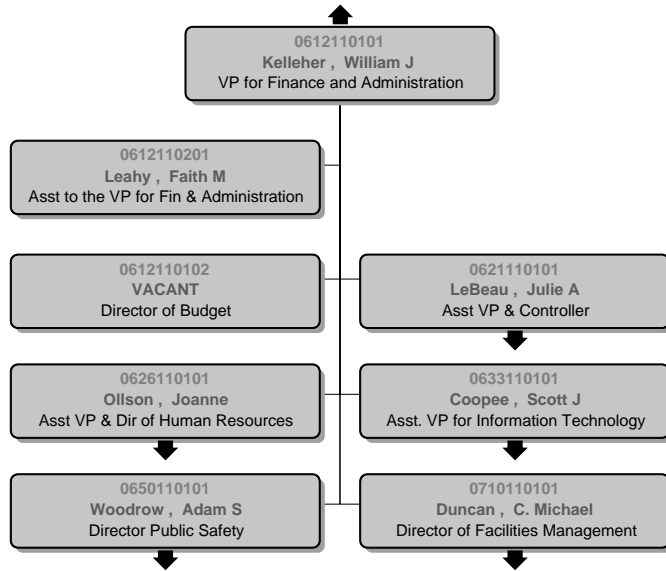


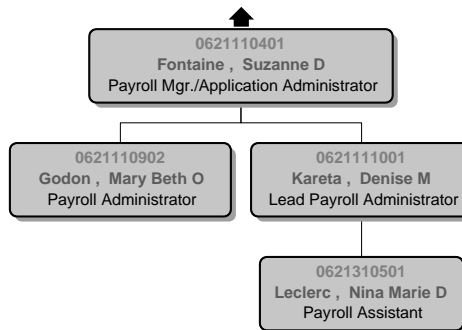
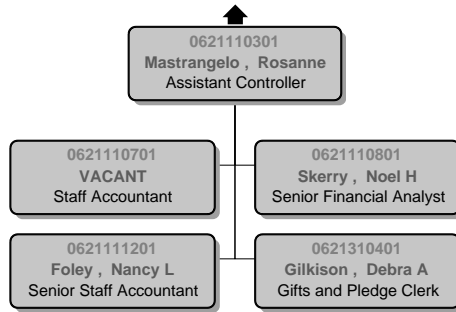


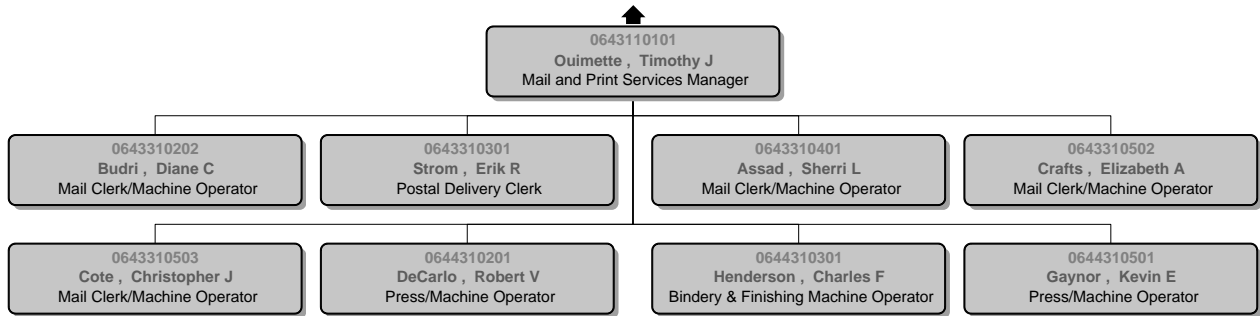
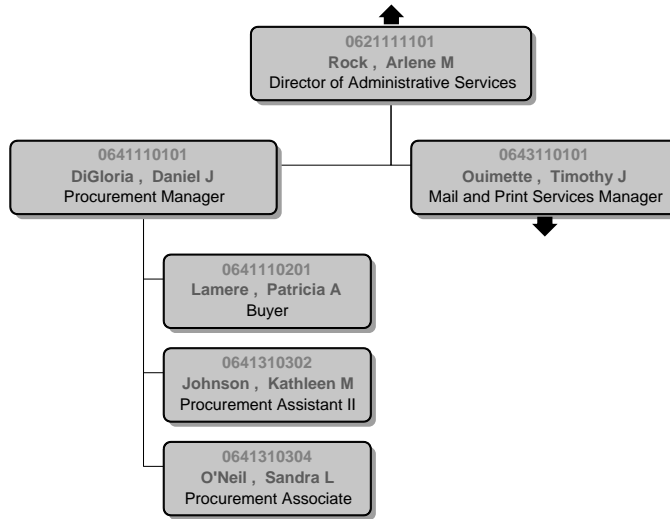




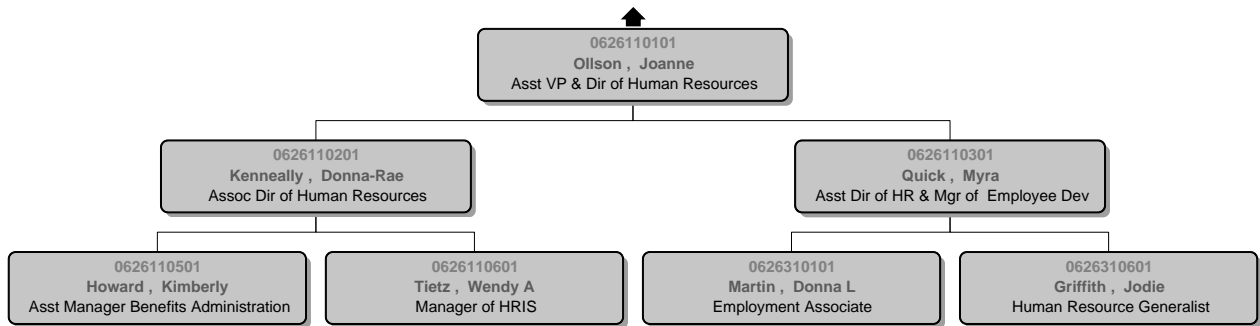
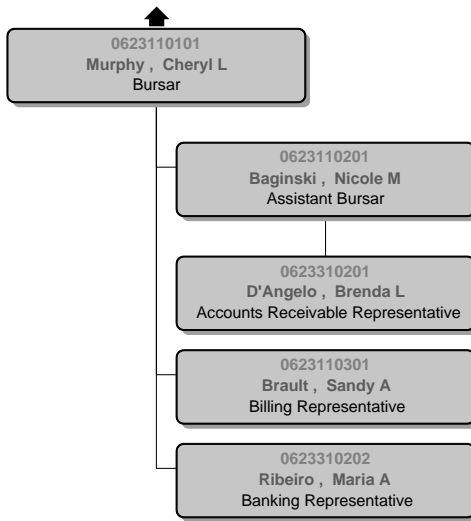


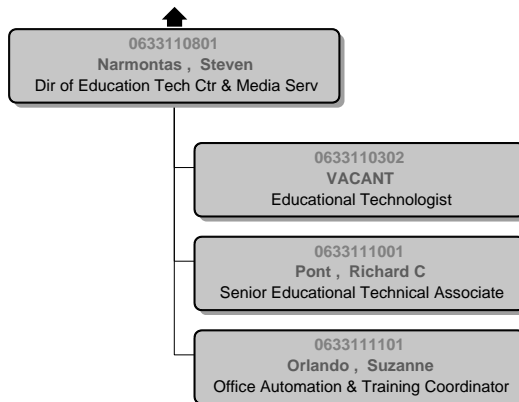
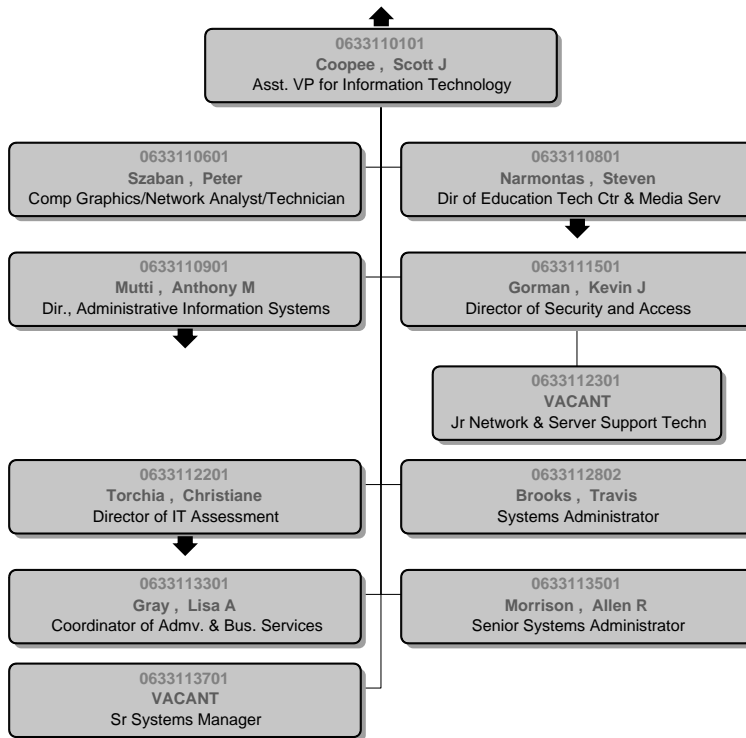


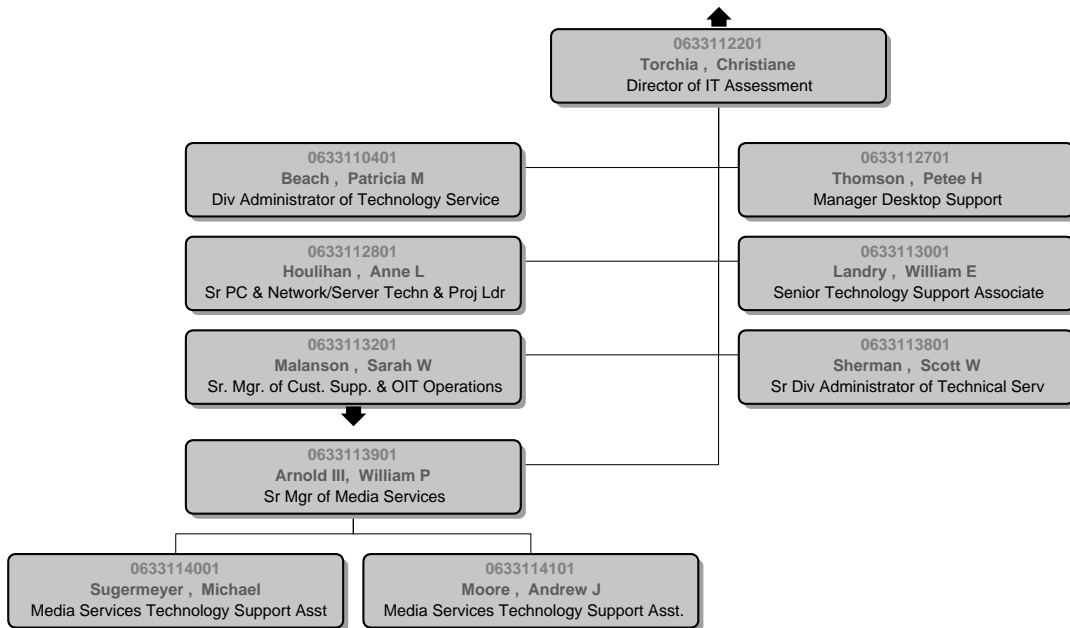
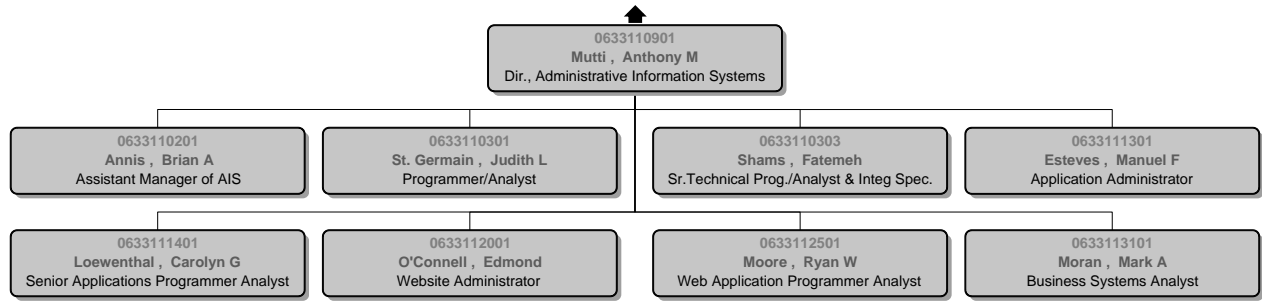


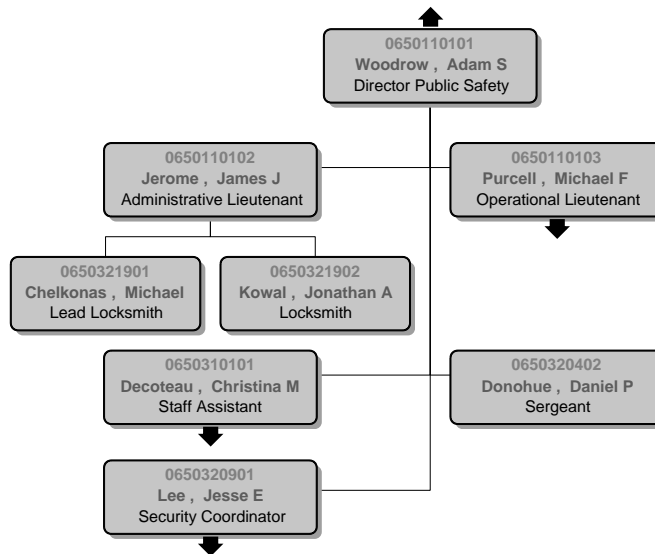
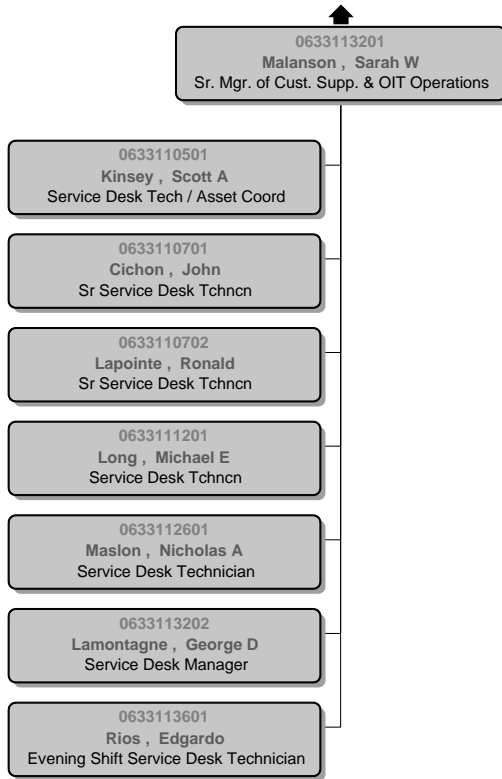


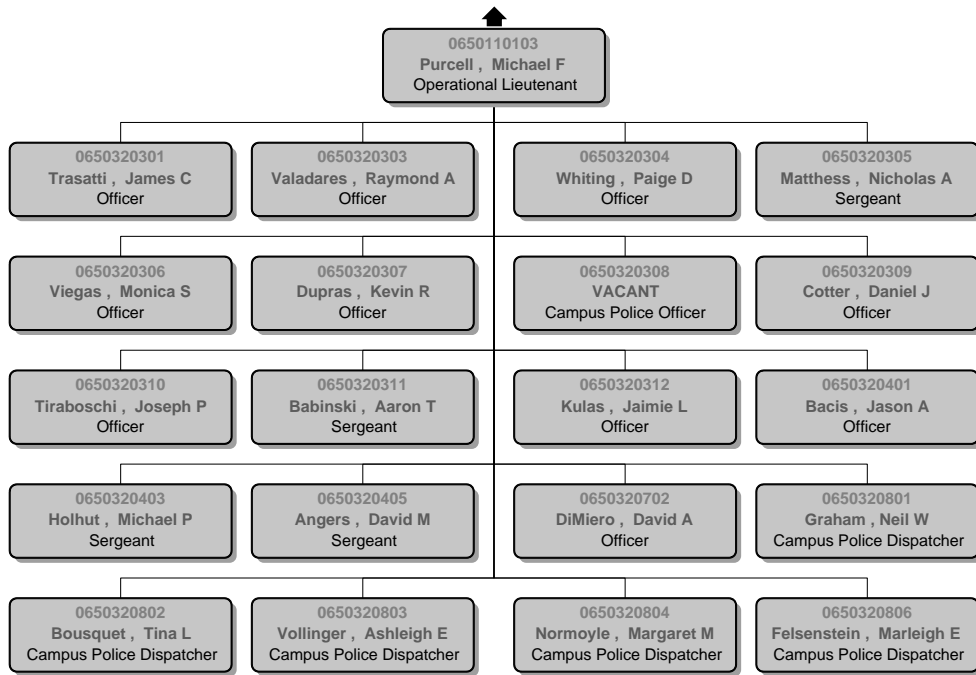


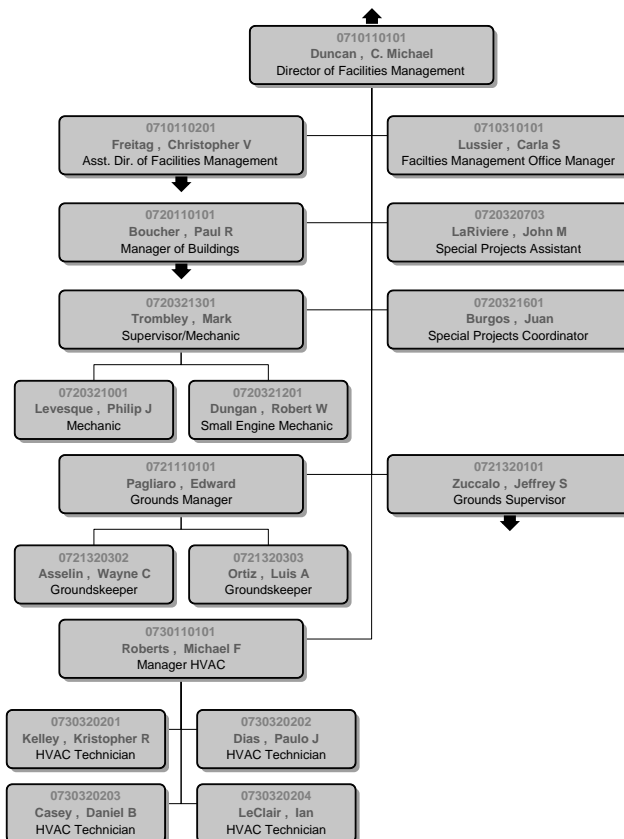
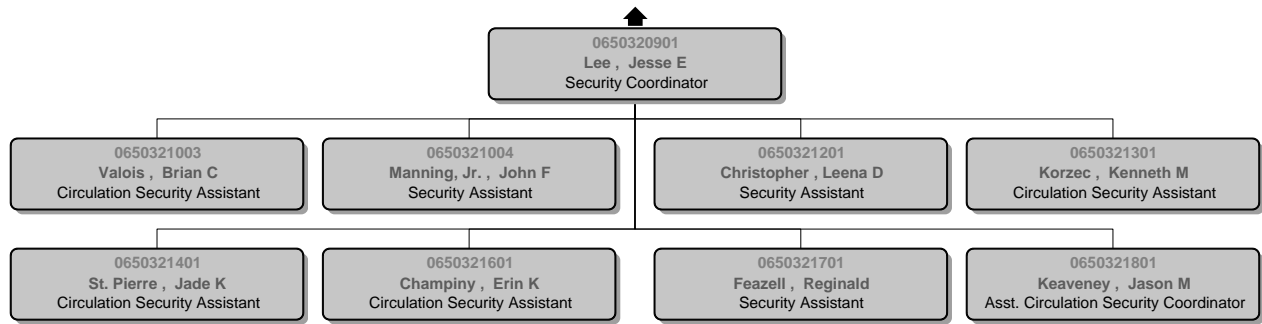


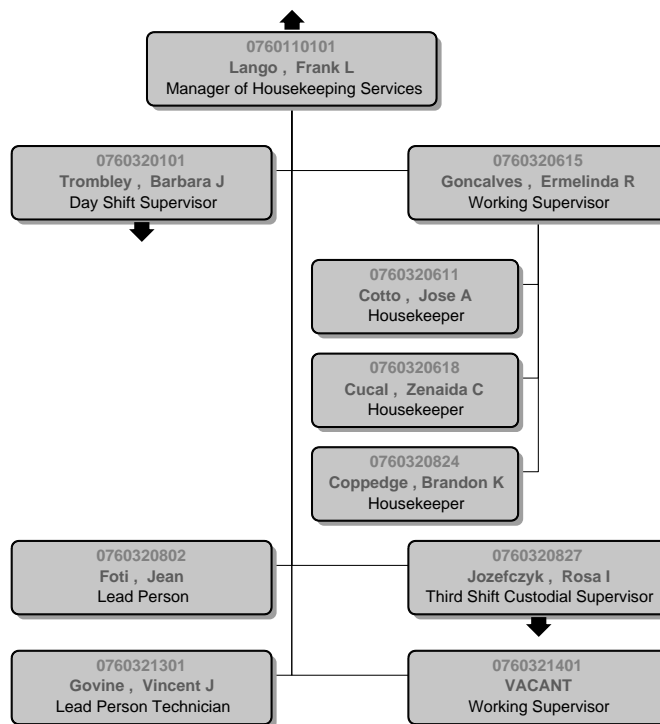
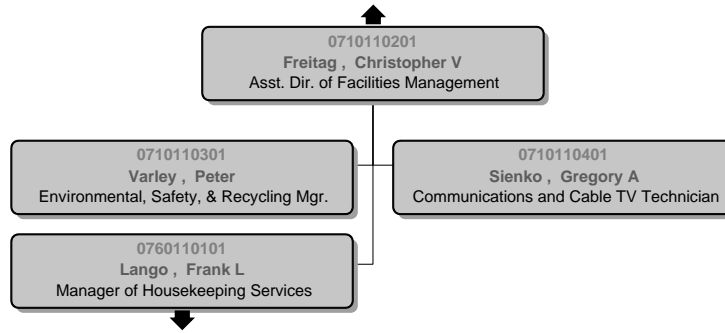


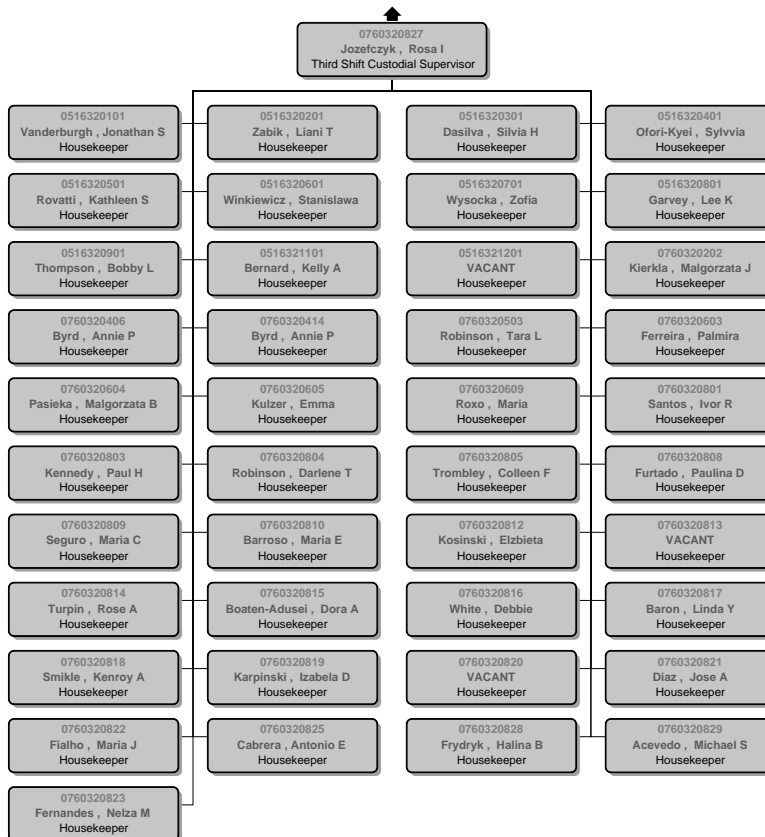
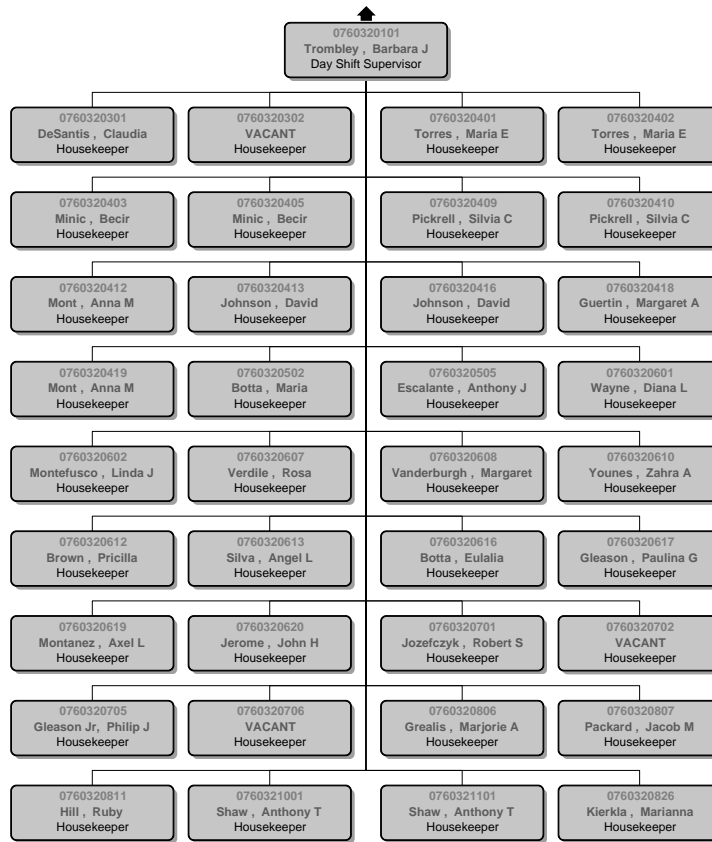




