# 2022 NECHE
## Accreditation Self-Study

WESTERN NEW ENGLAND UNIVERSITY | WNE

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# Institutional Characteristics Form

Date: January 15, 2022

1. Corporate name of institution: Western New England University
2. Date institution was chartered or authorized: 1951
3. Date institution enrolled first students in degree programs: 1951
4. Date institution awarded first degrees: 1951
5. Type of control:

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

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Massachusetts Board of Higher Education; Degrees: Associate, Bachelor's, Master's, OTD, PharmD, JD, LLM, PhD in Behavioral Analysis, PhD in Engineering Management, and recently authorized for PhD in Mechanical Engineering and PhD in Industrial Engineering

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

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

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

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

9. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester ☒ Other: Graduate 11-wk terms

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

a) Undergraduate 15 credit hours

b) Graduate 9 credit hours

c) Professional 15 credit hours

11. Student population:

a) Degree-seeking students:

| | Undergraduate | Graduate | Total |
|---|---|---|---|
| Full-time student headcount | 2522 | 475 | 2997 |
| Part-time student headcount | 61 | 600 | 661 |
| FTE | 2544 | 773 | 3317 |

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

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

| Program | Agency | Accredited Since | Last Reviewed | Next Review |
|---|---|---|---|---|
| BSBA, MBA, MS | AACSB | 2003 | 2019 | 2024 |
| JD | ABA | 1978 | 2020 | 2030 |

| | | | | |
|---|---|---|---|---|
| BSE | ABET | 1971 | 2017 | 2023 |
| OTD | ACOTE | 2019 | 2019 | 2026 |
| PharmD | ACPE | 2015 | 2021 | 2029 |
| BSW | CSWE | 1984 | 2014 | 2023* |
| BA in Elementary Ed | MA DESE | 1998 | 2019 | 2027 |
| BA/BS in Secondary Ed | MA DESE | 1967 | 2019 | 2027 |

*WNE is developing a teach out plan for our Bachelor in Social Work program.

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

| | Full degree | 50%-99% | FTE |
|---|---|---|---|
| A. In-state Locations | | | |
| New England Center for Children, Southborough, MA | PhD in Behavior Analysis<br>MS in Applied Behavior Analysis | N/A<br>N/A | 15.3<br>41.3 |
| | | | |
| B. Out-of-state Locations | | | |
| Not Applicable | | | |
| | | | |

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

| Name of program(s) | Location | Headcount |
|---|---|---|
| Not Applicable | | |
| | | |

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional,

doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

| Name of programs | Degree level | % on-line | FTE |
|---|---|---|---|
| Bachelor of Business Administration | Baccalaureate | 100% | 2.3 |
| LLM in Estate Planning & Elder Law | Master's | 100% | 15.7 |
| Master of Arts in Communication | Master's | 100% | 3.3 |
| Master of Arts in Mathematics for Teachers | Master's | 50%-99% | 5.3 |
| Master of Business Administration | Master's | 100% | 36.0 |
| Master of Elder Law and Estate Planning | Master's | Hybrid | 1.3 |
| Master of Education in Curriculum and Instruction | Master's | 100% | 2.3 |
| Master of Fine Arts in Creative Writing | Master's | 50%-99% | 4.0 |
| Master of Science in Accounting | Master's | 50%-99% | 11.3 |
| Master of Science in Electrical Engineering | Master's | Hybrid | 8.0 |
| Master of Science in Engineering Management | Master's | Hybrid | 16.7 |
| Master of Science in Industrial Engineering | Master's | Hybrid | 1.7 |
| Master of Science in Organizational Leadership | Master's | 50%-99% | 7.7 |
| Master of Science in Sport Leadership and Coaching | Master's | 50%-99% | 8.0 |
| PhD in Engineering Management | Doctoral | Hybrid | 5.3 |
| Graduate Leadership Certificate | Certificate | 50%-99% | 2.7 |
| Graduate Sport Leadership Certificate | Certificate | 50%-99% | 2.0 |
| Graduate Engineering Certificate in Artificial Intelligence | Certificate | Hybrid | 0 |
| Graduate Engineering Certificate in Risk and Emergency Management | Certificate | Hybrid | 0 |
| Graduate Engineering Data Analytics Certificate | Certificate | Hybrid | 0 |
| Graduate Engineering Supply Chain Management | Certificate | Hybrid | 0 |
| Graduate Industrial Safety and Public Health Certificate | Certificate | Hybrid | 0 |
| Graduate Operations Management Certificate | Certificate | Hybrid | 0 |
| Graduate Operations Research Certificate | Certificate | Hybrid | 0 |
| Graduate Project Management Certificate | Certificate | Hybrid | 0 |
| Graduate Six Sigma Belt Certificate | Certificate | Hybrid | 0 |

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

| Name of contractor | Location | Name of program | Degree or certificate | # of credits |
|---|---|---|---|---|
| Not Applicable | | | | |
| | | | | |

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

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

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

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

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

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

    Please see the organizational chart located just before the Standard Three narrative.

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

    Western New England University (WNE) was founded in Springfield, Massachusetts in 1919. Begun as the Springfield Division of Northeastern College, known as Springfield-Northeastern, the University was originally established to offer part-time educational opportunities for adult students in law, business, and accounting.

    In 1951, an autonomous charter was obtained to grant and confer the degrees of Bachelor of Business Administration and Bachelor of Laws. The Springfield Division of Northeastern University was renamed Western New England College. The present campus on Wilbraham Road was purchased in 1956 with the first building, today's Emerson Hall, opening in 1959.

    In 1965, Western New England first received institutional accreditation from NEASC. Over the decades, the University flourished on its new campus with academic programs expanding, its student body growing, and the addition of many new buildings.

    In 2008, Western New England launched its first PhD program in Behavior Analysis. Then, on July 1, 2011, the institution officially became a university. The Schools of Arts and Sciences,

Business, and Engineering became known as “Colleges,” while the School of Law retained its name.

In 2011, the Western New England University College of Pharmacy welcomed its first class to the PharmD program. The College of Engineering added the University’s second doctoral program: the PhD in Engineering Management in 2012. In 2017, the College of Pharmacy was restructured to become the College of Pharmacy and Health Sciences, as it welcomed the first cohort to the Doctor of Occupational Therapy Program.

In 2021, the Massachusetts Department of Higher Education approved two new PhD programs in Mechanical Engineering and Industrial Engineering. WNE is currently in the process of preparing our substantive change application to NECHE for these two programs. Once the substantive change is approved by NECHE, then the University will begin to accept students into these two new PhD programs.

Western New England University celebrated its centennial in 2019. Currently, WNE is entering its second hundred years with a vision to create a “New Traditional University”.

# Chief Institutional Officers

| Function or Office | Name | Exact Title | Year of Appt |
|---|---|---|---|
| Chair Board of Trustees | Kenneth Rickson | Board of Trustees Chairman | 2018 |
| President/CEO | Robert Johnson | President | 2020 |
| Chief of Staff | Curt Hamakawa | Chief of Staff | 2021 |
| Executive Vice President/ Chief Academic Officer | Maria Toyoda | Senior VP for Academic Affairs and Provost | 2021 |
| Associate Provost | Lisa Celovsky | Associate Provost for Academic Affairs | 2021 |
| Deans of Schools and Colleges | Josie Brown<br>Sharianne Walker<br>Hossein Cheraghi<br>John Pezzuto<br>Sudha Setty | Interim Dean, College of Arts & Sciences<br>Dean, College of Business<br>Dean, College of Engineering<br>Dean, College of Pharmacy & Health Sciences<br>Dean, School of Law | 2020<br>2019<br>2008<br>2020<br>2018 |
| Chief Financial Officer | Basil Stewart | VP for Finance & Administration | 2021 |
| Chief Student Services Officer | Kristine Goodwin | VP for Student Affairs | 2022 |
| Planning | Julie LeBeau | Associate VP for Planning and Business | 2021 |
| Institutional Research | Mary Grey | Director of Institutional Research | 2019 |
| Assessment | Josephine Rodriguez | Director of Assessment | 2017 |
| Development | Beverly Dwight | VP for Advancement | 2003 |
| Library | Priscilla Perkins | Director of D'Amour Library | 2005 |
| Chief Information Officer | Scott Coopee | Chief Information Officer | 2009 |
| Grants/Research | Not Applicable | | |
| Admissions | Bryan Gross | VP for Enrollment Management & Marketing | 2014 |
| Continuing Education | Matthew Fox | Executive Director of Graduate Admissions | 2007 |
| Registrar | Julie Richardson | Assistant VP of Enrollment Management & University Registrar | 2016 |
| Financial Aid | Kathleen Chambers | Director of Financial Aid | 1996 |
| Public Relations | Mercedes Maskalik | Assistant VP for Marketing & Communications | 2021 |
| Alumni Association | Katie DeBeer | Director of Alumni Engagement | 2017 |
| Human Resources | Monica Bradley | Interim Chief Human Resource Officer | 2022 |

# Items of Special Emphasis

| Date of NECHE Letter | Detailed Items of Special Emphasis | NECHE Standards Cited in Letter | Self Study Page Number |
|---|---|---|---|
| July 31, 2017 | Continuing progress to diversify staff | 6.5, 9.5 | Standard 7, p. 71-72 |
| July 31, 2017 | Maintaining the financial strength of the institution | 7.4, 7.6 | Standard 7, p. 63-67 and p. 73-76 |
| Feb. 3, 2020 | Update on the School of Law's continued success in meeting its enrollment and budget goals | Standard 5 (*Statement of the Standard*) 7.4, 7.6, 7.14 | Standard 5, p. 40-42, Standard 7, p. 75 |
| Dec. 15, 2020 | Update on success in offering our current courses and academic programs via distance education | 2.5 | Standard 2, p. 11-12, Standard 6, p. 52 |

# Introduction

The Self-Study process preceding our 2022 Comprehensive Evaluation has given us the opportunity to reflect on our past and engage deeply with the planning for our future as a *New Traditional University*, in alignment with our new status as a National University in the U.S. News and World Report rankings and a new Carnegie classification as a Doctoral/Professional University. Western New England University is the only institution in the U.S. News and World Report's category of National Universities that has fewer than 3,000 undergraduate students and an ABA accredited Law School, as well as Colleges of Arts & Sciences, Business, Engineering, and Pharmacy & Health Sciences.

Western New England started the Self Study process in the fall of 2019 by identifying Co-Chairs who would lead the University through a "grass roots" reflective process through which this report was developed. The Co-Chairs, Josephine Rodriguez, Director of Assessment and member of the faculty in mathematics, and Dr. Linda E. Jones, the former Provost who returned to the faculty in Mechanical Engineering in 2020, attended NECHE's Self-Study Workshop in October of 2019 to launch the planning process. The Co-Chairs, in concert with academic Deans and senior leadership, selected faculty to chair each of the nine Standard committees. Chairs coordinated with the Self-Study Co-Chairs, received nominations from Faculty Senate of faculty members who volunteered to be on committees, and selected members of the broader University community to participate on each Standard committee. Ultimately, committee members represented a diverse group of faculty, staff, administrators, and students.

The Steering Committee was made up of the following individuals: Interim Provost/Chief of Staff Curt Hamakawa, former VP for Finance Dick Wagner, Associate Director of Assessment Lisa Hansen, and Co-Chairs, Director of Assessment Josephine Rodriguez and Professor Linda Jones. Additionally, all Standard Chairs participated in all Steering Committee meetings.

The work of the Standards committees began on August 11, 2020, with a Kickoff Meeting for the Steering Committee and the Standard Chairs. Then, on September 3, 2020, NECHE's Senior Vice President, Dr. Patricia O'Brien, graciously presented a virtual seminar "Preparing for Reaccreditation" for 33 members of the Standards committees who were able to attend synchronously and others who were able to watch the video later asynchronously. After that, each Standard committee examined their Standard in detail and reflected on our institutional practices and processes, documenting and appraising our successes and challenges in those practices, and developed projections that are in concert with our collective vision of our future. These projections are intended to identify our future direction with respect to the Standards and document how we intend to get there. These teams, working with our Steering Committee, advanced projections that are in concert with the administration, in order to ensure that projections and plans are coherent with President Johnson's ongoing visioning activities.

The first draft of each Standard narrative was presented at scheduled monthly meetings of the Steering Committee and Standards Chairs, who offered suggestions for improvement and helped to identify gaps. Each committee Chair then revised their Standard narrative and submitted a second draft to the Co-Chairs. During July of 2021, a first draft of the Self-Study was reviewed by President Robert Johnson and Provost Maria Toyoda, as well as by Board of Trustees Chair Ken Rickson and Chair of the Board's Academic Affairs Committee Carmel Caramagna. In the fall of 2021, an updated draft of the Self-Study was shared with WNE faculty and staff, who were invited to submit comments and feedback. Invitation for public comment regarding this Self-Study and the Self-Study process was

given on the website and communicated with the WNE community through our University Posts system. Additionally, a public notice for comment appeared in the *Springfield Republican* on two consecutive Sundays in November 2021 and was also placed in the Winter 2021-2022 edition of our alumni magazine, *WNE: The Magazine of Western New England*.

We want to thank our community for their willingness to be fully engaged in this Self-Study process and activity. This effort could not come at a better time, given that we are also engaged with the President and administration in the development of a Vision and strategic goals for the next five years. The planning process and the NECHE Self-Study together will help us move Western New England University into the future as an agile *New Traditional University*.

Western New England University is pleased to submit this Self-Study Report, which describes a strong institution of higher education with a collegial community focused on the success of our students and enriching the lives of all who live and work on our campus.

# WNE 2022 SELF STUDY – STANDARDS COMMITTEES

**Standard 1: Mission and Purposes**
- Dr. Denine Northrup, Chair
- Prof. Eric Gouvin
- Dr. Mehdi Mortazavi
- Dr. Kim Tanzer

**Standard 2: Planning and Evaluation**
- Dr. Mary Schoonmaker, Chair
- Dr. Meri Clark
- Mr. Bryan Gross
- Dean Sudha Setty
- Dr. Dick Wagner

**Standard 3: Organization and Governance**
- Dr. Ellen Rainville, Chair
- Dr. Kam Capoccia
- Dr. Jocelyn DeAngelis
- Dr. Jeanie Forray
- Dr. Linda Jones
- Dr. Sandra Navarro
- Atty. Cheryl Smith

**Standard 4: The Academic Program**
- Dr. Douglas Battema, Chair
- Prof. Erin Buzuvis
- Dr. Janelle Goodnight
- Ms. Kara Kapinos
- Dr. Charles Mutigwe
- Ms. Julie Richardson
- Dr. Anthony Santamaria
- Dr. Natalia Shcherbakova
- Dr. Michaela Simpson
- Ms. Mary Jane Sobinski-Smith

**Standard 5: Students**
- Dr. Kelly Klingensmith, Chair
- Mr. Adetayo A. Olatinwo
- Mr. Cameron A. Cox
- Mr. Matt Fox
- Ms. Tynisha Henderson
- Ms. Jessica Hill
- Ms. Kerri Jarzabski
- Mr. Matt Labranche
- Mr. Will LaFosse
- Ms. Melissa Lambert
- Dr. Catherine Plum
- Mr. Nick Tartsinis
- Ms. Connie Vrijenhoek

**Standard 6: Teaching, Learning, and Scholarship**
- Dr. Jonathan Beagle, Chair
- Dr. Brittany Adams
- Mr. Dan Bevacqua
- Prof. Beth Cohen
- Dr. Elizabeth Elam
- Dr. Heidi Ellis
- Dr. Andrea Kwaczala

**Standard 7: Institutional Resources**
- Prof. James Masteralexis, Chair
- Mr. Scott Coopee
- Ms. Beverly Dwight
- Mr. Christopher Freitag
- Ms. Julie LeBeau
- Ms. Joanne Ollson
- Ms. Priscilla Perkins
- Ms. Julie Richardson
- Ms. Arlene Rock
- Ms. Allison Sawyer
- Mr. Peter Varley
- Mr. Adam Woodrow

**Standard 8: Educational Effectiveness**
- Dr. Robert Gettens, Chair
- Prof. Lauren Carasik
- Prof. Beth Cohen
- Dr. Kathryn Kozey
- Dr. Lisa Hansen
- Dr. May Lo
- Dr. Neeraj Magotra
- Ms. Andrea St. James
- Dr. Beth Welch

**Standard 9: Integrity, Transparency, and Public Disclosure**
- Mr. Michael Johnson, Chair
- Dr. Jessica Carlson
- Ms. Linda Chojnicki
- Ms. Michelle Goodfellow
- Ms. Jodie Griffith
- Dr. Ann Kizanis
- Ms. Mary Orszulak

# Institutional Overview

Western New England University is a private co-educational comprehensive National University with a tradition of excellence in teaching, research, scholarship, and service to our community. Our vision is to be a New Traditional University that is agile, grounded in professional studies and enhanced by the liberal arts and mentored research. We seek to provide graduates with the skillset and mindset to continuously create value throughout their professional career and assert their humanity in contributing to a global society. As a New Traditional University, we prepare learners and earners for the *Future of Work*, equipping them to create value and thrive in a complex and hyperconnected world.

Western New England University has been accredited by the New England Commission of Higher Education (NECHE, formally NEASC) since 1965. The institution was founded in 1919 as the Springfield Division of Northeastern College. In 1951, an autonomous charter was obtained to award the degrees of Bachelor of Business Administration and Bachelor of Laws. The present campus on Wilbraham Road was purchased in 1956 and our first building, Emerson Hall, opened in 1959. In 2008, WNE launched its first PhD program in Behavior Analysis and in 2011 the institution assumed University status. Since our last Comprehensive Evaluation in 2012, the University has undergone several major changes that are documented in our 2014 Progress Report and described in our 2017 Interim Report. These changes include the establishment of an institutional faculty governance structure in 2014. This structure was reviewed and through faculty vote recently revised to a new model implemented in academic year 2021-22. An ERP system was implemented, integrating our legacy systems and streamlining communications and information management for students, faculty and staff. Graduate programming has expanded, including the establishment of the Doctorate in Occupational Therapy program. Dr. Robert Johnson became the sixth President of Western New England University on August 1, 2020. As an outcome of our change in senior leadership, planning and visioning activities to address our collective future were a significant institutional effort involving all constituencies starting in academic year 2020-21.

***The Impact of the COVID Pandemic***

The work undertaken to create this self-study took place during the global COVID pandemic, which created complexity in the organizing and writing of this study. Yet all involved gave of their time and capacities generously. This self-study reflects their level of enthusiasm for this work and their respect for all who make Western New England University a wonderful place to work, study and thrive.

On March 12, 2020, in response to the impact of the pandemic, senior leadership moved the University from an almost entirely in-person delivery of instruction to an entirely on-line delivery mode. Faculty and student preparation for this change took place during a two-week period spanning spring break and one additional week. The focus initially was on the immediate demands of campus closure and the demands of moving to on-line learning for the remainder of the Spring.

The Emergency Management Resource Team (EMRT), established to address and manage University emergencies, was called to action. Members of the EMRT represent all of senior leadership including the President, Provost, Chief Financial Officer, as well as the VP of Enrollment Management, President of Faculty Senate, the academic Deans, and representatives from facilities, public safety, human resources, food services, information technology, health services, and finance.

Western New England University returned to in-person instruction in the Fall of 2020, remained open through the 2020-2021 academic year, and continues to remain open during the 2021-2022 academic

year. We are now focused on the impact of the pandemic's effect on our students' readiness for university-level work and study, their health and wellbeing, and issues associated with their identity and belonging. The WNE Pandemic Effect Task Force Reports were released in October 2021. The report findings are being used to educate our faculty and advisors.

Lastly, the University continues on a daily basis to address students, faculty and staff needs. Several of these initiatives were started before the submission of the Self-Study and are tactical in nature addressing recognized opportunities and areas of concern. For example, initiatives have been put in place to examine and provide support for the health and wellness concerns of our students. Additionally, the University is working to provide increased transparency regarding campus safety and to create new opportunities for student's voices to be heard. We are continuing to assess our current equity, justice, and inclusion efforts and we are putting in place additional support for all students who have or are experiencing academic distress.

***Summary of Principal Self Study Findings***

Our strategic vision is to be an agile New Traditional University providing our students with powerful preparation for the future of work.

Our financial strength rests on robust financial oversight and appropriately resourcing academic programs while launching new or re-imagining academic programs to meet the demands of current and future career paths.

Intentional planning is key to maintaining our academic differentiation and strength. This planning includes our annual scorecard with key performance indicators, development of a Campus Master Plan, and the development of a robust, contemporary Institutional Research Office.

The emphasis on organizational structure to reflect our status as a national University includes capacity building in the Provost's Office/Academic Affairs and development of an Office of Sponsored Projects, Research, and Innovation.

There is a renewed institutional commitment to justice, equity, diversity, and inclusion.

# DATA FIRST FORMS
# GENERAL INFORMATION

| | | | |
|---|---|---|---|
| Institution Name: | Western New England University | | |
| OPE ID: | 222600 | | |
| | | **Annual Audit** | |
| | | Certified: | Qualified |
| Financial Results for Year Ending: | 06/30 | Yes/No | Unqualified |
| Most Recent Year | 2021 | Yes | Unqualified |
| 1 Year Prior | 2020 | Yes | Unqualified |
| 2 Years Prior | 2019 | Yes | Unqualified |
| Fiscal Year Ends on: | 06/30 | (month/day) | |
| Budget / Plans | | | |
| Current Year | 2022 | | |
| Next Year | 2023 | | |
| Contact Person: | Mary Grey | | |
| Title: | Director of Institutional Research | | |
| Telephone No: | (413) 796-2267 | | |
| E-mail address | mary.grey@wne.edu | | |

## Standard 1: Mission and Purposes

**Attach a copy of the current mission statement.**

| Document | Website location | Date Approved by the Governing Board |
|---|---|---|
| Institutional Mission Statement | Mission | 12/9/2008 |

| Mission Statement published | Website location | Print Publication |
|---|---|---|
| Catalogue - Mission | Mission | No |
| Catalogue - Core Values | Core Values | No |
| Catalogue - Vision for Our Second Century | Vision for Second Century | No |
| | | |

| Related statements | Website location | Print Publication |
|---|---|---|
| Strategic Plan (2009-2018) | Strategic Plan 2009-2018 | Yes |
| Strategic Direction 2021-2025: One University, One Vision | Strategic Direction 2021-2025 | No |
| A Call to Action for Our Second Century | A Call to Action | No |
| College of Arts & Sciences Mission | COAS Mission | No |
| College of Business Strategic Priorities | COB Strategic Priorities | Yes |
| College of Engineering Mission | COE Strategic Plan | No |
| College of Pharm & Health Sciences Mission | COPHS Mission Vision Values | No |
| School of Law Mission | Law Mission | No |

Please enter any explanatory notes in the box below

Row 23: School of Law print publication was moved online in 2021. Row 17: This Strategic Plan is accessible to the WNE community through the password-protected site Connect2U.

WESTERN NEW ENGLAND UNIVERSITY | WNE

## 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.

# Standard One: Mission and Purposes

## Description

Western New England University (WNE) is a comprehensive private institution that prioritizes teaching excellence, scholarship and a commitment to service. Over the past decade, we have maintained our commitment to our Mission Statement, guided by our 2009-2018 Strategic Plan that remained the "road map" that we followed into our 2019 Centennial. Both documents were approved by the Board of Trustees in September 2008. The Mission Statement, which is widely available, posted in all major campus buildings, in the 2021-2022 University Catalogue, and on our website, states:

***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.***

Accompanying the Mission Statement are Our Core Values:

- 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

We adapted our vision as we anticipated, celebrated, and started our second century. "Our focus will remain on educating the whole student, but in a twenty-first century context of 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 national leadership and a welcoming and attractive

destination for international students." This statement has been included in context with the Mission on the website and in the University Catalogue since 2012 and remains in place today.