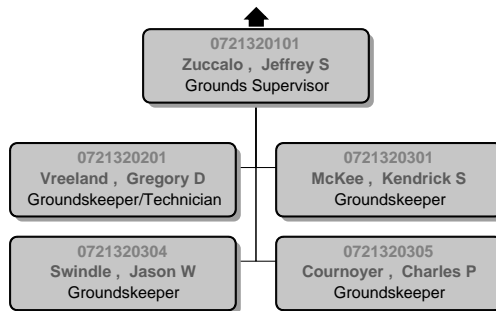
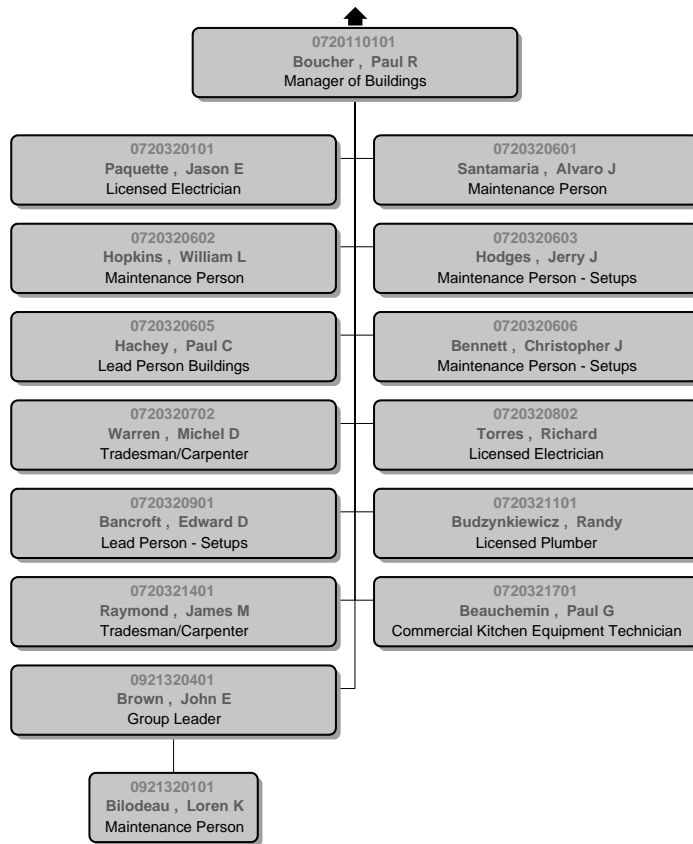


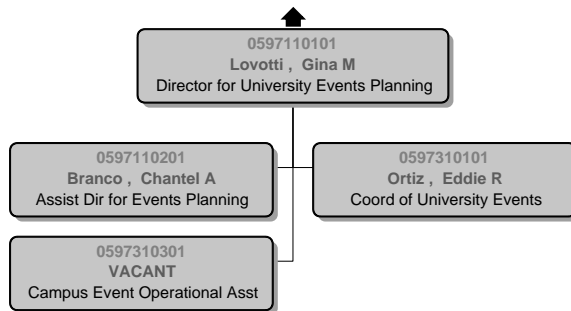
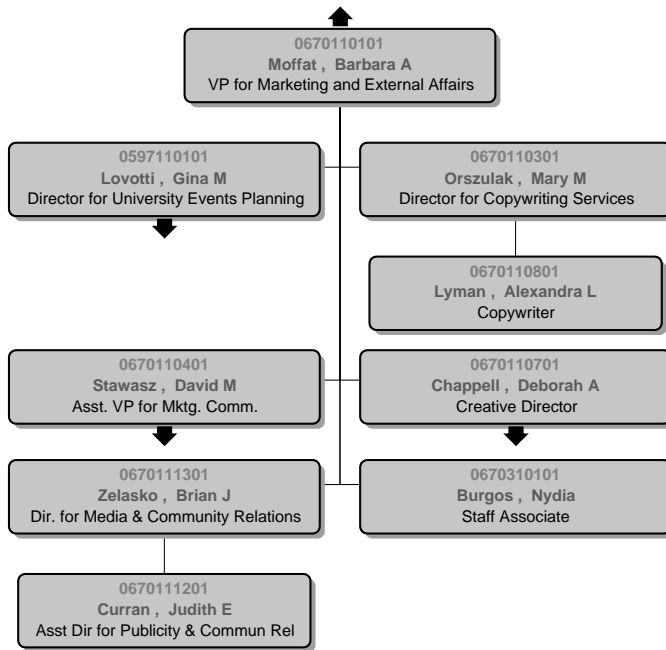


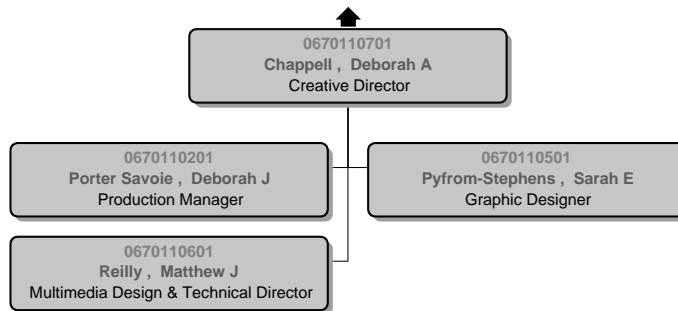
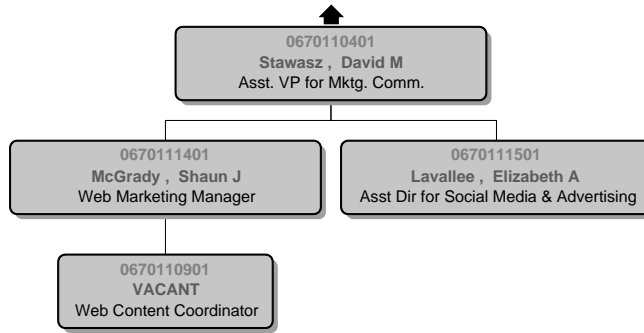


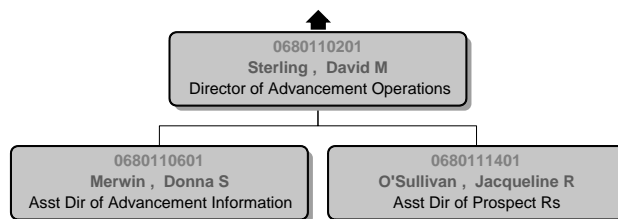
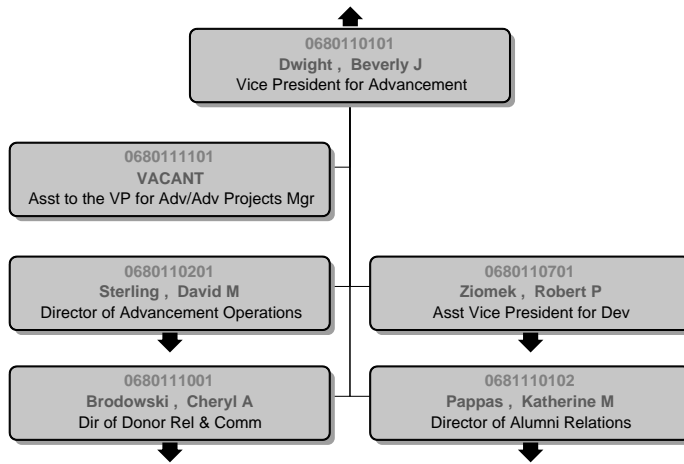


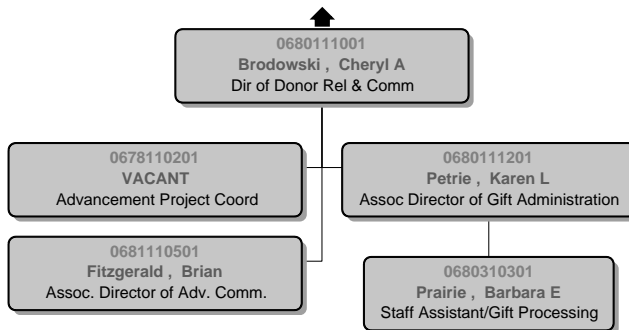
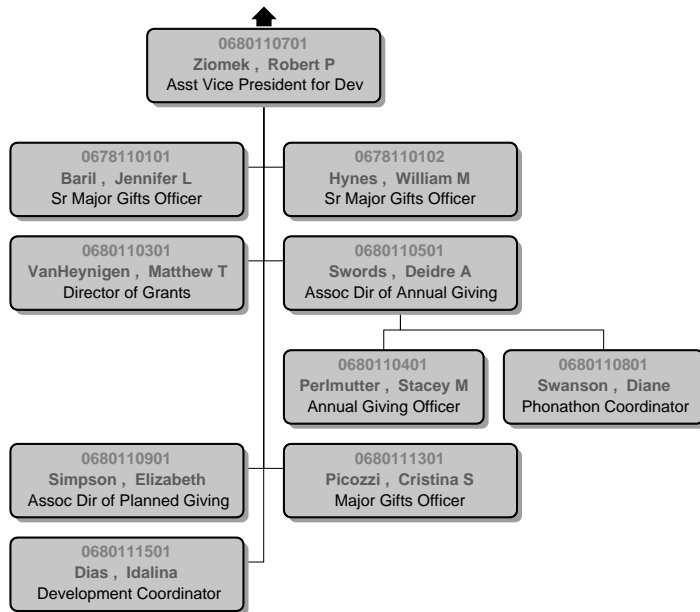


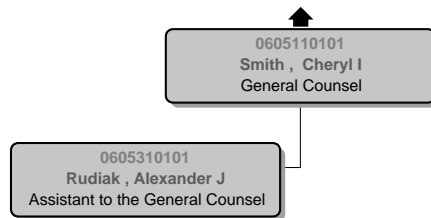
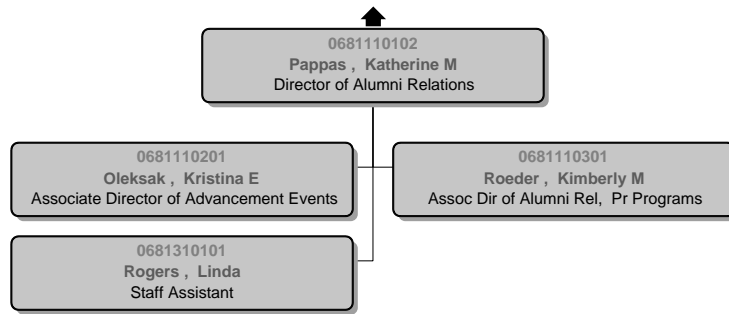


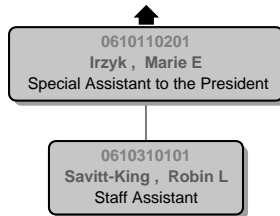
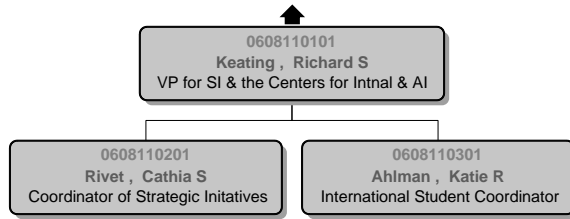










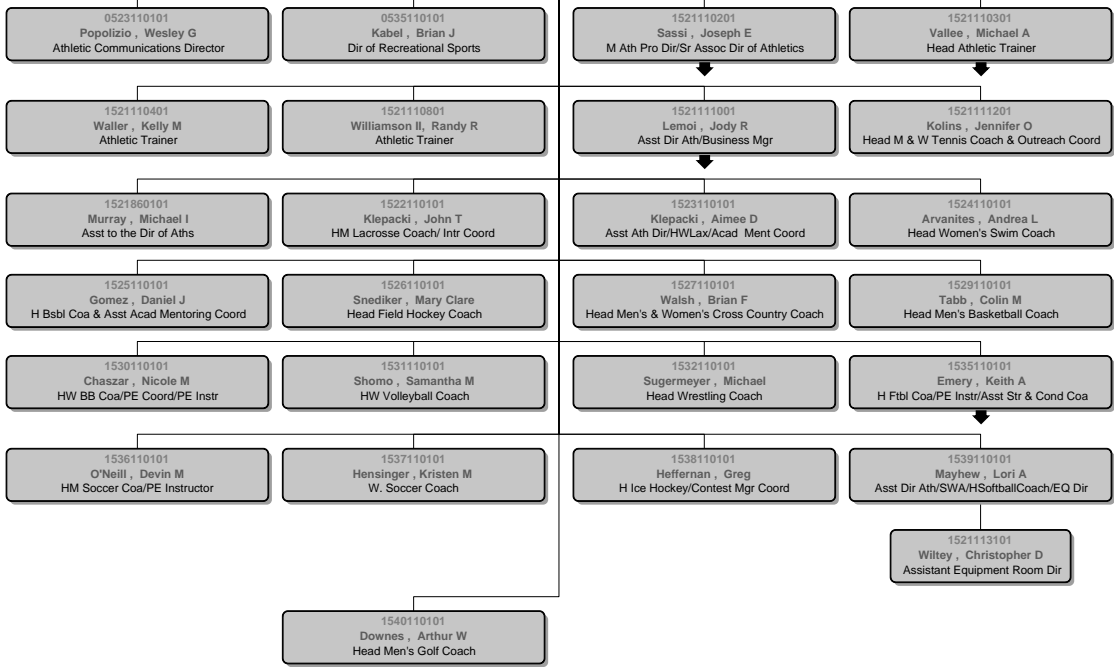


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Dir of Institutional Research & Planning

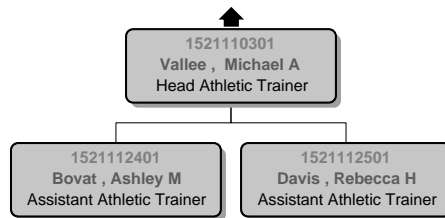
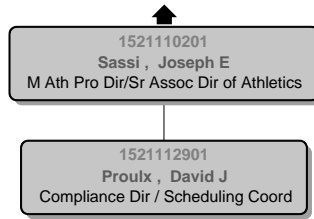
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Grey, Mary M  
Institutional Research Analyst

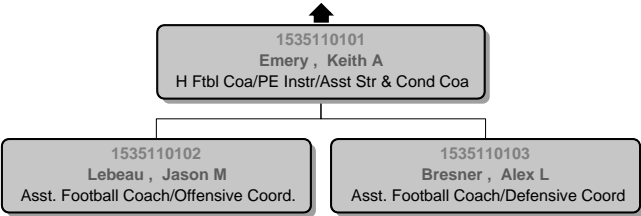
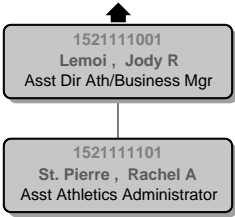
2125146001  
Walker, Sharianne  
Athletic Direct Report

1521110101  
Theulen, Michael  
Dir of Athletics









### Standard 3: Organization and Governance (Locations and Modalities)

#### Campuses, Branches, Locations, and Modalities Currently in Operation (See definitions, below)

(Insert additional rows as appropriate.)

	City	State or Country	Date Initiated	Enrollment*
<input checked="" type="checkbox"/> Main campus	Springfield	MA	1959	4362
<input checked="" type="checkbox"/> Other principal campuses	None			
<input checked="" type="checkbox"/> Branch campuses	None			
<input checked="" type="checkbox"/> Other instructional locations	NECC	MA	2008	n/a
Distance Learning, e-learning				<b>Enrollment*</b>
		<b>Date Initiated</b>		
First on-line course		Fall 1997		
First program 50% or more on-line		Aug 2002		
First program 100% on-line		Aug 2002		
<input checked="" type="checkbox"/> Distance Learning, other Modality	not applicable		<b>Date Initiated</b>	<b>Enrollment*</b>
<input checked="" type="checkbox"/> Correspondence Education	not applicable		<b>Date Initiated</b>	<b>Enrollment*</b>
<input type="checkbox"/> Low-Residency Programs			<b>Date Initiated</b>	<b>Enrollment*</b>
Program Name	MFA in Creative Writing		2014	15

NOTES: WNE has a no-cost contractual arrangement with the New England Center for Children for use of classroom space in support of our on-campus programs in Behavior Analysis. WNE offers programs, such as the MBA which have on-line components and can, but need not, be taken entirely online. E-learning throughout includes only the Master's in Communication, the Master's in Curriculum and Instruction, and the LLM.

#### Definitions

**Main campus:** primary campus, including the principal office of the chief executive officer.

**Other principal campus:** a campus away from the main campus that either houses a portion or portions of the institution's academic program (e.g., the medical school) or a permanent location offering 100% of the degree requirements of one or more of the academic programs offered on the main campus and otherwise meets the definition of the branch campus (below).

**Branch campus (federal definition):** a location of an institution that is geographically apart and independent of the main campus which meets all of the following criteria: a) offers 50% or more of an academic program leading to a degree, certificate, or other recognized credential, or at which a degree may be completed; b) is permanent in nature; c) has its own faculty and administrative or supervisory organization; d) has its own budgetary and hiring authority.

**Instructional location:** a location away from the main campus where 50% or more of a degree or Title-IV eligible certificate can be completed.

**Distance Learning, e-learning:** A degree or Title-IV eligible certificate for which 50% or more of the courses can be completed entirely on-line.

**Distance Learning, other:** A degree or Title IV certificate in which 50% or more of the courses can be completed entirely through a distance learning modality other than e-learning.

**Correspondence Education (federal definition):** Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education.

\* Report here the annual unduplicated headcount for the most recently completed year.

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

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

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree- Seeking FTE
Main Campus FTE	1	2,616	211	294	0	296	24	3,442
Other Campus FTE	0	0	0	0	0	0	0	0
Branches FTE	0	0	0	0	0	0	0	0
Other Locations FTE	0	0	0	0	0	0	0	0
Overseas Locations FTE	0	0	0	0	0	0	0	0
On-Line FTE	0	0	24	0	0	0	0	24
Correspondence FTE	0	0	0	0	0	0	0	0
Low-Residency Programs FTE	0	0	8	0	0	0	0	8
<b>Total FTE</b>	<b>1</b>	<b>2,616</b>	<b>243</b>	<b>294</b>	<b>0</b>	<b>296</b>	<b>24</b>	<b>3,474</b>
Unduplicated Headcount Total	1	2,723	447	294	0	307	57	3,829
Degrees Awarded, Most Recent Year	1	606	221	66	0	105	6	1,005

NOTE: Unduplicated headcount does not count two certificate students.

Student Type/ Location & Modality	Non- Matriculated Students	Visiting Students	Title IV-Eligible Certificates: Students Seeking Certificates	
Main Campus FTE	18	4	0	
Other Campus FTE	n/a	n/a	n/a	n/a
Branches FTE	n/a	n/a	n/a	n/a
Other Locations FTE	n/a	n/a	n/a	n/a
Overseas Locations FTE	n/a	n/a	n/a	n/a
On-Line FTE	n/a	n/a	n/a	n/a
Correspondence FTE	n/a	n/a	n/a	n/a
Low-Residency Programs FTE	n/a	n/a	n/a	n/a
<b>Total FTE</b>	<b>18</b>	<b>4</b>	<b>0</b>	
Unduplicated Headcount Total	30	18	0	
Certificates Awarded, Most Recent Year	2	0	n/a	

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

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

**Standard 4: The Academic Program**  
**Headcount by UNDERGRADUATE Program Type**

	3 Years Prior (FY 2014)	2 Years Prior (FY2015)	1 Year Prior (FY 2016)	Current Year* (FY 2017)	Next Year Forward (goal) (FY 2018)
For Fall Term, as of Census Date Certificate	0	0	0	0	0
Associate	2	0	0	1	0
Baccalaureate	2,665	2,732	2,733	2,723	2,760
<b>Total Undergraduate</b>	<b>2,667</b>	<b>2,732</b>	<b>2,733</b>	<b>2,724</b>	<b>2,760</b>

4.2

**Standard 4: The Academic Program**  
**Headcount by GRADUATE Program Type**

	3 Years Prior (FY 2014)	2 Years Prior (FY2015)	1 Year Prior (FY 2016)	Current Year* (FY 2017)	Next Year Forward (goal) (FY 2018)
For Fall Term, as of Census Date					
Master's	504	535	540	485	525
Doctorate	49	52	58	57	60
First Professional	573	638	615	563	520
Other (Certificates)	7	9	8	2	5
<b>Total Graduate</b>	<b>1,133</b>	<b>1,234</b>	<b>1,221</b>	<b>1,107</b>	<b>1,110</b>

4.3

**Standard 4: The Academic Program**  
**(Credit Hours Generated at Undergraduate and Graduate Levels)**



	3 Years Prior (FY 2014)	2 Years Prior (FY2015)	1 Year Prior (FY 2016)	Current Year* (FY 2017)	Next Year Forward (goal) (FY 2018)
For Academic Year Undergraduate	78,132	81,436	81,466	81,000	81,300
Graduate	24,033	28,497	28,014	27,000	26,500

\*"Current Year" refers to the year in which the interim report is submitted to the Commission.

NOTE: Credit hours will not match IPEDS submission as professional practice is included with Graduate.

**Standard 5: Faculty  
(Rank, Fall Term)**

?

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year*		Next Year Forward (goal)	
	(FY 2014)		(FY 2015)		(FY 2016)		(FY 2017)		(FY 2018)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
<b>Number of Faculty</b>										
Professor	82	-	80	-	76	-	82	-	80	
Associate	52	-	54	-	52	-	53	-	55	
Assistant	65	-	77	-	77	-	75	-	78	
Instructor	22	142	20	124	24	148	27	140	26	110
Other	0	-	-	-	-	-	-	-	-	-
Total	221	142	231	124	229	148	237	140	239	110

5.1

**(Appointments, Tenure, Departures, and Retirements, Full Academic Year)**

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year		Next Year Forward (goal)	
	(FY 2014)		(FY 2015)		(FY 2016)		(FY 2017)		(FY 2018)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
<b># of Faculty Appointed</b>	21		21		10		16		14	
<b># of Faculty in Tenured Positions</b>	122		124		125		130		127	
<b># of Faculty Departing</b>	7		9		9		6		6	
<b># of Faculty Retiring</b>	4		2		3		2		3	

NOTE: Faculty status determined by AAUP definition, not faculty/tenure status of the individual faculty member.

\*"Current Year" refers to the year in which the interim report is submitted to the Commission.

5.3

**Standard 6: Students  
(Admissions, Fall Term)**

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year* (FY 2017)	Next Year Forward (goal) (FY 2018)
<b>Freshmen - Undergraduate</b>					
Completed Applications	5,988	6,216	6,207	6,399	6,500
Applications Accepted	4,881	4,982	5,024	5,094	5,150
Applicants Enrolled	697	758	719	723	765
% Accepted of Applied	81.5%	80.1%	80.9%	79.6%	79.2%
% Enrolled of Accepted	14.3%	15.2%	14.3%	14.2%	14.9%
<b>Percent Change Year over Year</b>					
Completed Applications	-	3.8%	-0.1%	3.1%	1.6%
Applications Accepted	-	2.1%	0.8%	1.4%	1.1%
Applicants Enrolled	-	8.8%	-5.1%	0.6%	5.8%
<b>Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)</b>					
Comp.SAT Math+Critical Reading Mean	1066	1066	1066	1091	1090
<b>Transfers - Undergraduate</b>					
Completed Applications	373	438	438	379	360
Applications Accepted	241	272	278	267	250
Applications Enrolled	88	131	111	109	95
% Accepted of Applied	64.6%	62.1%	63.5%	70.4%	69.4%
% Enrolled of Accepted	36.5%	48.2%	39.9%	40.8%	38.0%
<b>Master's Degree</b>					
Completed Applications	180	204	256	377	433
Applications Accepted	143	145	190	225	258
Applications Enrolled	97	100	110	110	129
% Accepted of Applied	79.4%	71.1%	74.2%	59.7%	59.6%
% Enrolled of Accepted	67.8%	69.0%	57.9%	48.9%	50.0%
<b>First Professional Degree - All Programs</b>					
Completed Applications	731	1,086	1,043	986	1,020
Applications Accepted	602	632	565	499	480
Applications Enrolled	125	196	165	147	145
% Accepted of Applied	82.4%	58.2%	54.2%	50.6%	47.1%
% Enrolled of Accepted	20.8%	31.0%	29.2%	29.5%	30.2%
<b>Doctoral Degree</b>					
Completed Applications	18	26	24	31	35
Applications Accepted	10	14	14	13	16
Applications Enrolled	10	10	12	10	12
% Accepted of Applied	55.6%	53.8%	58.3%	41.9%	45.7%
% Enrolled of Accepted	100.0%	71.4%	85.7%	76.9%	75.0%

\*"Current Year" refers to the year in which the interim report is submitted to the Commission.

NOTE: Aptitude of enrollees is defined by SAT Math and Critical Reading composite mean. Some programs became test optional for Fall 2016. First-professional applications do not include post-JD LL.Ms.

**Standard 6: Students**  
**(Enrollment, Fall Census Date)**

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year* (FY 2017)	Next Year Forward (goal) (FY 2018 )
<b>UNDERGRADUATE</b>		?				
First Year	Full-Time Headcount	751	797	754	762	810
	Part-Time Headcount	7	8	10	5	5
	Total Headcount	758	805	764	767	815
	Total FTE	754.0	801.0	758.0	765.0	812.0
Second Year	Full-Time Headcount	642	595	697	629	634
	Part-Time Headcount	6	12	9	12	10
	Total Headcount	648	607	703	641	644
	Total FTE	645.0	601.0	701.0	635.0	639.0
Third Year	Full-Time Headcount	588	612	568	643	573
	Part-Time Headcount	47	32	34	36	35
	Total Headcount	635	644	602	679	608
	Total FTE	608.0	627.0	583.0	657.0	587.0
Fourth Year	Full-Time Headcount	517	572	559	546	591
	Part-Time Headcount	90	94	95	84	95
	Total Headcount	607	666	654	630	686
	Total FTE	557.0	612.0	605.0	580.0	631.0
Unclassified	Full-Time Headcount	-	-	-	-	-
	Part-Time Headcount	19	10	7	7	7
	Total Headcount	19	10	7	7	7
	Total FTE	4.0	2.0	2.0	2.0	2.0
<b>Total Undergraduate Students</b>						
	Full-Time Headcount	2,498	2,576	2,578	2,580	2,608
	Part-Time Headcount	169	156	155	144	152
	Total Headcount	2,667	2,732	2,733	2,724	2,760
	Total FTE	2,568.0	2,643.0	2,649.0	2,639.0	2,671.0
	% Change FTE Undergraduate	na	2.9%	0.2%	-0.4%	1.2%
<b>GRADUATE</b>		?				
	Full-Time Headcount	457	534	509	468	460
	Part-Time Headcount	676	700	712	639	650
	Total Headcount	1,133	1,234	1,221	1,107	1,110
	Total FTE	819.0	881.0	851.0	835.0	830.0
	% Change FTE Graduate	na	7.6%	-3.4%	-1.9%	-0.6%
<b>GRAND TOTAL</b>						
	Grand Total Headcount	3,800	3,966	3,954	3,831	3,870
	Grand Total FTE	3,387.0	3,524.0	3,500.0	3,474.0	3,501.0
	% Change Grand Total FTE	na	4.0%	-0.7%	-0.7%	0.8%

\*"Current Year" refers to the year in which the interim report is submitted to the Commission.

NOTE: Full-time graduate FTEs are calculated on the basis of headcount, not credit hours. Part-time graduate FTEs are calculated on the basis of 9 credit hours per FTE. Current year bachelor's includes one associate degree student.



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

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

<http://www1.wne.edu/about/index.cfm?n>

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Budget*	Next Year Forward (goal)
(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)

### ? Student Financial Aid

Total Federal Aid	\$32,110,834	\$34,038,390	\$32,733,187	\$33,400,000	\$32,400,000
Grants	\$4,782,248	\$5,124,120	\$5,020,571	\$5,000,000	\$5,000,000
Loans	\$25,919,485	\$27,464,910	\$26,295,166	\$27,000,000	\$26,000,000
Work Study	\$1,409,101	\$1,449,360	\$1,417,450	\$1,400,000	\$1,400,000
Total State Aid	\$797,962	\$861,883	\$873,518	\$870,000	\$860,000
Total Institutional Aid	\$39,932,735	\$43,613,971	\$46,052,596	\$43,063,924	\$44,000,000
Grants	\$39,932,735	\$43,613,971	\$46,052,596	\$43,063,924	\$44,000,000
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$10,995,708	\$12,373,903	\$13,183,604	\$13,500,000	\$14,500,000
Grants	\$748,287	\$1,038,172	\$1,013,398	\$1,000,000	\$1,000,000
Loans	\$10,247,421	\$11,335,731	\$12,170,206	\$12,500,000	\$13,500,000

### Student Debt

Percent of students graduating with debt\*\*

Undergraduates	84%	84%	82%	n/a	82%
Graduates	58%	62%	58%	n/a	58%

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$38,263	\$42,518	\$41,741	n/a	\$41,500
Graduates	\$47,229	\$55,893	\$61,097	n/a	\$62,000

Average amount of debt for students leaving the institution without a degree

Undergraduates	Our current legacy systems do not support calculation of these statistics. Will be rectified by next NEASC visit through Ellucian.				
Graduate Students					

### Percent of First-year students in Developmental Courses\*\*\*

English as a Second/Other Language	0%	0%	0%	0%	0%
English (reading, writing, communication skills)	0%	0%	0%	0%	0%
Math	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%

### Three-year Cohort Default Rate

	(FY 2014)	(FY 2015)	(FY 2016)
Most recent three years	5.60%	4.30%	4.00%

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

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

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

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

FISCAL YEAR ENDS month & day: ( / )		2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Most Recent Year (FY 2016)	Percent Change yrs-1 yr prior      1 yr-most recent	
<b>ASSETS</b>						
P	CASH AND SHORT TERM INVESTMENTS	\$10,593	\$9,948	\$10,589	-6.1%	6.4%
P	CASH HELD BY STATE TREASURER				-	-
P	DEPOSITS HELD BY STATE TREASURER				-	-
P	ACCOUNTS RECEIVABLE, NET	\$1,587	\$1,669	\$1,557	5.2%	-6.7%
P	CONTRIBUTIONS RECEIVABLE, NET	\$1,018	\$801	\$573	-21.3%	-28.5%
P	INVENTORY AND PREPAID EXPENSES	\$3,688	\$2,044	\$2,519	-44.6%	23.2%
P	LONG-TERM INVESTMENTS	\$68,124	\$69,432	\$66,344	1.9%	-4.4%
P	LOANS TO STUDENTS	\$5,302	\$5,297	\$5,094	-0.1%	-3.8%
P	FUNDS HELD UNDER BOND AGREEMENT	\$1,560	\$1,560	\$8,044	0.0%	415.6%
P	PROPERTY, PLANT AND EQUIPMENT, NET	\$129,429	\$129,658	\$126,121	0.2%	-2.7%
P	OTHER ASSETS	\$805	\$813	\$755	1.0%	-7.1%
	<b>TOTAL ASSETS</b>	<b>\$222,106</b>	<b>\$221,222</b>	<b>\$221,596</b>	<b>-0.4%</b>	<b>0.2%</b>
<b>LIABILITIES</b>						
P	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	\$10,390	\$9,158	\$9,708	-11.9%	6.0%
P	DEFERRED REVENUE & REFUNDABLE ADVANCES	\$4,053	\$3,629	\$3,366	-10.5%	-7.2%
P	DUE TO STATE				-	-
P	DUE TO AFFILIATES				-	-
P	ANNUITY AND LIFE INCOME OBLIGATIONS	\$164	\$136	\$126	-17.1%	-7.4%
P	AMOUNTS HELD ON BEHALF OF OTHERS	\$1,702	\$1,865	\$2,056	9.6%	10.2%
P	LONG TERM DEBT	\$83,900	\$80,628	\$84,845	-3.9%	5.2%
P	REFUNDABLE GOVERNMENT ADVANCES	\$2,962	\$2,962	\$2,962	0.0%	0.0%
P	OTHER LONG-TERM LIABILITIES	\$73	\$169	\$203	131.5%	20.1%
	<b>TOTAL LIABILITIES</b>	<b>\$103,244</b>	<b>\$98,547</b>	<b>\$103,266</b>	<b>-4.5%</b>	<b>4.8%</b>
<b>NET ASSETS</b>						
UNRESTRICTED NET ASSETS						
	INSTITUTIONAL	\$90,480	\$94,093	\$90,782	4.0%	-3.5%
P	FOUNDATION				-	-
	TOTAL	\$90,480	\$94,093	\$90,782	4.0%	-3.5%
TEMPORARILY RESTRICTED NET ASSETS						
	INSTITUTIONAL	\$7,314	\$6,510	\$4,291	-11.0%	-34.1%
P	FOUNDATION				-	-
	TOTAL	\$7,314	\$6,510	\$4,291	-11.0%	-34.1%
PERMANENTLY RESTRICTED NET ASSETS						
	INSTITUTIONAL	\$21,068	\$22,072	\$23,257	4.8%	5.4%
P	FOUNDATION				-	-
	TOTAL	\$21,068	\$22,072	\$23,257	4.8%	5.4%
	<b>TOTAL NET ASSETS</b>	<b>\$118,862</b>	<b>\$122,675</b>	<b>\$118,330</b>	<b>3.2%</b>	<b>-3.5%</b>
	<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$222,106</b>	<b>\$221,222</b>	<b>\$221,596</b>	<b>-0.4%</b>	<b>0.2%</b>

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

FISCAL YEAR ENDS month & day: (6/30)		3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	Most Recently Completed Year (FY 2016)	Current Budget* (FY 2017)	Next Year Forward (FY 2018)
<b>OPERATING REVENUES</b>						
P	TUITION & FEES	\$111,633	\$119,415	\$120,485	\$120,889,706	\$123,307,500
P	ROOM AND BOARD	\$21,662	\$22,610	\$22,655	\$24,082,732	\$24,564,387
P	LESS: FINANCIAL AID	(\$38,596)	(\$41,682)	(\$43,704)	(\$39,913,924)	(\$40,712,202)
	NET STUDENT FEES	\$94,699	\$100,343	\$99,436	\$105,058,514	\$107,159,684
P	GOVERNMENT GRANTS & CONTRACTS	\$1,578	\$2,081	\$1,777		
P	PRIVATE GIFTS, GRANTS & CONTRACTS	\$702	\$1,342	\$1,504	\$62,425	\$63,674
P	OTHER AUXILIARY ENTERPRISES	\$135	\$147	\$134	\$205,000	\$209,100
	ENDOWMENT INCOME USED IN OPERATIONS	\$1,087	\$1,104	\$1,172		
P	OTHER REVENUE (specify): Interest Income	\$80	\$152	\$152	\$200,000	\$204,000
	OTHER REVENUE (specify):parking and misc.	\$1,385	\$1,648	\$1,180	\$395,026	\$402,927
	NET ASSETS RELEASED FROM RESTRICTIONS	\$2,020	\$1,696	\$2,211		
	<b>TOTAL OPERATING REVENUES</b>	<b>\$101,686</b>	<b>\$108,513</b>	<b>\$107,566</b>	<b>\$105,920,965</b>	<b>\$108,039,384</b>
<b>OPERATING EXPENSES</b>						
P	INSTRUCTION	\$36,777	\$39,389	\$39,864	\$35,743,375	\$36,458,243
P	RESEARCH					
P	PUBLIC SERVICE					
P	ACADEMIC SUPPORT	\$16,096	\$16,631	\$16,982	\$14,138,887	\$14,421,665
P	STUDENT SERVICES	\$14,841	\$15,922	\$16,463	\$13,826,123	\$14,102,645
P	INSTITUTIONAL SUPPORT	\$14,539	\$14,511	\$15,154	\$12,961,961	\$13,221,200
	FUNDRAISING AND ALUMNI RELATIONS	\$1,253	\$1,156	\$1,127	\$4,703,606	\$4,797,678
P	OPERATION, MAINTENANCE OF PLANT (if not allocated)					
P	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)					
P	AUXILIARY ENTERPRISES	\$17,097	\$17,027	\$17,355	\$11,712,928	\$11,947,187
P	DEPRECIATION (if not allocated)				\$6,567,152	\$6,698,495
P	OTHER EXPENSES (specify):facilities				\$5,988,670	\$6,108,443
	OTHER EXPENSES (specify):					
	<b>TOTAL OPERATING EXPENDITURES</b>	<b>\$100,603</b>	<b>\$104,636</b>	<b>\$106,945</b>	<b>\$105,642,702</b>	<b>\$107,755,556</b>
	<b>CHANGE IN NET ASSETS FROM OPERATIONS</b>	<b>\$1,083</b>	<b>\$3,877</b>	<b>\$621</b>	<b>\$278,263</b>	<b>\$283,828</b>
<b>NON OPERATING REVENUES</b>						
P	STATE APPROPRIATIONS (NET)					
P	INVESTMENT RETURN	\$6,177	(\$264)	(\$3,932)		
P	INTEREST EXPENSE (public institutions)					
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS					
P	OTHER (specify):					
	OTHER (specify):					
	OTHER (specify):					
	<b>NET NON OPERATING REVENUES</b>	<b>\$6,177</b>	<b>(\$264)</b>	<b>(\$3,932)</b>	<b>\$0</b>	<b>\$0</b>
	<b>INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES</b>	<b>\$7,260</b>	<b>\$3,613</b>	<b>(\$3,311)</b>	<b>\$278,263</b>	<b>\$283,828</b>
P	CAPITAL APPROPRIATIONS (public institutions)					
P	OTHER					
	<b>TOTAL INCREASE/DECREASE IN NET ASSETS</b>	<b>\$7,260</b>	<b>\$3,613</b>	<b>(\$3,311)</b>	<b>\$278,263</b>	<b>\$283,828</b>

\*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

**Standard 9: Financial Resources  
(Statement of Debt)**

FISCAL YEAR ENDS month & day (6/30)		3 Years Prior (FY 2014)	2 Years Prior (FY 2015)	Most Recently Completed Year (FY 2016)	Current Budget* (FY 2017)	Next Year Forward (FY 2018)
	<b>DEBT</b>					
	BEGINNING BALANCE	\$86,006	\$83,900	\$80,628	\$84,845	\$83,270
	ADDITIONS	\$0	\$0	\$38,682	\$0	\$0
	REDUCTIONS	(\$2,106)	(\$3,272)	(\$34,465)	(\$1,575)	(\$1,817)
	ENDING BALANCE	\$83,900	\$80,628	\$84,845	\$83,270	\$81,453
	INTEREST PAID DURING FISCAL YEAR	\$3,764	\$3,673	\$3,622	\$3,646	\$3,585
	CURRENT PORTION	\$2,191	\$2,245	\$1,575	\$1,817	\$1,895
	<b>BOND RATING</b>	"BBB" Stable	"BBB" Stable	"BBB" Stable	"BBB" Stable	
	<b>DEBT COVENANTS: (1) DESCRIBE INTEREST RATE, SCHEDULE, AND STRUCTURE OF PAYMENTS; and (2) INDICATE WHETHER THE DEBT COVENANTS ARE BEING MET.</b>					
	<p>The University has two debt service covenants:</p> <p>1. Debt Service Burden - The University has a maximum annual debt service on all long-term indebtedness of no greater than 8.0%. This covenant is calculated by taking the University's annual debt service (interest plus principal) and dividing this amount into total operating revenues. The University must maintain a percentage of 8.0% or less.</p> <p>2. Liquid Unrestricted Net Assets (LUNA) to Debt - The University must maintain a LUNA to Debt ratio of at least 30.0%. This covenant is calculated by taking the University's LUNA (unrestricted net assets, plus temporarily restricted net assets, less property, plant and equipment net of notes and bonds payable) and dividing this amount into total debt. The University must maintain a percentage of 30.0% or more.</p> <p>The above covenants are from the 2005 and 2009 bond issues; however, all debt must be included in the covenant calculations.</p> <p>As of June 30, 2016, 2015 and 2014 the University was in compliance with all these requirements.</p>					
	<b>LINE(S) OF CREDIT: LIST THE INSTITUTION'S LINE(S) OF CREDIT AND THEIR USES.</b>					
	The University has an uncollateralized line of credit with a bank in the amount of \$7,500. The line of credit bears interest at the 30 day LIBOR rate plus 125 basis points with a floor of 3.25% for short-term borrowings. There were no uses of this line of credit during fiscal 2016, 2015 and 2014.					
	<b>FUTURE BORROWING PLANS (PLEASE DESCRIBE)</b>					
	An MDFA Series 2005A revenue bond was refinanced during fiscal 2016 (MDFA Series 2015). The refinancing will include additional debt to finance the construction of a new campus dining center to be constructed during fiscal 2017.					

\*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

**Standard 9: Financial Resources  
(Supplemental Data)**

FISCAL YEAR ENDS month & day (6/30)		3 Years Prior (FY2014)	2 Years Prior (FY2015)	Most Recently Completed Year (FY 2016)	Current Budget* (FY 2017)	Next Year Forward (FY 2018)
<b>NET ASSETS</b>						
	NET ASSETS BEGINNING OF YEAR	\$107,209	\$118,862	\$122,675	\$118,330	\$118,330
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$11,653	\$3,813	(\$4,345)		
	NET ASSETS END OF YEAR	\$118,862	\$122,675	\$118,330	\$118,330	\$118,330
<b>FINANCIAL AID</b>						
SOURCE OF FUNDS						
	UNRESTRICTED INSTITUTIONAL	\$36,272	\$39,212	\$41,015	\$41,919,391	\$42,757,779
	FEDERAL, STATE & PRIVATE GRANTS	\$1,097	\$1,115	\$1,197	\$1,242	\$1,267
	RESTRICTED FUNDS	\$1,227	\$1,355	\$1,492	\$1,567	\$1,650
	TOTAL	\$38,596	\$41,682	\$43,704	\$41,922,200	\$42,760,696
	% DISCOUNT OF TUITION & FEES	34.6%	34.9%	36.3%	34.7%	34.7%
	% UNRESTRICTED DISCOUNT	32.5%	32.8%	34.0%	34.7%	34.7%
<b>PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:</b>						
The University's endowment funds and charitable gift annuities are included within a unitized investment pool which is currently invested with ten investment managers. Endowment spending is performed under a total return policy permitting the University to spend 5% of the average market value of the endowment based on the previous thirteen quarters as determined annually on December 31st.						

\*"Current Budget" refers to the year in which the interim report is submitted to the Commission.

Standard 10: Public Disclosure

Information	Web Addresses	?	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	<a href="http://www1.wne.edu/become-a-student/request-info/index.cfm">http://www1.wne.edu/become-a-student/request-info/index.cfm</a>		Catalogue; Student Handbook
Notice of availability of publications and of audited financial statement or fair summary	not available on website		Available upon request
Institutional catalog	<a href="http://www1.wne.edu/academic-affairs/catalogue.cfm">http://www1.wne.edu/academic-affairs/catalogue.cfm</a>		Not printed in its entirety; Academic Programs Book contains most, but not all, Catalogue info
Obligations and responsibilities of students and the institution	<a href="http://www1.wne.edu/student-activities/doc/handbook-2016-2017-final1.pdf">http://www1.wne.edu/student-activities/doc/handbook-2016-2017-final1.pdf</a>		Student Handbook
Information on admission and attendance	<a href="http://www1.wne.edu/become-a-student/index.cfm">http://www1.wne.edu/become-a-student/index.cfm</a>		Academic Programs Book; Mailings, Application
Institutional mission and objectives	<a href="http://www1.wne.edu/about/index.cfm">http://www1.wne.edu/about/index.cfm</a>		Academic Programs Book
Expected educational outcomes	<a href="http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Undergraduate-Degree-Programs">http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Undergraduate-Degree-Programs</a>		Academic Programs Book
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	<a href="http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Western-New-England-University/About-the-University">http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Western-New-England-University/About-the-University</a>		Academic Programs Book
Requirements, procedures and policies re: admissions	<a href="http://www1.wne.edu/become-a-student/index.cfm">http://www1.wne.edu/become-a-student/index.cfm</a>		Academic Programs Book; Mailings, Application
Requirements, procedures and policies re: transfer credit	<a href="https://www1.wne.edu/admissions/transfer/faq.cfm">https://www1.wne.edu/admissions/transfer/faq.cfm</a>		Academic Programs Book, Brochures
A list of institutions with which the institution has an articulation agreement	<a href="https://www1.wne.edu/admissions/transfer/joint-admissions-program.cfm">https://www1.wne.edu/admissions/transfer/joint-admissions-program.cfm</a>		Catalogue; Contextually in various places on our website
Student fees, charges and refund policies	<a href="http://www1.wne.edu/cost-and-aid/index.cfm">http://www1.wne.edu/cost-and-aid/index.cfm</a> <a href="http://www1.wne.edu/student-administrative-services/billing-and-finance/withdrawals-and-refunds.cfm">http://www1.wne.edu/student-administrative-services/billing-and-finance/withdrawals-and-refunds.cfm</a>		Academic Programs Book; Mailings
Rules and regulations for student conduct	<a href="http://www1.wne.edu/student-activities/doc/handbook-2016-2017-final1.pdf">http://www1.wne.edu/student-activities/doc/handbook-2016-2017-final1.pdf</a>		Academic Programs Book; Student Handbook
Procedures for student appeals and complaints	<a href="http://www1.wne.edu/student-activities/doc/handbook-2016-2017-final1.pdf">http://www1.wne.edu/student-activities/doc/handbook-2016-2017-final1.pdf</a>		Academic Programs Book; Student Handbook
Other information re: attending or withdrawing from the institution	<a href="http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Western-New-England-University">http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Western-New-England-University</a>		Academic Programs Book
Academic programs	<a href="http://www1.wne.edu/academics/index.cfm">http://www1.wne.edu/academics/index.cfm</a>		Academic Programs Book
Courses currently offered	<a href="https://www1.wne.edu/academic-affairs/academic-scheduling.cfm">https://www1.wne.edu/academic-affairs/academic-scheduling.cfm</a>		Course Schedules posted on bulletin boards around campus
Other available educational opportunities	<a href="http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Western-New-England-University/Educational-Opportunities">http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Western-New-England-University/Educational-Opportunities</a>		Academic Programs Book
Other academic policies and procedures	<a href="http://www1.wne.edu/student-activities/doc/handbook-2016-2017-final1.pdf">http://www1.wne.edu/student-activities/doc/handbook-2016-2017-final1.pdf</a>		Student Handbook, Academic Programs Book
Requirements for degrees and other forms of academic recognition	<a href="http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Undergraduate-Academic-Information/Undergraduate-Policies-Procedures-and-Requirements-">http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Undergraduate-Academic-Information/Undergraduate-Policies-Procedures-and-Requirements-</a>		Academic Programs Book
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	<a href="http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Directory/Faculty">http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Directory/Faculty</a>		not available in print
Names and positions of administrative officers	<a href="http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Directory">http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Directory</a>		not available in print
Names, principal affiliations of governing board members	<a href="http://www1.wne.edu/about/trustees.cfm">http://www1.wne.edu/about/trustees.cfm</a>		Trustee Directory
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	not applicable		not applicable
Programs, courses, services, and personnel not available in any given academic year.	Sabbatical listings are attached to individual faculty listings as appropriate. Individual courses are listed by their positive availability rather than unavailability.		Course Schedules posted on bulletin boards around campus
Size and characteristics of the student body	<a href="http://www1.wne.edu/about/facts-and-figures.cfm">http://www1.wne.edu/about/facts-and-figures.cfm</a>		Academic Programs Book; Brochures
Description of the campus setting	<a href="http://www1.wne.edu/become-a-student/why-wne/campus.cfm">http://www1.wne.edu/become-a-student/why-wne/campus.cfm</a>		Academic Programs Book; Mailings
Availability of academic and other support services	<a href="http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Student-Services/Undergraduate-Student-Services-and-Information">http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Student-Services/Undergraduate-Student-Services-and-Information</a>		Academic Programs Book; Mailings
Range of co-curricular and non-academic opportunities available to students	<a href="https://www1.wne.edu/student-life/index.cfm">https://www1.wne.edu/student-life/index.cfm</a>		Academic Programs Book; Mailings
Institutional learning and physical resources from which a student can reasonably be expected to benefit	Contextually listed throughout website		Academic Programs Book; Mailings
Institutional goals for students' education	<a href="http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Undergraduate-Academic-Information/General-University-Requirements">http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Undergraduate-Academic-Information/General-University-Requirements</a>		Academic Programs Book
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	Contextually listed throughout website		Academic Programs Book; Various College Guides
Total cost of education, including availability of financial aid and typical length of study	<a href="http://www1.wne.edu/cost-and-aid/index.cfm">http://www1.wne.edu/cost-and-aid/index.cfm</a>		Academic Programs Book; Mailings
Expected amount of student debt upon graduation	not available on website		Available upon request
Statement about accreditation	<a href="http://www1.wne.edu/about/accreditations.cfm">http://www1.wne.edu/about/accreditations.cfm</a>		Academic Programs Book; Mailings

**Standard 11: Integrity**

<b>2</b> Policies	<b>Last Updated</b>	<b>URL Where Policy is Posted</b>	<b>Responsible Office or Committee</b>
Academic honesty	7/28/16	<a href="http://www1.wne.edu/student-activities/doc/handbook-2016-2017-final1.pdf">http://www1.wne.edu/student-activities/doc/handbook-2016-2017-final1.pdf</a>	Provost's Office
Intellectual property rights	1/8/16	<a href="https://www1.wne.edu/academic-affairs/doc/faculty-handbook.pdf">https://www1.wne.edu/academic-affairs/doc/faculty-handbook.pdf</a> ;	Provost's Office
Conflict of interest	4/24/14	<a href="http://www1.wne.edu/human-resources/doc/CurrentEmployees/UniversityPolicies/CONFLICT_OF_INTEREST_POLICY_Revised_4-24-2014.pdf">http://www1.wne.edu/human-resources/doc/CurrentEmployees/UniversityPolicies/CONFLICT_OF_INTEREST_POLICY_Revised_4-24-2014.pdf</a>	Human Resources
Privacy rights	1/15/16	<a href="http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Legal-Matters/Confidentiality-of-Student-Records">http://wne.smartcatalogiq.com/en/2016-2017/Catalogue/Legal-Matters/Confidentiality-of-Student-Records</a>	General Counsel
Fairness for students	7/28/16	<a href="http://www1.wne.edu/student-activities/doc/handbook-2016-2017-final1.pdf">http://www1.wne.edu/student-activities/doc/handbook-2016-2017-final1.pdf</a>	Dean of Students' Office
Fairness for faculty	1/8/16	<a href="https://www1.wne.edu/academic-affairs/doc/faculty-handbook.pdf">https://www1.wne.edu/academic-affairs/doc/faculty-handbook.pdf</a> <a href="https://www1.wne.edu/pharmacy/faculty-staff/doc/faculty_handbook_06192014.pdf">https://www1.wne.edu/pharmacy/faculty-staff/doc/faculty_handbook_06192014.pdf</a>	Provost's Office
Fairness for staff (Exempt)	1/2/17	<a href="http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/ExemptHandbook.pdf">http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/ExemptHandbook.pdf</a>	Human Resources
Fairness for staff (Non-Exempt)	1/2/17	<a href="http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/NonExemptHandbook.pdf">http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/NonExemptHandbook.pdf</a>	Human Resources
Academic freedom	1/8/16	<a href="https://www1.wne.edu/academic-affairs/doc/faculty-handbook.pdf">https://www1.wne.edu/academic-affairs/doc/faculty-handbook.pdf</a>	Provost's Office
Other _____			
Other _____			

**Non-discrimination policies**

Recruitment and admissions	1/2/16	<a href="http://www1.wne.edu/admissions/undergraduate/doc/ugrad-application.pdf">http://www1.wne.edu/admissions/undergraduate/doc/ugrad-application.pdf</a>	Enrollment Management
Employment	7/15/16	<a href="http://www1.wne.edu/human-resources/careers.cfm">http://www1.wne.edu/human-resources/careers.cfm</a>	Human Resources
Evaluation	1/2/17	<a href="http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/ExemptHandbook.pdf">http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/ExemptHandbook.pdf</a> <a href="http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/NonExemptHandbook.pdf">http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/NonExemptHandbook.pdf</a>	Human Resources
Disciplinary action	1/2/17	<a href="http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/ExemptHandbook.pdf">http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/ExemptHandbook.pdf</a> <a href="http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/NonExemptHandbook.pdf">http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/NonExemptHandbook.pdf</a>	Human Resources
Advancement	1/2/17	<a href="http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/ExemptHandbook.pdf">http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/ExemptHandbook.pdf</a> <a href="http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/NonExemptHandbook.pdf">http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/NonExemptHandbook.pdf</a>	Human Resources
Other _____			

**Resolution of grievances**

Students	7/28/16	<a href="http://www1.wne.edu/student-activities/doc/handbook-2016-2017-final1.pdf">http://www1.wne.edu/student-activities/doc/handbook-2016-2017-final1.pdf</a>	Dean of Students' Office
Faculty	1/8/16	<a href="https://www1.wne.edu/academic-affairs/doc/faculty-handbook.pdf">https://www1.wne.edu/academic-affairs/doc/faculty-handbook.pdf</a> <a href="https://www1.wne.edu/pharmacy/faculty-staff/doc/faculty_handbook_06192014.pdf">https://www1.wne.edu/pharmacy/faculty-staff/doc/faculty_handbook_06192014.pdf</a>	Provost's Office
Staff (Exempt)	1/2/17	<a href="http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/ExemptHandbook.pdf">http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/ExemptHandbook.pdf</a>	Human Resources
Staff (Non-Exempt)	1/2/17	<a href="http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/NonExemptHandbook.pdf">http://www1.wne.edu/human-resources/doc/CurrentEmployees/Handbooks/NonExemptHandbook.pdf</a>	Human Resources
Other _____			

<b>3</b> Other	<b>Last Updated</b>	<b>Relevant URL or Publication</b>	<b>Responsible Office or Committee</b>
1 Title IX	4/25/16	<a href="http://www1.wne.edu/human-resources/title-IX.cfm">http://www1.wne.edu/human-resources/title-IX.cfm</a>	Human Resources
2			
3			
4			
5			

## OPTION E1: E1A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:						
<b>General Education</b>						
<b>Academic-Foundations</b>						
Mathematical Analysis	Yes	WNE Assessment Website	Final exams from 100 level Math courses	Summer Gen Ed faculty assessment team	Increased emphasis on problem solving in 100 level Math courses	2011
Oral Communication	Yes	WNE Assessment Website	Oral Presentations given in First Year Seminar	Summer Gen Ed faculty assessment team	Results were shared with first year seminar faculty and are used to revise and improve instruction and assignments Direct evidence (videos of oral presentations) were evaluated for the first time	2016
Written Communication	Yes	WNE Assessment Website	Review of essays compiled in freshman student portfolios	Summer Gen Ed faculty assessment team	Results will be shared with English faculty and are used to revise and improve instruction and assignments	2016



CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
Critical Thinking	Yes	WNE Assessment Website	Student Papers demonstrating logical reasoning and problem solving skills; discipline-specific problems emphasizing analysis & reasoning	Summer Gen Ed faculty assessment team	Results were shared with first year seminar faculty and are used to revise and improve instruction and assignments	2016
Computer Competence	Yes	WNE Assessment Website	Excel spreadsheet assignments, PowerPoint presentations	Summer Gen Ed faculty assessment team	Results were shared with computer faculty and are used to revise and improve instruction and assignments	2014
Information Literacy	Yes	WNE Assessment Website	Annotated Bibliographies from First Year Seminar	Summer Gen Ed faculty assessment team	Results were shared with faculty teaching freshmen seminars & instructional librarians and are used to revise and improve instruction and assignments	2016

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
<b>Academic-Perspectives of Understanding</b>						
Natural Science Perspective	Yes	WNE Assessment Website	Lab Reports and student papers	Summer Gen Ed faculty assessment team	Results were shared with science faculty and are used to revise and improve instruction and assignments	2011
Social and Behavioral Science Perspective	Yes	WNE Assessment Website	Student papers, Quizzes & Exams	Summer Gen Ed faculty assessment team	Results were shared with appropriate faculty and are used to revise and improve instruction and assignments	2013
Historical Perspective	Yes	WNE Assessment Website	Student papers, Quizzes & Exams	Summer Gen Ed faculty assessment team	Results were shared with history faculty and are used to revise and improve instruction and assignments	2013
Global Cultures Perspective	Yes	WNE Assessment Website	Student papers, Quizzes & Exams	Summer Gen Ed faculty assessment team	Results were shared with Cultures faculty and are used to revise and improve instruction and assignments  Revised competencies and rubrics	2012

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
Ethical Perspective	Yes	WNE Assessment Website	Student papers, Quizzes & Exams	Summer Gen Ed faculty assessment team	Results were shared with philosophy faculty and are used to revise and improve instruction and assignments	2014
Aesthetic Perspective	Yes	WNE Assessment Website	Reflection papers, Quizzes & Exams, Works of art	Summer Gen Ed faculty assessment team	Results were shared with appropriate faculty and are used to revise and improve instruction and assignments	2014
Integrated Liberal and Professional Perspectives	Yes	WNE Assessment Website	Student papers, Quizzes & Exams	Summer Gen Ed faculty assessment team	Results were shared with ILP faculty and are used to revise and improve instruction and assignments	2012
<b>Learning Beyond the Classroom</b>						
LBC	Yes	WNE LBC Website	1000+ word student Reflection Papers	Summer Gen Ed faculty assessment team	Revised competencies and rubrics Results were shared with Learning Beyond the Classroom Office and used to improve the website and forms for communicating requirements with students and faculty	2013

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
<b>Personal Development</b>						
First Year Seminar	Yes	WNE Assessment Website	Reflection paper tied to analysis from Myers/Briggs-type personality assessment	Summer Gen Ed faculty assessment team	Results were shared with faculty teaching first year seminars and are used to revise and improve instruction and assignments	2016
Personal Health and Wellness	Yes	WNE Assessment Website	Health Final Exam	Summer Gen Ed faculty assessment team	Eliminated one of the two competencies requiring personal wellness plan.  Increased emphasis on improving students' knowledge of contemporary health and wellness issues.	2010

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
<b>Undergraduate Programs</b>						
<b>College of Arts and Sciences</b>						
Actuarial Science	Yes	WNE Catalogue		Mathematics faculty		New program
American Studies	Yes	WNE Catalogue				New program
Biology	Yes	WNE Catalogue	Assessment exam and program review of gen ed	Biology faculty	Adjustment of topic coverage based on exam performance; creation of new upper level electives based on program review recommendations	2014-2015
Chemistry	Yes	WNE Catalogue	DUCK exam and program rev of Gen Ed	Chemistry faculty	Analysis if adjustment of topic coverage or curriculum change is required	2010-2011
Communication	Yes	WNE Catalogue Individual course syllabi	Student performance in the seminar course (COMM 490 or COMM 491); departmental assessment of graduated seniors in	Department faculty review materials submitted by each graduated senior and assign performance	Findings are used to determine what areas of student education need to be developed and/or refined. Findings from previous years led to implementation of	2016-2017

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
			the month after graduation	ratings in several areas.	journalism and public relations concentrations, and to development of COMM 206 (Introduction to Communication Research) and COMM 300 (Communication Theory). COMM 100 was also refined to guarantee public speaking instruction and opportunities in each section.	
Computer Science	Yes	WNE Catalogue	Course artifacts such as homework, projects, exams, etc.	Faculty interpret the evidence. Process is a set of rubrics and an assessment workshop.	Findings will be used to determine changes to improve program. Assessment rubrics and plans have been improved. Assignments and exam questions have been added to courses.	2010-2011
Creative Writing	Yes	WNE Catalogue	1. Capstone seminar, 2. Portfolio review 3. Nelson Denny Reading Test	1. The seminar faculty member, 2. A Writing and	These findings are used in order to change our required curriculum, schedule workshops for	2015-2016

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
			4. Annual program assessment. 5. Senior survey	Reading Program specialist 3. A departmental assessment team (in that order)	instructors, syllabi approval process.	
Criminal Justice	Yes	WNE Catalogue	CJ 301, Research Methods, Final Paper and oral presentation, CJ Internships (2014)	Department faculty during Assessment Workshop	Pilot assessment in 2013 for CJ was satisfactory and was used in 5-year program assessment in 2014	2014-2015
Economics	Yes	WNE Catalogue	Exams, homework and papers from upper-level courses	Performance evaluated by the faculty member teaching the course however all members of the department are invited to the students' final paper presentation	Created a summary table showing the percentage of students meeting the expectation for each of the five program objectives	2011-2012
English	Yes	WNE Catalogue	1. Capstone seminar, 2. Portfolio review 3. Nelson Denny Reading Test	1. The seminar faculty member, 2. A Writing and Reading Program specialist	These findings are used in order to change our required curriculum, schedule workshops for instructors, syllabi	2015-2016

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
			4. Annual program assessment. 5. Senior survey	3. A departmental assessment team (in that order)	approval process. We have changed our English major requirements in the past five years several times to better meet our program objectives	
Forensic Biology	Yes	WNE Catalogue	FS exam and GOB exam and program rev of gen ed	Chemistry and Forensics faculty	Analysis if adjustment of topic coverage or curriculum change is required	2012-2013
Forensic Chemistry	Yes	WNE Catalogue	FS exam and GOB exam and program rev of gen ed	Chemistry and Forensics faculty	Analysis if adjustment of topic coverage or curriculum change is required	2012-2013
Health Sciences	Yes	WNE Catalogue	BIO exam, GOB exam and BIOCHEM exam	Chemistry and Biology faculty	First year of HSCI senior assessment; findings will be assessed to determine appropriateness of assessment tool used and if curriculum adjustments are required	New program



CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
History	Yes	WNE Catalogue	Capstone Course, Senior Thesis, Secondary Education Students Subject Test	Faculty review senior seminar papers and senior theses and MTEL results	Findings have been used for new course development and graduation requirements	2010-2011
Information Technology	Yes	WNE Catalogue	Course artifacts such as homework, projects, exams, etc.	Faculty interpret the evidence. Process is a set of rubrics and an assessment workshop.	Findings will be used to determine changes to improve program. Assessment rubrics and plans have been improved. Assignments and exam questions have been added to courses.	2010-2011
International Studies	Yes	WNE Catalogue				New/revised program
Law and Society	Yes	WNE Catalogue				New/revised program
Mathematical Sciences	Yes	WNE Catalogue	Senior Projects, MATH 451-452, (Capstone Course) Written Papers, Oral Presentations, Final Exams, & Senior Exit Surveys	All fulltime members of Math Dept. interpret the evidence during annual assessment retreat in May, which covers the	The following curriculum changes have been made: 1) Mathematical Habits of Mind program objectives were revised	2016-2017

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
				<p>program learning objectives and a review of the University's Gen Ed foundations skills in our graduating seniors</p>	<p>2) Math 281 and Math 282 now include written papers &amp; oral presentations</p> <p>3) Improvements made to MATH 451-452 include developing a LaTeX template, adding an abstract to the paper, increased emphasis on information literacy skills and adding an orientation to this senior project experience.</p> <p>4) Two new degree programs have been created: Bachelor of Arts in Mathematics-Elementary School Track, and Actuarial Science and appropriate new courses were developed</p>	

<b>CATEGORY</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are these learning outcomes published? (please specify)</b>	<b>(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.</b>	<b>(6) Date of most recent program review (for general education and each degree program)</b>
Neuroscience	Yes	WNE Catalogue				New program
Philosophy	Yes	WNE Catalogue	Papers, exams and other student work are collected from all Philosophy courses that each major takes	Full-time members of the Philosophy faculty	The following new assessment methods are under consideration: Faculty members will meet at a retreat following exam week prior to commencement and evaluate two-three objectives each year. Following the retreat, modifications will be recommended and adopted. After three years, a revised set of objectives along with a refined process for assessment will be developed.	2015-2016
Political Science	Yes	WNE Catalogue	Capstone course	Faculty review senior seminar papers	To revise course content and Offerings Findings have been used for new course development and graduation requirements	2011-2012

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
Psychology	Yes	WNE Catalogue	<p>Graduate school and job acceptances</p> <p>Internships completed</p> <p>Awards and honors received by students</p> <p>Sampling of materials (i.e., term papers, presentations) from capstone courses (i.e., Counseling Methods, Counseling Skills, Designing Healthy Environments)</p> <p>Student conference presentations</p> <p>Student attendance at local, regional, and national conferences</p> <p>Direct assessment of statistics competency in PSY207</p>	<p>The assessment approach is designed to be as objective as possible so that interpretation can be straightforward and productive. While the process reflects a departmental effort, the initial report is generated by one faculty member in consultation with the chair.</p> <p>For the third consecutive year two departmental objectives were measured using direct evidence. As results stabilize to</p>	<p>Several decisions have been made using assessment data:</p> <p>request to increase core courses in psychology major by adding one upper level elective</p> <p>PSY420/History of Psychology and Personality Theory continues to be restricted to seniors only to allow for capstone term paper</p> <p>creating new research courses</p> <p>making the PSY-BS option more flexible to allow for additional research, internships etc.</p> <p>additional funding for undergraduate</p>	2015-2016

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
			Direct assessment of multicultural competency in PSY326	adequate levels other objectives will be rotated in. Statistics skills were measured using direct evidence from PSY207. Elements of multicultural competency were assessed using direct evidence from PSY326.	<p>attendance at conferences</p> <p>continued programming through Psychology Club such as workshops on preparing for graduate school, GRE, career information etc</p> <p>maintaining and creating new community contacts for internship and research opportunities</p> <p>continued modification of the assessment process</p> <p>justification for course reductions and new faculty to support and complement the work of current faculty and students</p>	

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
Sociology	Yes	WNE Catalogue	To be determined for 2017 5-year review of Sociology Program	Department faculty during Assessment Workshop	Redesign of assessment assignment for SO101; updating of program courses (2012)	2013-2015
<b>College of Business</b>						
Accounting	Yes	WNE Catalogue	(1) Faculty members undertake self-reflection of course outcomes as part of annual performance evaluation process. Course outcomes in upper-level courses in the major tie to degree program learning outcomes.  (2) Data on CPA exam pass rates are obtained.	(1) Individual faculty member, department chair and Dean review information generated as part of process.  (2) Department faculty review information, compare to peer and aspirant schools.	(1) Changes are made on a course by course basis in the spirit of continuous improvement. Examples are a required part of the annual faculty evaluations.  (2) No formal action taken, outcome feedback indicates students are performing acceptably relative to comparison groups.	2010-2011

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
Arts and Entertainment Management	Yes	WNE Catalogue	Capstone course assessment (RealTest); AEM 466, senior survey	Department members review outcomes during department meeting		New program  Review scheduled 2016-2017
Business Analytics and Information Management	Yes	WNE Catalogue	Business Disciplines Test and BIS 450 faculty assessment for BIS majors.	Department reviews the results during scheduled meetings	The course contents of BIS 202, BIS 221 and BIS 412 were revised based on the feedback.	New program  Review scheduled 2016-2017
Entrepreneurship	Yes	WNE Catalogue	BUS 423/ME 423/BME 471- Product Development and Innovation - Final New Product Innovation Business Plan	Evidence evaluated by members of the faculty members and shared at department and special meetings	Findings will be reviewed Fall 2016  Additional assessment data will be collected in MR courses Fall 2015 & Spring 2016.	New program  Review scheduled 2016-2017
Finance	Yes	WNE Catalogue	(1) Faculty undertakes self-reflection of course outcomes as part of annual performance evaluation process. Course outcomes in	(1) Individual faculty member, department chair and Dean review information generated as part of process.	(1) Changes are made on a course by course basis in the spirit of continuous improvement.	2011-2012

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
			<p>upper-level courses in the major tie to degree program learning outcomes.</p> <p>(2) In 2011-12, changes as a result of direct assessment of degree program learning outcomes obtained from program review were implemented.</p>	(2) Individual faculty members implement needed changes observed as a result of the process.	(2) Findings were used in similar fashion to (1) above. .	
International Business	Yes	WNE Catalogue	Capstone course assessment (INTBU 465)	Department members review outcomes during department meeting		New program
Management and Leadership	Yes	WNE Catalogue	Capstone course assessment (RealTest), MAN 323 (HR course), senior survey	Department members review outcomes during department meeting	Revisions made to the capstone course	2012-2013
Marketing	Yes	WNE Catalogue	MK 421–Marketing Management-Senior-	Evidence evaluated by members of the	Findings will be reviewed by faculty Fall 2016	2010-2011



CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
			capstone course project  MK 440–Marketing Seminar–Digital recordings of individual student presentations  Brand Analytics Assignment  Simulation	faculty members and shared at department and special meetings	This will be last year MK 440-Marketing Seminar is offered as MR course  Multiple sections of MK 311-Multinational Marketing Fall 2015  BIS 412 offered as course substitution for MK 318	
Marketing Communication/ Advertising	Yes	WNE Catalogue	MK 317-Promotional Strategy- project/ paper  MK 340-Promotion Design and Applications-Final Portfolio  MK 422–Campaign Planning and Management- Senior-	Evidence evaluated by members of the faculty members and shared at department and special meetings	Findings will be reviewed by faculty Fall 2016  Service Marketing offered as MR course option	2010-2011

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
			capstone course project  MK 485–Internship in Marketing Communication /Advertising, Site Supervisor’s evaluation of students’ competencies			
Pharmaceutical Business	Yes	WNE Catalogue				New program
Sport Management	Yes	WNE Catalogue Course Syllabi	College of Business Second Reader Assessment  RealTest Sport Assessment (Majors)	Faculty External Industry Reviewers	Final results report shared with department faculty, discussed and appropriate changes suggested and implemented to curriculum, teaching, related areas.  Faculty report on results as part of annual review	October 2014

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
<b>Graduate Programs</b>						
<b>College of Arts and Sciences</b>						
Master of Arts in Communication	Yes	WNE Catalogue	Student performance in the thesis course (COMM 699) or independent study course (COMM 680), which function as capstones	Program director and department chair review final projects written for aforementioned courses.	Findings have not yet been used to assess program; first three degrees awarded May 2015, six awarded May 2016.	New program
Master of Arts in English for Teachers (MAET)	Yes	WNE Catalogue	Assessment of capstone masters' thesis by capstone faculty member; assessment of capstone public presentation by MAET faculty	Capstone advisor and MAET steering committee	Added required class in Literary Theory/Criticism after 2009 capstone review	2010-2011
Master of Arts in Mathematics for Teachers (MAMT)	Yes	WNE Catalogue	Papers, Projects, Presentations, Portfolios, Final Exams, and Student & Alumni Surveys	All fulltime members of Math Dept. interpret the evidence during annual assessment retreat in May, which covers the	The following curriculum changes have been made: 1) MAMT 558 (Statistics) offered online.	2010-2011

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
				program learning objectives.	<p>2) New courses added including MAMT 545 (Cryptology) and MAMT 570 (The Mathematics of Symmetry).</p> <p>3) Degree requirements were modified to require at least 5 core mathematics courses out of the ten course graduation requirement.</p> <p>4) Moved some core courses to the non-core status.</p> <p>5) Faculty have intentionally designed assignments to be aligned with stated program objectives.</p> <p>6) Increased emphasis on use of technology to aid in understanding and problem solving.</p>	

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
Master of Education in Curriculum and Instruction (MECI)	Yes	WNE Catalogue				New program
Master of Fine Arts in Creative Writing	Yes	WNE Catalogue				New Program
Master of Science in Applied Behavioral Analysis	Yes	WNE Catalogue	Pass rate on the Behavior Analysis Certification Board's (BACB) examination  In 2015: WNEU pass rate 86%, All test takers 65%			2014-2015
<b>College of Engineering</b>						
Master of Science in Electrical Engineering (MSEE)	Yes	WNE Catalogue	Advisory Board Student Feedback	Faculty review every 3 years		2016-2017
Master of Science in Engineering Management (MSEM)	Yes	WNE Catalogue	Exit interview Advisory Board	Faculty review every 3 years		2016-2017

<b>CATEGORY</b>	<b>(1) Have formal learning outcomes been developed?</b>	<b>(2) Where are these learning outcomes published? (please specify)</b>	<b>(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</b>	<b>(4) Who interprets the evidence? What is the process?</b>	<b>(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.</b>	<b>(6) Date of most recent program review (for general education and each degree program)</b>
Master of Science in Industrial Engineering (MSIE)	Yes	WNE Catalogue				New program
Master of Science in Mechanical Engineering (MSME)	Yes	WNE Catalogue	Oral exam by Graduate Committee	Graduate Committee for each graduate student		2016-2017
Ph.D. in Engineering Management	Yes	WNE Catalogue	Dissertation defense	Dissertation committee		2011-2012

Institutions selecting E1a should also include E1b

## OPTION E1: E1B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	(2) Date of most recent accreditation action by each listed agency.	(3) Summary (“bullet points”) of key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
<b>Undergraduate Programs</b>				
<b>College of Arts and Sciences</b>				
Massachusetts Department of Higher Education PCIPP Certification ( <i>Criminal Justice</i> )	Successful Re-certification 2012	<p>Written program assessment plan</p> <p>Indication of where program objectives are taught in curriculum, how learning outcomes are measured prior to graduation, and the results of such assessment.</p> <p>Evidence demonstrating that the program is achieving its mission, goals, objectives and outcomes.</p> <p>Results of program evaluation, including graduate satisfaction with program; employer</p>	<p>Nine criteria:</p> <ul style="list-style-type: none"> <li>A. Program Mission and Purposes</li> <li>B. Program Structure and Curriculum</li> <li>C. Faculty</li> <li>D. Admission and Articulation</li> <li>E. Resources</li> <li>F. Student Services</li> <li>G. Integrity</li> <li>H. Branch Campuses, Additional Locations, and Other Instructional Sites</li> <li>I. Program Quality and Effectiveness</li> </ul> <p>Results of program evaluation, including graduate satisfaction with program; retention and graduation rates; placement rates</p>	2017

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		<p>satisfaction with graduates; retention and graduation rates; placement rates.</p> <p>Reports from institution’s program reviews, indicating cycle of reviews, findings, and related program improvements.</p> <p>Analysis of student evaluations of teaching.</p>		
<p>DESE Massachusetts Department of Elementary and Secondary Education <i>(Education)</i></p>	<p>May 24, 2010</p>	<p>No issues requiring action identified in report; some suggestions about documentation which are now obsolete due to changes in regulations</p>	<p>Use of required documents: CAP and passing MTEL scores for eligibility –we maintain a 100% pass rate for program completers.</p>	<p>Expected 2017-2018</p>
<p>Council on Social Work Education <i>(Social Work)</i></p>	<p>Reaccreditation granted June 2014</p>	<p>Ongoing assessment of student outcomes required by CSWE.</p>	<p>CSWE requires ongoing assessment of students outcomes related to ten Core Competencies deemed essential to generalist social work practice, as described by the Educational Policy and Accreditation Standards:</p>	<p>Comprehensive self-study due every seven years. Next self-study due to CSWE in 2020</p>



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		SW Dept required to post results of assessment of student outcomes on the department’s website at least every 2 years	( <a href="http://www.cswe.org/File.aspx?id=41861">http://www.cswe.org/File.aspx?id=41861</a> ) By October 2017, the department will need to utilize the most recent Educational Policy and Accreditation Standards, adopted in 2015. (see <a href="http://www.cswe.org/File.aspx?id=81660">http://www.cswe.org/File.aspx?id=81660</a> )	
<b>College of Business</b>				
AACSB The Association to Advance Collegiate Schools of Business <i>(Bachelor of Science in Business Administration, Bachelor of Business Administration)</i>	2013	Increase percentage of coverage by academically qualified (AQ) faculty	4 criteria: (1) Strategic Management and Innovation (2) Participants – Students, Faculty and Professional Staff (3) Learning and Teaching (4) Academic and Professional Engagement	Fall 2018 regular 5-year accreditation review
COSMA Commission on Sport Management Accreditation <i>(Sport Management)</i>	Accepted into candidacy. (January 2013) Accreditation Self-Study Completed and Accepted: February 2014 Site Review: May 2014 Yearly reports completed and due in July each year.	Curriculum contact hours update  Update of faculty sufficiency chart  Requested additional summary syllabi for elective sport management curriculum	8 Principles – Outcomes Assessment, Strategic Planning, Curriculum, Faculty, Scholarly and Professional Activities, Resources, Internal and External Relationships, Educational Innovation.	Fall 2021

<b>(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)</b>	<b>(2) Date of most recent accreditation action by each listed agency.</b>	<b>(3) Summary (“bullet points) of key issues for continuing accreditation identified in accreditation action letter or report</b>	<b>(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*</b>	<b>(5) Date and nature of next scheduled review.</b>
		<p>Curriculum documentation and changes to meet 25% standard</p> <p>Catalog changes to better represent programmatic detail</p> <p>Program learning goals reviewed and revised.</p> <p>Public posting of assessment results through University web-site.</p> <p>Response letter and further documentation was originally sent to COSMA in September 2014.</p> <p>Yearly reports submitted annually in July.</p>		

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	(2) Date of most recent accreditation action by each listed agency.	(3) Summary (“bullet points) of key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
<b>College of Engineering</b>				
ABET Accreditation Board for Engineering and Technology <i>(Bachelor of Science in Biomedical Engineering, Electrical Engineering, Industrial Engineering, Mechanical Engineering)</i>	ABET Site Visit during Fall 2011 Final Report and Re-accreditation was received on July 28, 2012	None	9 criteria: (1) students (2) program educational objectives (3) program outcomes (4) continuous improvement (5) curriculum (6) faculty (7) facilities (8) support (9) program specific criteria	Self-study to be submitted in June 2017. Site visit will occur in Fall 2017. Report on findings to be issued in summer of 2018.
ABET Accreditation Board for Engineering and Technology <i>(Bachelor of Science in Civil Engineering, Bachelor of Science in Computer Engineering)</i>	New program	Not applicable	9 criteria: (1) students (2) program educational objectives (3) program outcomes (4) continuous improvement (5) curriculum (6) faculty (7) facilities (8) support (9) program specific criteria	Self-study to be submitted in June 2017. Site visit will occur in Fall 2017. Report on findings to be issued in summer of 2018.

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	(2) Date of most recent accreditation action by each listed agency.	(3) Summary ("bullet points) of key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
<b>Graduate Programs</b>				
<b>College of Arts and Sciences</b>				
BAAB Behavior Analysis Accreditation Board of the Association of Behavior Analysis <i>(Doctor of Philosophy in Behavior Analysis)</i>	May 2014	No key issues identified in accreditation letter	Nine criteria required by BAAB 1. Mission 2. Curriculum 3. Outcomes Assessment 4. Administration 5. Resources 6. Faculty 7. Student Services 8. Public Disclosure 9. Degree Programs  Key performance indicators selected by program: 1. Successful defense of dissertation and comprehensive review paper; successful completion of 54 credit hours 2. Relevant employment rate; currently 100% of graduates are employed as senior level behavior analysts or as tenure-track professors 3. Publications by graduates in top tier journals; currently there are 28 publications from program-related research projects; 83% of graduates have published as lead author at least one peer-reviewed article from a program-related project	2019

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<b>College of Business</b>				
AACSB The Association to Advance Collegiate Schools of Business <i>(Master of Business Administration, Master of Science in Accounting, Master of Science in Organizational Leadership)</i>	November 2013	Increase percentage of coverage by academically qualified (AQ) faculty	Meeting AACSB accreditation standards	Fall 2018 regular 5-year accreditation review
<b>College of Pharmacy</b>				
ACPE Accreditation Council for Pharmacy Education <i>(Pharmacy)</i>	ACPE Site Visit in March 2015 to review program for accreditation	Accredited Status granted to the Doctor of Pharmacy Program in June 2015 extending through June 30, 2017 (the customary two-year term for a new program receiving Accredited status). Program was recognized as “compliant” with 26 of 30 accreditation Standards. The following four	<ul style="list-style-type: none"> <li>• Compliance with ACPE accreditation Standards (25 Standards as revised and adopted in 2016), including response data from annual surveys conducted by the American Association of Colleges of Pharmacy (AACCP): <ul style="list-style-type: none"> <li>○ AACCP Faculty Survey</li> <li>○ AACCP Preceptor Survey</li> <li>○ AACCP Graduating Student Survey</li> <li>○ AACCP Alumni Survey</li> </ul> </li> <li>• Annual Pass rates on the Pharmacy Curricular Outcomes Assessment (PCOA)</li> </ul>	An ACPE Site Visit is scheduled for April 2017 for a focused review of the four standards rated as “compliant with monitoring” during the 2015 Accreditation Review

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	(2) Date of most recent accreditation action by each listed agency.	(3) Summary (“bullet points) of key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
		<p>standards were rated as “compliant with monitoring,” to be reviewed during next site visit (April 2017):</p> <ul style="list-style-type: none"> <li>• <b>Standard 2:</b> Strategic Plan</li> <li>• <b>Standard 7:</b> College Organization and Governance</li> <li>• <b>Standard 10:</b> Curricular Development, Delivery, and Improvement</li> <li>• <b>Standard 26:</b> Faculty and Staff Continuing Professional Development and Performance Review</li> </ul>	<p>administered to learners in their third professional year (PY-3)</p> <ul style="list-style-type: none"> <li>• On-time graduation rates</li> <li>• Residency and Career placements</li> <li>• Annual pass rates on the North American Pharmacy Licensure Exam (NAPLEX) and Multistate Pharmacy Jurisprudence Exam (MPJE)</li> </ul>	

(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)	(2) Date of most recent accreditation action by each listed agency.	(3) Summary (“bullet points) of key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*	(5) Date and nature of next scheduled review.
<b>School of Law</b>				
American Bar Association <i>(Law)</i>	Site Inspection, spring 2013; Accreditation Committee letter renewing accreditation dated October 27, 2014  Interim Monitoring Letter May, 2015, response November 2015, Letter form ABA requesting update, March 2016, response to that request July 2016.	Accreditation Committee letter asked for additional information on three points: <ol style="list-style-type: none"> <li>1. Role of faculty in selection of current dean</li> <li>2. Efforts of school to diversify its adjunct faculty by gender and race/ethnicity</li> <li>3. Method of student feedback and interaction in distance education courses.</li> </ol> <p>We answered these queries to their satisfaction and were given a re-accreditation letter on October 27, 2014</p> <p>In May, 2015 we received a letter pursuant to the</p>	Compliance with ABA accreditation standards, which can be found at: <a href="http://www.americanbar.org/groups/legal_education/resources/standards.html">http://www.americanbar.org/groups/legal_education/resources/standards.html</a>  Those standards focus on six key areas: (1) Organization and administration (2) Program of Legal Education (3) Faculty (4) Admissions and Student Services (5) Library and Information Resources (6) Facilities, Equipment and Technology  The ABA requires ongoing assessment of learning outcomes related to the following core competencies: (a) Knowledge and understanding of substantive and procedural law; (b) Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context; (c) Exercise of proper professional and ethical responsibilities to clients and the legal system; and (d) Other professional skills needed for competent and ethical participation as a member of the legal profession.	Spring 2020 sabbatical site inspection

<b>(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)</b>	<b>(2) Date of most recent accreditation action by each listed agency.</b>	<b>(3) Summary (“bullet points) of key issues for continuing accreditation identified in accreditation action letter or report</b>	<b>(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*</b>	<b>(5) Date and nature of next scheduled review.</b>
		<p>ABA’s interim monitoring protocol requesting additional information about our admissions efforts, bar passage and financial position. We responded to that letter in November 2015, showing our continued compliance with the standards.</p> <p>In March, 2016 the ABA requested an update on the items we covered in the November 2015 letter and we responded to that request on July 1, 2016. We have not had any additional correspondence with the ABA on these interim matters since that time.</p>		

\*record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.