A presidential transition occurred in academic year 2020. In a message to the WNE community on September 10, 2020, our new President, Dr. Robert Johnson, characterized his initial tenure as being composed of three phases: stabilization, revitalization, and innovation. In particular, the 2020-21 academic year was focused on financial stabilization to ensure a solid foundation, while strategically moving toward the future. We will focus on revitalization and innovation during the next two years. During his first 100 days, Dr. Robert Johnson engaged the campus community in visioning sessions with the theme *The Future is Now: Vision 2025*. More than 400 individuals shared perspectives through small group conversations, open forums, and an online survey. From this process, President Johnson established WNE's Strategic Direction 2021-2025: One University, One Vision. This vision guides initiatives with results monitored through annual tactics with affiliated resources, metrics, and accountability.

The four vision elements are:

- An agile "New Traditional University"
- Grounded in professional studies, and enhanced by the liberal arts and mentored research
- Provides graduates with the skillset and mindset to continuously create value through their professional careers and
- Assert their humanity in contributing to a global society

The five themes are:

- Provide a Student-Centered Experience
- Become a Laboratory for Academic Innovation
- Promote Innovation and Transformation
- Create Diversity, Equity, and Inclusion
- Enhance Culture and Excellence

## Appraisal

WNE's Mission and Core Values together with our future-oriented Strategic Direction guide faculty and staff by defining our distinctive character, which emphasizes high engagement, and a student centered, integrated liberal and professional education.

As faculty, staff, and students participated in the articulation of the Mission, Core Values, and Strategic Direction, they have been embraced and integrated into the curriculum. Faculty design, implement and engage in experiential learning with students, both in the context of the classroom and beyond. Students documented the high engagement and involvement in High Impact Practices in the 2020 NSSE survey; at WNE, 83% of seniors report engaging in two or more high impact practices, significantly above the national average of 59%. WNE students also indicated that they engaged in collaborative learning more frequently than the norm on the 2020 NSSE survey. Experiential learning is evident across WNE's Colleges and School of Law. For example, students are working on clinical hours for Occupational Therapy, volunteering in legal clinics, teaching students on the autism spectrum at the New England Center for Children, and conducting research with faculty. Thirty percent (30%) of the Pharmacy curriculum is comprised of experiential education with 1440 hours in their 4$^{th}$ year. Across disciplines, we have consistent examples of student centered, hands-on learning with close mentoring relationships with faculty. The 2020 NSSE Snapshot (pg.3) indicates that hands on learning opportunities including

research with faculty, capstone learning (culminating senior) experiences, and internships, co-ops, and field placements were three of our top five highest performing areas for our senior students.

The WNE Mission is comprehensive and characterizes the institution that drew faculty, staff, and students to Western New England University. Small classes predominate; the average undergraduate class size is 18 students, and the student/faculty ratio is 13:1. With a student-centered focus and appropriate safety precautions in the midst of the pandemic, we were able to provide in-person instruction in 76%-80% of our courses during the 2020-2021 academic year. Faculty and student engagement based on warmth and concern for students has been a core strength as both first-year students and seniors rated student faculty interaction significantly higher than comparative averages in both the 2016 and 2020 NSSE survey results. WNE student engagement in High Impact Practices, such as capstone projects, internships and mentored research is 16 to 23 percentage points higher than in our comparison group. In addition, NSSE data documents that the quality of interactions of first-year students with other administrative staff and offices is 15 percentage points higher than the comparative average, indicating effective administration and support staff collaboration with faculty. WNE first-year students also rated 13 percentage points higher on social involvement supporting WNE's mission to have students engaged in the community.

The faculty are deeply engaged in the WNE mission. For example, reviews for promotion require faculty to address their understanding of the mission as documented in the WNE Faculty Handbook (p. 67). In addition, each College and School has its own unique mission statement and/or strategic plan that flows from the Mission and Core Values of the institution, creating some specialization across the Colleges and the School of Law. All of the Colleges' mission statements were reviewed and updated within the past five years. The links for these are provided here: College of Arts & Sciences Mission Statement, College of Business Strategic Priorities, College of Engineering Strategic Plan, College of Pharmacy and Health Sciences Mission Statement, and School of Law Mission.

External accreditation bodies provide additional structure that promotes regular review of how well mission goals are being met with assessment, review and continuous improvement cycles. Among them are ABA (School of Law), ABET (College of Engineering), AACSB (College of Business) and ACPE and ACOTE (College of Pharmacy and Health Sciences). A list of all current accreditations across disciplines is available in the University Catalogue, and on the WNE Institutional Accreditations webpage.

As a statement, the Mission could be more succinct, highlighting the core active ingredients in a Western New England education. President Johnson's *One University, One Vision* strategic focus is moving us in that direction. With guidance from the new Senior Vice President of Academic Affairs, this process shall promote coordination and cohesion across academic divisions and promote strategic discussions within and across units. This coordinated approach will enhance the consistency of messaging priorities across units, keep the mission focused, and provide all students a consistent Western New England experience while also receiving a discipline specific education.

While the WNE 2009-2018 Strategic Plan did articulate priorities, it was not used as a lens to evaluate how well we had achieved our goals. For example, despite diversity and inclusion being a strategic goal in the 2009-2018 Strategic Plan, the 2016 vs. 2020 NSSE results suggest that we have not really improved much over the past four years, as measured in the engagement indicator "Discussions with Diverse Others," and thus we need to invest more actively in this area. Human resource data suggest that there were very small and incremental changes in the diversity of the faculty over the past few years that are not comparable to our student population. In addition, two of the areas rated the lowest in the 2020 NSSE Snapshot (pg. 3) for seniors included the emphasis on events that address important social/political/economic issues and course assignments or discussions that include diverse perspectives.

From the students' perspective, WNE could improve in embracing diversity, equity, and inclusion in the classroom and in the community.

## Projection

Our new Strategic Direction, tactics, and initiatives shall be communicated to each unit of the University via the Vice Presidents, Deans, and Unit Directors. The communication work will be thorough, and the end result will be that each individual within the University understands their role in advancing the Strategic Direction during the 2021-2022 academic year.

To ensure our students benefit from our commitment to the Mission and Strategic Direction, we shall evaluate our General University Requirements (GURs) and align them to reflect our strategic focus to ensure that all students, regardless of discipline or major, have a common foundational experience at the institution. The work to align the GURs will be undertaken in academic year 2022–2023, overseen by the University Faculty Senate in concert with the faculty.

Over the next five years, the University at all levels shall place a renewed emphasis on Diversity, Equity, and Inclusion, with focused attention on initiatives that will enhance inclusion and belonging for all individuals in our campus community.

# Standard 2: Planning and Evaluation

## PLANNING

| | Year approved by governing board | Effective Dates | Website location |
|---|---|---|---|
| **Strategic Plans** | | | |
| Immediately prior Strategic Plan | 2008 | 2009-2018 | Strategic Plan 2009-2018 |
| Current Strategic Plan | 2021 | 2021-2025 | Strategic Direction 2021-2025 |
| Next Strategic Plan | N/A | | |

| | Year completed | Effective Dates | Website location |
|---|---|---|---|
| **Other institution-wide plans*** | | | |
| Master plan | | | |
| Academic plan | 2015 | 2015-2018 | Academic Vision |
| Academic plan | 2019 | 2019-2021 | Strategic Planning Acad Affairs |
| Financial plan | | | |
| Technology plan | 2021 | 2021-2025 | OIT Strategic Plan |
| Enrollment plan | 2021 | 2021-2025 | Enrollment Plan |
| Development plan | | | |
| **Plans for major units (e.g., departments, library)*** | | | |
| College of Business | 2017 | 2017-2021* | COB Strategic Priorities |
| College of Engineering | 2014 | 2014-2019 | COE Strategic Plan |
| College of Pharmacy | 2015 | 2015-2020 | COPHS Strategic Plan |
| School of Law | 2019 | 2019-2024 | School of Law Strategic Plan |
| Center for Graduate & Advanced Studies | 2015 | 2015-2016 | CGAS Plan |

## EVALUATION

| | Website location |
|---|---|
| **Academic program review** | |
| Program review system (colleges and departments). System last updated: | WNE Program Review Website |
| Program review schedule (e.g., every 5 years) | Every 6 years |
| Sample program review reports (name of unit or program)* | |
| Computer Science & Information Technology (BS CSIT) | Computer Science Program Review |
| Mathematical Sciences (BS MATH) | MATH Program Review |
| MA in Mathematics for Teachers (MAMT) | MAMT Program Review |
| PhD Engineering Management (PhD EMGT) | PhD EMGT Program Review |
| **System to review other functions and units** | |
| Program review schedule (every X years or website location of schedule) | N/A |
| Sample program review reports (name of unit or program)* | |
| Delbridge Career Center External Review | Delbridge Career Ctr Review |
| Student Disability Services Self Study | Student Disability Services Self Study |
| | |

| **Other significant institutional studies (Name and web location)*** | Date |
|---|---|
| *Example: Advising: www.notrealcollege.edu/advising* | |
| Assessment of Academic Affairs | 2020 |
| Staying Safe. Staying Golden: Fall 20 Reopening Plan | 2020 |
| Center for Graduate & Advanced Studies | 2017 |
| Strategic Direction and Background | 2021 |
| National Survey of Student Engagement (NSSE) | Every four years, most recently in 2020 |

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

Row 19: The COB strategic plan expired in 2019 but was extended with minor adjustments as part of the 6th year AACSB review and with the understanding that more comprehensive updates would occur once new AACSB Standards were released in 2020. Accordingly, this plan is currently in the process of being updated by the COB Strategic Planning Team.
Row 6: This Strategic Plan is accessible to the WNE community through the password-protected site Connect2U.

# Standard Two: Planning and Evaluation

## Description

***Planning***

The 2009-2018 Strategic Plan gave eight key directions that guided our planning and evaluation at WNE for over ten years. Much of Western New England University's progress toward achieving these strategic directions was captured in the five-year 2017 NEASC Interim Report. In this Standard's Appraisal section we provide further evidence of progress towards these eight strategic directions between the years 2018-2020.

As a temporary measure to guide planning during the University's leadership transition, the University's previous president, Dr. Anthony Caprio, directed WNE stakeholders to vet a set of purpose statements during the fall of 2019. The intention was to guide planning and to provide a foundation for the development of the next strategic plan. The final set of purpose statements, A Call to Action for Our Second Century, was released to the community in February of 2020.

In Fall 2020, newly appointed President Johnson undertook an extensive listening tour, ensuring that all stakeholders could provide input to the University's future direction. Over four hundred people participated, providing candid feedback and insights to the President. Working with the Management Council and Board of Trustees, the following strategic planning framework and processes were set in place. Areas of emphasis in the strategic initiatives are as follows:

- Closed-loop data analysis. Data are collected and used to evaluate progress and to pivot as internal/external trends indicate.
- Scenario planning based on opportunities and threats that relate to initiatives. This allows for more agility and corrections.
- Alignment of College/School/Division/Department plans with strategic initiatives. Focus is on the University's initiatives and tactics that nest under initiatives that they support.
- Integrated review process, at least annually, to review strategic initiative progress and adaptations needed going forward for the next 12 months.

Starting in 2021, under the leadership of President Robert Johnson, the University is guided by our new Strategic Vision. Our Vision Statement provides an overarching strategic focus for Western New England University for the next five years.

***Our Vision is to be a 'New Traditional University' preparing learners and earners for the Future of Work, equipping them to create value and thrive in a complex and hyperconnected world. A New Traditional University embraces the possibilities of the future through a transformative, dynamic, and innovative institutional model that empowers agile and adaptive learners and earners, capable of navigating change, disruption, and ambiguity while achieving personal and professional success and creating value in a global society.***

Additionally, individual Strategic Plans guide each academic unit (Arts & Sciences, Business, Engineering, Pharmacy and Health Sciences, and the School of Law) in the allocation of resources and efforts to accomplish their specific initiatives.

Prior to the 2020-2021 academic year, the University had a campus-wide budget planning process, which was led by the Budget Advisory Committee (BAC). Functional members included all VPs, all Academic

Deans, one faculty representative from each College/School, the HR Director, a Faculty Senate designate, three staff members, and three ex-officio members: the IR Director, Controller, and Budget Director. This process generally commenced in the fall and ended with Trustee approval of the budget at its March meeting. Given the budget deficit and President Johnson's commitment to the Board to stabilize the institution's finances during his first year of office (academic year 2020-2021), President Johnson established a Management Council to oversee budget-planning instead, as an interim step. More information about the steps taken by the University to maintain the financial strength of the institution may be found in Standard 7. Members of the Management Council include the President's staff, all academic Deans, and the University Senate President. Beginning in the fall of 2021, WNE returned to our regular budget planning process, which involves the Budget Advisory Committee as outlined in the October 2021 BAC Memo.

The Office of Information Technology (OIT) developed an OIT Strategic Plan in alignment with the University's Strategic Plan. The goal of this plan is to continue to establish a reliable, predictable, and secure technology infrastructure that facilitates teaching, learning, research, and scholarship; enhances productivity; and provides seamless access to information resources. Enrollment Management and Marketing's Strategic Plan was published at the beginning of 2021. The plan outlines four pillars: building organizational infrastructure, recruiting the right size and composition of students, retaining students and promoting timely completion of degrees, and innovating through continuous improvement throughout the planning cycles.

***Evaluation***

College/School accreditation requirements and processes and Department/Division annual reports serve as a basis to evaluate planning efforts. Enrollment Management and Services maintain data on admissions, applications and acceptances, student characteristics, enrollment, retention, and degrees awarded; data on financial aid awarded; and registration information.

In order to support data-informed planning and decision making within Academic Affairs, Academic Performance Solutions (APS) via the Educational Advisory Board (EAB) was purchased in the Spring 2019. APS is a decision support platform that allows for the study of academic performance indicators combining curricular information with HR and financial data. Currently, APS supports the departmental annual assessment reports and program reviews and was put in place to help us evaluate the quality, integrity, and effectiveness of our academic programs.

Evaluation of student learning at both the academic program and University levels is described in Standards 4 and 8. Student learning is also assessed through periodic surveys, such as the NSSE, FSEE, and LSSSE surveys, pertinent information is gathered and used strategically to inform curriculum development, co-curricular activities, and the planning process.

Enrollment Management and Marketing maintains regular contact with all departments, especially the undergraduate and graduate enrollment areas, with regard to lead generation, online marketing, data mining, and web optimization. This strong collaboration promotes coordination of an integrated recruitment and retention process and creates and nurtures a culture that is consistent with the University's brand.

Additionally, the University uses external consultants at times to help us evaluate initiatives stemming from our Mission. For example, Marts & Lundy, helped to evaluate the University's development plan and create the comprehensive fundraising "Campaign for Our Second Century." Consultants from Ruffalo Noel-Levitz engaged with students, faculty and staff in the assessment of our academic advising structure

and processes, resulting in the 4U Comprehensive Advising Team model. Baker Tilley was engaged to assist with our enterprise risk management (ERM) support, and they continue to work with key stakeholders in identifying and creating action plans/strategies for risk mitigation.

## Appraisal

***Planning***

Western New England University has demonstrated planning efforts on a frequent basis through analysis of internal and external data. That being said, the scope of WNE's Office of Institutional Research and Planning was reduced in 2018. At that time, the staff was downsized from two people to only one person, and the title of the office was changed to simply the Office of Institutional Research. In September of 2021, the Provost recognized that our institutional research capabilities were not as robust as we needed. She established a Decision Support Working Group with the charge of inventorying the data sources available campus wide, understanding the analytic needs of various users across campus, identifying capabilities that are most important for institutional decision support and planning, and recommending an organizational structure to make data easily accessible to campus decision makers. As part of this process, an external review of the Office of Institutional Research was undertaken in October 2021. The external reviewer's report included a series of specific recommendations to implement an institution-wide data strategy and strengthen the IR Office to serve as a central repository for institutional effectiveness efforts. The Report of the Decision Support Working Group outlined a recommended structure for a robust IR Office at WNE and contained the inventories of data sources and data needs around campus.

Budget Planning was undertaken in the Fall of 2017 stemming from the review of a significant budget shortfall. In response to this $12 million shortfall, our previous VP for Finance and Administration acted quickly to bring all constituencies together using the Budget Advisory Council to examine the shortfall and plan budget cuts to remediate the deficit. A more complete description of this work is given in Standard 7.

In October 2021, after identifying that the University needed to be more intentional in its planning process, our current VP for Finance and Administration created and filled a new position at the institution, the Associate Vice President for Planning and Business. The person in this role is expected to oversee institutional planning, budgeting, forecasting, payroll, procurement, and business operations. We see the creation of this position as a strong indicator that WNE is committed to improving our process of institutional planning going forward.

In response to COVID and looking forward to addressing all forms of planning related to health and physical well-being, an Advisory Committee comprised of health professionals and faculty in the STEM fields was created. This committee is in place to aid the Emergency Management Response Team (EMRT) in planning and decision making.

The University's Staying Safe, Staying Golden Opening Plan for in-person learning and residential living in the Fall 2020 was created (May-August, 2020) under the direction of three COVID-advisory working groups that focused on: 1) Online Pedagogy and Adapted Learning Environment, 2) Medical, Health, and Operations, and 3) Expanded Emergency Management Response. Each of the teams used data from both a Student COVID Impact Survey and Faculty COVID-Impact Survey that inquired about the University's performance during March – May 2020. The Opening Plan prepared the University well for a successful opening for Fall 2020 semester. Two distance learning applications were submitted and approved, one was for NC-SARA and the other was for general approval from NECHE for Online and Remote Education, and our Business Continuity Plan was updated. Additionally, the Law School received waivers

from the ABA for Spring 2020, 2020-2021, and 2021-2022 to exceed the usual distance learning cap for COVID-related reasons, if needed.

We highlight below some accomplishments that occurred in all eight Directions outlined in the 2009-2018 Strategic Plan:

**Direction One: Focus on multiple aspects of the development of the whole student.**
A new undergraduate advising process was launched in the fall of 2020. This program incorporates four complete years of multi-layered advising, in order to maximize the undergraduate students' learning and experiences at the University. In addition, a first-generation workshop, called Success First, has been developed to assist students who have no family history with college. The University also instituted an Early Alert system to help intervene when students demonstrate a risk of academic failure.

The 2020 National Survey of Student Engagement (NSSE) indicates that Western New England has successfully focused on multiple aspects of the development of the whole student. As evidence of this, the most recent NSSE Snapshot shows that, for the Engagement Indicators (EI's), WNE first-year students scored significantly higher than the national average ($p < .05$) on six of the ten EI's (Quantitative Reasoning, Collaborative Learning, Student-Faculty Interaction, Effective Teaching Practices, Quality of Interactions, and Supportive Environment), while WNE seniors scored higher than the national average on three of the ten EI's (Quantitative Reasoning, Collaborative Learning, and Student-Faculty Interaction.) Additionally, 93% of WNE seniors have participated in at least one High Impact Practice, with 83% participating in two or more, which is also significantly higher than the national average ($p < .001$).

**Direction Two: Continue to elevate the academic excellence of the Western New England undergraduate education drawing upon our heritage of integrated liberal and professional learning opportunities.**
In the academic year 2019-2020, the Office of the Provost launched Academic Performance Solutions (APS) through the Educational Advisory Board. APS allows for the monitoring of key performance indicators associated with the academic enterprise. APS assists department chairs and Deans in their academic planning and in effective and data-informed decision making. The first section of the annual Departmental Assessment Reports is an Academic Health Check that comes directly from APS. In addition, processes and procedures for new program approval and General University Requirements (GUR) course approval were established and communicated to faculty, chairs, and deans, ensuring consistency in both of these areas across the institution.

**Direction Three: Increase our focus on excellence in graduate and professional education, research, and scholarship, calling on our strength as a comprehensive institution.**
In 2019, our Carnegie classification was changed. Western New England University was recognized as a Doctoral/Professional University by the Institutions of Higher Education.

Western New England University has a broad array of graduate programs and certificates. The University has 23 graduate degree programs, ranging from JD, LLM, MBA, MS, PharmD, OTD, and PhD to combined degrees, such as JD/MBA, JD/Engineering Management and PharmD/MS in Organizational Leadership. Graduate Certificates include Engineering Certificates in Data Analytics, Supply Chain, and Industrial Safety and Public Health, Project Management, Operations Research, Green Belt, and Risk and Energy Management. Other graduate certificates include Sports Leadership and Leadership in the College of Business.

**Direction Four: Promote and support Western New England's distinctive vision for internationalization throughout our entire community.**
The Global Scholars Program provides students the opportunity to distinguish themselves by developing an understanding of another region or nation outside of the USA through University coursework and international study experiences. The core elements of the program include an introductory experience or course, study abroad, and courses in international issues, area studies, or foreign language offered through the College of Arts and Sciences, College of Business, and College of Engineering.

The President's International Programs Coordinating Council (2009-2015) and the University Senate International Programs Committee (2015-2021) were formed for faculty and administrators to review current internationalization policies and programs, and to recommend new initiatives regarding international students, scholars, curriculum, research, and study and intern abroad programs. The number of international students engaged in these programs has increased from 24 in AY 07-08 to 160 in AY 17-18 to 194 in AY 19-20.

All of these international elements require institutional support. In 2013, the University created the position of International Students and Scholars Coordinator to handle many duties, including serving as the Primary Designated School Official and Responsible Officer for the Student Exchange and Visitor Program (SEVIS) and helping international students and scholars adapt to their new academic and local community.

**Direction Five: Develop and practice our vision of diversity and pluralism on campus.**
As noted in Standard 5, the Office of Inclusive Excellence upholds and works towards diversity, equity, and inclusion (DEI). This office is guided by social justice principles and a commitment to empower, advocate for, educate, and prepare all students to live in a global society. The office assists students of color through early arrival and mentoring programs and in conjunction with the University's multicultural organization, United & Mutually Equal (U&ME). The office also assists international students with processing immigration paperwork, advising students on immigration regulations and acting as a liaison to the Immigration, Customs and Enforcement Bureau.

**Direction Six: Build upon a physical and operational environment that will support our status as a pre-eminent comprehensive institution.**
Colleague, an Enterprise Resource Planning System (ERP), was implemented in 2018 which benefits all academic and operational processes, such as budget, advising, course registration, payroll, and administration of facilities. Prior to this, WNE had several legacy systems that were not in concert with each other. It was a tremendous, three-year effort to implement the ERP. In many cases, administrators and staff were concurrently fulfilling their regular responsibilities and also working to implement the ERP in their division.

In 2021, WNE was #11 on the list of 30 Most Beautiful Campuses to Visit in the Fall by Online Schools Center. Since 2011, more than $90 million have been invested in new classroom, laboratory, residence, dining, and athletic construction and modernization projects. Sleith Hall's $12.8 million renovation and expansion of classroom, lab space, and technology was completed in 2014. In 2015, the $1.5 million Flynn Family Golden Bear Pavilion was built for Athletics' outdoor sports teams. Lab and office space was renovated for the new Occupational Therapy program in a wing of the Blake Law Center in 2017. The new University Commons, a $40 million investment by the University, was completed in the fall of 2018.

The University's Campaign for Our Second Century was aligned with the University's goal of enhancing the student experience (which included capital enhancements) and raised $36.7 million in four years, exceeding the goal of $35 million.

**Direction Seven: Engage the institution more fully in integrated collaborative partnerships and alliances within the campus as well as beyond the campus with alumni, and local, regional, national, and international communities.**
There is a commitment across all of our Colleges and the School of Law to engage with the community in various collaborations, alliances, and service opportunities. The School of Law has a long tradition of service in Springfield and surrounding communities; since 2011, students must complete 20 hours of pro bono service as a requirement to graduate. As part of the Professional Development Course series embedded in the PharmD curriculum, students are required to volunteer for a minimum of 20 hours of service per year. Engineering contributions to the community often are related to senior projects, research collaborations or study abroad opportunities such as 3D printing for COVID related safety products and collaborations with Shriner's hospital for design projects. In Arts and Sciences, while many students across disciplines volunteer their time to gain experience in community-based service organizations, the Department of Social Work has students engaged in field practica throughout all four years of their undergraduate experience. This investment was mutually beneficial for the students as well as the local community organizations such as the Gray House, an after-school tutoring and recreational program for Springfield youth and Beacon Hospice, an organization which works with the terminally ill.