<b>Form S1. RETENTION AND GRADUATION RATES</b>						
<b>Student Success Measures/ Prior Performance and Goals</b>	<b>3 Years Prior</b>	<b>2 Years Prior</b>	<b>1 Year Prior</b>	<b>Most Recent Year (2015-2016)</b>	<b>Goal for 2017</b>	
<b>IPEDS Retention Data</b>						
Associate degree students	Part-time, returning, occasional students with N<3 in a given year. Measure is not applicable.					
Bachelor's degree students (FT/PT; PT Ns < 5)	75%/100%	76%/50%	78% /0%	78%/pt tbd	80%/75%	
<b>IPEDS Graduation Data</b>						
Associate degree students	As above.					
Bachelor's degree students (Six Year Rate)	60%	59%	59%	58% prelim	60%	
<b>Other Undergraduate Retention Rates (1)</b>						
a	Arts and Sciences 1 <sup>st</sup> Year Retention	71.8%	73.9%	75.4%	74.8%	77%
b	Business 1 <sup>st</sup> Year Retention	71.5%	72.1%	76.2%	72.9%	75%
c	Engineering 1 <sup>st</sup> Year Retention	80.1%	82.6%	80.4%	82.1%	82%
<b>Other Undergraduate Graduation Rates (2)</b>						
a	Art & Sci 1 <sup>st</sup> Time 4-Yr Grad Rate	42.2%	49.3%	50.7%	55.3%	57%
b	Business 1 <sup>st</sup> Time 4-Yr Grad Rate	55.2%	59.2%	57.3%	52.8%	55%
c	Engineering 1 <sup>st</sup> Time 4-Yr Grad Rate	65.3%	59.9%	66.9%	60.9%	61%
<b>Graduate programs *</b>						
	Retention rates first-to-second year (3)	94.7%	87.2%	86.8%	87.2%	88%
	Graduation rates @ 150% time (4)	86.9%	83.1%	72.9%	87.2%	88%
<b>Distance Education</b>						
	Course completion rates (5)	Programs are small part-time, graduate adult programs populated by students who have high stop out rates between any individual terms, but high eventual completion.				
	Retention rates (6)					
	Graduation rates (7)					
<b>Branch Campus and Instructional Locations</b>						
	Course completion rate (8)	Western New England University does not have branch campuses. Although graduate programs in (Applied) Behavior Analysis have students at NECC, all students are attached to the Springfield campus.				
	Retention rates (9)					
	Graduation rates (10)					
<b>Definition and Methodology Explanations</b>						
1	A&S measures exclude pre-Pharm and pre-PA students as they are not specifically bachelor's seeking at time of admission. Retention of pre-Pharm students from first to second year is 90+%; 80+% for pre-PA and are included in IPEDS data per NCES instructions.					
2	A&S measures exclude pre-Pharm and pre-PA students as they are not bachelor's seeking at time of admission.					
3	Applies only to full-time law and pharmacy students.					
4	Applies only to full-time law students where 150% is defined as 4.5 yrs. No entering Pharmacy cohort has had 150% time. All other graduate programs are defined as part-time.					
5						
6						
7						
8						
9						
10						
* An institution offering graduate degrees must complete this portion.						

**Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS**

<b>Measures of Student Achievement and Success/ Institutional Performance and Goals</b>	<b>3 Years Prior (2013)</b>	<b>2 Years Prior (2014)</b>	<b>1 Year Prior (2015)</b>	<b>Most Recent Year (2016)</b>	<b>Goal for 2017</b>
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**Success of Students Pursuing Higher Degree**

1	BA/BS graduates enrolled in graduate school within 6 mo	102	137	119	TBD	No goals are set for this measure
2						
3						
4						

**Definition and Methodology Explanations**

*Pursuit of post-graduate education is determined by matching against the National Student Clearinghouse through Student Tracker.*

**Rates at Which Graduates Pursue Mission-Related Paths (e.g., Peace Corps, Public Service Law)**

1	JDs in Public Sector Law	39.4%	46.6%	32.9%	Not available	No set goal
2			See Explanations Below			
3						

**Definition and Methodology Explanations**

*Based on number of JDs with known employment outcomes. Mission related outcomes are not a goal of our programs. We only occasionally have graduates which choose to go into Peace Corps, AmeriCorps, etc. Rarely more than one or two per graduating year.*

**Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared**

1						
2			See Explanations Below			
3						
4						

**Definition and Methodology Explanations**

*This measure is not applicable to programs offered at the University. Programs are either outcome directed (e.g., engineering, business) or liberal arts oriented with a wide variety of individual outcomes (e.g., English).*

**Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)**

1						
2						
3						

**Definition and Methodology Explanations**

*This measure is not applicable to programs offered at the University.*

**Other (Specify Below)**

1	
2	

**Definition and Methodology Explanations**

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**Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES**

		3 Years Prior (2013)	2 Years Prior (2014)	1 Year Prior (2015)	Most Recent Year (2016 )	Goal for 2017
<b>State Licensure Passage Rates *</b>						
1	Massachusetts Bar Exam	61.8%	73.3%	65.5%	Not Available	The State Average
2	Connecticut Bar Exam	68.4%	72.7%	61.8%	Not Available	The State Average
3	New York Bar Exam	57.7%	Not Available	80.0%	Not Available	The State Average
4	MJPE	not applicable	not applicable	92.6%	63.6%	85.0%
5	NAPLEX (Pharmacy)	not applicable	not applicable	82.1%	80.7%	85.0%
<b>National Licensure Passage Rates *</b>						
1	Not applicable					
2						
<b>Job Placement Rates **</b>						
The University does not place students and therefore does not track placement rates by program per se.						
1	Master's and PhD programs in A&S, Business, and Engineering	The vast majority of students in these programs are working professionals who are attending classes part-time. Job placement measures do not apply to this population.				
3	LLM	As a post-JD masters, nearly all students are already employed as attorneys. Job placement measures do not apply to this population.				
4	JD (at 10 months)	78%	74%	81%	TBD March '17	83%
5	PharmD	not applicable	not applicable	93%	87%	90%
6	All Bachelor's Degrees	92%	93%	97%	TBD	No goals are set for this measure.
7	A&S Bachelor's	83%	95%	97%	TBD	No goals are set for this measure.
8	Business Bachelor's	97%	89%	98%	TBD	No goals are set for this measure.
9	Engineering Bachelor's	97%	93%	97%	TBD	No goals are set for this measure.
* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.						
** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.						
<b>Institutional Notes of Explanation</b>						
a	Bachelor's Degree employment statistics are based on the number of graduates seeking employment at the time of graduation and responding to requests for employment information on the senior survey or approximately six to eight months out (about one-half or less of graduates in a given year). Percentages based on those offered employment. Full-time/part-time distinctions often not known. Underreporting for students not finding employment is assumed.					
b						
c						

**Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID**

	3 Years Prior	2 Years Prior	1 Year Prior	Most Recent Year (2016)	Goal for 2017
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**Completion Rates \***

1	<i>The University does not offer any short-term vocational training programs for which students are eligible for Federal financial aid.</i>				
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

**Placement Rates \*\***

1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

\* List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.

\*\* List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.

# ADDENDUMS

## Proposal to Establish a University Senate and a Faculty Council At Western New England University

### Preamble

The University Senate and the Faculty Council are shared governance structures designed to encourage discussion, collaboration, and compromise among faculty members across the Colleges and Schools at Western New England University.

### 1. Composition of the University Senate

The University Senate will be made up of two representatives each from the College of Business, College of Engineering, College of Pharmacy, and the School of Law, and four representatives from the College of Arts & Sciences. The additional two seats for A&S are intended to ensure representation for the broad range of fields currently housed in that College.

The University Senate is a recommending body that meets at least twice each semester. Recommendations of the University Senate will be communicated to the Provost, who is an *ex officio* non-voting member of the Senate. The Provost shall report back to the University Senate in a timely manner the status of all University Senate recommendations. The President of the University will address the University Senate at least once each academic year.

Each College/School will designate its Senators based on its own procedures. Senators from Colleges or Schools with distinct departments may not have more than one Senator from a single department. Each College/School will also select an Alternate Senator, who may replace a Senator who will be absent from a scheduled meeting. No Senator or Alternate may hold the rank of assistant professor. Deans, Associate Deans, and Assistant Deans are not eligible to be elected as a Senator or an Alternate. Associate Deans and Assistant Deans with faculty status are eligible to vote in University Senate elections and referenda.

University Senate representatives serve three-year terms, with one re-election possible. For the inaugural University Senate, new Senators from each College/School will be elected for 2- and 3-year terms to ensure that as the years pass, there is a balance between new perspectives of recently-elected Senators and the experience of returning Senators.

A Senator shall be automatically removed for lack of attendance at three consecutive Senate meetings unless represented by their College/School Alternate. A Senator may also be removed for repeated lack of participation in Senate votes or for disruptive behavior at Senate meetings. Except for lack of attendance, a vote of eight of the eleven other Senators is required to reprimand, censure, or remove a Senator. Should a Senator be removed or step-down, the Alternate will serve the remainder of the term and the College/School will select a new Alternate Senator within one month.

The Chair of the Senate will rotate on a two-year basis from one College/School to another, with that College/School responsible for selecting which of its Senators will serve as Chair for this period. The Chair of the Senate shall have full voting power on all matters and motions before the Senate. Other Senate officers, as may be established by the by-laws, must come from other Colleges or School. The first Chair will be elected by the University Senate via simple majority vote. Following that individual's term, the Chair will rotate alphabetically through the other Colleges and School. Each Chair elected or designated must be eligible for a two-year term.

A majority vote shall be required to entertain a vote of no confidence in the Chairperson. A vote of eight of the eleven other Senators in Executive Session is required to remove the Chairperson from that position.

In addition, in the interest of a procedurally efficient Senate, a Parliamentarian who is a member of the faculty will be appointed by the Provost for an indefinite term as an *ex-officio* non-voting member, and be responsible for the timely release of the agenda for upcoming meetings, the circulation of the minutes from previous meetings, the maintenance of order, and for rulings on Senate procedure. The Parliamentarian shall not be a Senator or Alternate. The Parliamentarian will have working knowledge of Roberts' Rules of Order and will be paid a small stipend for attending all University Senate meetings and ensuring order. Further, if the Chair of the Senate wishes to participate in the discussion, the Parliamentarian will assume the Chair's role in the proceedings.

## **2. Jurisdiction of the University Senate**

The University Senate's jurisdiction will be limited to matters that affect the entire university community; the University Senate will not be responsible for academic, non-academic, personnel, or any other matters that are internal to a College/School.

New academic programs shall fall under the jurisdiction of the University Senate only if the program requirements include courses offered by departments in another College/School or for courses whose content knowledge and degree level overlap with those of a discipline housed in another College or School.

The University Senate shall provide a vehicle for the expression of faculty views and for communication between the University administration and the faculty. The University Senate provides a centralized body for the faculty to raise questions, to make recommendations, and to enter into dialogue with the administration. It shall be the responsibility of each Senator to report Senate activities back to the individual College/School and to report individual College/School concerns to the Senate.

The University Senate shall be concerned with the general campus environment, and have input or raise questions regarding elements of this environment, including but not limited to: the student environment, University facilities, facility safety issues, travel policies, parking policies, public safety policies, the Institutional Review Board, Animal Care and Use, athletics, university-wide strategic planning, university-wide campaign and fund-raising policies, and institution technology.

The University Senate shall have jurisdiction over policies related to academic freedom, intellectual property, and any other elements common to Faculty Handbooks. The University Senate shall be made aware of relevant NEASC accreditation issues and shall participate in NEASC accreditation processes as needed. Accreditation requirements for particular Colleges, Schools, and programs shall supersede any decisions of the University Senate or Faculty Council.

University-wide committees such as Diversity, Lecture Day, the International Programs Coordinating Council, shall become committees of the University Senate with the Senate deciding their composition. The Senate may also create standing or ad hoc committees as needed. The University Senate shall confirm the faculty members appointed to other University-wide standing committees, including the Budget Advisory Committee, Internal

Advisory Committee for Institution Technology, the Faculty Athletic Representative, and the Strategic Planning Committee. The President shall solicit University Senate input for faculty membership on any new, University-wide Committees, Councils, or Task Forces. The University Senate shall elect faculty members serving on the All-University Disciplinary Board.

Information regarding graduate and professional programs, and proposed programmatic and scholarly initiatives, shall be shared with the University Senate.

### **3. Procedures and Protocols for University Senate Business**

The formal matters of procedure followed on a meeting-to-meeting basis will be determined by the appointed Parliamentarian following Robert's Rules of Order.

The most significant procedural matter is a built-in contingency meant to protect all College/Schools from University Senate decisions that are detrimental to that College/School's academic wellbeing, even as a minority.

To wit: in order to pass, a motion before the Senate must be supported by a majority vote of the Senators eligible to vote. If, however, a motion receives a "no" vote or abstention from all the representatives of the College of Business, College of Engineering, College of Pharmacy, College of Arts & Sciences, or School of Law, the dissenting College or School can make a formal request that the motion be put to a referendum vote of the full faculty of the University. This formal request will then be considered at the following Senate meeting. If at that meeting, it is seconded by two additional Senators, the University Senate is bound to honor the request. If there is no formal request for a referendum, or if it is not seconded as indicated above, the motion will pass or fail as voted on by the Senate.

Any University Senate referendum will be held on-line and will require a supermajority of 66% of the faculty vote overall and simple majority in 3 out of 5 Colleges and School to pass.

### **4. Composition of the Faculty Council**

To address issues that concern only undergraduate and graduate programs from the Colleges of Business, Engineering, and Arts & Sciences, a second body will be formed – the Faculty



Council. The Faculty Council is a recommending body that meets at least twice each semester. Recommendations of the Faculty Council will be communicated to the Provost, who is an *ex officio* non-voting member of the Faculty Council. The Provost shall report back to the Faculty Council in a timely manner the status of all Faculty Council recommendations.

The Faculty Council will consider all matters relevant to undergraduate and graduate programs of the three Colleges. It will be composed of elected representatives from the College of Engineering, the College of Business, and the College of Arts and Sciences. The Colleges of Engineering and Business will each elect two representatives; the College of Arts & Sciences will elect three representatives.

Each College will designate its Representatives based on its own procedures. No College may have more than one Representative from a single department. Each College will also select an Alternate Representative, who may replace a Representative who will be absent from a scheduled meeting. No Representative or Alternate may hold the rank of assistant professor. Deans, Associate Deans, and Assistant Deans are not eligible to be elected as a Representative or Alternate. Associate Deans and Assistant Deans with faculty status are eligible to vote in Faculty Council elections and referenda.

Faculty Council Representatives serve three-year terms, with one re-election possible. For the inaugural Faculty Council, new Representatives from each College will be elected for 2- and 3-year terms to ensure that as the years pass, there is a balance between new perspectives of recently elected Representatives and the experience of returning Representatives.

A Representative shall be automatically removed for lack of attendance at three consecutive Faculty Council meetings unless represented by their Alternate. A Representative may also be removed for repeated lack of participation in Faculty Council votes or for disruptive behavior at Faculty Council meetings. Except for lack of attendance, a vote of five of the six other Representatives is required to reprimand, censure, or remove a Representative. Should a Representative be removed or step-down, the Alternate will serve the remainder of the term and the college/school will select a new Alternate Representative within one month.

The Chair of the Council will rotate on a two-year basis from one College to another, with that College responsible for selecting which of its Representatives will serve as Chair for this period. The Chair of the Council shall have full voting power on all matters and motions before the Council. Other Council officers, as may be established by the by-laws, must come from other Colleges. The first Chair will be elected by the Faculty Council via simple

majority vote. Following that individual's term, the Chair will rotate alphabetically through the other Colleges. Each Chair elected or designated must be eligible for a two-year term.

A majority vote shall be required to entertain a vote of no confidence in the Chairperson. A vote of five of the six other Representatives in Executive Session is required to remove the Chairperson from that position.

To ensure the widest possible involvement of the faculty in the Colleges of Business, Engineering and Arts & Sciences, Representatives serving on the Faculty Council may not serve concurrently on the University Senate.

## **5. Jurisdiction of the Faculty Council**

The Faculty Council will address topics of relevance to the undergraduate and graduate degree programs of the university and elements specific to the Colleges of Arts and Sciences, Business, and Engineering. Issues that fall under the purview of the Faculty Council will include: Undergraduate General University Requirements, On-line Teaching, Academic Honesty, Academic Standards, Undergraduate Admissions and Retention, Non-common Handbook issues, Promotion and Tenure, the Adjunct Handbook, Faculty Grant Competitions, and Sabbaticals.

It shall be the responsibility of each Representative to report Council activities back to the individual College and to report individual College concerns to the Council.

## **6. Procedures and Protocols for Faculty Council Business**

On the Faculty Council, motions must receive a majority vote in order to pass. If any of the three Colleges represented votes unanimously against a motion, the dissenting College can request a referendum. This request will then be considered at the next Council meeting. If the request for a referendum is seconded by one other member of the Council, it will be put to referendum. If there is no formal request for a referendum, or if no other Council member seconds the request, the motion will pass or fail as voted on by the Council.

Any Faculty Council referendum vote will be held on-line and shall require a supermajority of 66% of the faculty vote overall from the three Colleges and a simple majority in 2 of the 3 Colleges to pass.

Afterward

Approval of the University Senate and Faculty Council requires a minimum 67% yes vote of the full-time faculty and a minimum 50% yes vote of the full-time faculty from each College/School voting in an online ballot.

This document may be amended based on a motion passed by a majority of either the University Senate or Faculty Council and approved by a university-wide faculty referendum requiring 66% of the faculty vote overall and a majority within all five Colleges/Schools to pass.

This proposal requires a faculty vote after 5 years to decide if this new University shared governance structure shall continue. The decision will be determined using the same protocols for University Senate referendum votes. If the faculty votes to reject continuation, then the Provost will appoint a committee charged with proposing a replacement model. Until a new system is approved by the faculty via referendum, the existing structure will remain in place.

Additional items of procedure and rules (“By Laws”) will be determined and affirmed by a supermajority of each body (9 of 12 Senators for University Senate and 5 of 7 Representatives for Faculty Council). No element in the by-laws of either body may contravene the structures and processes described herein.

The necessity for protection of minority interests via referendum votes is meant to provide the fullest possible protection for all Colleges and Schools. It is also meant to remove the stigma associated with the current, rare instances of campus-wide voting. When University Senate or Faculty Council debate reveals that an issue is sufficiently contentious, a referendum will bring resolution to that issue in the most broadly representative fashion possible, giving each faculty member a voice in the decision.

# **Campus Climate Assessment Report**

Bonni Alpert  
Jeanne Hart-Steffes  
Matthew Sheehan  
Julie Steiner

August 2014

## **ACKNOWLEDGMENTS**

The Campus Climate Assessment Subcommittee would like to thank all of the individuals who assisted us throughout this process:

- Members of the Diversity Design Committee
- Facilitators and note-takers for the focus groups
- Everyone who helped us to initiate focus group participation
- Academic Deans and their staff/offices
- Division of Student Affairs, especially the Assistant Deans, Jennifer Kolins, and Rosa Arce
- Kathleen Dillon of the Institutional Review Board
- Joanne Olson and Myra Quick of Human Resources
- President Anthony Caprio
- Richard Pont and Elliott Hibbler, who set up the online surveys
- Erin Buzuvis, who served on the Subcommittee during the pilot stage of the assessment
- Finally, Sara Weinberger, who served on the Subcommittee until her retirement in December 2012

We appreciate all of your individual and collective efforts on this project.

Thank you,

*Bonni Alpert*  
*Jeanne Hart-Steffes*  
*Matthew Sheehan*  
*Julie Steiner*

August 2014

## **BACKGROUND INFORMATION**

During the fall 2010 semester, a subcommittee of the Diversity Design Committee (“DDC”) was tasked to conduct an all campus survey. The purpose of the survey was:

“To gain a better understanding of how well Western New England University has created a social and educational climate that fosters and promotes acceptance, respect, and understanding of differences.”

During the spring 2011 semester the DDC reviewed and then took the survey. The Campus Climate Assessment Subcommittee (Subcommittee) conducted an additional three survey assessments with student groups who also participated in focus groups during scheduled meetings. Subsequently, the Subcommittee implemented several changes to the survey, which were designed to enhance clarity and ultimately solicit increased participation and support from campus constituents.

Upon completing these revisions, the Subcommittee electronically launched the survey during the fall 2012 semester. Additionally, the Subcommittee held a subsequent pilot focus group with students from the School of Law. The Subcommittee took the opportunity to revise the focus group questions and the facilitator’s script based on feedback from this experience.

During the spring 2013 semester the Subcommittee held targeted student focus groups with members of the Gay/Straight Alliance (GSA), United and Mutually Equal (U&ME), Student Athlete Advisory Committee (SAAC), Civility Leadership Team, the Peer Advisors, and the Resident Advisors. The Subcommittee held additional student focus groups with international students during the fall 2013 semester and four additional open student focus groups were held in the fall 2013 and spring 2014. Additional surveys were completed throughout these focus group sessions.

The Subcommittee held its first staff focus group with staff from the Division of Student Affairs during the spring 2013 semester. In conjunction with Human Resources, the Subcommittee held three additional staff focus groups in the fall 2013 semester which were open to all staff members at the University. Additional surveys were also completed throughout these focus group sessions.

Finally, in conjunction with each of the faculty deans, the Subcommittee held five faculty focus groups during the fall 2013 and spring 2014 semesters. These consisted of the respective Colleges and Schools (Arts & Sciences, Business, Engineering, Pharmacy, and Law). Additional surveys were also completed throughout these focus group sessions.

## ASSESSMENT OVERVIEW

The Campus Climate Assessment Subcommittee's goal was to engage the campus in a conversation toward creating a more inclusive environment. In doing so, we strove to utilize best practices, including:

- 1) Conducting the Campus Climate Assessment initiative under the approval of the Western New England University's Institutional Review Board;
- 2) Incorporating feedback from multiple campus constituents in the survey and focus group questions;
- 3) Formulating survey and focus group questions with consideration toward Direction Five of the University's Strategic Plan: *Develop and practice our vision of diversity and pluralism on campus*; and
- 4) Seeking responses campus-wide including faculty representing each of the Colleges and Schools and targeted and general student groups.

The surveys were distributed during two time periods: fall 2012 and fall 2013. We received a total of 524 total responses, broken down as 237 students and 287 faculty and staff members, as indicated in the table below:

### Responses

	<u>Students (including Law Students)</u>	<u>Combined Faculty and Staff</u>	<u>Total</u>
<u>Fall 2012 Launch Period</u>	170	106	276
<u>Subsequent Surveys – Fall 2013</u>	67	181	248
<u>Total</u>	237	287	524

Focus groups were conducted between 2012 and 2014. There were approximately 475 participants among all of the focus groups.

**Please note that the personal testimonies and narratives in this report reflect the views and opinions of survey and group focus respondents, and not those of the University.**

## **FINDINGS**

The overall findings of the survey and focus groups are as follows:

- 1) **There is a need for the campus to strive to be more diverse, inclusive and welcoming to the community.** There is a particular need for support services and programs for international students; however, there are several other underrepresented groups that would also benefit from enhanced services and programs.
- 2) **There is a need for further education and training.** Basic concerns with discrimination, representation, knowledge, respect and civility were expressed.
- 3) **There are challenges with community building, campus morale and communication.**



## **FINDINGS AND SUMMARY DESCRIPTIONS**

### **Theme One - Strive to Be a More Diverse, Inclusive and**

#### **Welcoming Campus Environment**

Overall, there was a need for the campus to be more welcoming to others from diverse backgrounds. Faculty and staff were less likely than students to view diversity and social justice as a concern. In many cases, several faculty qualitatively presented stronger comments to state that diversity was a non-issue, and many other constituents commented on the lack of diversity on the campus, most specifically among the faculty.

The respondents who saw the campus as having issues with diversity saw it stemming from demographics and the attitudinal climate of the Western New England University campus. In particular, respondents commented on the lack of exposure to diversity. Other respondents stated that many of the negative behaviors exhibited on campus were experienced as subtle, compared to more blatant barriers where there is more room to address on an official basis. A majority of the community appeared to be courteous and respectful to others; however, concerns were expressed that there are some members of the campus who intentionally or unintentionally tend to exclude others.

A smaller number of respondents wrote that they were happy with the status quo, felt welcomed and reported no difficulties or concerns regarding diversity. The College of Pharmacy and the School of Law received overall more positive comments from their communities than the undergraduate populations in terms of inclusive and welcoming environments. Several respondents commented positively about the open-mindedness of other students, faculty and staff.

Approximately 55% of students and 45% of faculty/staff in the survey stated that the University promotes safe and respectful discussions of discrimination issues. This supports the qualitative feedback expressed.

Changes to national demographics were cited as giving increased significance toward diversity, and some respondents believed it will inevitably occur as a result of globalization and change. However, others stated that diversity will not happen due to the nature of the students and the school, which they generally perceived as comprised of upper-class, privileged students attending a small private school.

## **Theme Two – Need for Education and Training**

Qualitative comments, through both the surveys and focus groups, demonstrated a variety of challenging areas that reflect a need for education and training. Examples include the use of appropriate language, difficulty with recognizing and responding to bias situations, a lack of exposure and understanding of different cultures and abilities, and the possible impact on academic/professional standards and student services. However, a number of the students felt that identified problems pertained more to certain students than to the entire student body.