**Direction Eight: In order to facilitate the success of the individual strategic initiatives proposed in this Strategic Plan as well as to fulfill our potential as a regional and national leader, pursue changing our institutional status from that of a College to that of a University.**
This strategic direction was accomplished in 2011.

**Our New Strategic Direction**
President Johnson, the Management Council, and the faculty and staff in each of the Colleges/Schools and the other divisions at the University have created a new vision statement to guide our strategic direction. A Strategic Direction Presentation was presented at a Management Council meeting in April of 2021. The Vision has five themes that support and empower its elements. The five themes are:

- Provide a Student-Centered Experience
- Become a Laboratory for Academic Innovation
- Promote Innovation and Transformation
- Create Diversity, Equity, and Inclusion
- Enhance Culture and Excellence

This is operationalized through initiatives and annual tactics, with assigned metrics, resources, and accountabilities. In August of 2021, at a Management Council retreat with President Johnson, the first set of annual tactics and initiatives were finalized with leads assigned to each and the annual plan of work was developed for 2021-2022. Through this process, University planning is integrated into all divisions and units. Going forward, evaluation of the University's strategic initiatives will be part of the annual strategic planning process.

Figure 1: Strategic Direction Schematic

As part of the academic planning process and to follow best practices for distance education, Western New England University started to explore joining the National Council for State Authorization Reciprocity Agreements (NC-SARA) in 2018, when the Commonwealth of Massachusetts first joined the organization. In 2019, the Provost made the decision to pursue membership. To that end, WNE formalized its Student Complaint Procedure with help from the University's former General Counsel, established an online Student Complaint System, and reviewed its Business Continuity Plan and Disaster Recovery Plan, and made sure that faculty and students received sufficient support for instructional and other needs. The institution was preparing to apply to NC-SARA in March 2020, but such efforts were put on hold as a result of the COVID-19 pandemic. After pivoting to all remote learning for the remainder of the Spring 2020 semester as well as for the Summer 2020 courses, WNE applied to join NC-SARA in September 2020, and the University's application was approved in November 2020.

Concurrent with our NC-SARA application process, in July 2020, Western New England University was informed of the opportunity to apply for general approval for distance education and online learning through an expedited process with NECHE. To complete that application, the Interim Provost appointed a committee of five individuals to compile the necessary information. This group summarized the basic information necessary, which included the following: the institution's experience in offering online programs, details of the technical infrastructure in place and investments planned for the next year, information about faculty orientation and professional development for online teaching, description of procedures in place to ensure academic integrity in online courses, information about the availability of online student support services and how WNE could ensure ADA compliance, and how the institution ensures that achievement in classes taught remotely is comparable to classes taught in person. Additionally, the group wrote a reflective essay describing what WNE had learned from its online experiences during COVID-19 and outlining institutional plans to address areas that needed improvement. This Application for Approval of Online and Remote Education was submitted at the end of September 2020, and NECHE notified WNE in November 2020 of the University's approval. As the limited approval for online and remote education through this expedited process is only good through the end of 2022, Western New England submitted a Distance Education Expedited Review (DEER) Report to NECHE on January 13, 2022 requesting general approval for distance education.

Planning for future distance education is being done in an intentional way at WNE. In the Fall of 2021, the Registrar did a careful analysis of undergraduate enrollment in online courses and student performance in those courses vs. not online courses and shared with the faculty. Prior to the pandemic, we were consistently running at about 3%-4% of our undergraduate course enrollment online. We had a spike during the pandemic, up as high as 24% during Spring of 2021, but by Fall 2021 we settled into what may be our "new normal", with approximately 8% of our course enrollment online. There was an increase in the DFW rate across the board for all undergraduate students during the 2020-2021 academic year (with first-year students struggling significantly more than other students); however the DFW rate occurred at a similar level in online courses and those not online. In October 2021, the University Faculty Senate voted to extend the pandemic-era policy on enrollment in undergraduate online courses stating, "all limitations on students taking online courses are relaxed. Students, including first-year students, may take a mix of online and on the ground courses as they and their advisors see fit." This extension expires at the end of the Spring 2022 semester. At the same time, the Undergraduate Programs Committee of Faculty Senate created an Online Teaching and Learning Committee charged with developing guidelines for teaching undergraduate courses online.

Also, during the Fall of 2021, the College of Pharmacy and Health Sciences (COPHS) carefully developed a Distance Pathway Academic Master Plan for the PharmD Program at WNE. The faculty of the COPHS gave its resounding support, the Graduate Programs Committee of the University Faculty Senate approved it, and the Provost also gave it a favorable endorsement. The COPHS then submitted the proposed plan to the Accreditation Council for Pharmacy Education (ACPE) for its consideration.

***Evaluation***

As evidenced in the University's planning processes, internal and external data, such as annual reports and external data, inform progression toward planning goals. It is incumbent upon the organization to use this data to help evaluate current plans, allowing for adjustments to be made that will better achieve goals.

Examples of evaluation are exemplified through the Marketing and Enrollment data gathering and re-evaluation of yearly planning efforts. The Colleges of Business and Engineering use their respective accreditation to inform future plans and make adaptations to programs. The 2020 Fall Opening Plan demonstrates the University's ability to respond to current threats and make adaptations to existing processes, programs, and infrastructure.

As discussed in the planning section, NSSE/FSSE data are used to evaluate the University's progression toward its goals. This information will be used to guide the future Strategic Initiatives, to be developed in 2021.

The University remains in the process of right-sizing its operating budget in the face of continuing challenges, particularly the current pandemic, and is committed to a balanced operating budget in FY22. The Budget Advisory Committee has been reconvened after a year's suspension, and we are transitioning to a collaborative process to develop the FY23 budget. These measures ensure the University remains financially stable in the current environment.

## Projection

During 2021-2022, the University will select an outside consulting firm and establish parameters for addressing the extent of the evaluation to arrive at a campus master plan. In 2022-2023, the campus master plan will be completed and will identify capital projects that will enhance the overall student experience. The Vice President for Finance will spearhead this planning process.

In order to fully provide for the information research needs of the institution, by the end of the 2022-2023 academic year, the Provost will establish a contemporary Office of Institutional Research and Planning to support robust data-informed decision making and strategic planning.

In response to what has been learned though the experience of the pandemic as well as market opportunity and emerging trends in higher education, the Provost and Deans, working with the appropriate committees in the University Faculty Senate, shall determine the future of distance education and online learning at Western New England University. This includes re-applying to NECHE in 2022 for general approval of distance education.

In August of 2022, the President and Management Council will review each tactic established at the August 2021 retreat to see if the results were delivered, as measured on an annual scorecard using key performance indicators.

## Standard 3: Organization and Governance
## (Board and Internal Governance)

**Please attach to this form:**

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

**If there is a "sponsoring 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 sponsoring entity | Not Applicable |
| Website location of documentation of relationship | Not Applicable |

| **Governing Board** | **Website location** |
|---|---|
| By-laws | Trustees By-laws |
| Board members' names and affiliations | Board of Trustees |

| Board committees * | **Website location or document name for meeting minutes** |
|---|---|
| ? Executive Committee of the Board of Trustees | Trustees Executive Committee Minutes |
| Academic Affairs Committee of the Board of Trustees | Trustees Academic Affairs Committee Minutes |
| Audit Committee of the Board of Trustees | Trustees Audit Committee Minutes |
| Development Committee of the Board of Trustees | Trustees Development Committee Minutes |
| Finance Committee of the Board of Trustees | Trustees Finance Committee Minutes |
| Investment Committee of the Board of Trustees | Trustees Investment Committee Minutes |
| Student Affairs Committee of the Board of Trustees | Trustees Student Affairs Committee Minutes |
| Governance Committee of the Board of Trustees | Trustees Governance Committee Minutes |

| **Major institutional faculty committees or governance groups*** | **Website location or document name for meeting minutes** |
|---|---|
| University Faculty Senate | Faculty Senate Minutes |
| | |

| **Major institutional student committees or governance** | **Website location or document name for meeting minutes** |
|---|---|
| Student Senate | Student Senate Minutes |
| Student Bar Association | Student Bar Association |

| **Other major institutional committees or governance groups*** | **Website location or document name for meeting minutes** |
|---|---|
| | |
| | |

*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

Row 32: Student Senate terms run from April to March.

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

**Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)**

*(Insert additional rows as appropriate.)*

| | Location (City, State/Country) | Date Initiated | Enrollment* 2 years prior (FY 2020) | 1 year prior (FY 2021) | Current year (FY 2022) |
|---|---|---|---|---|---|
| Main campus | Springfield, MA, USA | 1959 | 4,005 | 3,951 | 3,658 |
| Other principal campuses | None | | | | |
| Branch campuses (US) | None | | | | |
| Other instructional locations (US) | NECC, Southborough, MA, USA | 2008 | n/a | n/a | n/a |
| Branch campuses (overseas) | None | | | | |
| Other instructional locations (overseas) | None | | | | |

**Educational modalities**

| | Number of programs | Date First Initiated | Enrollment* 2 years prior (FY 2020) | 1 year prior (FY 2021) | Current year (FY 2022) |
|---|---|---|---|---|---|
| Distance Learning Programs | | | | | |
| Programs 50-99% online | PhD in Engineering Management | 2012 | 14 | 16 | 14 |
| | Master of Arts in Mathematics for Teachers | 2003 | 12 | 16 | 10 |
| | MS in Construction Management | 2021 | 0 | 1 | 1 |
| | Graduate Engineering Data Analytics Certificate | 2018 | 0 | 0 | 0 |
| | Graduate Operations Management Certificate | 2018 | 0 | 0 | 0 |
| | Graduate Sport Leadership Certificate | 2018 | 5 | 6 | 7 |
| | | | | | |
| Programs 100% online | LLM in Elder Law and Estate Planning | 2009 | 35 | 47 | 39 |
| | Master of Arts in Communication | 2014 | 11 | 10 | 5 |
| | Master of Business Administration (MBA) | 1991 | 104 | 108 | 67 |
| | Master of Science in Accounting | 2017 | 38 | 34 | 16 |
| | Master of Education in Curriculum and Instruction | 2010 | 13 | 7 | 1 |
| | Bachelor of Business Administration (BBA) | 2002 | 14 | 7 | 5 |
| | | | | | |
| HyFlex Mode | Master of Science in Organizational Leadership | 2015 | 24 | 23 | 11 |
| | Master of Science in Electrical Engineering | 2009 | 19 | 24 | 8 |
| | Master of Science in Engineering Management | 2001 | 44 | 50 | 26 |
| | Master of Science in Industrial Engineering | 2016 | 4 | 5 | 3 |
| | Graduate Engineering Risk and Emergency Management Certificate | 2014 | 0 | 0 | 0 |
| | Graduate Engineering Supply Chain Certificate | 2014 | 1 | 0 | 0 |
| | Graduate Engineering Artificial Intelligence Certificate | 2021 | 0 | 0 | 0 |
| | Graduate Industrial Safety and Public Health Certificate | 2018 | 0 | 0 | 0 |
| | Graduate Operations Research Certificate | 2018 | 0 | 0 | 0 |
| | Graduate Project Management Certificate | 2018 | 0 | 0 | 0 |
| | Graduate Six Sigma Green Belt Certificate | 2007 | 0 | 0 | 0 |
| | Graduate Leadership Certificate | 2012 | 9 | 8 | 4 |
| | | | | | |
| Correspondence Education | Not Applicable | | | | |
| Low-Residency Programs | MFA in Creative Writing | 2014 | 16 | 12 | 7 |
| Low-Residency Programs | MS in Sport Leadership and Coaching | 2017 | 27 | 24 | 21 |
| Competency-based Programs | | | | | |
| Dual Enrollment Programs | | | | | |
| Contractual Arrangements involving the award of credit | | | | | |

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Current year (FY 2022) includes only Fall 21 data.

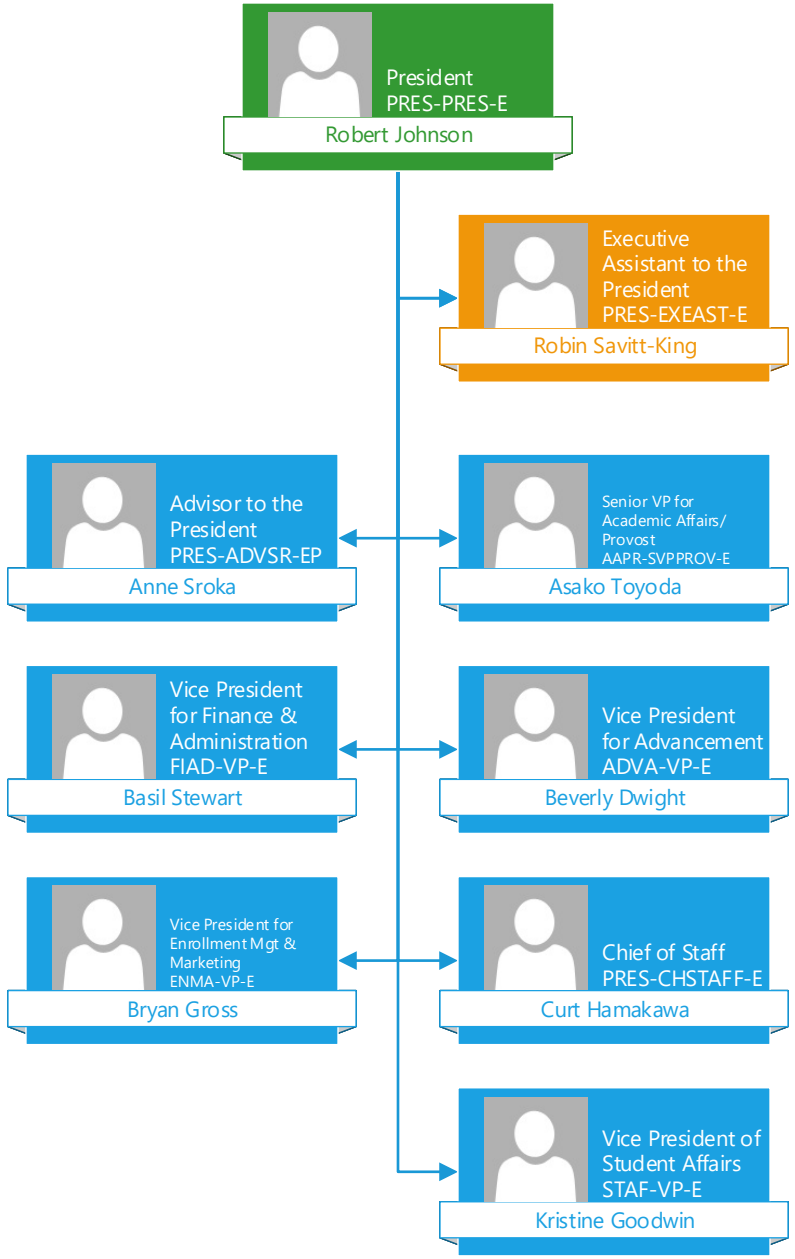
Row 11: WNE has a no-cost contractual arrangement with the New England Center for Children for use of classroom space in support of our on-campus programs in Behavior Analysis.

Row 27: MBA became 100% online in Fall 2020.

Row 32: HyFlex Mode offers option for students to attend individual classes online or in classroom.