Many respondents expressed comments regarding diversity through a lens that acknowledges the need for treating people equally. It appeared to the Subcommittee that many respondents did not understand how diversity also entails respecting differences amongst individuals. Some respondents were more receptive toward language such as civility and open-mindedness. Others were cautious about being overly “politically correct” or alienating more traditional perspectives, stating that focus on diversity could negate the greater goal of positive collectiveness. Some did not want the notion of diversity to compromise educational or professional standards, whereas others wondered about the relation between diversity demographics and academic requirements.

Some respondents commented that the University cannot achieve diversity until it achieves a certain amount of diversity as a threshold matter. Some comments focused on how the lack of diversity and inclusion at the University inhibits a diverse campus climate. Responses noted that the lack of exposure to diversity hinders the ability of campus members to respect differences, take issues seriously, and/or to broaden individuals’ minds and perspectives. Some responses included suggestions for how to address this issue. One response illustrated how the different demographics of the City of Springfield, compared to students’ hometowns, were used as a learning tool in the classroom.

Additionally, many respondents noted different definitions of “diversity” exist on campus, and this makes applicable conversations more challenging. Disability is not often included in conversations, even though biases and assumptions against students with “hidden” disabilities (defined as disabilities that are not initially noticeable or visibly obvious to others) were shared. Some respondents felt that certain categories of diversity were preferred over others. Respondents noted that some minority groups were not included in the survey, such as socioeconomic status, veteran status, and political viewpoints.

Several respondents suggested that the University community does not take the initiative in moving forward on diversity initiatives or being welcoming and accommodating, but expressed general support for further education and training on campus.

Some of the resultant factors that contributed to these sentiments included:

- Lack of knowledge and resources. Individuals who do not have an understanding of multi-cultural issues may tend to label others solely through generalities, rather than based on factors specific to individuals.
- Lack of awareness. Issues on campus were believed to be guided not through outright disrespect or discrimination, but through specific instances of ignorance in which individuals are not thinking things through or are unaware of the repercussions of their actions.
- Maturity and personal comfort levels. This factor is particularly relevant for students who have not been exposed to the social issues and challenges discussed in this report. The student's personal developmental process, (i.e., first-year students) also impacts these challenges. Student tendencies to be more closed-minded early on, and become more open-minded over time and with exposure mirrors this, and may explain the international student consensus of facing more negativity and bias when first coming here than later in their university experiences.
- Being inclusive. When creating space for diversity, such as for diversity-related student groups, it appears to some campus constituents that this could promote exclusion, rather than inclusion. Thus, notions of diversity and inclusion may be challenging to reconcile.

In addition to further training and education about these more complex issues, there is also a need to train students, faculty and staff about how to report a bias incident. In the Subcommittee's survey, 16% of the faculty/staff and 36% of the students were not aware on how to do so. More respondents replied that they were comfortable reporting a bias incident than who replied that they knew how to report a bias incident.

In addition to the extensive qualitative feedback received, approximately 60% of students and 70% of faculty/staff expressed support for more extracurricular programming related to diversity issues.

### **Theme Three – Community Building and Campus Morale**

While responses varied, concerns were expressed about several topics that are pertinent toward the campus climate. Many respondents stated that we need to develop a community of trust before we can begin genuine discussions about diversity.

Some respondents stated that faculty members were disconnected from the campus, with a perception that faculty are primarily on campus only to teach classes. These descriptors were frequently raised as negatively affecting the interpersonal atmosphere.

Some respondents highlighted needs such as being civil, supportive, positive, affirmative, and connected with others. Respondents also qualitatively mentioned the challenges of conflicting priorities and agendas, and subsequent isolation and lack of respect as complicating factors. One respondent cited an inclusive environment that was compromised by functional silos, in which different colleges, classes, and other groups operate in isolation from one another.

Examples of additional campus climate concerns included:

- A misalignment between the University’s vision of campus diversity, and the reality of campus diversity. Put another way, there is a difference between “what we talk about” compared to “what we have.”
- A lack of an accessible and inclusive campus community. This includes challenges on campus such as accessible infrastructure, multi-cultural food availability, and religious holiday calendaring. These are each examples that hinder community building and affect campus morale for many of our campus members:
  - Examples of facilities with physical accessibility issues included the School of Law, the Quad Residence Halls, Windham Hall, Deliso Hall, Emerson Hall, and Churchill Hall. Additionally, several respondents commented on the need for gender-neutral bathrooms (i.e., single occupancy) to accommodate individuals of all gender identities. This would also benefit those with specific disability/health-related needs requiring privacy.
  - Complaints regarding dining hall options indicated that many individuals with dietary limitations are not having their needs fulfilled. These include individuals with food allergies, those with religious dietary restrictions, and those requesting vegetarian and vegan options. The current absence of food labeling in the dining hall also presents challenges for many campus members.

- Under-served international student needs. Although current internationalization efforts were welcomed, opinions were expressed that the international students' needs were not being fulfilled, and that internationalization was also taking precedence over other matters with different underrepresented populations.
- Misrepresentation of diversity in marketing and promotional material. It was pointed out that too many students from racially/ethnically diverse backgrounds were being used as "tokens" for campus diversity, thus falsely reflecting our numbers and narrowing the issue based on skin color. Additionally, some respondents stated the website photographs were out-of-date.

According to the survey results, 26% of the faculty/staff disagreed that the University was physically accessible, 26% of the students disagreed that the food options were suitable for their cultural beliefs, and approximately 30% of students, faculty, and staff disagreed that the calendar respects religious diversity. However, up to 30% of respondents for each of these categories selected "No Opinion" as their answer.

## **SUPPLEMENTAL FINDINGS – STUDENTS**

Several negative aspects of student dynamics were frequently expressed:

- Students felt pressured to fit in and be accepted, and thus not willing to stick up for others' beliefs.
- Most, but not all students, tend to self-segregate, which includes international and many under-represented students. This is especially the case for students who are not involved on campus.
- Many students felt there was a lack of campus spirit and pride. They felt that community-building and collectiveness were not being valued by the University.
- Many examples were identified of students making offensive comments and using inappropriate language, describing students by their race, making fun of students for no apparent reason, telling international students that they don't belong here, and using highly offensive words.

There was input pertaining to bias responses and management:

- There were concerns regarding not knowing how to report an incident.
- Other concerns pertained to ensuring accountability, transparency, and timeliness.
- The most constructive feedback pertained to utilizing these incidents as learning experiences. Students, faculty and staff also shared the importance of notifying and following up with the campus when these incidents occur.

Additional challenges were shared in terms of campus communications. Students are not always knowledgeable about what is going on due to limited publicity and visibility. In particular, there are practical limitations toward using flyers, as people are not necessarily able to pause to read each of them on campus. Also, University Posts do not always reach the full intended audience.

Finally, students identified perceptions that there were differences in recognition between "popular" and "less popular" clubs, with diversity-focused organizations in the latter category. Consistency toward all student organizations on campus is essential toward addressing these concerns regarding diversity-focused groups.

## **RECOMMENDATIONS**

### **1) Enhance and expand campus education and training.**

Develop and provide brief online and/or in person trainings related to bias and inclusion issues. Student/faculty/staff partnerships could be devoted to creating some of these trainings. Ensure that Resident Advisors, Peer Advisors, U&ME mentors, and other student leaders and the University faculty are included. These issues may also include related topics that were suggested throughout this process, including Title IX, sexual harassment, bystander intervention and students in distress due to mental health issues.

Devote a certain percentage of student, faculty, and staff committee meetings per year to issues related to inclusion on campus. These groups may include, but are not limited to, the Student Senate, Faculty Senate, and Student Affairs.

Continue and expand topics related to diversity and inclusion for speaker series and other programming. For existing training and learning venues, increase publicity and outreach. A new initiative suggested was to develop a peer mediation program. These opportunities should be connected to classes or activities to promote buy-in and attendance. Some suggestions shared were a “What Diversity Means to Me” contest, “That’s So \_\_\_ Game” poster campaign and bulletin boards, and a “You Don’t Have to Talk Like That” campaign.

ARAMARK should continue to partner with Spiritual Life, Diversity Programs and Services, and the International Student Office to sponsor cultural dinners. Handouts pertaining to a specific culture will be displayed and distributed and entertainment may be provided.

### **2) Continue to look for ways to gather the campus community together.**

Establish a faculty/staff dining area or other central gathering place. Alternatively, establish a monthly open lunch for all faculty/staff. In the meantime, the Friday specials in the dining halls should be continued.

Introduce coffee hours or social events for campus faculty and staff, which may include but are not limited to professional events such as a speaker series, on-campus social opportunities such as a wine and cheese gathering, and off-campus trips such as outdoor activities. As appropriate, include partners and/or children. Additionally, introduce special nights for student events such as performances and spring events open to campus employees. Also, increase publicity and outreach for existing opportunities on campus that are open to faculty and staff.

Seek opportunities to bridge “functional silos” between the curricular and co-curricular environments. Examples identified were having faculty share campus programs in their classes and/or amongst fellow staff, recruiting faculty who were described as the “most engaging” for out-of-class lectures, and revisiting the current Community Hour system on campus.

### **3) Be more intentional about academic calendaring for religious holidays.**

A discussion should be held on possibly modifying the academic calendar to recognize other religious holidays. It was noted that there are ways to be more intentional toward the campus. We should work to better note religious observances in the University calendar, whether or not the University remains open. This could ensure fewer instances of scheduling major campus events in conflict with religious holidays.

We also should ensure that those who are absent from classes or work due to the observances of a religious holiday are not penalized. Staff currently must use vacation time and do not have release time. The current policy that students must make up any exams or assignments is appropriate, although students may still find themselves disadvantaged from having missed class time.

Additionally, course schedules should be examined for potential problems. A recent example was Friday course labs in a department with many students who have religious beliefs that coincide with that particular timing. As resources permit, the University also should plan and design a centralized prayer/religious space on campus.

### **4) Enhance/continue to support programs that involve issues of inclusion, diversity, and social justice.**

We have identified many current student organizations, offices, and programs related to diversity and inclusion. These include, but are not limited to, the Student Civility Leadership Team, United and Mutually Equal, Global Sustainability Club, Campus Activities Board, International Student Association, Model UN, Gay/Straight Alliance, Student Athletic Advisory Committee, the Spiritual Life office, Civic Engagement office, and the International Students office.

Given the merits of targeting first year students, particularly applicable events and programs on campus include SOAR, the Community Covenant, the First Year Seminar, and Freshman Focus. Likewise, venues that connect diversity and multiculturalism to the real world and the work force should also be considered. Additionally, staff should encourage more diverse leadership and representation on student clubs, organizations, and other high-profile student activities. Additional programs applicable toward these topics, such as cultural trips, education, and awareness programs, should also be developed.

Some populations on campus could be further served. If interest exists, student organizations should be developed that focus on disability and on gender. The University should continue to seek out enhanced veterans support programs. Groups that have different needs would benefit from increased and differentiated programming and resources. These include commuter students, graduate students, law students, international students, and students with families.



A couple of other recommendations included that university members should consult with ARAMARK on the current dining hall options that include more international and cultural foods. Considerations with physical accessibility, as well as with single-occupancy bathrooms, should be addressed with future campus construction projects.

There were also concerns with student space that should be addressed. These included creating a commuter student lounge, relocating the U&ME and GSA student organization offices out of Rivers, and adding more common residence hall spaces for community building.

**5) Seek an outside consultant to partner with marketing to lead an all campus task force to review, enhance, and expand the University website, digital footprint, and presence.**

The primary goals of this recommendation are to develop an accurate representation to reflect the campus culture with some aspirational focus and to inform visitors about the current diversity and multicultural resources. Photographs and news items should promote who we are, not what we think we are. One of the outcomes is to more intentionally focus on matters of diversity and international resources given our growing numbers of students in these areas. These marketing values should also be reviewed and monitored for accessibility. In the spirit of learning, links and resources to educate faculty on how to make their classes more accessible could be provided.

**6) Continue to enhance and develop communication tools.**

There are two initiatives that would greatly enhance our communication among and between the campus community. The first initiative, which is currently in the discussion/design phase, is an effort by the Student Senate and Public Safety to expand E2 Campus to post a weekly URL highlighting University and campus events. The second initiative, which is in the very early discussion phase, is to secure an enhanced integrative software program for the campus. One of the goals of this software program is to share databases and notes within a connected system of users, versus separate databases that are housed in individual administrative offices. This would strengthen the communication, customer service, and triage efforts for staff and faculty.

Administrators should continue to post "All Campus Bias" incidents when appropriate to provide awareness, education, and notice to the campus.

The Student Civility Leadership Team and U&ME organizations have recommended the development of a video to highlight and describe diversity on campus. The Subcommittee supports that recommendation.

Finally, the Division of Student Affairs should work with student leaders to ensure more consistent communication and improve campus publicity. Many suggestions were identified, including continuing to training student employees to serve as resources for student organization processes and information, continuing the meeting for all of the Presidents for every student organization each year, and developing a co-curricular transcript program. In terms of publicity, campus programs may be enhanced by examining and enhancing the use of social media.

## **7) Develop additional resources for our international student population.**

Diversity Programs and Services, Spiritual Life, and the International Student Office should co-sponsor an informal social gathering/coffee hour each month. This could provide a venue for peers to share their experiences regarding the transition to the United States and to get to know each other.

Administrators should continue to design and implement a centralized and widely publicized International Student Welcome/Orientation. This program should prepare students for the day-to-day orientation to life in the United States. A domestic student could be paired with each international student as a mentor, or as an orientation guide, to assist with affairs that domestic students may “take for granted.”

Guidelines should be considered regarding support and accommodations for international and non-native English speaking students (i.e. more time to complete exams). This may also apply toward working with faculty about taking final exams early if necessary due to travel challenges.

Transportation should be developed to off-campus destinations such as places of worship, grocery stores and the bus and train stations. These increased student transportation options would be available to the entire student population.

Cross-cultural training should be provided for campus staff to assist with the transition of these students and our campus.

Also, an international student lounge space should be designated when considering student facility needs. An International Student organization separate from the U&ME organization should be developed and supported. This reflects the differences between international students and domestic students with racially diverse backgrounds.

## **RECOMMENDATIONS – SUPPLEMENTAL**

In addition to the primary recommendations previously identified, significant feedback was received on many other matters pertaining to assessing our campus climate. These suggestions and ideas follow below.

### **Feedback Toward Effective Education and Training**

- The Bystander Intervention Program done on campus in the past was positively discussed for its ability to provide a leadership framework for students. Parts of this program are currently presented during SOAR and should be continued. Additionally, the multicultural classroom presentation given during faculty orientation on diversity was positively cited as well.
- In addition to increasing education and training on campus, it is important to ensure that the quality of these efforts is well received and utilized. Students shared many ideas that they believed would be effective on campus:
  - Provide protocol and conversation guidelines toward given situations.
  - Incorporate discussions and debriefings.
  - Utilize workshops, scenarios, and role-playing.
  - Connect existing campus resources and the campus culture.
  - Provide interactive feedback and learning opportunities.
  - Facilitate opportunities for follow-up.
- Additionally, program suggestions that would have the most effective impact were noted; they included:
  - Utilize small-scale settings for discussions in order to maximize participants' comfort.
  - Focus on acceptance and mutual respect.
  - Take a proactive, not reactive, approach.
  - Increase the breadth of diversity to a variety of underrepresented populations.
  - Incorporate literature in order for programs to reach a wider audience.
  - Ensure that students are empowered to take the lead on the creation and implementation of the programs.

Social norms (or norming) approaches were also suggested; this is a technique where positive impacts are implemented over a period of time through changing the unwritten rules and expectations that shape our culture. For example, in order to address the problem of discriminatory language, peers confront the derogatory remark and help each other together norm the language to help resolve the issue at hand.

## **Strengthening Local Connections**

Establish and strengthen connections and outreach to the local urban areas and their respective public school systems (i.e. Springfield) or community groups (i.e. Big Brothers and Big Sisters). This suggestion was prominently supported amongst the School of Law population. An example was to link more local events with the Western New England University population. Likewise, enhance on-campus enrichment opportunities for high school students and invite students from local high schools to attend on campus events, courses, competitions, performances, speakers, clinics and workshops.

## **Student Retention & Diversity**

From a larger perspective, while the University is in close proximity to lower-income areas, most of these students cannot afford to come here without additional scholarship assistance. Some comments reflected a perception that diverse students have poorer retention rates than their peers.

Some suggestions have included:

- Establish connections and support programs with area high school students.
- Refer students to community college when they are not ready for the financial or academic standards at Western New England.
- Utilize personal interviews with admissions processes.
- Expand the current geographical base of the students recruited.

## **Curricular Challenges**

Coursework on diversity has the potential to increase cultural awareness. Yet, curricular offerings applicable toward topics of diversity may not automatically achieve desired goals. For example, students might not speak their minds about diversity issues, even in classes geared toward diversity issues, if the students feel outnumbered or otherwise uncomfortable. On the other hand, coursework on health care and how to work with transgender patients were specifically mentioned as positive curricular developments.

Expanding diversity coursework has certain limitations:

- Difficulty establishing new degree requirements, as students must already complete many courses in order to obtain a degree.
- Deterrents toward establishing new courses through the Special Topics process.
- Content of the cultures class graduation requirement may not be diversity-related.

## **Barriers Toward Faculty Engagement**

Several barriers toward faculty engagement were identified that pertain toward faculty involvement and morale on campus. While there are almost certainly challenges toward these issues that are beyond the scope of this report, they are included here for consideration:

- General challenges with course schedules
- Lack of a professional development release time
- Not having an on-site daycare for faculty with children
- Isolation of adjunct faculty, including lack of campus mailboxes
- Technological challenges, such as frustration with the Kodiak software and website accessibility.
- “Faculty rewards systems,” as issues pertaining to the campus climate assessment, are not connected to tenure decisions. Valuing committee work for junior faculty was specifically cited.
- Concerns with paternal leave, parental leave, and maternity leave.

## **CONCLUDING COMMENTS**

This study suggests that we will need to better align and support our recruitment, student services, and academic schedules with the needs of our campus population, current and aspirational, to be more welcoming and inclusive. Without repurposed or additional supports, it is unlikely that many of these recommendations will come to fruition. It will take a campus wide effort to focus on the needs and concerns presented, and that cannot be successful if only traditional “diversity” offices are charged to implement the recommendations presented.

## **APPENDIX ONE – QUANTITATIVE SURVEY RESULTS, FACULTY/STAFF**

Percentages for #5-6, 9-10, 12, 15, 17-18 are rounded to the nearest whole number. Percentages for #1-4, 7-8, 11, 13-14 and 16 may be rounded to add to exactly 100.

- 1) It is important that concepts of equality and inclusion are included in our University mission statement.

Strongly Disagree	19	7%
Disagree	6	2%
Agree	70	24%
Strongly Agree	184	64%
No Opinion	7	2%
No Response	1	1%

- 2) Curricular offerings available to students adequately represent the history and experiences of different racial and ethnic groups.

Strongly Disagree	10	3%
Disagree	62	22%
Agree	105	37%
Strongly Agree	18	6%
No Opinion	90	31%
No Response	2	1%

- 3) Faculty and staff support diversity and inclusion on our campus.

Strongly Disagree	7	2%
Disagree	17	6%
Agree	174	61%
Strongly Agree	74	26%
No Opinion	11	4%
No Response	4	1%

- 4) Student employees treat others in a respectful manner on our campus.

Strongly Disagree	4	1%
Disagree	0	0%
Agree	156	55%
Strongly Agree	67	23%
No Opinion	54	19%
No Response	6	2%

5) It is important to me to be able to meet, join groups, and otherwise associate with other members of my:

Age	125	44%
Disability	44	15%
Gender Identity	63	22%
Race and/or Ethnicity	76	26%
Religion	74	26%
Sex	73	25%
Sexual Orientation	50	17%

6) There are adequate opportunities to meet, join groups, or otherwise associate with other members of my:

Age	90	31%
Disability	31	11%
Gender Identity	63	22%
Race and/or Ethnicity	82	29%
Religion	65	23%
Sex	72	25%
Sexual Orientation	61	21%

7) I know how to report a bias incident involving negative comments, threats, promotion of stereotypes, or verbal or physical violence if I witnessed one occurring on campus.

Yes	231	81%
No	47	16%
No Response	9	3%

8) I would feel comfortable reporting a bias incident involving negative comments, threats, promotion of stereotypes, or verbal or physical violence if I witnessed one occurring on campus.

Yes	262	91%
No	23	8%
No Response	2	1%

9) It is important that faculty and staff of Western New England University are diverse with respect to:

Age	225	78%
Disability	209	73%
Gender Identity	209	73%
Race and/or Ethnicity	251	87%
Religion	208	72%
Sex	239	83%
Sexual Orientation	212	74%

10) It is important that the student body of Western New England University is diverse with respect to:

Age	202	70%
Disability	225	78%
Gender Identity	226	79%
Race and/or Ethnicity	256	89%
Religion	225	78%
Sex	246	86%
Sexual Orientation	227	79%

11) The academic calendar respects religious diversity in the scheduling of classes, events, and programs.

Strongly Disagree	14	5%
Disagree	75	26%
Agree	132	46%
Strongly Agree	13	5%
No Opinion	50	17%
No Response	3	1%

12) It is important that extracurricular programming, speakers, and events address issues and experiences related to:

Age	152	53%
Disability	198	69%
Gender Identity	197	69%
Race and/or Ethnicity	220	77%
Religion	186	65%
Sex	184	64%
Sexual Orientation	207	72%



13) Individuals with physical disabilities can independently access campus facilities (such as academic buildings and residence halls), programs, and activities.

Strongly Disagree	17	6%
Disagree	58	20%
Agree	119	41%
Strongly Agree	33	12%
No Opinion	55	19%
No Response	5	2%

14) Individuals with vision-related disabilities (i.e., pertaining to sight and processing) can independently access necessary information such as course materials, as well as campus programs and activities.

Strongly Disagree	3	1%
Disagree	50	17%
Agree	92	32%
Strongly Agree	17	6%
No Opinion	117	41%
No Response	8	3%

15) Western New England University students, faculty, and staff are provided an equitable opportunity to engage with campus programs and activities regardless of their:

Age	198	69%
Disability	185	64%
Gender Identity	208	72%
Race and/or Ethnicity	212	74%
Religion	203	71%
Sex	194	68%
Sexual Orientation	190	66%

16) Dining options are suitable to my cultural, spiritual, and/or religious preferences.

Strongly Disagree	10	3%
Disagree	31	11%
Agree	123	43%
Strongly Agree	29	10%
No Opinion	88	31%
No Response	6	2%

17) University publications (including brochures and websites) adequately and accurately portray campus diversity with respect to:

Age	109	38%
Disability	71	25%
Gender Identity	75	26%
Race and/or Ethnicity	137	48%
Religion	58	20%
Sex	140	49%
Sexual Orientation	70	24%

18) The University promotes safe and respectful discussions of discrimination issues related to:

Age	97	34%
Disability	129	45%
Gender Identity	144	50%
Race and/or Ethnicity	157	55%
Religion	110	38%
Sex	119	41%
Sexual Orientation	160	56%

## **APPENDIX TWO – QUANTITATIVE SURVEY RESULTS, STUDENTS**

Percentages for #5-6, 9-10, 12, 15, 17-18 are rounded to the nearest whole number. Percentages for #1-4, 7-8, 11, 13-14 and 16 may be rounded to add to exactly 100.

- 1) It is important that concepts of equality and inclusion are included in our University mission statement.

Strongly Disagree	7	3%
Disagree	7	3%
Agree	90	38%
Strongly Agree	120	51%
No Opinion	13	5%

- 2) Curricular offerings available to students adequately represent the history and experiences of different racial and ethnic groups.

Strongly Disagree	7	3%
Disagree	34	14%
Agree	119	50%
Strongly Agree	31	13%
No Opinion	46	20%

- 3) Faculty and staff support diversity and inclusion on our campus.

Strongly Disagree	4	2%
Disagree	20	9%
Agree	122	52%
Strongly Agree	73	31%
No Opinion	18	6%

- 4) Student employees treat others in a respectful manner on our campus.

Strongly Disagree	5	2%
Disagree	10	4%
Agree	123	52%
Strongly Agree	73	31%
No Opinion	26	11%

- 5) It is important to me to be able to meet, join groups, and otherwise associate with other members of my:

Age	185	78%
Disability	45	19%
Gender Identity	71	30%
Race and/or Ethnicity	91	38%
Religion	72	30%
Sex	95	40%
Sexual Orientation	62	26%

6) There are adequate opportunities to meet, join groups, or otherwise associate with other members of my:

Age	179	76%
Disability	46	19%
Gender Identity	86	36%
Race and/or Ethnicity	111	47%
Religion	93	39%
Sex	114	48%
Sexual Orientation	95	40%

7) I know how to report a bias incident involving negative comments, threats, promotion of stereotypes, or verbal or physical violence if I witnessed one occurring on campus.

Yes	150	63%
No	86	36%
No Response	1	1%

8) I would feel comfortable reporting a bias incident involving negative comments, threats, promotion of stereotypes, or verbal or physical violence if I witnessed one occurring on campus.

Yes	179	76%
No	58	24%

9) It is important that faculty and staff of Western New England University are diverse with respect to:

Age	179	76%
Disability	162	68%
Gender Identity	166	70%
Race and/or Ethnicity	195	82%
Religion	161	68%
Sex	177	75%
Sexual Orientation	168	71%

10) It is important that the student body of Western New England University is diverse with respect to:

Age	182	77%
Disability	172	73%
Gender Identity	164	69%
Race and/or Ethnicity	197	83%
Religion	178	75%
Sex	189	80%
Sexual Orientation	169	71%

11) The academic calendar respects religious diversity in the scheduling of classes, events, and programs.

Strongly Disagree	17	7%
Disagree	51	22%
Agree	105	44%
Strongly Agree	30	13%
No Opinion	32	13%
No Response	2	1%

12) It is important that extracurricular programming, speakers, and events address issues and experiences related to:

Age	132	56%
Disability	157	66%
Gender Identity	134	57%
Race and/or Ethnicity	163	69%
Religion	143	60%
Sex	139	59%
Sexual Orientation	144	61%

13) Individuals with physical disabilities can independently access campus facilities (such as academic buildings and residence halls), programs, and activities.

Strongly Disagree	13	6%
Disagree	26	11%
Agree	106	45%
Strongly Agree	43	18%
No Opinion	46	19%
No Response	3	1%

14) Individuals with vision-related disabilities (i.e., pertaining to sight and processing) can independently access necessary information such as course materials, as well as campus programs and activities.

Strongly Disagree	7	3%
Disagree	15	6%
Agree	80	34%
Strongly Agree	45	19%
No Opinion	85	36%
No Response	5	2%

15) Western New England University students, faculty, and staff are provided an equitable opportunity to engage with campus programs and activities regardless of their:

Age	177	75%
Disability	149	63%
Gender Identity	159	67%
Race and/or Ethnicity	174	73%
Religion	167	70%
Sex	167	70%
Sexual Orientation	161	68%

16) Dining options are suitable to my cultural, spiritual, and/or religious preferences.

Strongly Disagree	24	10%
Disagree	39	16%
Agree	74	31%
Strongly Agree	32	14%
No Opinion	64	27%
No Response	4	2%

17) University publications (including brochures and websites) adequately and accurately portray campus diversity with respect to:

Age	144	61%
Disability	80	34%
Gender Identity	94	40%
Race and/or Ethnicity	140	59%
Religion	90	38%
Sex	135	57%
Sexual Orientation	87	37%

18) The University promotes safe and respectful discussions of discrimination issues related to:

Age	121	51%
Disability	126	53%
Gender Identity	129	54%
Race and/or Ethnicity	159	67%
Religion	134	57%
Sex	121	51%
Sexual Orientation	145	61%

## **WESTERN NEW ENGLAND UNIVERSITY DIGITAL GOVERNANCE & STANDARDS**

**NOTE:** *This document is a dynamic document that is subject to change to meet the evolving Web and digital needs of the University.*

The development of the Western New England University website and digital properties is an extensive initiative and our investment in strengthening the institution's online image and presence. It is, therefore, of vital importance that our entire University community maintains wne.edu, its sub-sites, blogs, and other digital properties according to best practices, institutional policies, and at the highest level of quality possible.

With that goal in mind, this document details the online management and governance of the Western New England University digital environment.

Digital and Web governance pertains to people, policies, procedures, standards, and guidelines that govern the creation and maintenance of our official website and digital properties. These include pages managed in the Content Management System (CMS), calendars of the University, and blogs created and managed within wne.edu, externally focused applications and services, mass emails and e-newsletters, as well as other tools supporting e-communications, social media sites, and University video hosted on internal and external sites.

### **THE OBJECTIVE**

The primary objective of this document is to provide collaborative governance and centralized oversight for the continual development, deployment, delivery, and maintenance of Western New England University's digital presence, to achieve and maintain a unified look for official University webpages and digital properties to consistently represent the Western New England University brand, with an overarching emphasis upon the recruitment and retention of students via the standardization of processes, roles, responsibilities, practices, and accountabilities. The underlying goal is to facilitate a user experience that will develop a lasting digital relationship with all visitors. This demands that we offer the information they need quickly, easily, and professionally. Thus, we must arrange our website and digital properties in ways that intuitively present information to site visitors to yield a positive online experience that is consistent with the high quality face-to-face experience that has been and is a hallmark of this institution.

### **THE GOVERNANCE STRUCTURE**

The University's governance structure will consist of two bodies:

- Digital Communications & Technology Standards Group
- Web Content Managers/Users

The Web Content Managers/Users is not as much a group as it is a role. Web Content Managers will receive information and updates pertaining to the website on an as needed basis via the Web Administrator—an individual within OIT who is responsible for: Ensuring a consistent look and feel throughout the website specifically through controlling the implementation of new templates and options; enforcing web guidelines; managing user access, roles, and security; publishing; programming; and Content Management System Software Administration. Working in tandem with the Web Administrator is the Web Content Coordinator—a position within Marketing & External Affairs that focuses on the type, presentation, preservation of a consistent institutional brand, and quality of content that is placed on web pages. Web Content Managers/Users will direct in writing issues or requests for new features/functionality to the Web Administrator and to the Web Content Coordinator as appropriate.

**Day-to-day oversight** of the University's website is shared between the Office of Marketing & External Affairs and the Office of Information Technology.

## **DIGITAL COMMUNICATIONS & TECHNOLOGY STANDARDS ADVISORY GROUP**

This group is comprised as follows:

- AVP for Information Technology (Co-chair)
- AVP for Marketing Communications (Co-Chair)
- Director of Administrative Information Systems
- Web Marketing Manager
- Web Administrator
- Web Content Coordinator
- Two representatives from Academic Affairs
- One additional faculty member
- Two representatives from Enrollment Management (one undergraduate/one graduate)
- Two representatives from Student Affairs
- One representative from Advancement
- Two representatives from Finance & Administration (includes 1 from Human Resources)



## **RESPONSIBILITIES OF THE DIGITAL COMMUNICATIONS & TECHNOLOGY STANDARDS GROUP**

It is the responsibility of this 16-member group to:

- Provide oversight of wne.edu and other University digital properties;
- Establish appropriate policies, processes, and procedures to govern current and future digital and Web standards;
- Evaluate effectiveness, content, standards, and policies in order to assure accuracy and consistency in the communication of the University's brand;
- Suggest global changes to the taxonomy, structure, branding, look and feel, navigation, and styling as needed;
- Ensure compliance with all legal and regulatory standards, including accessibility, use of copyrighted material, security, protection of personal information, and other related policies and standards of the University, as applicable;
- Ensure site quality and integrity; and
- Assist and refer to the appropriate area to resolve non-compliance issues.

This group will meet on a monthly basis during the fall and spring semesters and on an ad hoc basis as needed, in order to assure that directions and policies are established with a full understanding of the issues and implications of its decisions.

Recommendations that are appropriate to the jurisdiction of the Digital Communications & Technology Standards Advisory Group will be reached by consensus. Consensus is defined as achievement of full support after a complete airing of differing viewpoints. Consensus is achieved through discussion. If the group is unable to reach consensus, a vote that represents a simple majority will be honored. The final recommendation will be presented to the Vice President for Marketing & External Affairs for approval.

The Digital Communications & Technology Standards Advisory Group will continually look at opportunities to communicate relevant information to appropriate audiences and review requests from academic and administrative stakeholders.

## **GOVERNANCE POLICIES & STANDARDS**

### **Guidelines and Compliance**

Pages published within the wne.edu domain and other digital properties are under the jurisdiction of Western New England University. While certain faculty and staff will have access to edit certain portions of these properties, create new content, and remove old content, the University retains the right to review, modify content that is not in compliance with University policy.

The website provides a platform to showcase the University's best qualities and to project a positive image to the entire world. It is a strategic asset that carries enormous influence and provides global access to all aspects of the University. Given the large number of Web editors/authors managing portions of the site, guidelines that advance clarity, accuracy, and consistency are essential for the protection of Western New England University's online image. While this document seeks to cover all areas of digital governance, there may be questions that remain. For additional information, contact: Web Content Coordinator of the Office of Marketing & External Affairs.

The Office of Marketing & External Affairs has access to all areas of the Western New England University website and, in order to assure quality control, will edit/alter content as needed for clarity, grammar, spelling, usage, and style, as well as to conform to University naming conventions and branding. The University reserves the right to revise or remove content housed on University Web resources or external resources that does not meet the University's Acceptable Use Policy, the standards contained within this document, or other approved policies and procedures set forth by the University, including, but not limited to, the collection of personally identifiable information (PII), solicitation of funds, and the use of humans in research that includes surveys. Any issues that represent violations to such policies and procedures will be communicated with the individual responsible for the content in question or the appropriate department chair or director.

### **Functionality Processes**

Requests submitted to Marketing & External Affairs will be reviewed by the Web Marketing Manager and Web Administrator before implementation. If there are questions about the request, it will be referred to the AVP for Information Technology and the AVP for Marketing Communications for proper vetting and decision. If the requesting party disagrees with the decision, it will be reviewed by the Digital Communications & Technology Standards Advisory Group.

## **WEB ROLES, PERMISSIONS, AND PUBLISHING WORKFLOW**

Permissions are determined by user groups, which include all content authors and editors assigned to a specific department or area.

**Marketing & External Affairs staff** will provide day-to-day oversight of all Web content submitted for review as part of any applicable workflow before it is published to the live Western New England University website. These same staff members are also responsible for generating and maintaining content for the homepage and the high-level landing pages, and provide content writing/editing/design guidance to departments university-wide.

**A Subject Matter Expert (SME)/Contributor** is role of each **academic chair or administrative department director who has content on the Website**. That person may or may not work within the CMS, but is accountable for:

- Departmental recommendations regarding content direction for their webpages that aligns with the University's stated strategic Web goals, objectives, and the established site structure;
- Assurance that all department site content is accurate, up-to-date, and meets the University's quality standards;
- These individuals will work with the head of their College/School or division to ensure that a web editor is assigned to attend training and to maintain their department pages. Departments, where possible, should limit the assignment of maintaining and updating their webpages to those who will use the CMS on a regular basis. It is generally advisable to assign one or two individuals who will regularly work in the CMS and gain both the experience and knowledge to become experts in the use of the system.

**CMS Content Approver** is the role of the individuals responsible for reviewing submitted CMS content as part of department workflow for quality, style, consistency, accuracy, and that it is up-to-date.

**CMS Content Editor** is the role for all users who have the ability to edit existing site content and work with Marketing & External Affairs to create new webpages. Once changes are complete, pages are sent in workflow for review/approval by the Content Approver. Certain high level pages will require a secondary approval by Marketing & External Affairs via the Web Content Coordinator.

**PLEASE NOTE: *The ultimate accountability for content accuracy in each area resides with the Deans and Vice Presidents.***

## **QUALITY CONTROL & WORKFLOW**

Regardless of the structure, when any individual makes changes to the existing pages, he/she should make certain to check spelling, grammar, style, links, and content quality on each page, using the tools within the CMS and referring to the University's Style Guide and Graphics Standards Manual. This should be considered for each page BEFORE submitting changes to a workflow.

All edits to existing CMS pages on the externally focused pages of the site or the creation of new pages will be reviewed by a member of the Marketing & External Affairs staff prior to being published.

If pages are submitted with errors, are of poor quality, or inconsistent with the brand messaging of the University, the Marketing & External Affairs staff will either reject the page and request that the CMS Content Editor responsible make the appropriate changes or the Marketing & External Affairs staff will make the changes themselves if time is limited. If the problem continues, Marketing & External Affairs staff will communicate the issue to the Web Content Approver for the department or area and may suspend CMS editing privileges until resolution is achieved. Maintaining the quality and accuracy of The Western New England University website is a shared responsibility that needs to reflect the brand, mission, and values of the institution. Typos, poor grammar, outdated information, etc. detract from effective communication of what makes Western New England University an outstanding place to study, live, and work.

## **KEEPING CONTENT RELEVANT, COMPLIANT, AND CURRENT**

**CMS Editors/Approvers** should make certain that their assigned pages are reviewed and updated on a regular basis. Content and pages that are out of date must be updated, deleted, unpublished, or archived from wne.edu. If content is not reviewed or is out of date, notifications will be sent to the assigned web approver to either update or reapprove. If the issue continues beyond a reasonable time frame determined for review or action, the page may be removed and/or the page approver may lose access to the CMS until the problem is corrected.

An annual content audit will be conducted on all department sites by the Web Content Coordinator. It is expected that academic and administrative department heads (deans and department/program heads) will consult with Marketing & External Affairs communications staff in reviewing their site audit and will take an active role directly or indirectly in addressing issues regarding content on any given department or program site.

## **CMS TRAINING/EDUCATION**

Only CMS Content users who have been formally trained and who have attended a group training session on the CMS will receive access to the content management system. The Office of Information Technology (OIT) will announce and provide CMS training at a minimum of once per semester. Additional follow-up trainings will be held periodically as needs arise. In addition, all CMS users will have an opportunity at a minimum of one other time per semester to share issues, be refreshed on CMS capabilities, and bring issues that will be forwarded to the Digital Communications and Technology Standards Advisory Group for consideration and resolution. The individuals, who will forward such information to this oversight group, will be the Website Administrator and the Web Content Coordinator.

If trainings are not immediately available, the members of the Marketing & External Affairs website staff will assist the CMS users in maintaining or updating their designated pages/content until formal training can be arranged.

## **MESSAGING FOCUS AND INSTITUTIONAL BRANDING**

Writing content for the Western New England University website should reflect a style that draws visitors to the website in ways that will engage its readers in a conversation. Ultimately, the goal is to provide visitors with the information they seek, when they seek it, as concisely and clearly as possible. Web visitors are task-oriented; they scan information quickly; and they do not want to become weighed down with irrelevant information, heavy or wordy text, or confusing pathways to get the information they want, so they can move on.

Therefore, it is important to convey a clear and consistent message, throughout the wne.edu website, and to use the official logos and University naming conventions as well as style as detailed in the *Western New England University Graphics Manual* and the *Western New England University Style Guide*, which may be found at [wne.edu/marketing/guides-and-resources](http://wne.edu/marketing/guides-and-resources). Although the University generally uses the most current edition of the *Chicago Manual of Style*, there are certain “house rules” that the University has adopted, that are contained in the two Western New England University guides noted here.

It is important to focus information, as appropriate, on the benefits of this University as well as the features.

## **OFFICIAL UNIVERSITY INFORMATION**

Departments are prohibited from duplicating official University information in order to prevent conflicting or duplicate information on the wne.edu website. Web pages or content found to be in violation of this will be removed. This includes:

- Tuition, fees, and scholarship information
- Academic calendars and University deadlines
- Course listings (these are maintained by the Academic Scheduling Controller and Information Analyst)
- Course descriptions other than those provided in the *Western New England University Academic Programs catalogue*
- Academic requirements listed in the *Western New England University Academic Programs catalogue*
- University news stories or announcements published by the Marketing & External Affairs Office
- Events posted to the campus calendar. Non-academic events should be reserved and arranged through the ESS Systems and the University Events Office.
- New content that references the University's Mission, purpose, bylaws, honor code, accreditations, etc.

## **COURSE LISTINGS**

Course listings or descriptions can only appear on the University's website on the Academic Scheduling Controller and Information Analyst's pages or in the online *Western New England University Academic Programs catalogue*. They should not be duplicated on other pages.

Departments cannot post a link to a Word document or a PDF that includes course descriptions. The Marketing & External Affairs staff reserves the right to remove such documents or links.

## **UNIVERSITY TEMPLATE DESIGNS**

Duplication of any part of the CMS design templates, inclusive of the header, footer, navigation, masthead, or callout styles is strictly prohibited without the express written approval of the Marketing & External Affairs department. Any sites found to be in violation will be removed or disabled. Requests for HTML templates or elements to implement on sites or applications that reside outside of the CMS should be coordinated in advance through Marketing & External Affairs and OIT.

## **PHOTOGRAPHY & VISUAL ELEMENTS**

Photography and other visual elements on the website play a vital role in creating a positive image of Western New England University. Their intent is to emotionally captivate prospective and current students, parents, and other visitors to the website in order to make a connection with the people and activities displayed, along with making alumni feel a sense of pride about their connection with Western New England University. You should not rely upon clip art, as it is a lesser quality and very outdated graphic option. Consult with Marketing & External Affairs for more professional and higher quality graphic options.

All principal photography will be reviewed for quality professional standards prior to publishing. Photos that do not meet the quality expectations of the University will be identified and discussed with the CMS Content Approver.

Marketing & External Affairs, in collaboration with the CMS Content Approver, will select all banner photos, i.e. those used at the top of webpages.

## **VIDEOS**

Videos, like other materials that tell our stories, e.g. brochures, handbooks, webpages, email, social media sites, etc., are a vital component of the Western New England University story and brand. They must adhere to University quality standards and be consistent in tone, style, and message. Therefore, plans to produce videos for external audiences should be discussed in advance of production and concepts and storyboards should be reviewed by Marketing & External Affairs. Pre-production planning, video concepts, audio capture, and editing techniques should be discussed with and/or coordinated through Marketing & External Affairs. It is important to have a clear understanding of who your intended audience(s) is/are, what is your message, and what your intended outcome is from the video.

All videos posted on the [wne.edu](http://wne.edu) website, whether uploaded directly to the University website or embedded in the CMS or in the site from external video-sharing sites, such as YouTube or Vimeo, etc. must be accessible through captioning or text transcripts, which is essential to our overarching goal of ensuring accessibility to all web content.

When producing or overseeing the production of any videos, be certain to include additional production time for transcription or captioning. For more information on accessibility matters, see [wne.edu/student-disability-services](http://wne.edu/student-disability-services).

## **Retention Committee Report**

**2013-2014**

**Respectfully submitted by Dr. Denine Northrup and Kerri P. Jarzabski**

The Charge of the Retention Committee is to review current data relevant to student success and retention and evaluate our current practices to assess areas where we are meeting standards of best practice and identifying areas where improvements can be made to contribute to an excellent student experience; increasing overall retention.

### **Objectives:**

- Review institutional data in addition to research relevant to student persistence and satisfaction.
- Identify key areas of student success
- Analyze strengths in each area while reviewing best practices
- Identifying areas where changes to current practice or programs may enhance the student experience
- Where relevant, gather additional information and data from campus stakeholders
- Compile a report with current analysis of programs and services, research collected and recommendations for short and long term implementation

### ***Introduction:***

The 2013-2014 Retention Committee began meeting in September, 2013 and established five subcommittees that reflect the domains known to influence student retention in the research literature including: advising and academic issues; student activities and engagement; financial; residential experience; and special student populations. While there are recommendations that emerged in these different areas, through meetings and campus discussions, it became apparent that overarching themes emerged surrounding areas in need of attention that cut across all aspects of the institution. We strongly believe that emphasis on these areas will have both an impact on stakeholders across the institution while further promoting student success and engagement at Western New England University.

The overarching themes that emerged were:

- 1) To clearly establish and effectively communicate across campus and beyond who we are (our brand) and what we have promised to our students.
- 2) To enhance the sense of community and cohesiveness of faculty, staff, administration and students in supporting the institutional vision. Repeatedly the committee heard feelings of lack of connectedness and compartmentalization.
- 3) To further enhance and/or develop effective integrated communication mechanisms focused on our students as well as communication among faculty and staff.
- 4) To establish an ongoing retention committee with additional campus representatives/stakeholders.



### ***Institutionally, who are we?***

When a prospective student walks on to our campus, we want them to get a clear sense of who we are as an institution. To do this effectively and ethically, we need to be certain that the message we give during open houses, tours, on websites and other outreach communication is reflective of what we really do. We want to be sure that we can deliver on the “promise” that we make to our students and their parents when they decide to join us at Western New England University. To be able to deliver we need to send a clear message, establish buy-in to the vision from everyone across campus, and have priorities, decision making, resources, policies and procedures that are student centric, reinforce the vision and promote student success as well as retention (Levitz & Noel, 2000).

### ***Enhancing the sense of community and cohesion***

A sense of community, or feeling connected and that you belong, has been demonstrated to be a significant factor in determining whether students are retained at an institution (Tinto, 2006; Braxton & McClendon, 2001; Bean & Eaton, 2002; Pascarella & Terenzini, 1980). Sense of community is something that is not only important for students, but is also important for enhancing and maintaining morale on campus for those who work at the institution as well. Research on sense of community suggests that not only do people need to be a member of a community (WNE), but they need to feel as though they have some meaningful influence. Beyond this, the “definitive element for true community” is a shared emotional connection by members of the community to Western New England (McMillan & Chavis, 1986, p.14). These community principles provide an opportunity to develop a more cohesive community in which we all (students, faculty, staff, administrators) engage and from which we all benefit. Currently many faculty and staff have expressed concerns that individuals have little control or meaningful input into decision making or direction setting and that there are competing interests that undermine a shared emotional connection to WNE. Some specific recommendations to enhance our sense of community across the institution includes the following:

- Re-claim common hour – establish times where academic classes/meetings cannot meet. Reserve and prioritize this time for non-academic purposes.
- Enhance and/or re-imagine collaboration by conducting hybrid meetings of various types with multiple roles on campus (i.e., including professors, coaches, advisors, RAs, PAs, etc.) with students in different spaces. Providing exposure to different areas across the institution.
- Regular social programming to promote gatherings that would draw across the campus bringing in a breadth of perspectives – students, faculty, staff, and administrators
- Emphasize *interconnectedness* with opportunities for individual student development as well as affording students more opportunities to connect in smaller groups such as: research with faculty, work study, major based clubs, service organizations, support groups, club sports, and social clubs
- Campus-wide overarching events which bring campus (smaller groups and individuals) together for sense of campus spirit (for example, Earth Day where many different clubs had different

activities pertaining to environmental initiatives – games, painting pots, what happens to cafeteria waste, etc.)

- Enhance faculty and staff participation in established traditions such as the Bed Race and Midnight Madness
- Common curriculums or expansion of learning communities where feasible and designated common space can create a cohort of students who connect academically and socially leading to higher retention (e.g., Engineering) An example could be repurposing existing housing options such as Plymouth and Gateway to feature communities like “international, sustainability or social justice neighborhoods or buildings.
- Expand or invest in additional open spaces for gathering and programming
- Promote gatherings in green spaces to build morale/ community
- Value student and employee perceptions and expertise and establish mechanisms to obtain and actively consider regular input in a transparent manner

### ***Communication***

While communication is a theme that underlies many of the recommendations from effectively communicating our brand within and beyond our campus to establishing effective communication mechanisms to enhance our sense of community, as a student centered institution, effective communication with and about our students is critical and needs to be timely. Specific recommendations pertaining to communication mechanisms include the following:

- Purchase centralized communication software that can share information across campus about students’ strengths, issues, concerns, academics, co-curricular activities, housing, financial constraints, etc. This includes not only streamlined communication between existing systems but also the purchase of a retention system. Systems that exist and are widely used include Starfish Retention Solutions, EBI Mapworks, EMAS Retention Pro and Jenzabar Finish Line.
- Formalize a cross campus intervention team to review students in crisis (or to divert a crisis) and respond in a timely fashion
- Develop a website that is current, interactive, engaging and that caters to all stakeholders with special attention to student input given they are our target audience in terms of recruitment.
- Optimize Website to be mobile-friendly (effectively viewed from a smartphone or table regardless of platform). Recent data suggests 71 percent of graduating high school seniors reported having looked at college websites on a mobile phone or tablet (Noel-Levitz, 2014)
- Effective use of the most current social media must be incorporated (for example, instagram and twitter) and gather student perspectives to know whether reaching intended audience.
- Website and all marketing materials must communicate a consistent *student-focused* message
- Departmental missions must reinforce the institutional *student-focused* mission in departmentally specific terms
- Integrate some of the of the existing communication systems on campus such as Kodiak, Connect2U, Webmail in Outlook, University Posts, Administrative system, and campus activities.

We have yet to establish a way to clearly communicate with our students and with each other as staff and faculty.

- Implement an event calendar that can be integrated with exchange calendar and accessed through mobile devices.
- Notification system on campus that is integrated, streamlined and based on current technology
- Android/iPhone App that could include all events on campus and filtered including but not limited to academic meetings, athletic events, performing arts, lectures, visitors, conferences, career development activities, etc.
- Provide orientation for students and employees to existing communication systems (including things like how to filter email spam, how to set up notifications in Kodiak, and where to go for questions/answers).
- Orientation and clear accessibility of information (perhaps on website) for faculty and staff on links to existing functions and who to contact for different purposes (e.g., faculty orientation, study abroad programs, center for teaching and learning, honors programs, opportunities for support/funding for pedagogical innovation, etc.)
- Transparent electronic access to advisory and governance structure/organization on campus as well as archived meeting minutes or initiatives to enhance awareness and collaboration
- More regular communication with employees about current conditions and valuing input/perspectives can enhance investment and morale.

### ***Ongoing Retention Committee***

Retention is a critical issue that is influenced heavily by our student population characteristics. So depending upon the recruitment process and who is in our student body, our retention efforts may need to adjust accordingly. For this reason, an ongoing retention committee should be empowered to monitor and evaluate ongoing retention efforts and to adapt approaches as circumstances change. It is also recommended that the retention subcommittee provide reports and recommendations to the Board of Trustees. This would be an opportunity to further educate the Board of Trustees about our students, faculty and staff and some of the subtleties and ripple effects associated with various decisions. It would enhance the understanding of the interconnectedness of recruitment and retention factors and the implications for personnel as well as the budget.

Additionally, the retention committee should be composed of individuals intrinsically motivated to participate with an institutional focus. To be successful release time or alleviation of a portion of existing responsibilities is necessary to allow for adequate time and energy to be devoted to retention activities. Annual priorities could produce meaningful and feasible initiatives that could be planned and developed with key stakeholders and implemented effectively. An ongoing retention committee should also be charged with the responsibility to evaluate existing efforts to determine initiatives that are productive and should continue, initiatives that need improvement, and initiatives that could be discontinued so energy could be devoted to more promising efforts.

In reviewing each sub community report, additional areas emerged that could be addressed to have an impact on the student experience:

Student Engagement & Experience

Advising

Housing & Residential Experience

Financial Literacy

Commuters

### ***Student Experience and Engagement***

As previously mentioned, retention at an institution has been documented to be intertwined with the engagement and sense of belonging that an individual experiences. Enhancing the sense of community for students and promoting engagement by those who are less likely to engage is critical to increasing retention.

#### ***Community:***

The 2012 CIRP data collected on incoming freshman clearly documents that WNE students rate themselves as having a lower likelihood of getting involved than students nationally – less likely to get involved in clubs and student groups, volunteer or service activities, socializing with diverse others, and to participate in study abroad activities. Due to the hesitance of our students, it is critical for the institution to actively promote student engagement. While we offer many opportunities, often institutionally we are passive in allowing students to come to the activities; whereas a much more active connection and engagement process may be more effective for our student body that may need more encouragement to become involved.

- Foster local businesses on/off campus to create a “college town” atmosphere
  - Best of Nights...
  - Food trucks at games
  - Recognize local eateries and grant waivers to promote some variety for students
    - WINGS over WNE or Bueno y Sano
- Promote more college friendly businesses in the corner plazas or allow small entrepreneurial businesses on campus (student initiated or visiting campus)
  - Pink Lemon Boutique; handmade jewelery; Pastries; T-shirts; etc
- Create cross campus community venues that are socially relevant such as a coffee house or campus pub.
- Encourage existing groups to cross polinate other events as a social activity – i.e., athletes going to improv show; UME members going to a lacrosse game; Campus chorus singing at UME event; class going to coffee house event; etc.
  - Increases attendance and promotes more social engagement across different groups

- Evening and weekend access to academic buildings for study groups to support student night and weekend schedules

### ***Communication:***

To enhance engagement, students, faculty and staff must be aware of the opportunities available. Communication and accessibility of information is critical. Some suggestions include:

- Integrated events calendars that are able to be viewed with all events or filtered (including academic, athletic, performing arts, lectures, visitors, conferences, career development activities, library seminars, etc. Calendar must be easy to add, delete and modify events by sponsoring organizations so it is current and accurate.
- Television monitors in residence halls and AHLC highlighting today's events
- Website that is friendly for accessing current day information
- Mobile app with integrated activities calendar that is easily updated as changes in arise
- Current social media posts on twitter, instagram, snapchat from events to encourage students to join in

### ***Campus Events & Student Engagement Suggestions***

- Create incentive structure in the first year for students to have to engage in some organization/social activities – Could be built into first year seminar, advising, residence life, or somewhere to promote initial engagement. Similar to the BEAR program but this is only for residents.
- Provide regular transportation options to Springfield, Mall, Northampton, and other places of interest (possible work study staffing)
- Establish safe rides program
- Reconsider freshmen being allowed to have cars on campus. If this were the exception rather than the rule, students would be more bound to campus and less likely to leave on the weekends which separates them from the college community and interferes with their transition to campus and college life.