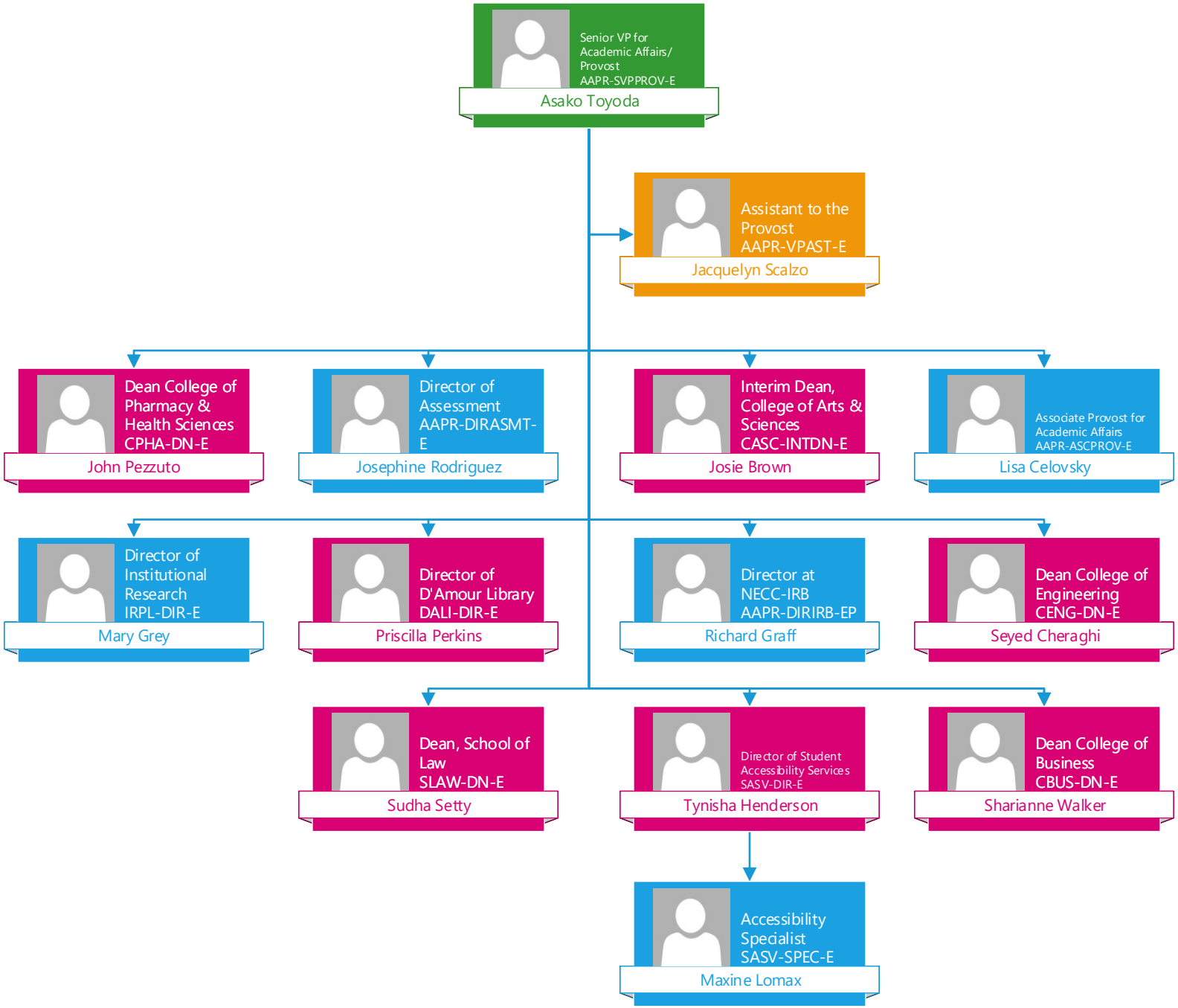
January 7, 2022

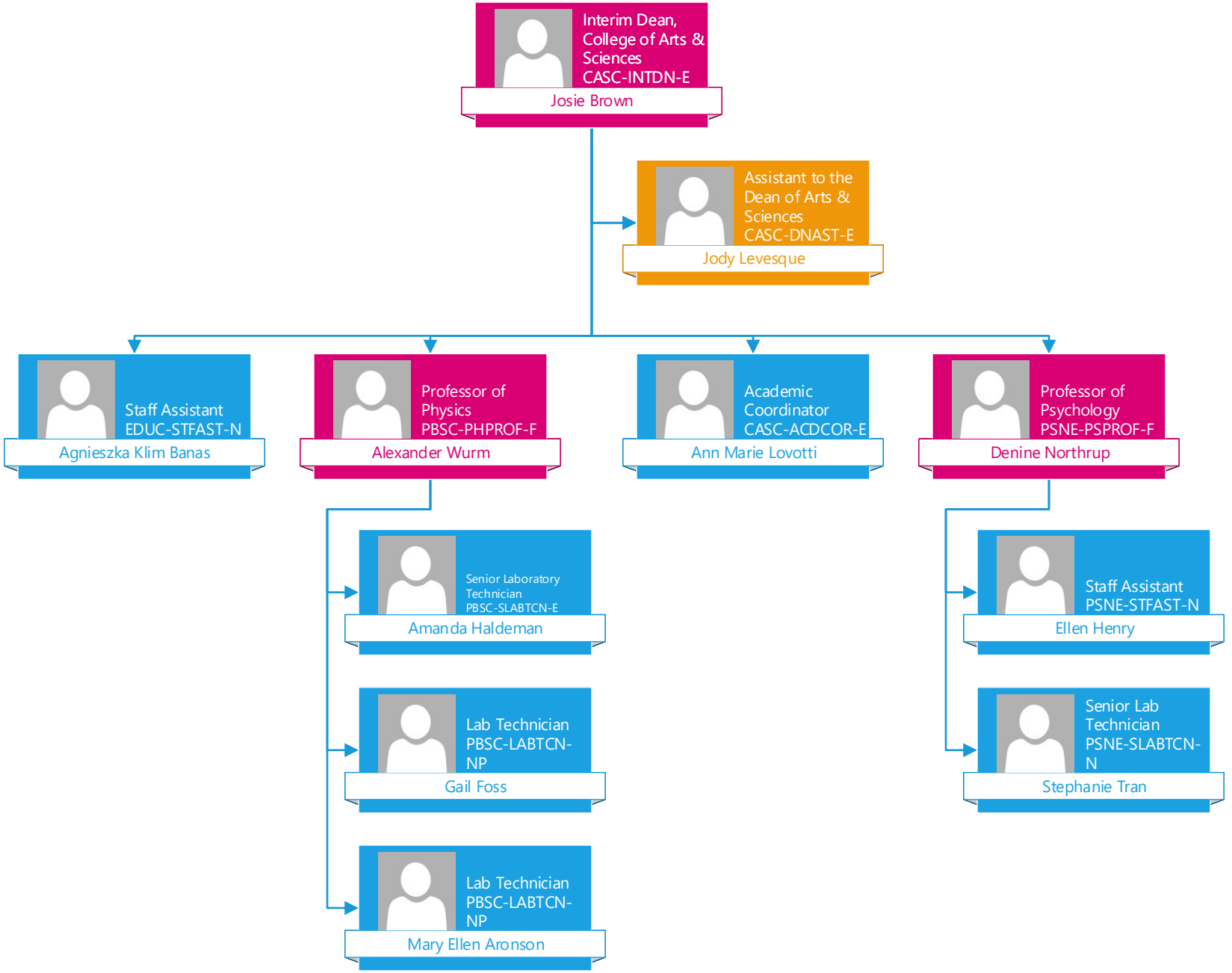
# Office of the President

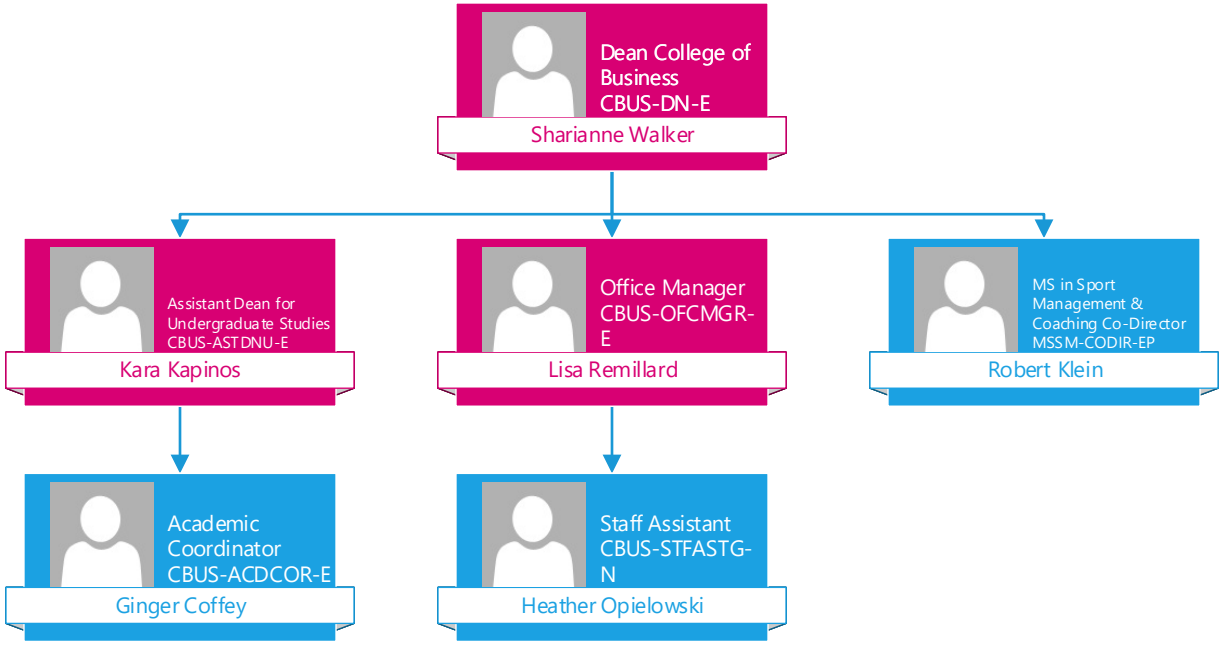


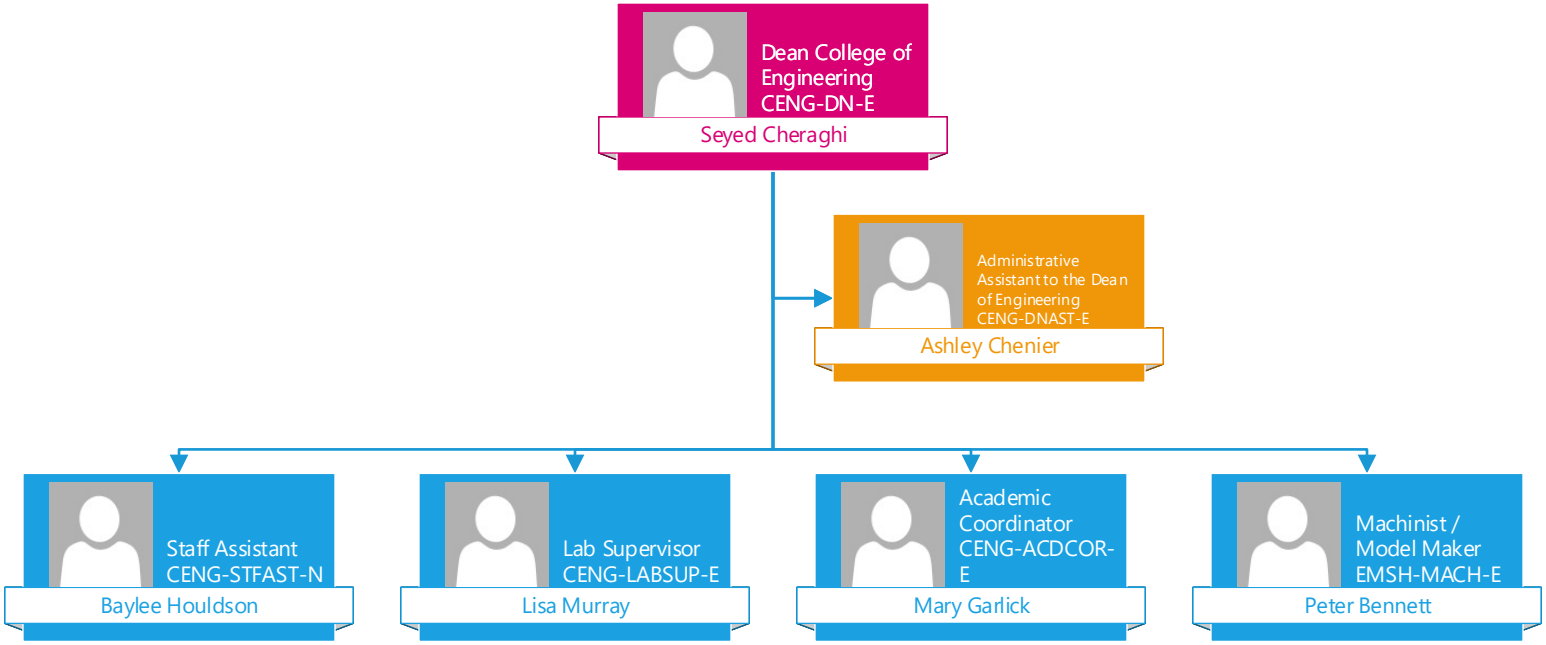
9/27/2021

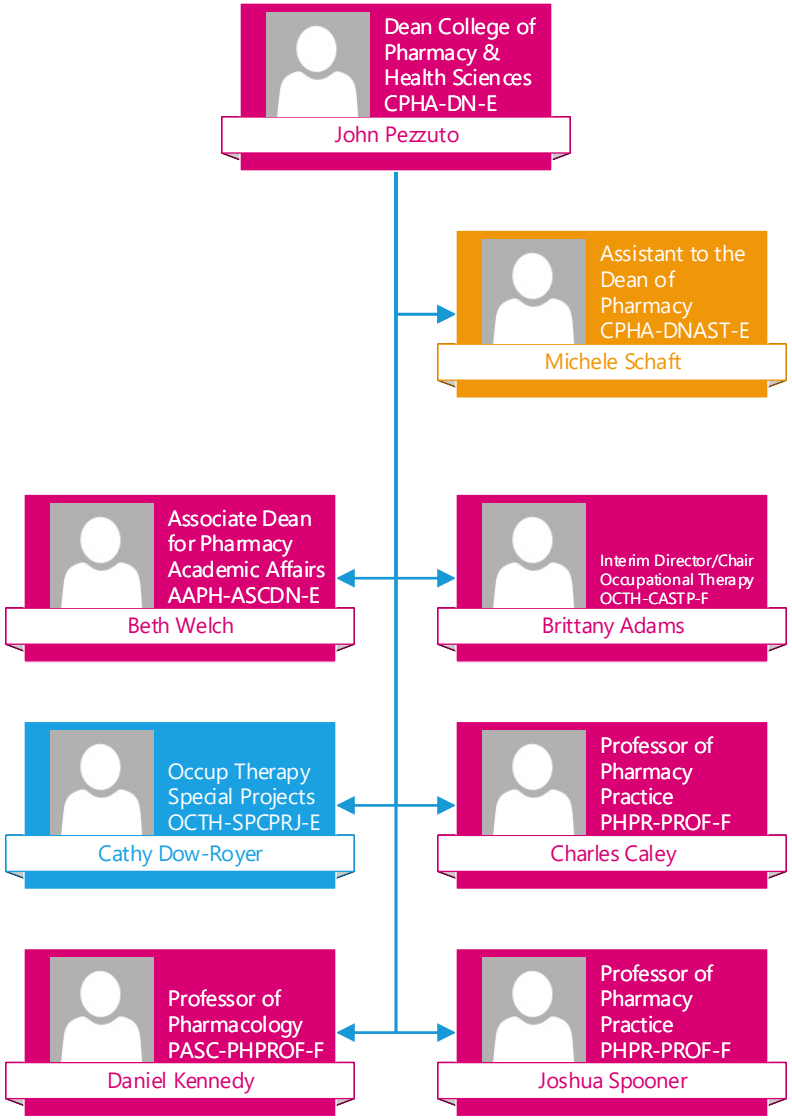
# Academic Affairs

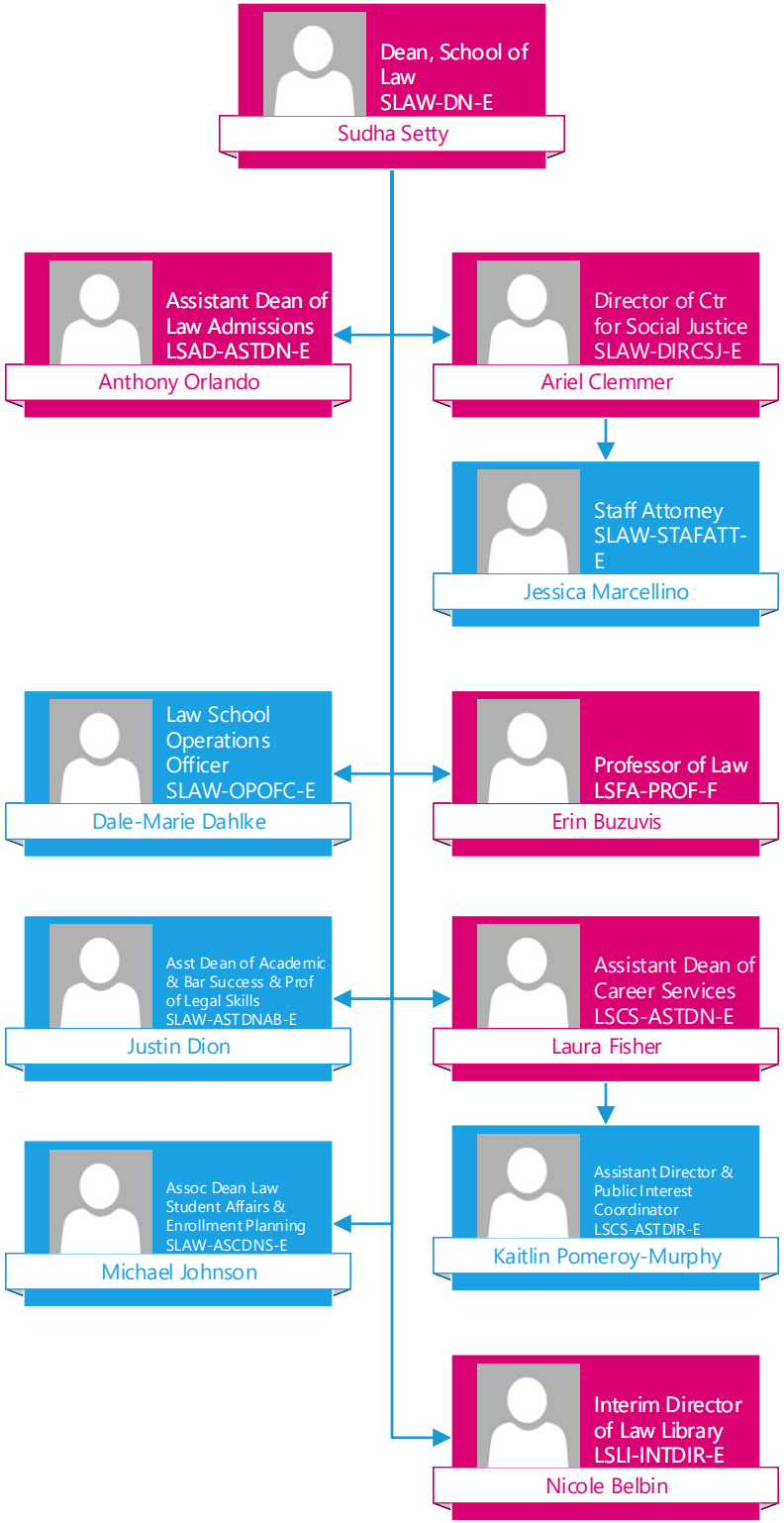


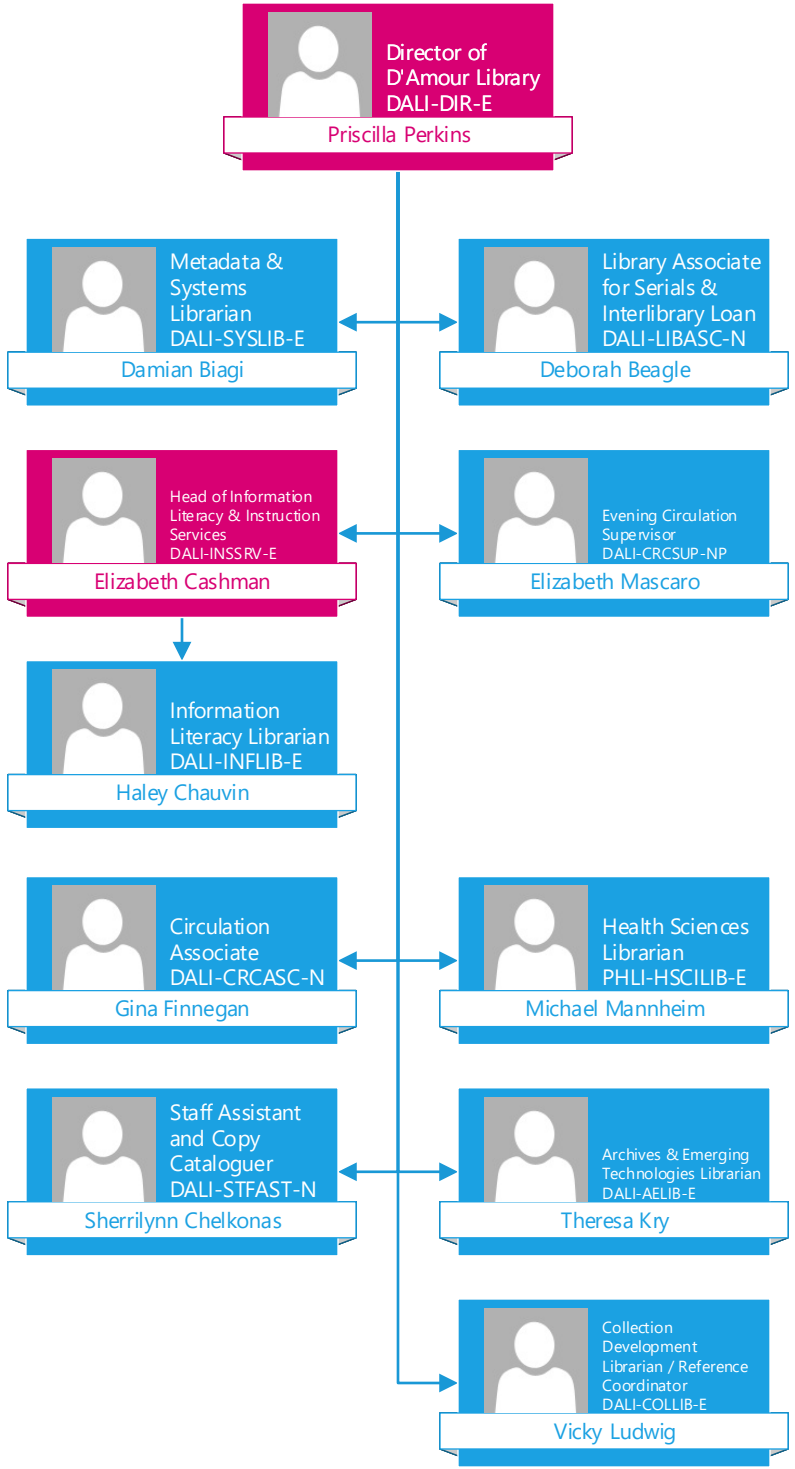

Interim Dean, College of Arts & Sciences
CASC-INTDN-E
Josie Brown
Assistant to the Dean of Arts & Sciences
CASC-DNAST-E
Jody Levesque
Staff Assistant
EDUC-STFAST-N
Agnieszka Klim Banas
Professor of Physics
PBSC-PHPROF-F
Alexander Wurm
Academic Coordinator
CASC-ACDCOR-E
Ann Marie Lovotti
Professor of Psychology
PSNE-PSPROF-F
Denine Northrup
Senior Laboratory Technician
PBSC-SLABTCN-E
Amanda Haldeman
Lab Technician
PBSC-LABTCN-NP
Gail Foss
Lab Technician
PBSC-LABTCN-NP
Mary Ellen Aronson
Staff Assistant
PSNE-STFAST-N
Ellen Henry
Senior Lab Technician
PSNE-SLABTCN-N
Stephanie Tran

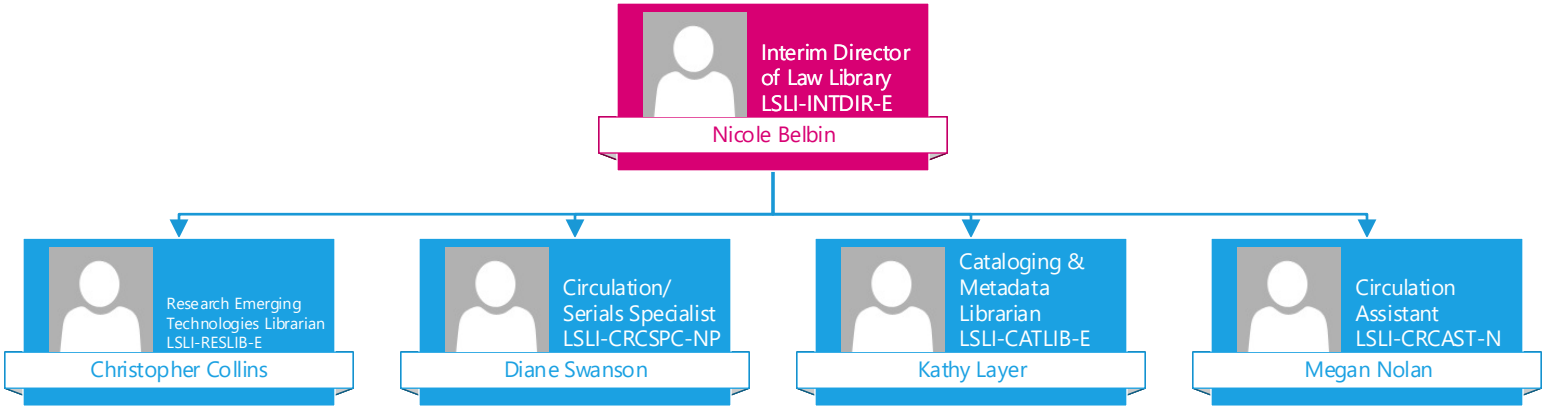

Dean College of Business
CBUS-DN-E
Sharianne Walker
Assistant Dean for Undergraduate Studies
CBUS-ASTDNU-E
Kara Kapinos
Office Manager
CBUS-OFCMGR-E
Lisa Remillard
MS in Sport Management & Coaching Co-Director
MSSM-CODIR-EP
Robert Klein
Academic Coordinator
CBUS-ACDCOR-E
Ginger Coffey
Staff Assistant
CBUS-STFASTG-N
Heather Opielowski


Dean College of Engineering
CENG-DN-E
Seyed Cheraghi
Administrative Assistant to the Dean of Engineering
CENG-DNAST-E
Ashley Chenier
Staff Assistant
CENG-STFAST-N
Baylee Houldson
Lab Supervisor
CENG-LABSUP-E
Lisa Murray
Academic Coordinator
CENG-ACDCOR-E
Mary Garlick
Machinist / Model Maker
EMSH-MACH-E
Peter Bennett


Dean College of Pharmacy & Health Sciences CPHA-DN-E
John Pezzuto
Assistant to the Dean of Pharmacy CPHA-DNAST-E
Michele Schaft
Associate Dean for Pharmacy Academic Affairs AAPH-ASCDN-E
Beth Welch
Interim Director/Chair Occupational Therapy OCTH-CASTP-F
Brittany Adams
Occup Therapy Special Projects OCTH-SPCPRJ-E
Cathy Dow-Royer
Professor of Pharmacy Practice PHPR-PROF-F
Charles Caley
Professor of Pharmacology PASC-PHPROF-F
Daniel Kennedy
Professor of Pharmacy Practice PHPR-PROF-F
Joshua Spooner

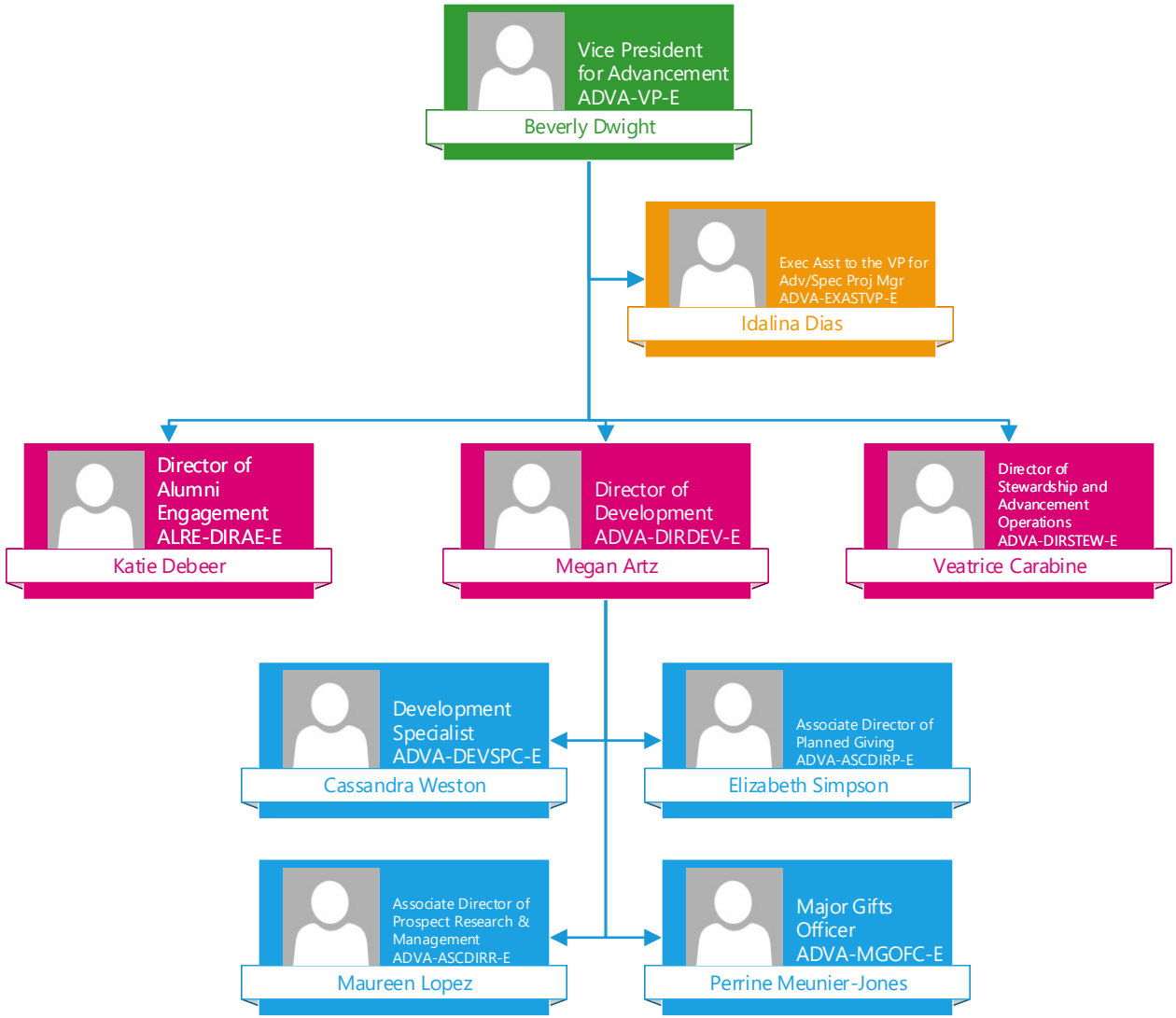

Dean, School of Law
SLAW-DN-E
Sudha Setty
Assistant Dean of Law Admissions
LSAD-ASTDN-E
Anthony Orlando
Director of Ctr for Social Justice
SLAW-DIRCSJ-E
Ariel Clemmer
Staff Attorney
SLAW-STAFATT-E
Jessica Marcellino
Law School Operations Officer
SLAW-OPOFC-E
Dale-Marie Dahlke
Professor of Law
LSFA-PROF-F
Erin Buzuvis
Asst Dean of Academic & Bar Success & Prof of Legal Skills
SLAW-ASTDNAB-E
Justin Dion
Assistant Dean of Career Services
LSCS-ASTDN-E
Laura Fisher
Assoc Dean Law Student Affairs & Enrollment Planning
SLAW-ASCDNS-E
Michael Johnson
Assistant Director & Public Interest Coordinator
LSCS-ASTDIR-E
Kaitlin Pomeroy-Murphy
Interim Director of Law Library
LSLI-INTDIR-E
Nicole Belbin

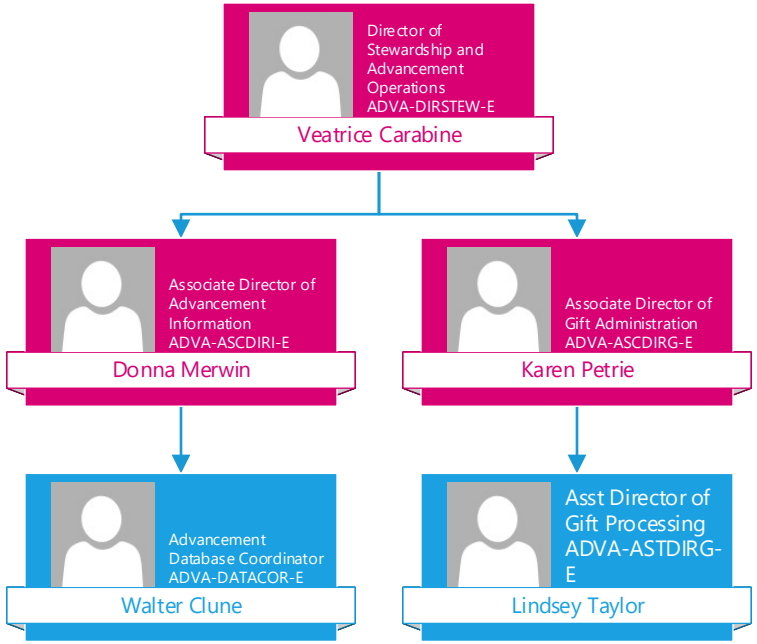

Director of D'Amour Library
DALI-DIR-E
Priscilla Perkins
Metadata & Systems Librarian
DALI-SYSLIB-E
Damian Biagi
Library Associate for Serials & Interlibrary Loan
DALI-LIBASC-N
Deborah Beagle
Head of Information Literacy & Instruction Services
DALI-INSSRV-E
Elizabeth Cashman
Evening Circulation Supervisor
DALI-CRCSUP-NP
Elizabeth Mascaro
Information Literacy Librarian
DALI-INFLIB-E
Haley Chauvin
Circulation Associate
DALI-CRCASC-N
Gina Finnegan
Health Sciences Librarian
PHLI-HSCILIB-E
Michael Mannheim
Staff Assistant and Copy Cataloguer
DALI-STFAST-N
Sherrilynn Chelkonas
Archives & Emerging Technologies Librarian
DALI-AELIB-E
Theresa Kry
Collection Development Librarian / Reference Coordinator
DALI-COLLIB-E
Vicky Ludwig

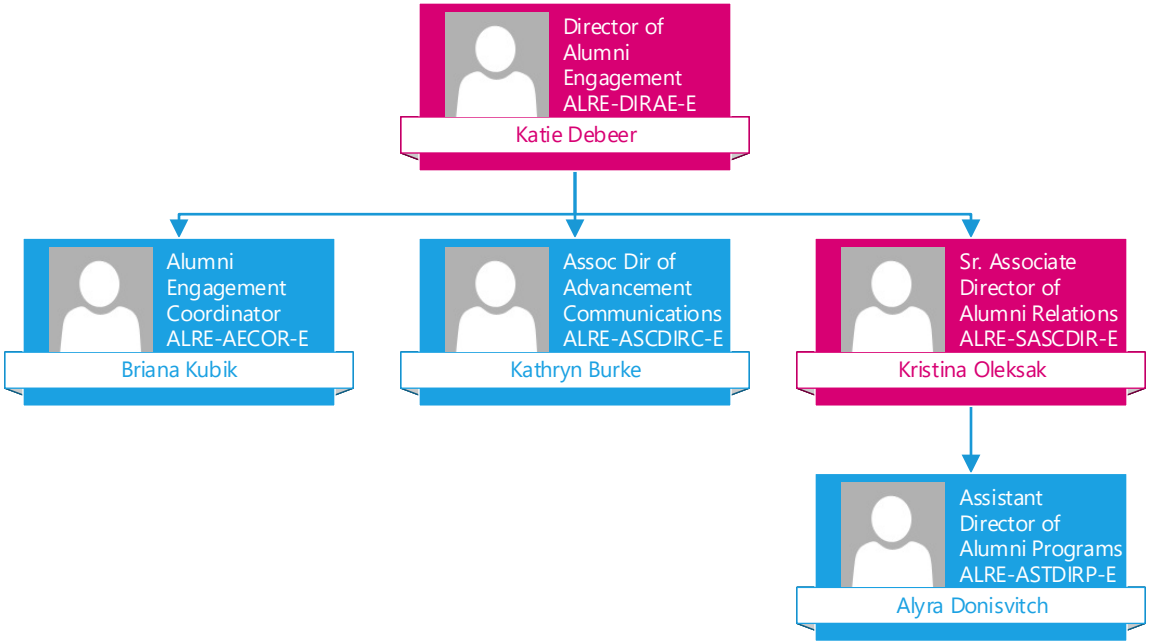

Interim Director of Law Library
LSLI-INTDIR-E
Nicole Belbin
Research Emerging Technologies Librarian
LSLI-RESLIB-E
Christopher Collins
Circulation/ Serials Specialist
LSLI-CRCSPC-NP
Diane Swanson
Cataloging & Metadata Librarian
LSLI-CATLIB-E
Kathy Layer
Circulation Assistant
LSLI-CRCAST-N
Megan Nolan

9/27/2021

# Advancement

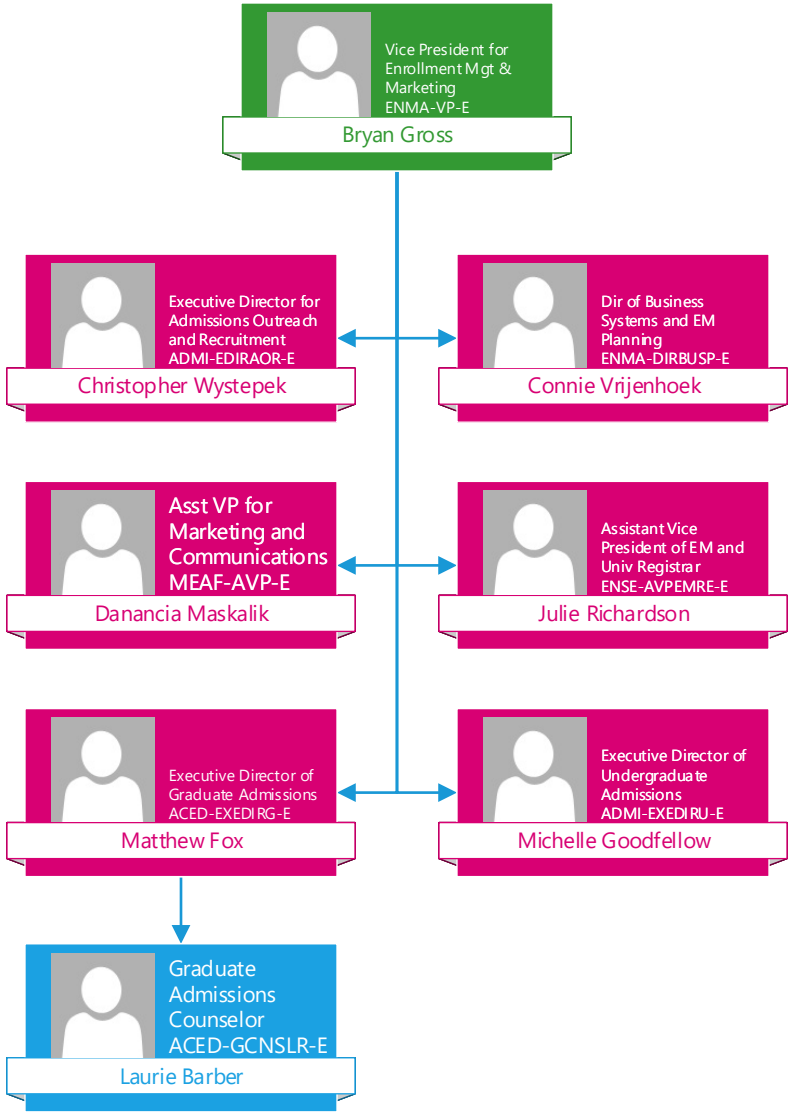


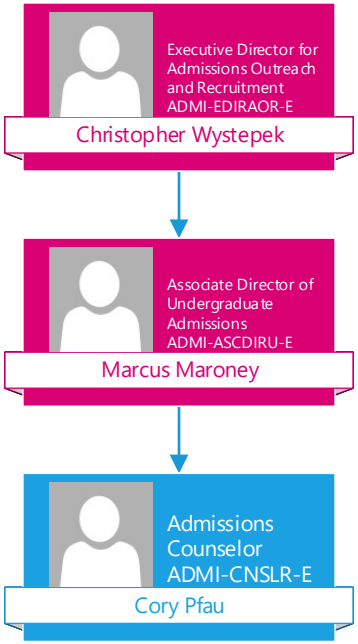

Director of Stewardship and Advancement Operations
ADVA-DIRSTEW-E
Veatrice Carabine
Associate Director of Advancement Information
ADVA-ASCDIRI-E
Donna Merwin
Associate Director of Gift Administration
ADVA-ASCDIRG-E
Karen Petrie
Advancement Database Coordinator
ADVA-DATACOR-E
Walter Clune
Asst Director of Gift Processing
ADVA-ASTDIRG-E
Lindsey Taylor

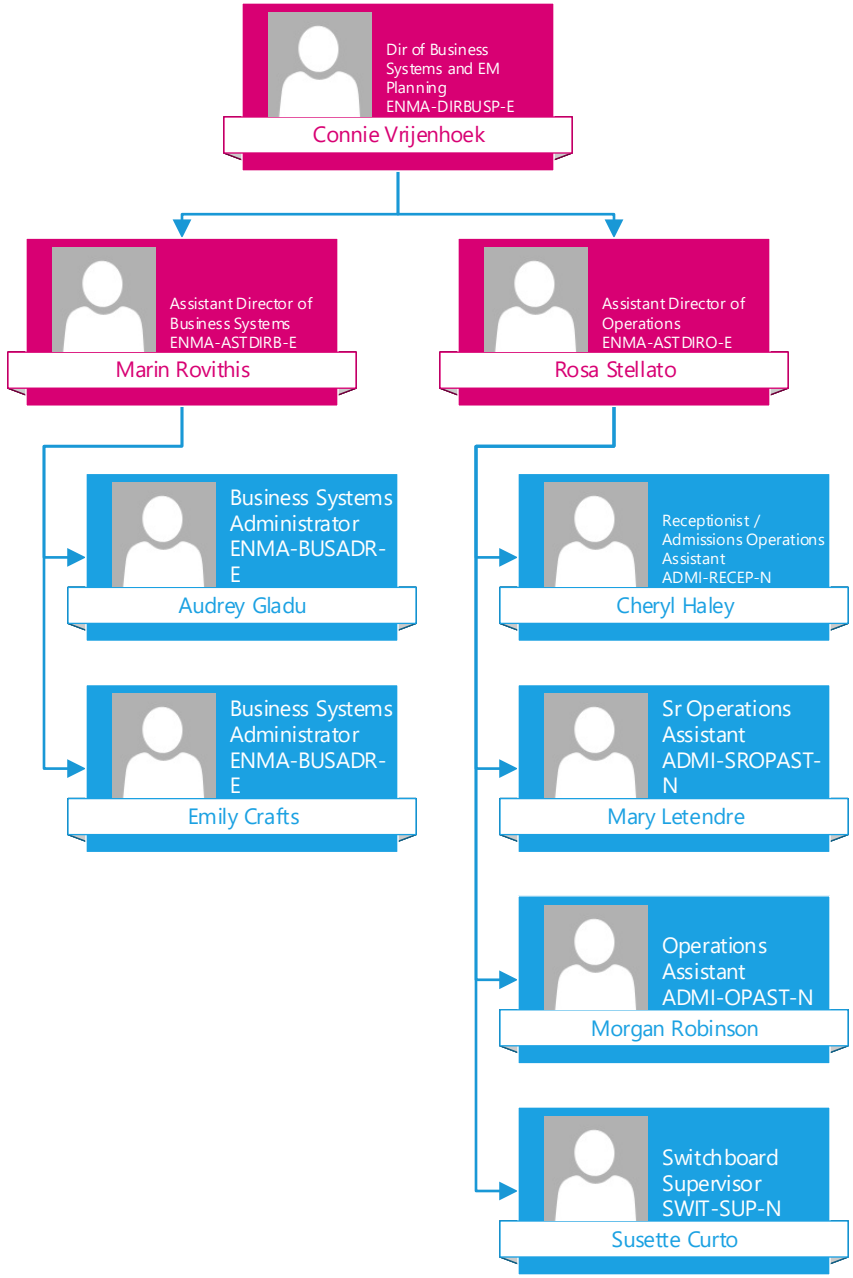

Director of Alumni Engagement
ALRE-DIRAE-E
Katie Debeer
Alumni Engagement Coordinator
ALRE-AECOR-E
Briana Kubik
Assoc Dir of Advancement Communications
ALRE-ASCDIRC-E
Kathryn Burke
Sr. Associate Director of Alumni Relations
ALRE-SASCDIR-E
Kristina Oleksak
Assistant Director of Alumni Programs
ALRE-ASTDIRP-E
Alyra Donisvitch

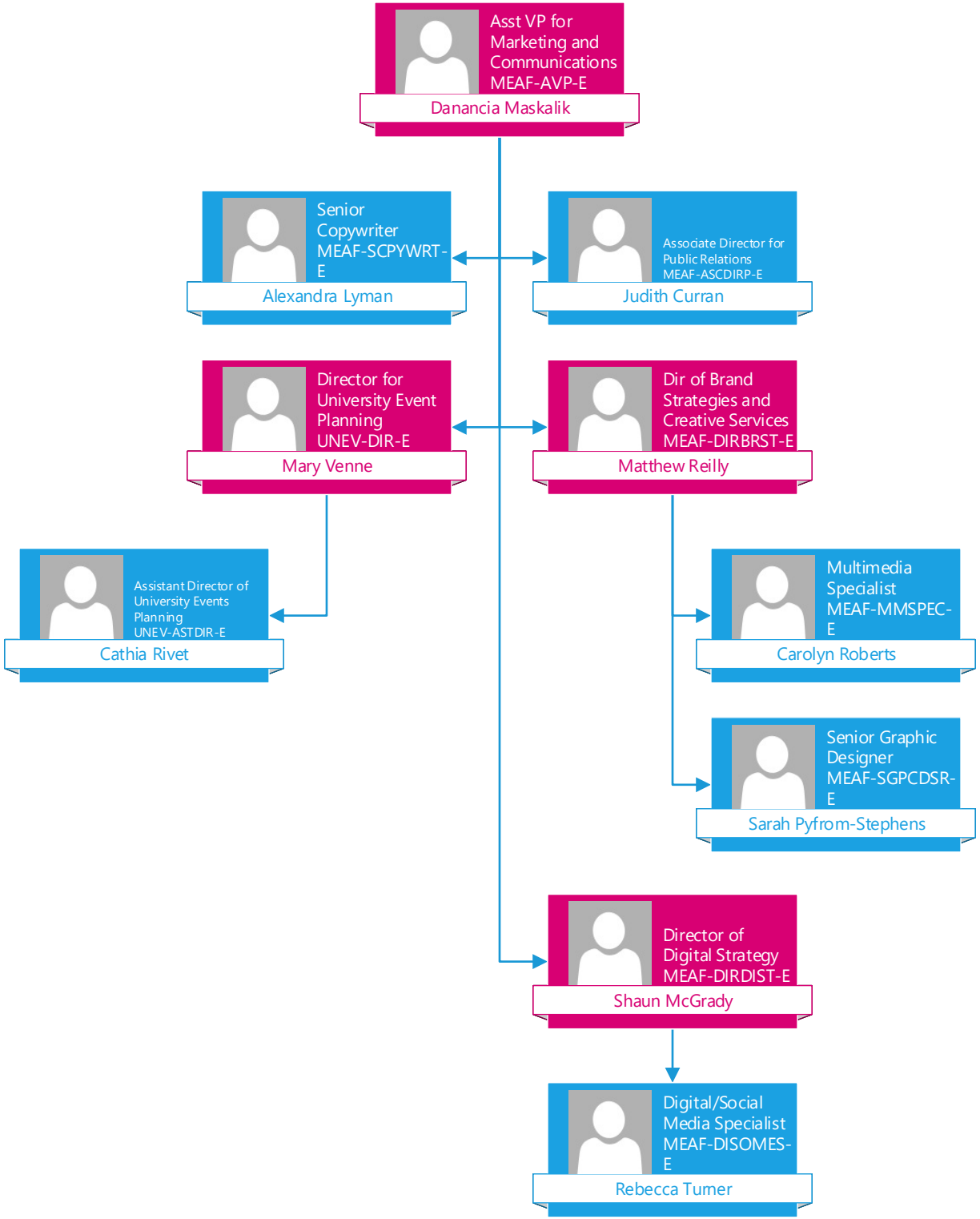
9/27/2021

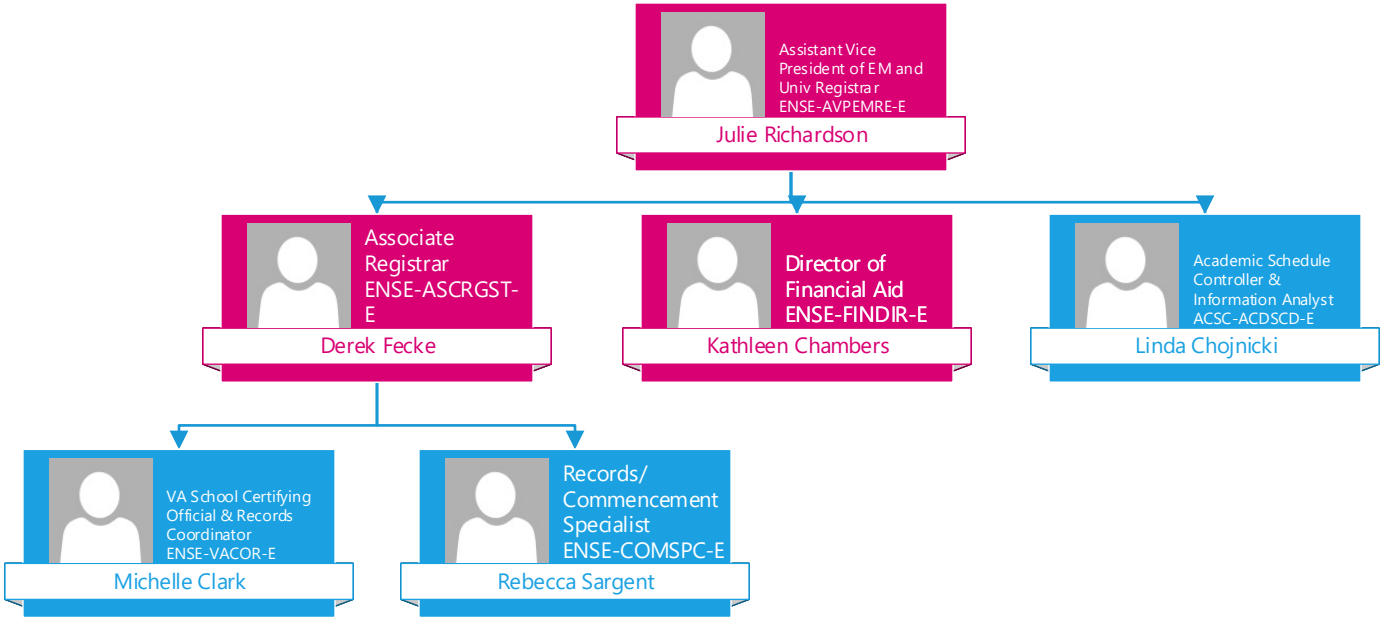
# Enrollment Management

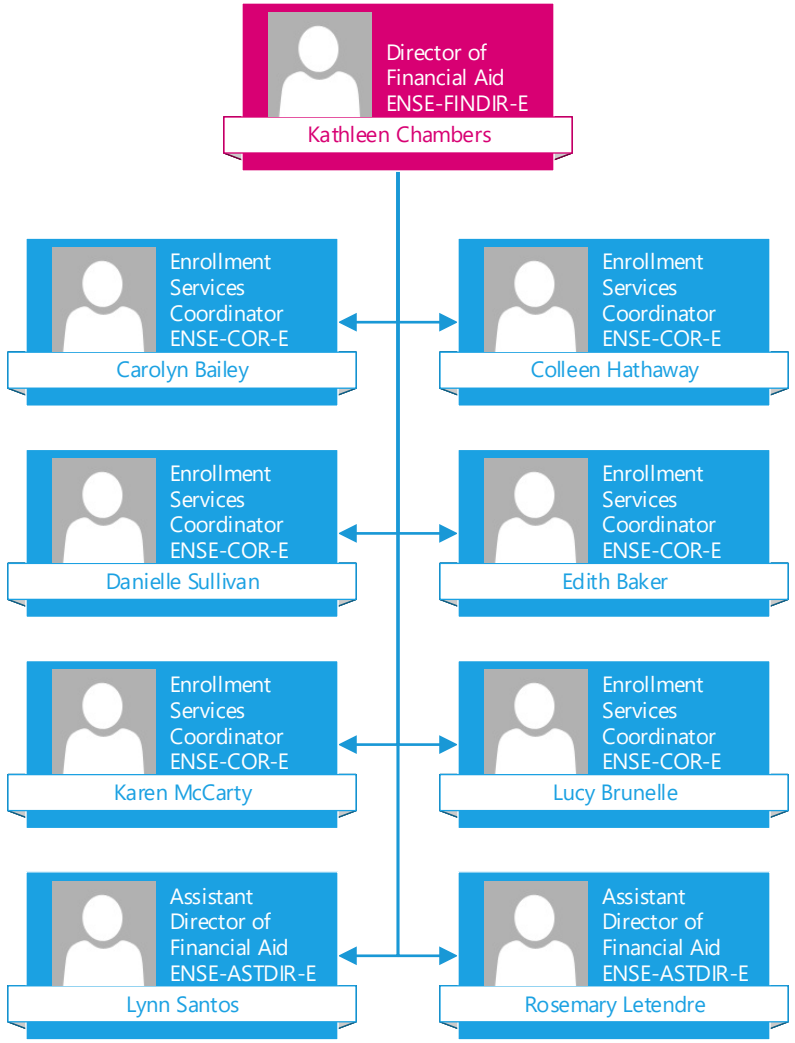


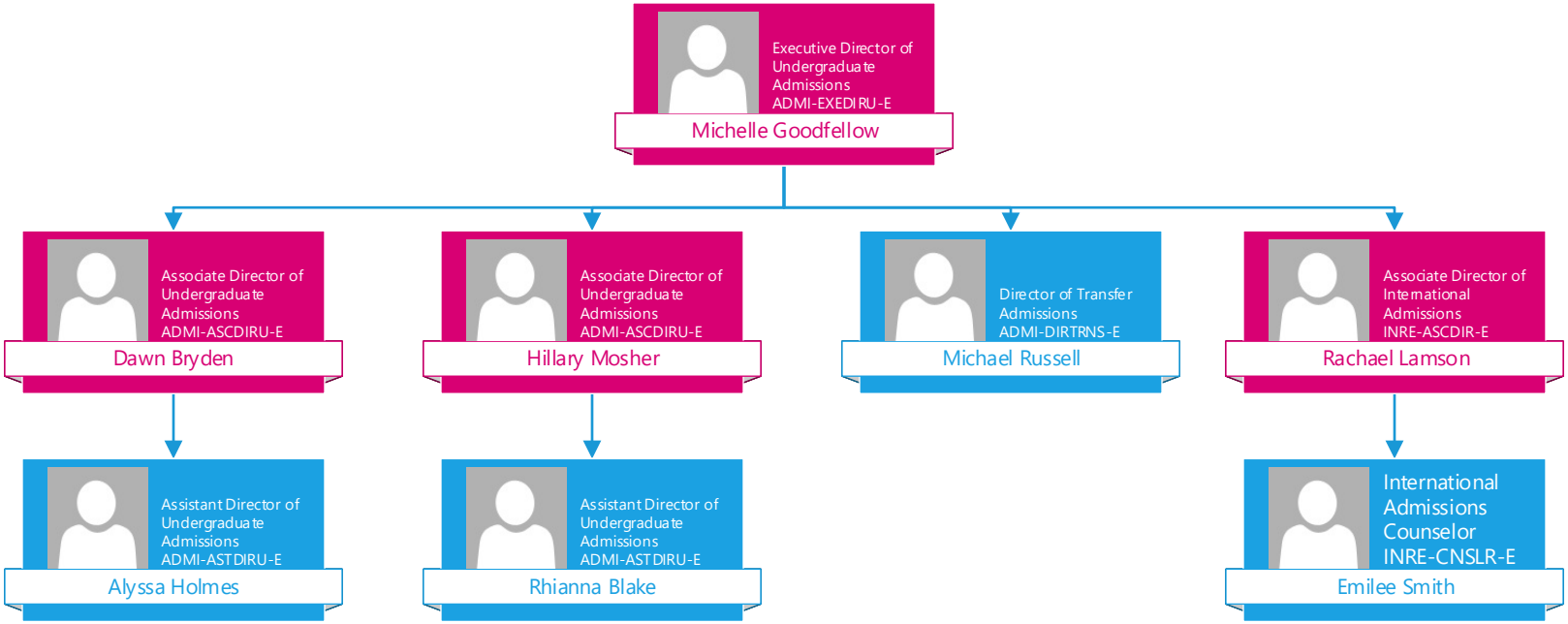

Executive Director for Admissions Outreach and Recruitment
ADMI-EDIRAOR-E
Christopher Wystepek
Associate Director of Undergraduate Admissions
ADMI-ASCDIRU-E
Marcus Maroney
Admissions Counselor
ADMI-CNSLR-E
Cory Pfau


Dir of Business Systems and EM Planning
ENMA-DIRBUSP-E
Connie Vrijenhoek
Assistant Director of Business Systems
ENMA-ASTDIRB-E
Marin Rovithis
Assistant Director of Operations
ENMA-ASTDIRO-E
Rosa Stellato
Business Systems Administrator
ENMA-BUSADR-E
Audrey Gladu
Business Systems Administrator
ENMA-BUSADR-E
Emily Crafts
Receptionist / Admissions Operations Assistant
ADMI-RECEP-N
Cheryl Haley
Sr Operations Assistant
ADMI-SROPAST-N
Mary Letendre
Operations Assistant
ADMI-OPAST-N
Morgan Robinson
Switchboard Supervisor
SWIT-SUP-N
Susette Curto

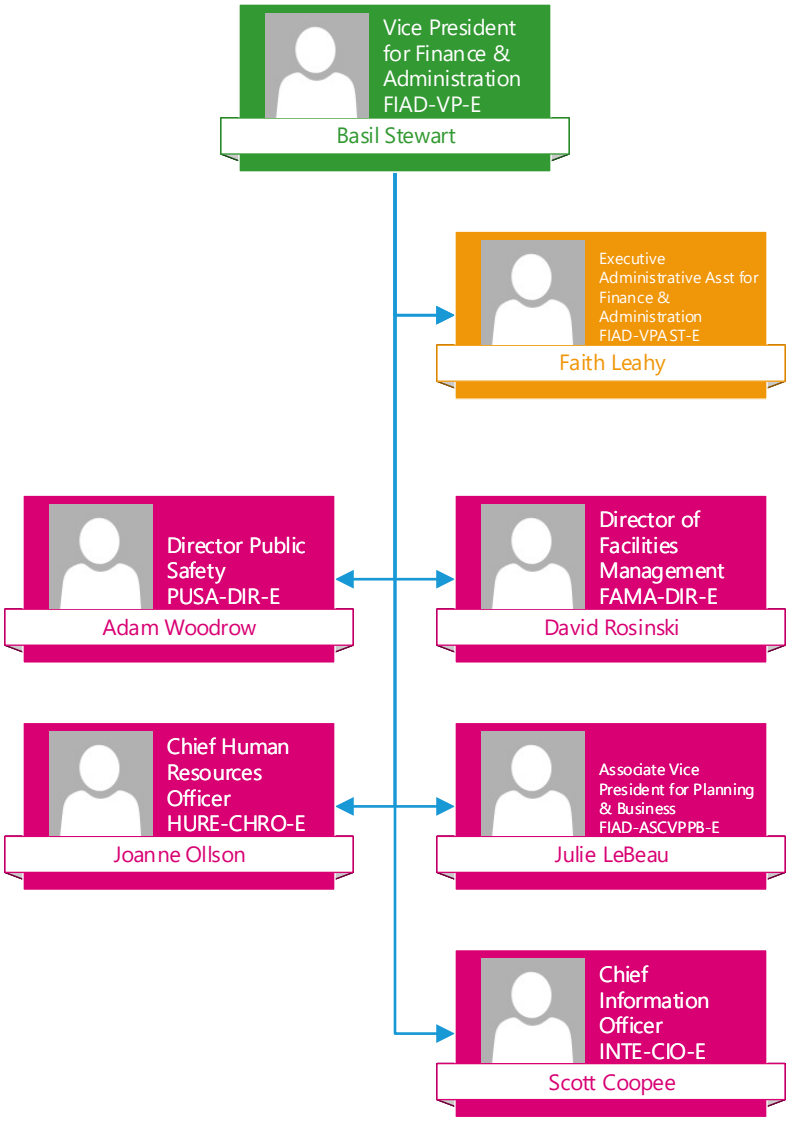

Asst VP for Marketing and Communications MEAF-AVP-E
Danancia Maskalik
Senior Copywriter MEAF-SCPYWRT-E
Alexandra Lyman
Associate Director for Public Relations MEAF-ASCDIRP-E
Judith Curran
Director for University Event Planning UNEV-DIR-E
Mary Venne
Dir of Brand Strategies and Creative Services MEAF-DIRBRST-E
Matthew Reilly
Assistant Director of University Events Planning UNEV-ASTDIR-E
Cathia Rivet
Multimedia Specialist MEAF-MMSPEC-E
Carolyn Roberts
Senior Graphic Designer MEAF-SGPCDSR-E
Sarah Pyfrom-Stephens
Director of Digital Strategy MEAF-DIRDIST-E
Shaun McGrady
Digital/Social Media Specialist MEAF-DISOMES-E
Rebecca Turner

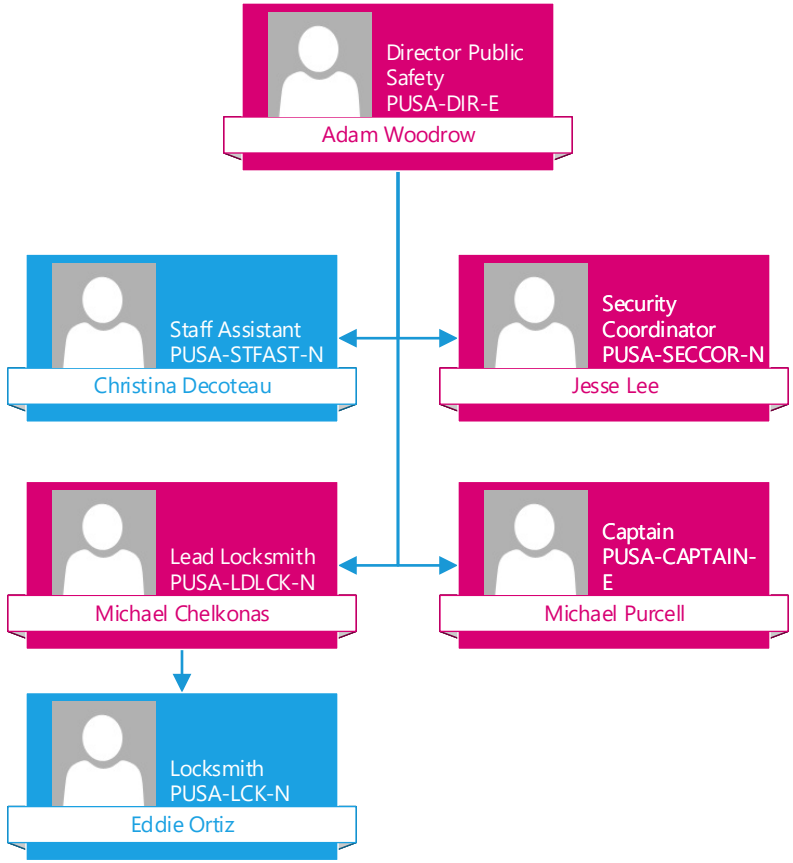

Assistant Vice President of EM and Univ Registrar
ENSE-AVPEMRE-E
Julie Richardson
Associate Registrar
ENSE-ASCRGST-E
Derek Fecke
Director of Financial Aid
ENSE-FINDIR-E
Kathleen Chambers
Academic Schedule Controller & Information Analyst
ACSC-ACDSCD-E
Linda Chojnicki
VA School Certifying Official & Records Coordinator
ENSE-VACOR-E
Michelle Clark
Records/ Commencement Specialist
ENSE-COMSPC-E
Rebecca Sargent

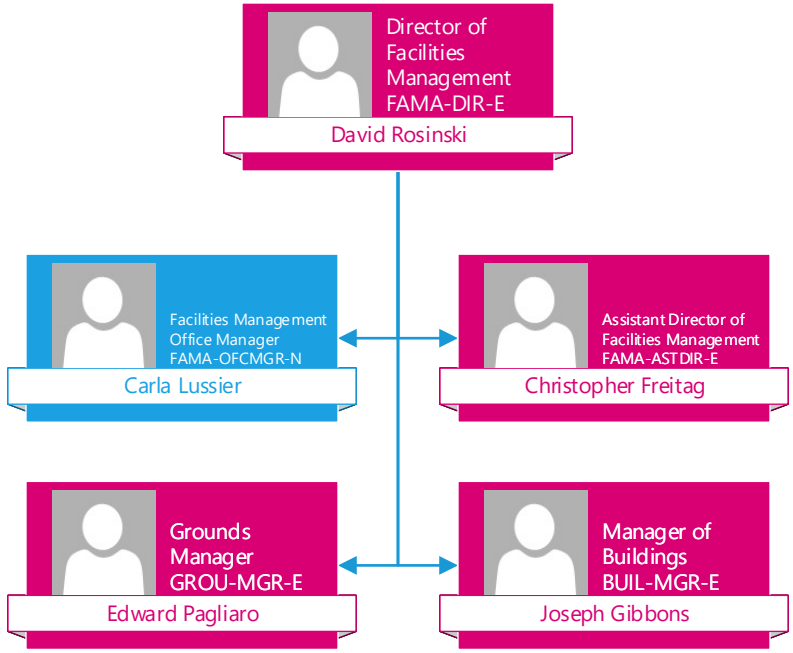

Director of Financial Aid
ENSE-FINDIR-E
Kathleen Chambers
Enrollment Services Coordinator
ENSE-COR-E
Carolyn Bailey
Enrollment Services Coordinator
ENSE-COR-E
Colleen Hathaway
Enrollment Services Coordinator
ENSE-COR-E
Danielle Sullivan
Enrollment Services Coordinator
ENSE-COR-E
Edith Baker
Enrollment Services Coordinator
ENSE-COR-E
Karen McCarty
Enrollment Services Coordinator
ENSE-COR-E
Lucy Brunelle
Assistant Director of Financial Aid
ENSE-ASTDIR-E
Lynn Santos
Assistant Director of Financial Aid
ENSE-ASTDIR-E
Rosemary Letendre

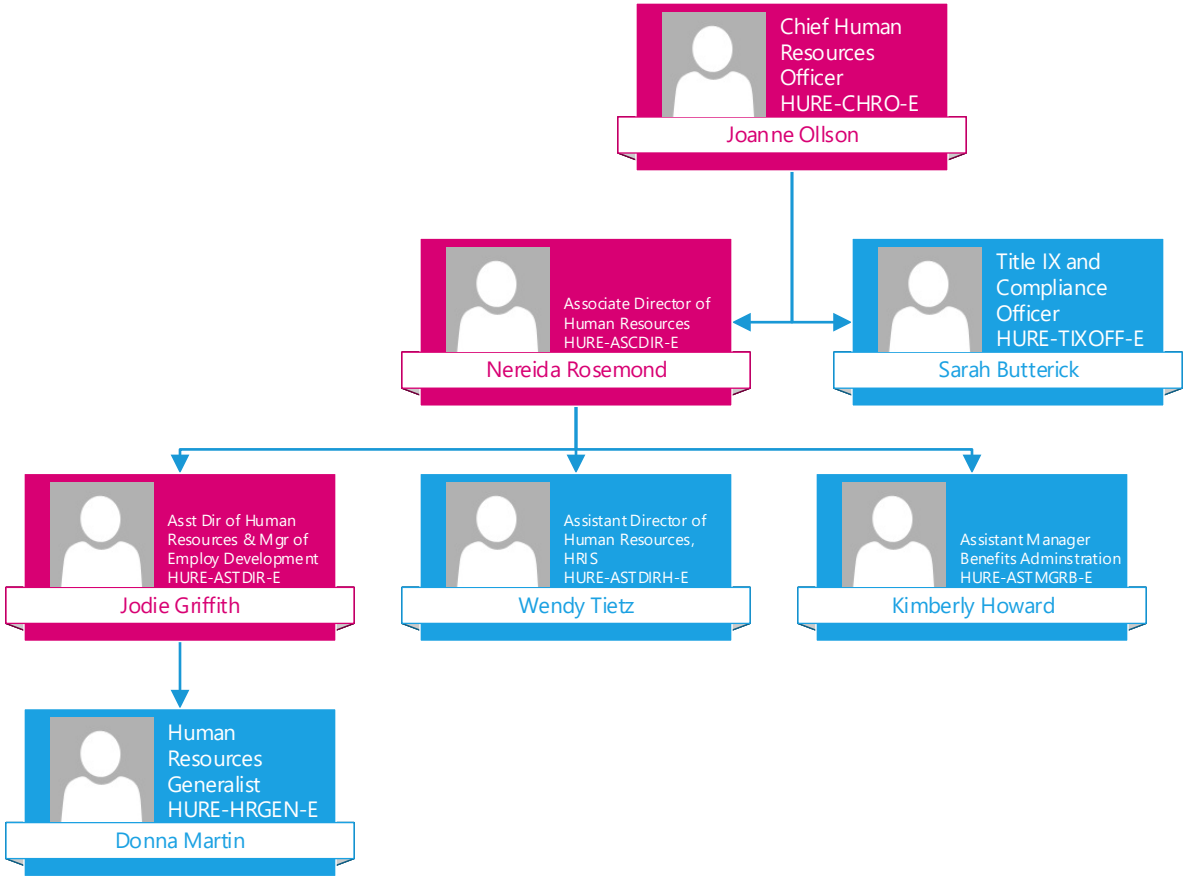

Executive Director of Undergraduate Admissions
ADMI-EXEDIRU-E
Michelle Goodfellow
Associate Director of Undergraduate Admissions
ADMI-ASCDIRU-E
Dawn Bryden
Associate Director of Undergraduate Admissions
ADMI-ASCDIRU-E
Hillary Mosher
Director of Transfer Admissions
ADMI-DIRTRNS-E
Michael Russell
Associate Director of International Admissions
INRE-ASCDIR-E
Rachael Lamson
Assistant Director of Undergraduate Admissions
ADMI-ASTDIRU-E
Alyssa Holmes
Assistant Director of Undergraduate Admissions
ADMI-ASTDIRU-E
Rhianna Blake
International Admissions Counselor
INRE-CNSLR-E
Emilee Smith

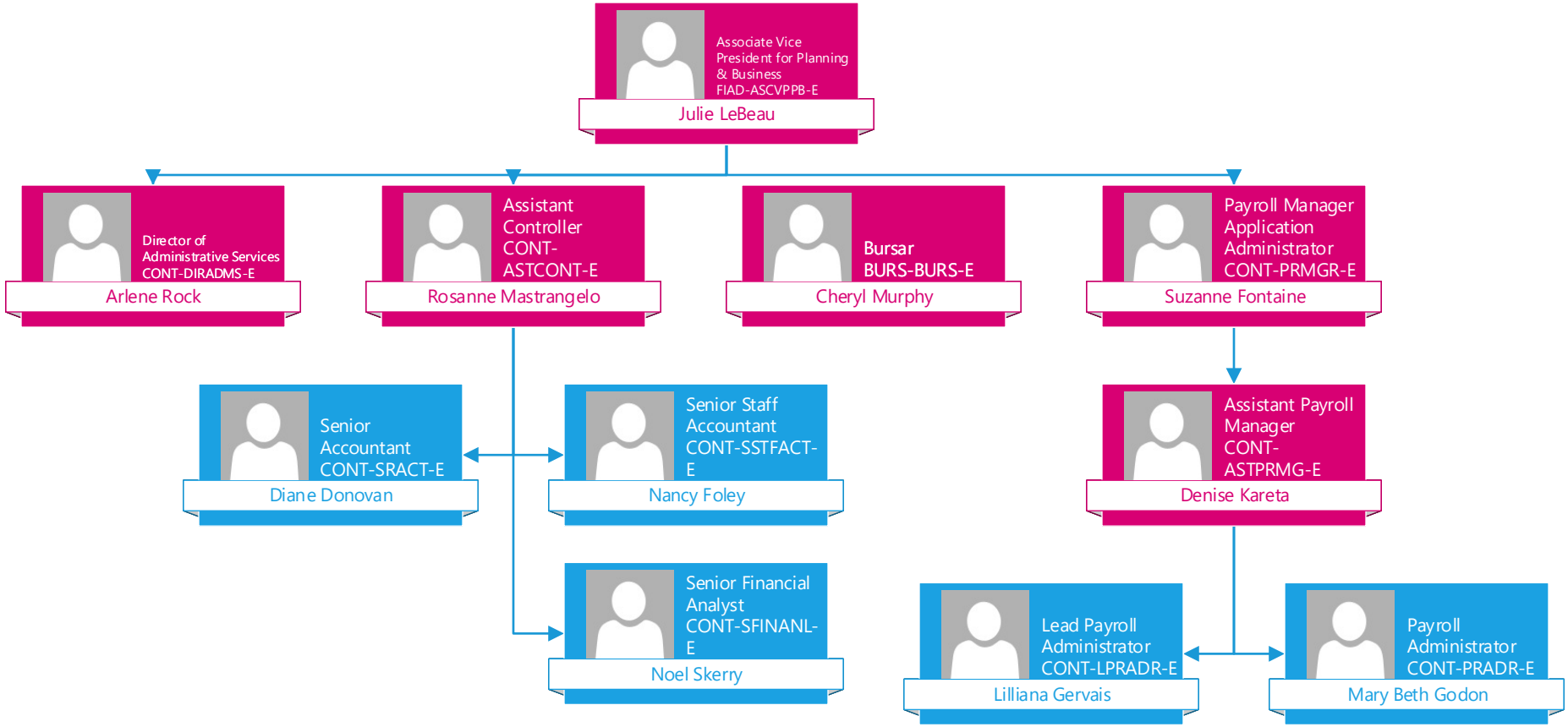
# Finance & Administration

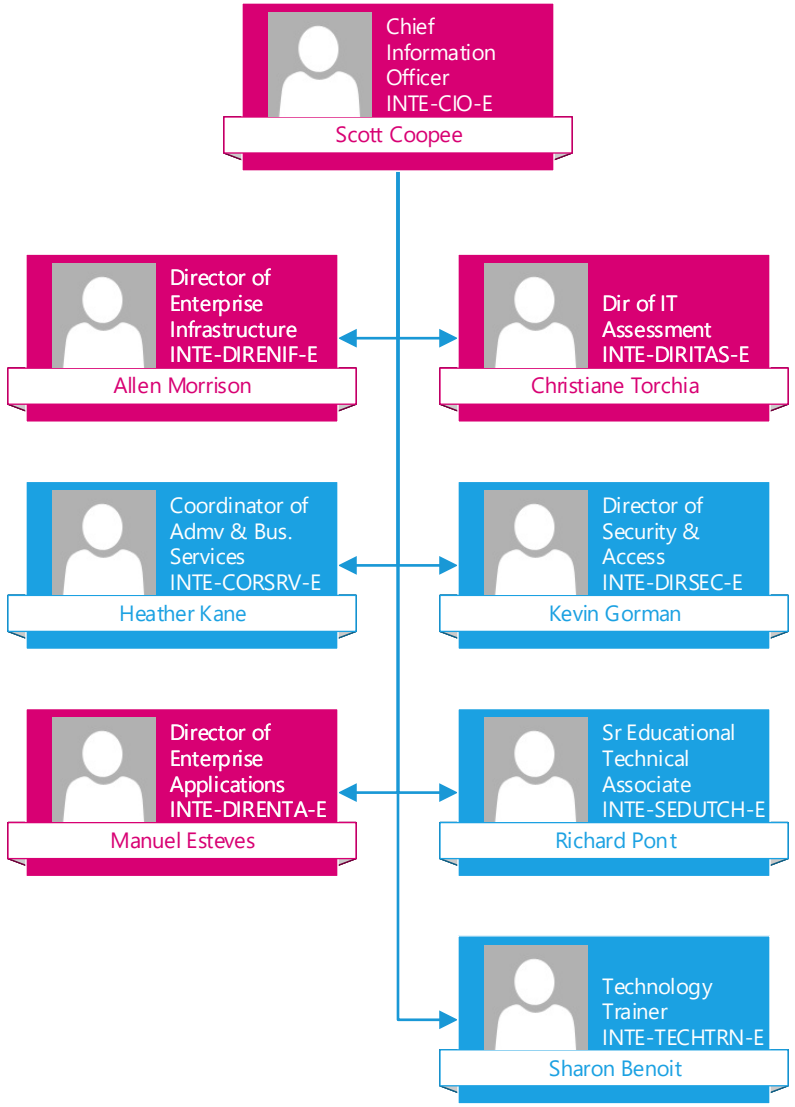



Director Public Safety
PUSA-DIR-E
Adam Woodrow
Staff Assistant
PUSA-STFAST-N
Christina Decoteau
Security Coordinator
PUSA-SECCOR-N
Jesse Lee
Lead Locksmith
PUSA-LDLCK-N
Michael Chelkonas
Captain
PUSA-CAPTAIN-E
Michael Purcell
Locksmith
PUSA-LCK-N
Eddie Ortiz


Director of Facilities Management
FAMA-DIR-E
David Rosinski
Facilities Management Office Manager
FAMA-OFCMGR-N
Carla Lussier
Assistant Director of Facilities Management
FAMA-ASTDIR-E
Christopher Freitag
Grounds Manager
GROU-MGR-E
Edward Pagliaro
Manager of Buildings
BUIL-MGR-E
Joseph Gibbons

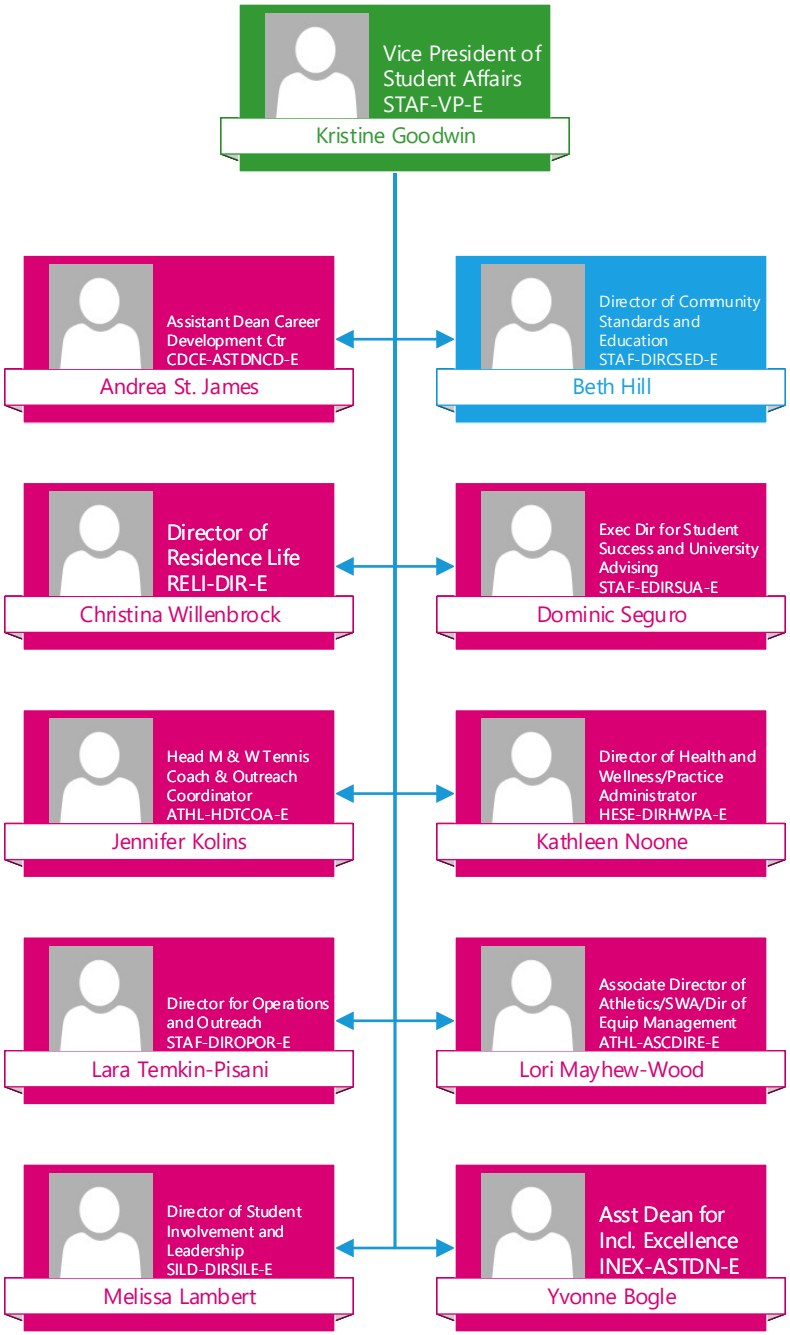

Chief Human Resources Officer
HURE-CHRO-E
Joanne Ollson
Associate Director of Human Resources
HURE-ASCDIR-E
Nereida Rosemond
Title IX and Compliance Officer
HURE-TIXOFF-E
Sarah Butterick
Asst Dir of Human Resources & Mgr of Employ Development
HURE-ASTDIR-E
Jodie Griffith
Assistant Director of Human Resources, HRIS
HURE-ASTDIRH-E
Wendy Tietz
Assistant Manager Benefits Adminstration
HURE-ASTMGRB-E
Kimberly Howard
Human Resources Generalist
HURE-HRGEN-E
Donna Martin

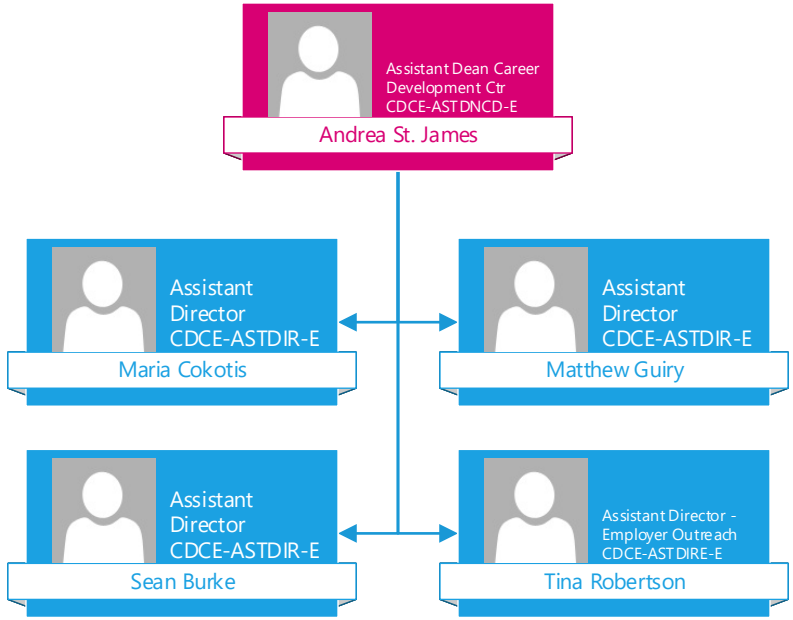

Associate Vice President for Planning & Business
FIAD-ASCVPPB-E
Julie LeBeau
Director of Administrative Services
CONT-DIRADMS-E
Arlene Rock
Assistant Controller
CONT-ASTCONT-E
Rosanne Mastrangelo
Bursar
BURS-BURS-E
Cheryl Murphy
Payroll Manager Application Administrator
CONT-PRMGR-E
Suzanne Fontaine
Senior Accountant
CONT-SRACT-E
Diane Donovan
Senior Staff Accountant
CONT-SSTFACT-E
Nancy Foley
Senior Financial Analyst
CONT-SFINANL-E
Noel Skerry
Assistant Payroll Manager
CONT-ASTPRMG-E
Denise Kareta
Lead Payroll Administrator
CONT-LPRADR-E
Lilliana Gervais
Payroll Administrator
CONT-PRADR-E
Mary Beth Godon

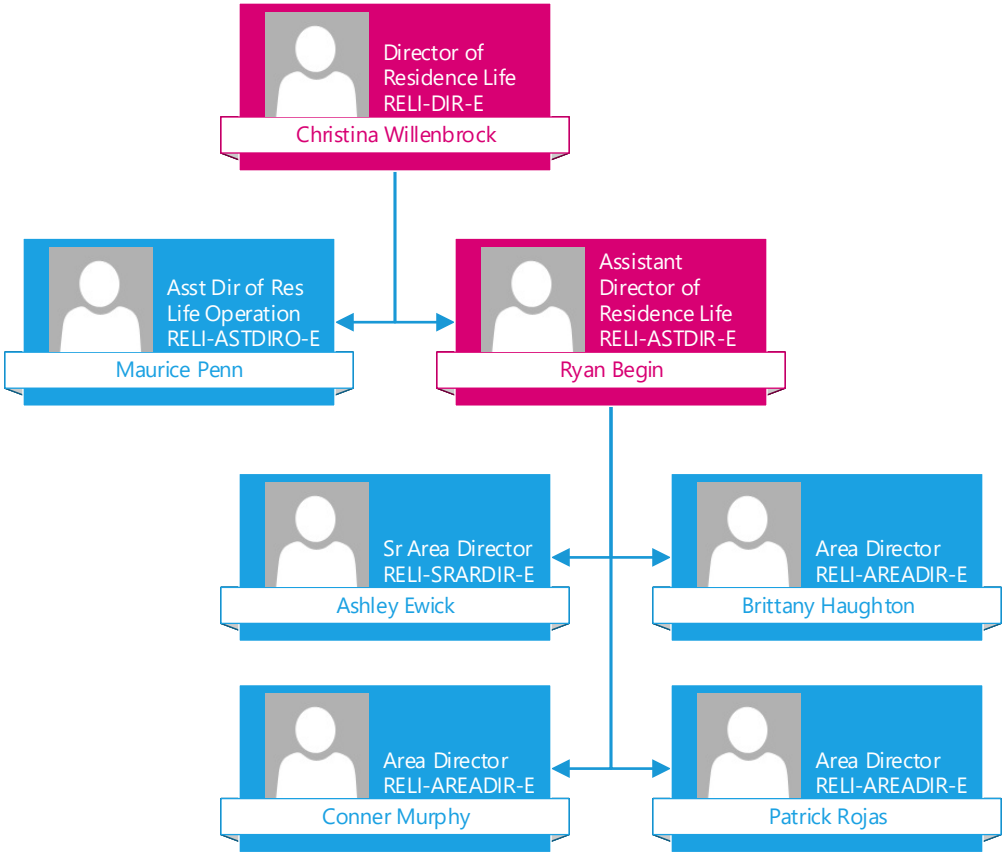

Chief Information Officer
INTE-CIO-E
Scott Coopee
Director of Enterprise Infrastructure
INTE-DIRENIF-E
Allen Morrison
Dir of IT Assessment
INTE-DIRITAS-E
Christiane Torchia
Coordinator of Admv & Bus. Services
INTE-CORSRV-E
Heather Kane
Director of Security & Access
INTE-DIRSEC-E
Kevin Gorman
Director of Enterprise Applications
INTE-DIRENTA-E
Manuel Esteves
Sr Educational Technical Associate
INTE-SEDUTCH-E
Richard Pont
Technology Trainer
INTE-TECHTRN-E
Sharon Benoit

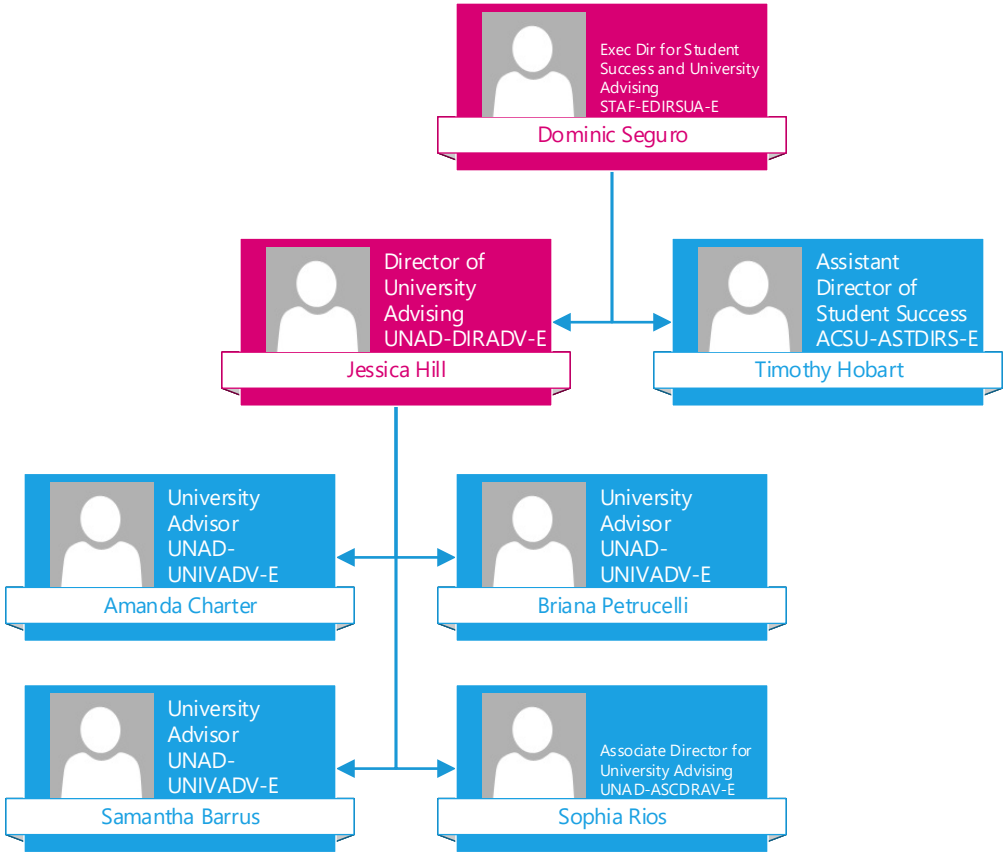
January 7, 2022

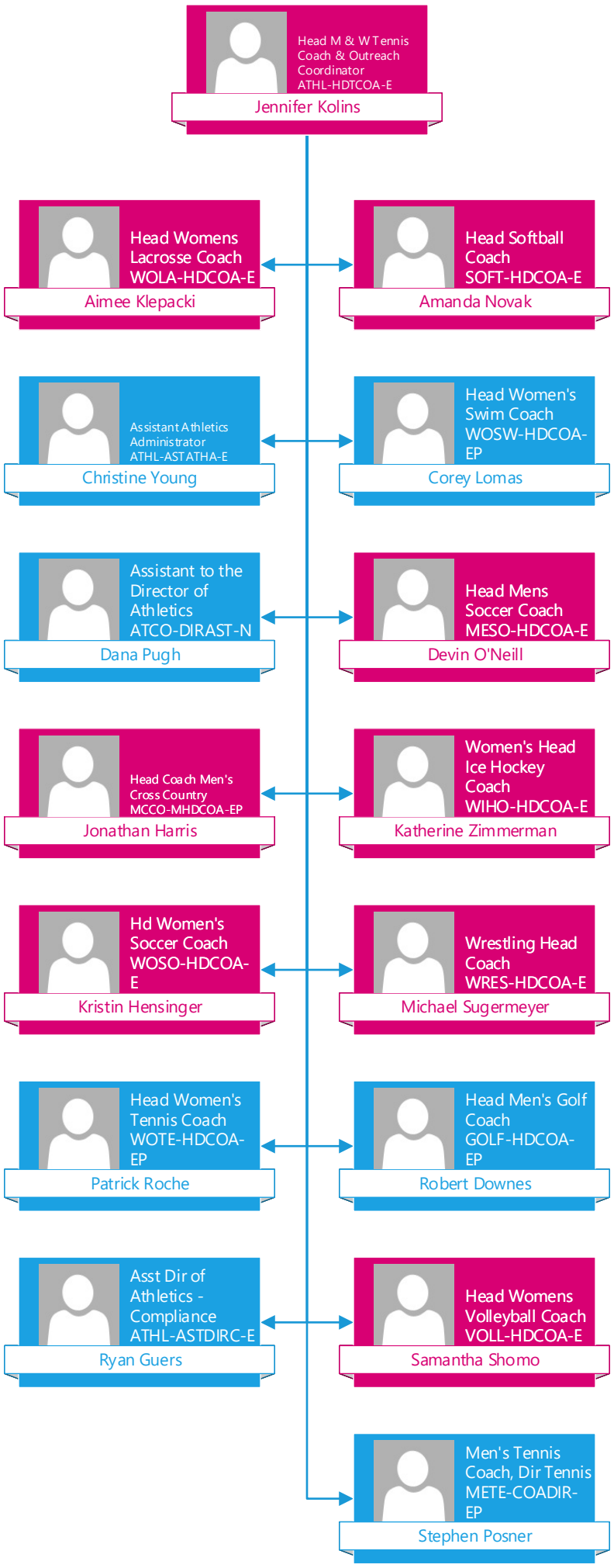
# Student Affairs

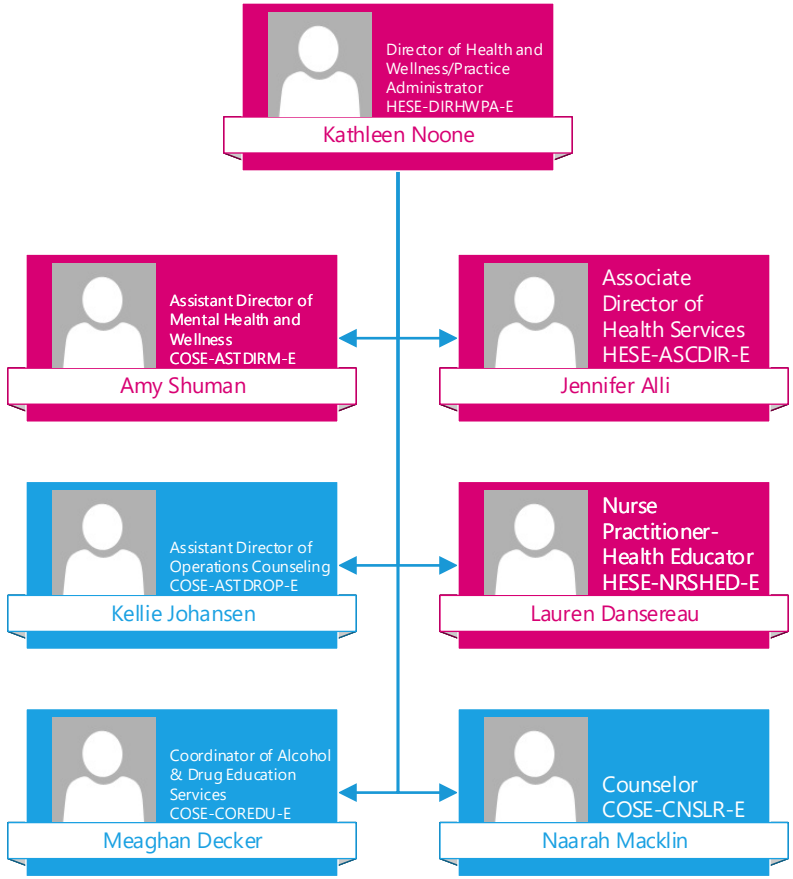


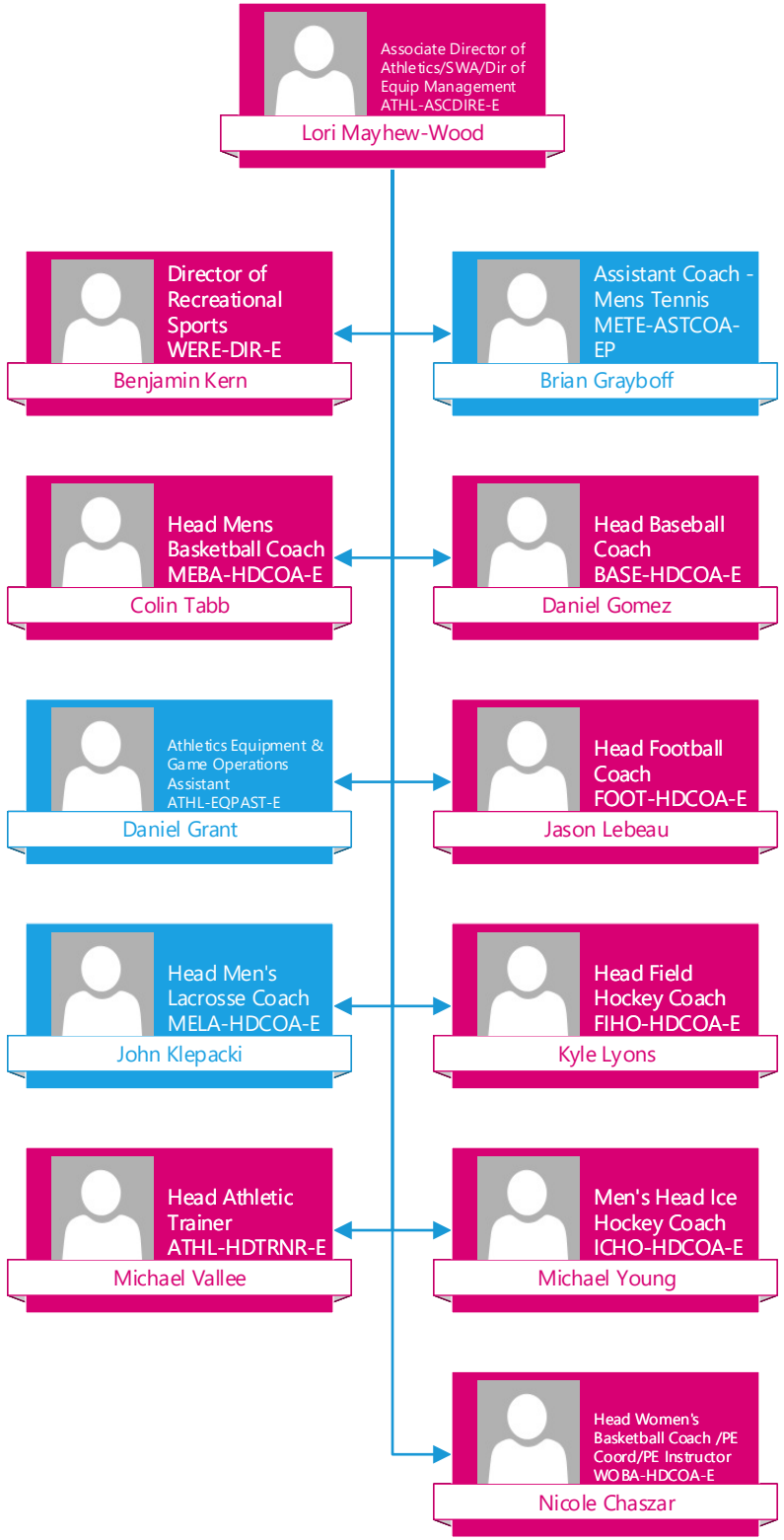

Assistant Dean Career Development Ctr
CDCE-ASTDNCD-E
Andrea St. James
Assistant Director
CDCE-ASTDIR-E
Maria Cokotis
Assistant Director
CDCE-ASTDIR-E
Matthew Guiry
Assistant Director
CDCE-ASTDIR-E
Sean Burke
Assistant Director - Employer Outreach
CDCE-ASTDIRE-E
Tina Robertson

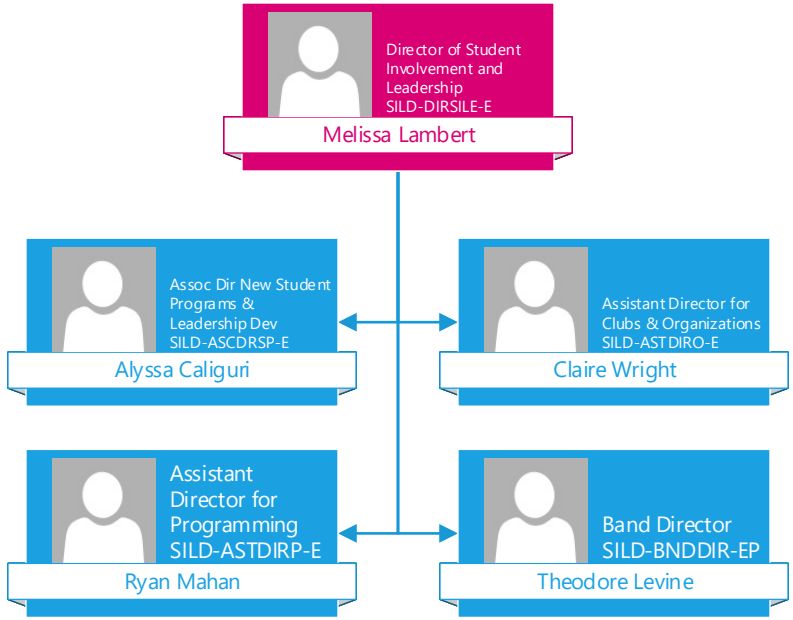

Director of Residence Life
RELI-DIR-E
Christina Willenbrock
Asst Dir of Res Life Operation
RELI-ASTDIRO-E
Maurice Penn
Assistant Director of Residence Life
RELI-ASTDIR-E
Ryan Begin
Sr Area Director
RELI-SRARDIR-E
Ashley Ewick
Area Director
RELI-AREADIR-E
Brittany Haughton
Area Director
RELI-AREADIR-E
Conner Murphy
Area Director
RELI-AREADIR-E
Patrick Rojas

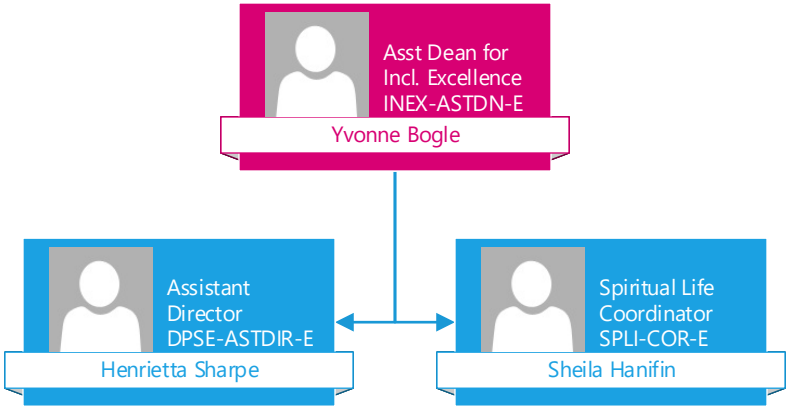

Exec Dir for Student Success and University Advising
STAF-EDIRSUA-E
Dominic Seguro
Director of University Advising
UNAD-DIRADV-E
Jessica Hill
Assistant Director of Student Success
ACSU-ASTDIRS-E
Timothy Hobart
University Advisor
UNAD-UNIVADV-E
Amanda Charter
University Advisor
UNAD-UNIVADV-E
Briana Petrucelli
University Advisor
UNAD-UNIVADV-E
Samantha Barrus
Associate Director for University Advising
UNAD-ASCDRAV-E
Sophia Rios


Head M & W Tennis Coach & Outreach Coordinator
ATHL-HDTCOA-E
Jennifer Kolins
Head Womens Lacrosse Coach
WOLA-HDCOA-E
Aimee Klepacki
Head Softball Coach
SOFT-HDCOA-E
Amanda Novak
Assistant Athletics Administrator
ATHL-ASTATHA-E
Christine Young
Head Women's Swim Coach
WOSW-HDCOA-EP
Corey Lomas
Assistant to the Director of Athletics
ATCO-DIRAST-N
Dana Pugh
Head Mens Soccer Coach
MESO-HDCOA-E
Devin O'Neill
Head Coach Men's Cross Country
MCCO-MHDCOA-EP
Jonathan Harris
Women's Head Ice Hockey Coach
WIHO-HDCOA-E
Katherine Zimmerman
Hd Women's Soccer Coach
WOSO-HDCOA-E
Kristin Hensinger
Wrestling Head Coach
WRES-HDCOA-E
Michael Sugermeyer
Head Women's Tennis Coach
WOTE-HDCOA-EP
Patrick Roche
Head Men's Golf Coach
GOLF-HDCOA-EP
Robert Downes
Asst Dir of Athletics - Compliance
ATHL-ASTDIRC-E
Ryan Guers
Head Womens Volleyball Coach
VOLL-HDCOA-E
Samantha Shomo
Men's Tennis Coach, Dir Tennis
METE-COADIR-EP
Stephen Posner


Director of Health and Wellness/Practice Administrator
HESE-DIRHWPA-E
Kathleen Noone
Assistant Director of Mental Health and Wellness
COSE-ASTDIRM-E
Amy Shuman
Associate Director of Health Services
HESE-ASCDIR-E
Jennifer Alli
Assistant Director of Operations Counseling
COSE-ASTDROP-E
Kellie Johansen
Nurse Practitioner-Health Educator
HESE-NRSHED-E
Lauren Dansereau
Coordinator of Alcohol & Drug Education Services
COSE-COREDU-E
Meaghan Decker
Counselor
COSE-CNSLR-E
Naarah Macklin


Associate Director of Athletics/SWA/Dir of Equip Management
ATHL-ASCDIRE-E
Lori Mayhew-Wood
Director of Recreational Sports
WERE-DIR-E
Benjamin Kern
Assistant Coach - Mens Tennis
METE-ASTCOA-EP
Brian Grayboff
Head Mens Basketball Coach
MEBA-HDCOA-E
Colin Tabb
Head Baseball Coach
BASE-HDCOA-E
Daniel Gomez
Athletics Equipment & Game Operations Assistant
ATHL-EQPAST-E
Daniel Grant
Head Football Coach
FOOT-HDCOA-E
Jason Lebeau
Head Men's Lacrosse Coach
MELA-HDCOA-E
John Klepacki
Head Field Hockey Coach
FIHO-HDCOA-E
Kyle Lyons
Head Athletic Trainer
ATHL-HDTRNR-E
Michael Vallee
Men's Head Ice Hockey Coach
ICHO-HDCOA-E
Michael Young
Head Women's Basketball Coach /PE Coord/PE Instructor
WOBA-HDCOA-E
Nicole Chaszar


Director of Student Involvement and Leadership
SILD-DIRSILE-E
Melissa Lambert
Assoc Dir New Student Programs & Leadership Dev
SILD-ASCDRSP-E
Alyssa Caliguri
Assistant Director for Clubs & Organizations
SILD-ASTDIRO-E
Claire Wright
Assistant Director for Programming
SILD-ASTDIRP-E
Ryan Mahan
Band Director
SILD-BNDDIR-EP
Theodore Levine


Asst Dean for
Incl. Excellence
INEX-ASTDN-E
Yvonne Bogle
Assistant
Director
DPSE-ASTDIR-E
Henrietta Sharpe
Spiritual Life
Coordinator
SPLI-COR-E
Sheila Hanifin

**The Commonwealth of Massachusetts**
**William Francis Galvin**

Minimum Fee: $15.00

Secretary of the Commonwealth, Corporations Division
One Ashburton Place, 17th floor
Boston, MA 02108-1512
Telephone: (617) 727-9640

## Articles of Amendment

(General Laws, Chapter 180, Section 7)

**Identification Number:** 042108376

**We,** MARIA TOYODA **__ President X Vice President,**

**and** ROBERT W. CLARKE **X Clerk __ Assistant Clerk ,**

of WESTERN NEW ENGLAND UNIVERSITY
located at: 1215 WILBRAHAM RD. SPRINGFIELD , MA 01119 USA

**do hereby certify that these Articles of Amendment affecting articles numbered:**

__ Article 1 X Article 2 __ Article 3 __ Article 4

*(Select those articles 1, 2, 3, and/or 4 that are being amended)*

of the Articles of Organization were duly adopted at a meeting held on 6/8/2021 , by vote of: 0 members, 33 directors, or 0 shareholders,
being at least two-thirds of its members/directors legally qualified to vote in meetings of the corporation (or, in the case of a corporation having capital stock, by the holders of at least two thirds of the capital stock having the right to vote therein):

**ARTICLE I**

The exact name of the corporation, ***as amended***, is:
*(Do not state Article I if it has not been amended.)*

**ARTICLE II**

The purpose of the corporation, ***as amended***, is to engage in the following business activities:
*(Do not state Article II if it has not been amended.)*

TO MAINTAIN AND CONDUCT A UNIVERSITY FOR THE TEACHING OF SUBJECTS IN THE ARTS AND SCIENCES, IN BUSINESS, TECHNICAL, AND SCIENTIFIC CURRICULA, IN PHARMACY, AND IN LAW; WITH AUTHORITY TO GRANT AND CONFER DEGREES SUCH ARE USUALLY CONFERRED IN THE COMMONWEALTH OF MASSACHUSETTS, EXCEPT AT THE DOCTORAL LEVEL, BUT INCLUDING THE PH.D. IN BEHAVIORAL ANALYSIS, THE PH.D. IN ENGINEERING MANAGEMENT, THE PH.D. IN INDUSTRIAL ENGINEERING, THE PH.D. IN MECHANICAL ENGINEERING,THE DOCTOR OF OCCUPATIONAL THERAPY (OTD), THE FIRST PROFESSIONAL DEGREE IN LAW AND THE LL.M. IN ESTATE PLANNING AND ELDER LAW AND THE LL.M. IN CLOSELY HELD BUSINESSES, AND THE FIRST PROFESSIONAL DEGREE IN PHARMACY; TOGETHER WITH HONORARY DEGREES SUCH AS ARE USUALLY CONFERRED BY UNIVERSITIES IN THE COMMONWEALTH OF MASSACHUSETTS; TO ACQUIRE BY PURCHASE, GIFT, BEQUEST, OR DEVISE MONEY, PERSONAL PROPERTY, BOTH TANGIBLE AND INTANGIBLE, AND REAL PROPERTY WHICH MAY BE NECESSARY OR PROPER TO THE ACCOMPLISHMENT OF THE PU

RPOSES HEREIN STATED; AND TO USE, CONVERT, EXCHANGE, TRANSFER, OR SELL ANY OF SAID PROPERTY, REAL OR PERSONAL, AND TO APPLY THE PROCEEDS THEREOF TO THE FU RTHERANCE AND ACCOMPLISHMENT OF THE PURPOSES HEREIN STATED. FILED WITH THE COMMONWEALTH OF MASSACHUSETTS BY THE SECRETARY OF THE COMMONWEALTH, W ILLIAM FRANCIS GALVIN, ON JUNE 8, 2021.

**ARTICLE III**

A corporation may have one or more classes of members. ***As amended,*** the designation of such classes, the manner of election or appointments, the duration of membership and the qualifications and rights, including voting rights, of the members of each class, may be set forth in the by-laws of the corporation or may be set forth below:

**ARTICLE IV**

***As amended,*** other lawful provisions, if any, for the conduct and regulation of the business and affairs of the corporation, for its voluntary dissolution, or for limiting, defining, or regulating the powers of the business entity, or of its directors or members, or of any class of members, are as follows:
*(If there are no provisions state "NONE")*

The foregoing amendment(s) will become effective when these Articles of Amendment are filed in accordance with General Laws, Chapter 180, Section 7 unless these articles specify, in accordance with the vote adopting the amendment, a *later* effective date not more than *thirty days* after such filing, in which event the amendment will become effective on such later date.

**Later Effective Date:**

**Signed under the penalties of perjury, this 29 Day of October, 2021, MARIA TOYODA , its , President / Vice President,**
**ROBERT W. CLARKE , Clerk / Assistant Clerk.**

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Massachusetts Department of Higher Education

MAIN OFFICE
One Ashburton Place, Room 1401
Boston, MA 02108
TEL (617) 994-6950
WEB www.mass.edu

OFFICE of STUDENT FINANCIAL ASSISTANCE
75 Pleasant Street
Malden, MA 02148
TEL (617) 391-6070
WEB www.mass.edu/osfa

Carlos E. Santiago
*Commissioner*
Chris Gabrieli
*Board Chairman*

October 12, 2021

Marissa N. Soto-Ortiz
Director and Attorney - Corporations Division
The Office of the Secretary of the Commonwealth of Massachusetts
One Ashburton Place, Room 1711
Boston, MA 02108

Dear Attorney Soto-Ortiz:

Please find the Department of Higher Education's approval of Western New England University's Articles of Amendment to offer the **Doctor of Philosophy in Industrial Engineering** and the **Doctor of Philosophy in Mechanical Engineering**.

Sincerely,

Kristen Stone, MPP
Assistant Director for Academic and Veterans Affairs

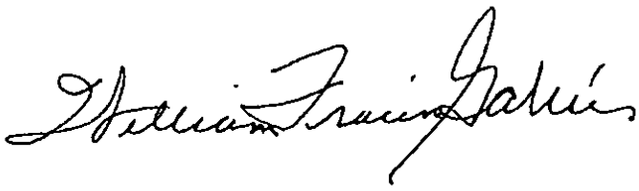
C: Cynthia Brown, Ph.D., Associate Commissioner of Regulatory and Veterans Affairs

MA SOC Filing Number: 202181885500 Date: 10/29/2021 4:10:00 PM

# THE COMMONWEALTH OF MASSACHUSETTS

I hereby certify that, upon examination of this document, duly submitted to me, it appears that the provisions of the General Laws relative to corporations have been complied with, and I hereby approve said articles; and the filing fee having been paid, said articles are deemed to have been filed with me on:

October 29, 2021 04:10 PM



WILLIAM FRANCIS GALVIN

*Secretary of the Commonwealth*

# Standard Three: Organization and Governance

Western New England University has an organization and governance structure that is appropriate for a comprehensive university. On August 1, 2020, after 24 years as Western New England University's President, Dr. Anthony Caprio retired, and Dr. Robert Johnson was appointed Western New England's sixth president. President Johnson acted quickly to restructure specific organizational positions and reporting lines to respond to opportunities, moving Western New England University closer to the model of a 21st Century New Traditional University.

The Board of Trustees of Western New England is actively and appropriately engaged. The Board does not involve itself in routine operations of the University. The faculty have increasingly used their governance structures to more fully engage in the oversight of curriculum and academic programs. Additionally, over the past eight years, faculty in all Colleges and the School of Law have refined a model for shared governance. As detailed in the By-laws of the University Senate and Faculty Council established in 2014, a mandatory 5th year review afforded the examination of effectiveness of the bicameral model of governance. This model was revised to a unicameral faculty governance body, the University Faculty Senate, beginning in the 2021-22 academic year, in order to further strengthen and expand the practice of shared governance across the institution.

It is through the work and strength of this governance model that the Johnson administration has understood the need to strengthen communications at all levels, in order to provide for increasing transparency, thereby ensuring that the entire community participates in the ongoing planning processes and implementation intended to stabilize, revitalize, and innovate at WNE.

Since the last comprehensive review in 2012, all senior administrative positions and deans, except for the Dean of the College of Engineering, the V.P. for Advancement, and the V.P for Enrollment Management, have changed hands. The positions of Chief Human Resources Officer, Chief of Staff, Chief Information Officer, and Director of Assessment have been created. The position of Registrar for the University was added, and the Office of General Counsel was eliminated. The College of Pharmacy is now the College of Pharmacy and Health Sciences, which includes the Doctoral Program in Occupational Therapy.

## Description

***General Standards***

The University's key governing documents clearly describe the fundamental identity and structure of the institution. There are three faculty handbooks governing all policies, rules, codes of conduct, and procedures under which the faculty work. The Colleges of Business, Engineering, and Arts and Sciences share a common handbook. The School of Law and College of Pharmacy and Health Sciences each have a unique handbook. Benefits and Human Resources practices are captured in the Exempt Employees Handbook.

University administrators, faculty, and staff have systems in place that facilitate the communications necessary for effective and efficient operations. These systems of communication and accountability are illustrated in the Organization Chart given in the preface of this Self-Study.

***Governing Board***

Western New England University is governed by a Board of Trustees and operated by academic and operational administrators, faculty, and staff. By-laws of the Board detail the authority of the Board and

describe the activities of the Board, operational policies and duties of the Board. The Board Of Trustees Handbook contains a Statement of Expectations that delineates its duties and responsibilities, has a clear view of the University's Mission and strategic direction, and calls for regular assessment of the effectiveness of the Board. As per the handbook, Board members meet four times annually as a full board. Each December, the President traditionally gives a "State of the University" report to the trustees concerning such issues as finances and enrollment. Members of the Board serve on eight Standing Committees (Executive, Academic Affairs, Finance, Investment, Development, Student Affairs, Governance, and Audit.) The President serves as a voting member on all Board Committees, except the Audit Committee. Members of the President's Council serve as staff to the Board committees appropriate to their area of responsibility. For example, the Provost is an ex-officio member of the Academic Affairs Committee of the Board. This provides effective communication flow between the Board and senior administration. All those reporting directly to the President (the President's Council) as well as a representative of the faculty are regular observers at Board meetings.

In order to educate new Board members, each new member is assigned a mentor and participates in an orientation program. The Governance Committee reviews the participation and effectiveness of each Trustee before reappointment to a new three-year term. Many Board members have served successive terms indicating their commitment to the mission of WNE. All Board members are expected to adhere to the Conflict-of-Interest Policy.

A Board of Trustees subcommittee on Compensation annually reviews the President's salary, as well as the compensation of the members of the President's Council. The subcommittee on Compensation is also charged with review of the President's performance and, along with the President, establishing goals for the following fiscal year. These reviews are communicated to the Executive Committee for action. Additionally, the President and the Chairman of the Board meet on a bi-weekly basis, in which these goals are reviewed.

***Internal Governance***

As Chief Executive Officer, the President establishes an appropriate administrative structure to manage the institution, fulfill its purposes and objectives, and to assess its effectiveness. The President manages and allocates resources and assures that the institution employs sufficiently qualified faculty and staff. The President oversees ongoing review and consideration of organizational structure through the President's Council.

Under the leadership of President Caprio, the President's Staff was comprised of the University's vice presidents and General Counsel. This group met every two to three weeks to propose, discuss and implement policies related to the management of the institution. President Robert Johnson restructured this group to create a slightly expanded new President's Council, that now includes the Chief Information Officer and Chief Human Resources Officer. It meets bi-weekly, to propose, discuss and implement policies. President Johnson has also established the Management Council, which includes the President's Staff, the five Deans of the Colleges and the School of Law, the University Registrar, and the Assistant VP for Marketing & Communications. This group meets monthly to discuss and inform University-wide policy decisions. Members of the Management Council, department chairs, faculty, and staff all have written job descriptions, which detail the responsibilities and reporting relationships for each position.

Since the last decennial review in 2012, Western New England's faculty governance structure has evolved. In response to NEASC's challenge to WNE in its November 6, 2012 letter to ensure that "the governance structure reflects its university status, promoting the participation of all constituents and providing for regular channels of communication with the board and president," WNE developed a bicameral system

of faculty governance in 2014 composed of a University Senate and a Faculty Council. The University Senate had representation from all four Colleges and the School of Law and was charged with acting as a recommending body on all matters that affect the entire University community excluding matters of personnel or those matters internal to individual Colleges or the School of Law. Faculty Council had representation from Arts & Sciences, Business, and Engineering, and had oversight of undergraduate and graduate programs and academic policies of the three Colleges. Of note, was Faculty Council's oversight of the General University Requirements (GURs). The creation of this bicameral governance model was a first step towards having "participation of all constituents," as the Law School and the College of Pharmacy had not been involved in the previous faculty governance structure. This was also an improvement in the strength of the faculty voice in shared governance. What faculty learned, though, was that a bicameral system did not provide a unified faculty governance voice. Sometimes it was confusing or ambiguous as to which governing body was responsible for a particular issue, which made the 'channels of communication with the board and president" less clear and effective than faculty had expected. Thus, when a five-year required faculty referendum on whether to keep the bicameral system or change to a new system came up, the faculty chose to change to a new unicameral system, called the University Faculty Senate, which was implemented in the Fall of 2021. Through this decade long process, WNE has matured to a place where the faculty finally have a strong and unified body to represent them in a shared governance process.

The current University Faculty Senate Bylaws outline faculty governance. The Senate meets in plenum once a month, relying on the subcommittees to meet on a regular basis to conduct the work related to the subcommittee charges. The Provost is an ex-officio member of the University Senate and specific administrators serve as ex-officio members on relevant subcommittees, to facilitate communication by providing necessary input to these faculty bodies and relaying faculty recommendations and curricular decisions to the appropriate administrative divisions. WNE places primary responsibility for the content, quality, effectiveness of the curriculum, and academic integrity of the programs with its faculty. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise. The institution's organization and governance structure assure the integrity and quality of academic programming, clinical education, continuing education, distance education, and international programs, and are clearly integrated and incorporated into the policy formation, academic oversight, and evaluation systems of the institution.

Recommendations for faculty and staff hiring are determined at the unit level with a process that goes from faculty to academic department heads through the Deans to the Provost. The President signs off on annual academic appointments that are developed through the Provost's Office. The President oversees the work of the Senior VP of Academic Affairs and Provost, who works with the Deans of each of the four Colleges and the Law School to ensure that the role, number and qualifications of faculty are appropriate to the institution's mission, size and scope. The Provost is responsible for the overall academic program, instructional resources and support, assessment activity associated with the academic enterprise, along with the championing of the scholarly and the pedagogical activities of the University. This is undertaken in concert and with the support of the Deans of each College and the School of Law and faculty. Additionally, the Provost ensures that policy and procedures are in place to manage and ensure equity and inclusion in all academic enterprises. This work is undertaken in collaboration with other University administrators.

The Provost has the unique role of maintaining contact with faculty and understanding the complexity of the institution in order to provide guidance to the Deans. The Provost meets with the Deans of the five academic units regularly on both an informal and formal basis. The Deans meet together each month and

they meet with their department chairs frequently in order to keep abreast of departmental and faculty developments.

In July 2020, after six years of service as the WNE Provost, Dr. Linda Jones, stepped down returning to the faculty in the College of Engineering. As Provost, Dr. Jones's contributions included support of newly developed shared governance structure, implementation of the EAB's Academic Performance Solutions (APS), and integration of all aspects of academic affairs into our newly launched ERP. The objective of these initiatives was to increase our graduation rate through creating pathways to graduation that were easier for students to understand and manage. Academic Affairs collaborated with Enrollment Management to put in place a University Registrar. A fulltime position for the Director of Assessment was created in 2017, which allowed for the consolidation and management of the financial resources and the collection and archiving of all accreditation and assessment records University-wide.

In 2020, Dr. Curt Hamakawa, a senior faculty member, was appointed Interim Provost, taking over Academic Affairs at one of the most difficult points in our University's history, managing faculty resources and mounting an in-person educational experience during the COVID-19 pandemic. Dr. Hamakawa was an important transitional link to the faculty for President Johnson, and he assumed the role of Chief of Staff and Secretary to the Board of Trustees on August 2, 2021.

Upon his arrival at the institution, President Johnson commissioned a review of the Office of Academic Affairs. He engaged a consultant, Dr. Mohammed Karim, to perform an Assessment of Academic Affairs and to make recommendations related to its future. Many of these recommendations involved structural issues concerning insufficient resources for Academic Affairs and integration of academic activities across the University. Subsequently, the report recommended the addition of two Assistant/Associate Provosts to Academic Affairs. Other key recommendations were to realign functions, including returning the Office of First Year Students and Students in Transition to Academic Affairs, having the Registrar and her Office report to the Provost with a dotted line to Enrollment Management, having the Advising Center report to the Provost, and creating a dotted line relationship for the Career Development Center to the Provost. (Since the writing of the Assessment of Academic Affairs report, the Office of First Year Students and Students in Transition has been dissolved.)

The Undergraduate Student Senate is the "voice of students and advocate for student interests" and meets regularly for the consideration of student matters. The Undergraduate Student Senate is advised by the Vice President of Student Affairs and its Undergraduate Student Senate Constitution is reviewed every 3 years. At the beginning of the Undergraduate Student Senate term (March) the President and Vice President of the Student Senate meet with the Vice President of Student Affairs and then subsequently meet with the President of the University to establish open lines of communication. The Vice President of Student Senate nominates undergraduate students to serve as delegates for two Board of Trustees subcommittees: three undergraduate students on the Academic Affairs Committee and six students on the Student Affairs Committee. Two graduate students from the College of Pharmacy and Health Sciences also serve on these