### ***Athletics***

A significant portion of the WNE student body is involved in athletics and our athletes have higher retention rates than the average student. Athletics has created a sense of community for athletes with the WNE athletic family, however individuals who were cut or who found the varsity program too intense but still want to remain engaged with athletics need further attention. Many of our students were involved in athletics in their youth and in high school though they don't play at the collegiate level. Additionally, CIRP 2012 suggests that WNE students exercise at a higher frequency than students nationally. For this reason, athletics may offer some opportunities to support these healthy habits at the same time as promoting student engagement with others in activities with which many WNE students resonate. Additionally, many of these recommendations would provide opportunities for engagement across the campus – across student years and across colleges with faculty, staff and students

- Enhance intramural opportunities
- Enhance club sport opportunities
- Designate person to promote/implement club and intramurals independent of Head Coach for varsity sport so can prioritize this area for students who are not WNE varsity athletes. Could be a grad assistant position or other .  
If space is an issue can WNE collaborate with some local schools or parks.
- Sports management majors (or others) could develop regular contests/tournaments
  - For example, Racquetball tournament; 3 v 3 soccer; tennis tournaments; WNE version of Tough Mudder; themed run series with some type of basic prize (these type of events would also serve a dual function, bringing external community members onto our campus)
- Sports management majors (or others) could develop incentives or promotions to enhance the attendance at athletic events and enhance team spirit
- Organizations/Businesses could sponsor promotional activities to bring students to games
- Encourage faculty and staff involvement or attendance at athletic events; a faculty team versus student team event
- Expanded open gym time
- AHLC is perceived by some students as the “athlete’s” building. Recommendations have been made by students to consider making the AHLC more inviting to the student who wants to engage in healthy physical activity but who is intimidated by the “athlete’s building” perception.

### ***Career Planning***

Freshmen student surveys (CIRP 2012) suggest that a primary factor that influences why students selected WNE is that they believe WNE will prepare them for a job in their field of interest (92%). It is incumbent upon WNE to actively engage students in Career Development Activities. In addition, nationwide, freshman students who were entering their second semester were surveyed to inquire what type of support they most wanted from their institution and the most cited preference was to have assistance in identifying and identifying opportunities to progress in their career interests (Noel-Levitz, 2014b). While many opportunities are available for students, WNE has previously taken a more passive stance – when they come, we assist them. More active engagement can benefit our students as well as prospective students and families considering WNE.

The following recommendations may encourage a more active engagement process:

- Academic departments work with career services to establish a career development plan that may engage students through course or departmental requirements to develop skills and tools to help them to succeed in the career planning process. Career aptitude/strengths inventories, developing resumes, researching internship options, mock interviewing, interviewing guidelines, graduate school application tools, etc.
- Charge advisors with encouraging students to be thinking about their career development opportunities.

- Career planning services initiate collaborations with academic departments and assist them in creating a developmental plan and brainstorm strategies to reach more students
- Develop a series of 1 credit courses devoted to career development activities in the sophomore or junior year. The First Year Office is conducting a pilot in this regard for Exploratory students.
- Establish a group of alumni who are open to being mentors, sounding boards, access points, etc. Ideally, departments would have an alumni network that would be able to assist current students with guidance. One option is to approach students in their senior year to commit to mentoring in the future.

## ***Advising and Academic Engagement***

While much of the early research related to retention emphasized student engagement on campus and much effort was devoted to getting students “connected,” a significant emphasis in more current investigations focuses on the role of academic engagement in promoting retention (Tinto, 2006). This more current generation of retention related research emphasizes the multidimensional nature of factors that influence student retention. Advising is one aspect of academic engagement and the area in which the subcommittee focused. Nonetheless, it is important to consider the breadth of academic engagement and opportunities that may enhance student retention.

### ***ADVISING RECOMMENDATIONS***

The subcommittee notes two underlying areas of concern hampering effective advising on the campus.

- *The first is the lack of an explicitly recognized advising model for the campus.* On the one hand, we describe ourselves as having a faculty-based advising system. On the other hand, we criticize ourselves as having primarily a registration system and have otherwise removed advising from the faculty handbook as a required form of university service. The current wording in the faculty handbook is as follows:

#### **Section 10 Academic Advising**

10.1. While upper-level students have the option of choosing an academic advisor who best suits their needs, within limitations set by the respective Colleges; if they do not, an academic advisor will be assigned to them. First year students are assigned academic advisors by the Deans and Department Chairs from among the faculty to ensure that only those faculty are appointed who are most willing and able to provide the attention freshmen need and deserve.

Additionally, a number of advising related activities other than course registration now reside within the Office of First-Year Students and Students in Transition, further bifurcating responsibilities in a way that inhibits advising from an engagement perspective. We further note that the recently passed University Senate/Faculty Council Proposal is silent on jurisdiction regarding advising, and that the extant Faculty Senate committee on Registration and Advising is not found associated with either the new Senate or the new Council.

- The second is the lack of an adequate information technology in support of advising. Although now nearly six years into the ten year strategic plan, and despite an overt recommendation to “adopt integrated administrative software,” there has yet to be establishment of even the process by which decisions leading to that result could eventuate. Our current systems and business practices, as is elaborated below, do not promote effective sharing of student information. Some of the recommendations made below are offered within the context that this primary impediment has not been resolved and is not likely to be resolved in the near term.

**Retention and Advising.** While one finds such titles as “Academic Advising: A Cornerstone of Student Retention” in the literature (Crockett 1978), the truth is that there is little documented evidence regarding the relationship between advising practices and retention, particularly on four-year campuses. It is more relevant to relate advising to retention as one form of student engagement, while understanding that effective advising related to student progress requires specific best practices and advisor knowledge. Such is the perspective adopted here. Readers are urged to consult basic resources on retention, such as works by Edward Pascarella, Patrick Terenzini, Vincent Tinto, and others – some of which are included in the references attached here.

The primary questions for this report are whether our current advising practices can be negatively associated with retention, if so then how, and what immediate and longer-term steps can be taken to strengthen advising in a way that improves retention?

Some specific recommendations would include:

- Consider advisors as key in student engagement and satisfaction, providing options for those who enjoy advising and excel at it to have designated time allowed for advising.
- Create a mentoring system for those new to advising, include training at the start and regular options for required professional development for faculty advisors
- Require a minimum number of contact hours with first year and transfer student advisees.
- Create an avenue for students to evaluate their advisors.
- Generate reports or allow access to valuable information pertaining to an advisors advisees including but not limited to first generation status, Noel Levitz reports, etc
- Support advisors with infrastructure . Colleges should have a designated point person to follow up with advisors. Work could include sending updates regarding junior students and progress to degree completion

**Advising Handbook.** Many university and college campuses have student and/or faculty advising handbooks. Western New England University does not. In fact, no comprehensive information related to advising exists at the university level. This lack of comprehensive, easily available information can and does lead to misunderstandings and misinformation.

- The committee specifically recommends that an undergraduate advising handbook, to include expectations of and responsibilities for both students and faculty, be created for initial use in Fall 2015. Because there is no existing mechanism to achieve this, we recommend that the



President appoint a committee in consultation with the Faculty Council, consisting of both faculty and administration, to develop a handbook, and that this be made a high priority.

The National Academic Advising Association produces a sample handbook designed for both advisors and advisees which is useful in understanding the types of issues covered, including the responsibilities of both the advisor AND the advisee, and which may be used as a starting point. The sample may be found at the following link:

[http://www.nacada.ksu.edu/portals/0/Clearinghouse/AdvisingIssues/Example\\_Univ\\_Handbook.pdf](http://www.nacada.ksu.edu/portals/0/Clearinghouse/AdvisingIssues/Example_Univ_Handbook.pdf)

**Improving Advisor Knowledge of Course Schedules.** A common anecdotal complaint from students relates to lack of knowledge about course offering schedules outside of their departments. By way of example, advisors may not necessary know that a required or prerequisite course, either within or outside of their department, is only offered in the fall OR in the spring. This is more likely an issue among newer faculty or among faculty advising students in other departments, and it tends to affect most those students who find their progress deviates from expected degree audit sequencing (e.g., a student who is a first semester junior during a spring semester). Occasionally this may require students to seek waivers within their degree audits, or more rarely, need to take a summer course or stay an additional semester. In this case, lack of knowledge can have a direct effect on retention.

- We therefore recommend that there be a 'cheat sheet' available for each department's offerings outlining regularly offered courses which are not routinely available every semester. This material should be created by the department chairs, amended annually, and included within the advising handbook, thus making the knowledge a shared responsibility of both the advisor and the advisee.

**Transferring Advisors.** At present, advisors are not uniformly notified if a student changes to another advisor, nor proactively notified is an advisee changes to them. This further encourages a perception that advising is just for course registration, and inhibits the sharing of student information across advisors. Most importantly, it is contrary to the goal of utilizing advising as an important form of student engagement. Information critical to effective advising may not be shared by a former advisor with a current advisor.

- We therefore recommend that change of advisor information be shared by SAS – as the office charged with the maintenance of the student record information – with advisors in a regularized way. This may take the form of providing a list of current advisees on a regular basis, noting changes, or providing change of advisor information.

**Advising Forms.** Nor is the information collected as part of the advising process organized in a consistent manner across the Colleges. Being able to know information about a student's interests, for example whether he/she is working or playing a sport, is important both to course schedules and to engagement with the student. Further, as above, it is not information that should need to be re-solicited when advisors are changed. At present, only Engineering has an

advising form that provides such information to an advisor, and that may be consistently transferred to a new advisor.

- We recommend that, until such time as software purposed to this goal is obtained and installed on the campus, that the university have a single advising form, common the Colleges, that may be kept with student materials and passed from old advisor to new advisor. Every student should have an advising record.

**Probation.** Effective advising also requires knowing if a student is struggling. However, notification of probation is not currently forwarded to advisors. While it is discoverable by looking at the individual student records within SIS, this form of discovery adds considerable overhead to the limited time advisors have with students, further pressing advising toward a registration model.

- The committee therefore recommends that a list of their students on probation be sent to each advisor every semester before pre-registration and that advisors also be similarly notified of academic suspensions. It is difficult to envision effective advising in the absence of consistently knowing whether or not a student may be struggling. It is not clear that students themselves would always feel comfortable providing such information.

Each of the above recommendations represents a common sense response to easily identifiable issues – entailing minimal overhead, cost, and faculty effort. We would urge that all be accomplished for Fall 2014, except for the handbook itself as noted.

**Faculty Training.** The faculty handbook notes that advisors are appointed from those “most willing and able to provide the attention freshmen need and deserve.” It is silent, however, with regard to expected faculty expertise as advisors. Clearly, in a purely course registration model, expertise with regard to counseling skills is less an issue. However, within a model in which advising constitutes an important form of student engagement, advising skill is important. Clearly we have many skilled and effective advisors. However, we do not offer consistent advising training in a way intended to either facilitate or reward skill in advising. Teaching faculty how to negotiate the SIS degree audits and varying practices across College with regard to training advisors, which tend to focus on registration issues, are not sufficient to furthering the role of advising in student engagement.

We recognize that just adding advising to an already hectic new faculty orientation schedule is not conducive to improving advising.

- Instead, we recommend that, in addition to the advising handbook, advising be promoted within faculty initiatives such as the Center for Teaching for Learning as an important ongoing activity having its own pedagogy, knowledge base, and rewards, and that the University administration and faculty work to provide training and professional development opportunities around advising in a prominent way intended to convey its importance.

In addition to these recommendations, we note the following as continuing problems that have been previously recognized and for which solutions have been previously suggested.

**Students with TBA advisors.** A number of students, and most notably January transfer students, still have no assigned advisor (To Be Announced) at their time of matriculation. We can only urge that the Colleges adopt practices previously recommended outside of the current process to ensure that this does not continue to happen. There is no reason for a matriculated student to be without an assigned advisor from whom they can seek assistance. Indeed students should know, and should be able to be in contact with, their advisors before arriving on campus as a student.

**GPA Based Registration Order.** We note the continuing debate on this issue while emphasizing that we continue to put those students who are struggling the most with college level work at the greatest disadvantage during preregistration. To the extent this issue falls within the advising framework, this issue is directly related to retention.

**Future Needs.** The committee makes the following recommendations with regard to additional steps in furthering the role of advising in student success.

- The committee further suggests that the concrete recommendations made above lead into a campus-wide discussion about adopting a formal advising model for the campus. Concepts of best practices vary across institutions and include faculty-centered as well as nonfaculty-centered models and so-called intrusive (or proactive) advising. Although the literature varies regarding the role of advising in retention, it is generally held that more, rather than less, intrusive advising improves retention by increasing academic performance (see, e.g., Molina and Abelman, 2000 and Abelman and Molina, 2002). It is certainly fair to say that our current model is well short of being intrusive. However, it is also fair to say that there are no universally shared goals for advising. With the creation of the new University Senate/Faculty Council model and new faces in the Provost and VP for Enrollment Management positions, this is an opportune and natural time to revisit some of our assumptions and expectations regarding advising and to broaden the understanding of the roles and importance of advising on the campus.
- In order to better address information needs around advising, the committee also recommends that a process resulting in a purchasing decision for integrated administrative software be put in place no later than September 2014.

### ***Academic Engagement Suggestions***

In addition to advising there are various ways to enhance academic engagement that can be examined more specifically.

- Summer bridge programs to enhance academic skills that will promote success in the classroom
- Summer academic programs for STEM; Sciences; Social Sciences; etc.
- Curricular additions, changes, supports for students who may be at risk academically
- Evaluation of math requirements and range of coursework available for the student who has not or is struggling to achieve a C or better in at least one math course
- English department recommendations for English curriculum development (English Department recommendations included in the appendix)

- Departmental meetings with students to address requirements and build community
- Collaboration between academic departments and career services with developmental plan for students

### ***Academic Supports***

- More accountability for students on academic probation, academic progress monitoring or coaching program (for example show grades/performance)
- Support of faculty with students who engage in faculty-student research
- Advisor access to information that will help them advise students more effectively (scholarships/academic requirements, notes from support services, other campus commitments – athlete, workstudy, leadership roles)
- Robust academic year calendar planning – students and faculty should know what courses will be offered when throughout the year and whether courses are offered each semester or intermittently.
- Plan to offer trailer sections of courses to assist students who transfer into Western New England University as well as those students who do not meet the academic standard in the previous semester.

### ***Housing/Residential Experience***

***While there were some strengths identified, we found the following themes that emerged from students and the literature when reviewing the residential experience:***

#### ***Community:***

- Residents expressed the desire for more community space and programming. Currently, there is inadequate space in many of our residential areas. For example, the Quad has very small community areas and Commonwealth has had study space taken off line in the past for more bed space.
- Priority should be given to maintaining a proper common space for students to “just be,” whether it is for studying, hall meetings or programming.
- All communities, Gateway included, need designated gathering and green space.
- Although students felt safety was important, at times the feedback was that students felt that the campus was too small in that RA’s and Public Safety were a bit restrictive.
- Many campuses have Community Assistants as opposed to Resident Assistants, perhaps this expanded title and broad focus would expand emphases on building and supporting the community.

#### ***Facilities***

- Students cited challenges with the current hours of operations and the cost of the dining plans.
- The committee suggests a review of the meal plans with more options in terms of cost and grab and go features and extended hours.

- If we want students to stay on campus and perceive the institution is active, then the campus center must reflect that. Campus center is not a hub on the weekends and often appears closed. Many students in focus groups shared the need for a more robust campus center, more common space, a theatre space, a true game room.
- Gender neutral or family restrooms are needed throughout campus. A last piece surrounded placing work orders and timeliness of addressing issues in the residence halls.
- Concern was expressed by students about the accessibility of staff in off hours. One example is concern about the timeliness of addressing issues that arise in the residence halls.
- Television screens in the lobby of each hall that listed events on campus might help to create a sense of community

### ***Process***

- The residence life staff has devoted significant effort to development of a residential curriculum and planned implementation
- The housing selection process should be reviewed by stakeholders across the institution with retention in mind. Progress was made this year in terms of removal of SAS hold which had a larger effect on an entire grouping. Additional considerations that could be discussed with regard to retention include:
  - Are lower achieving students compromised in the process?
  - Could learning communities be expanded or adapted?
  - Could students continue the learning community option through all four years, like a house or a neighborhood?
    - International house or Engineering “neighborhood” for example
    - Could faculty be more involved? Are there possible incentives?
  - Is there an opportunity for feedback on the process through RHA?
  - What are other campuses doing in terms of Gender Neutral housing? Does the process differ for first year students (or should it)?
- Residence Life could create a campus wide stakeholder advisory committee to formalize input across campus pertaining to the residential experience

### ***Greek Life***

Students have seen Greek Life on other campuses and see the opportunity for a sub community affiliation. It is yet another avenue for students to connect on campus and engage in the community.

### ***Financial Literacy & Employment***

It is clear that financial constraints are a significant reason for some students not being able to continue at an institution. Because a student’s financial circumstances are beyond the control of the institution, this report is not making recommendations with regard to discount rates and things of that nature. Rather, the committee’s recommendations pertain to what the institution

can do in terms of awareness and understanding of the financial commitments and opportunities available.

### ***Communication***

- Student Services Associates (SSAs in SAS) need a formalized process should be developed for SSA's to share concerns regarding a family or student. They often know quite a bit about a student but do not have a way to report that out to those in other departments who may be in a position to assist the student.

### ***Education***

- Include financial literacy information both at SOAR and as part of the first year seminar First Year Students at SOAR should meet their SSA and FYS instructors could be encouraged to have students look at MyCollegeMoneyPlan.org as an assignment for class so they can be more informed.

### ***Work Study***

The overarching recommendation is to be systematic in how we work with students who have work study awards.

- A formalized process needs to be put in place for outreach and follow up for those students with a work study award. There is *no formal systematic communication* between financial aid and human resources (HR) to ensure HR can plan for the appropriate number of students who will need on campus employment. Currently, jobs that are available are posted online and students are directed to a website to seek open positions. Only 19% of students last year actually logged into the system. A more proactive approach would be for student employment to contact all students and to ensure they are linked to the employment opportunities and understand the process. In addition, student employment needs to actively reach out to departments including faculty and department meetings to discuss possibilities for work within departments to further the relationships with faculty, and move upper class students into more sophisticated positions opening more opportunities up for first year students. Ideas for student work study positions include but are not limited to:
  - Could students be part of entrepreneurial endeavors,
    - Sports management students assisting with club sport and intramural and game day operations?
    - Marketing students working with the marketing department?
    - Student lead textbook exchange program?
    - Developing apps for students by students?
    - Managing departmental social media?
- Data should be collected by student employment as to the retention rate of those students who have jobs on campus.

- A process needs to be in place and clearly communicated to those students who study abroad who have work study awards. Students are often confused and uncertain as to the status of their award.

### *Formal policies*

- Some university policies could lead to attrition. Many institutions have a policy in place that prevents students from moving onto campus or attending a class with an outstanding balance. There is some predictable attrition due to a family's financial status. See table below.

	Fall Sem. Bill Due Date	Policy for non-payment by Due Date	Pull Registration?	Hold keys/prevent from moving in?	When are students put on hold?	How much do you hold?	Allow students to register with a balance?
<b>AIC</b>	8/1/2013	financial hold is placed on student's account	no	yes	after aid posts	"more lenient, up to \$2000"	no
<b>Assumption</b>	6/16/2013 for returning students; 8/1/13 incoming freshman	\$100 late fee imposed	yes	yes	after bill due date	"as low as \$20.00"	no
<b>Bentley</b>	8/1/2013	late fees imposed 30-40 days after due date	no	yes	end of August	\$100 UG; \$10 Grad	no
<b>Bryant</b>	8/9/2013	financial hold is placed on student's account	no	no	after aid posts	\$1,000	no
<b>Endicott</b>	8/1/2013	\$100 late fee	yes	yes	early Oct	\$450	no
<b>Franklin Pierce</b>	7/15/2013	financial hold; blocked from registration	no	no	after aid posts	varies: some years \$100, some years \$500	no
<b>Johnson &amp; Wales</b>	FR 7/19; returning students 8/9	financial hold; jeopardize housing & schedule deletion	yes	yes	after bill due date	generally over \$100	no
<b>Nichols</b>	8/1/2013	financial hold is placed on student's account	no	no	after bill due date	account must be paid in full or payment plan established	no
<b>Quinnipiac</b>	7/31/2013	late fees imposed @ 1% per month	no	no	end of October	\$300.00 max	no
<b>Rensselaer</b>	8/1/2013	\$250 late fee	no	no	September	account must be paid in full or payment plan established	no
<b>Roger Williams</b>	7/1/2013	financial hold is placed on student's account	no	Yes for Fall semester; no for Spring Semester	after aid posts	\$1,000	no
<b>Salve Regina</b>	8/1/2013	late fees: After Aug 1st: \$100; After Aug 15th: \$150 add'l (\$250 total)	yes	yes	prior to start of classes	Class attendance is permitted only for students who have paid the tuition bill in full by the start of class	no
<b>WNE</b>	8/1/2013	late fees accrue at 1% per month starting mid Sept.	No	No	mid October	\$1,500	\$1,500



Based on the preceding table, WNE is one of the least restrictive institutions with regard to allowing students who have not met financial obligations to continue. While somewhat generous, this too contributes to our attrition as we have students who begin coursework and progress through the semester who will not be able to pay. This investment of staff time will not promote retention.

- Develop policy that allows students to register for classes with a hold and set a date at which students who have not met their financial obligations will be removed from classes. This would not compromise students in progressing academically or risk missing out on key courses by offering a grace period.
- Students who seek out leadership positions on campus such as RA should not be penalized in their financial aid packages. Financial aid packages should remain constant regardless of a housing stipend.
- Financial aid packages may need to be reviewed more strategically perhaps forming a committee to review students in distress (e.g., those in danger of losing their financial aid due to GPA based issues and to take into consideration year and retention potential).
- Consider locking the tuition rate for four years for students as they enter. This would allow students and families to plan effectively with certainty of the cost over the four year period.
- Currently we charge undergraduate students seeking out graduate coursework in their senior year additional fees. This discourages students from taking the graduate course work. If the fee were consistent with an undergraduate course, students may be more apt continue their education with less debt and promotes potential for retention of students in graduate programs. Students who pursue graduate education elsewhere will be more prepared (reflecting well on WNE).
- Housing and meal plans are another significant expense. A recommendation was made to look at the rising cost of meal plans and to seek to have more choices in meal plans and flexibility. In addition, 86% of commuter students surveyed indicated that they lived off campus because it was less expensive.

### *Commuters*

To understand the needs and preferences of commuter student populations it must be recognized that there are distinct subpopulations of students living with their parents; students living immediately off campus within walking distance; and students who live off campus but who must drive to access campus. Clearly, each distinct group will vary in how best to engage those students on campus.

Research suggests that best practices pertaining to retention of commuters are to dedicate physical and virtual space; focus on actively engaging commuter students; and to ensure access to campus resources and to encourage networking among commuter students (Johnson, 1997; White & Mosley, 1995).

Many of the recommendations below are based on a commuter conducted on campus with 236 respondents as well as small focus groups with students who were commuters conducted by

students in Community Psychology in Spring, 2014. Three areas of recommendations that emerged for the improvement of the Commuter experience included communication, food on campus and parking.

### *Sense of Community*

It has been shown that meaningful relationships between faculty and students played a role in students' commitment to their college career (Hoffman, 2014). For commuters, Johnson (1997) found that both academic and social integration play a major role in student persistence. Thus, it is critical to be sure to promote the connection between commuters and the college community.

- Advising/orientation program and/or identification of a staff person responsible for commuter students to provide information, resources, guidance tailored to commuters to have the opportunity to build relationships with faculty/staff, reliable person to answer questions, direct them to important resources, encourage them to connect with specific organizations/groups on campus.
- Learning community for commuters where students could opt in (e.g., share common class such as English composition or first year seminar and focus curriculum on aspects that would facilitate connections within the class as well as the campus community)
- Physical and virtual commuter community space is used in many institutions. Over half of commuters surveyed (56%) agreed that a commuter lounge space would improve their overall experience as a student.

### *Communication*

Discussions with students who were commuters indicated that communication was challenging. They often felt they were bombarded with information daily through multiple university posts such that they were less likely to read all the posts. Based on the commuter survey, 49% of commuting students read university posts; 57% were aware of registering for E2 campus.

- Create a digest of posts and then send them out less frequently (perhaps weekly).
- Visible hours of operation of all the buildings would be helpful.
- Kodiak classroom for commuters was also recommended as a means to communicate via a virtual space with other commuters to arrange carpooling or to post important information.
- Commuter student representative on Student Senate
- Clearly identify (and communicate to commuting students) an office or person for a commuting student to go to if they had input or challenges pertaining to commuting.
- Verification process of address and contact information for commuting students could be linked to receipt of commuting parking pass to ensure campus representatives have most effective means to contact student
- Application like Meet ups @WNEU for commuting students to coordinate with others to meet people, coordinate rides, work on group projects, etc.

### *Campus food options*

Food options on campus was a significant point of discussion of students who commute. For many students the commuter meal plan was cost prohibitive. It is recommended that

- Make available a meal plan for commuters with primarily points and then have some reasonably priced food options available. This would avoid commuters having to go off campus to find reasonably priced food.
- Extend the hours of operation for food services. Having longer hours would be helpful so commuters can stay on campus and continue to work or to stay to go to a campus activity.

### *Parking*

The largest area of concern for the commuters was parking. Commuters complain of having to arrive on campus 45 minutes early to find a parking spot. Sometimes students have to circle the campus numerous times trying to find a spot and this makes them miss their first class.

- There need to be more visible and clear signs about where commuters can park.
- Recommendation for a campus review of parking. Considerations should include:
  - Who should have priority parking access?
  - Should commuters be able to park closer to academic buildings during the day?
  - Do residents need to have cars in parking lot adjacent to residence hall?
  - Parking considerations with impending snow
  - Incentives for parking in certain lots with differential fees
  - Is there sufficient parking – not just one space per person but accounting for timing, poor parking, etc
  - Should there be leniency for commuters with violations as compared to students on campus.
  - Should freshman be allowed cars on campus?
- Another recommendation would be for students who live on campus be required to park a bit further away – for instance those in the quad may be required to park behind the AHLC or perhaps freshman be required to park further out. This would open up spots closer to the campus buildings for commuters.
- An alternate recommendation is to not allow freshman who live on campus to have cars if they live within a certain radius.
- Snow removal needs to be more strategic so piles of snow are not blocking many of the commuter parking lot spots.
- An HMA Carpool function could be established and accessed all year in order to give commuters the option to find people in their area to carpool with if their car is in the shop, or just to save money on gas and parking passes. This would also reduce the number of cars in the lots and free up space for other commuters. Perhaps there could be a reduction in parking fee for those who participate
- A commuter meet and greet in the beginning of the semester in order for commuters to meet other commuters and possibly coordinate carpooling. Since many people make friends through their residence hall, this could also be a good way for commuters to meet people and socialize.
- Communication of when events will occur that affect parking (board meetings, conferences, etc.) with notice of at least 48 hours to avoid being late due to usual parking spaces not being available.

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### *Appendix A: English Department Supplemental Material*

Our department has a lot to contribute to the retention effort. We have a ground's view of first-year students, come to know them well and we have insight and reforms in mind through our own annual, internal assessment. We also have data on the reading levels and writing levels of all in-coming students and their scores after the year is over. This data may also be useful in the retention conversation. Moreover, we have data on the success of students placed into our "basic writers" class and those placed into our LA 150, one-credit course that used to mean multiple Writing Center visits. Starting in the fall, however, all LA 150 instruction for students needing support will be provided entirely and directly by faculty members serving as professional tutors.

Finally. Because we diagnose their in-coming skills and then teach reading and writing to all freshmen, our Writing and Reading Program's successes (and failures) reveal a good bit about the academic component of the retention effort in general. Also, the skills we teach are instrumental for students to thrive at the university in their majors and in other Gen. Ed. classes. We work closely with at-risk students and also with students who have issues with motivation.

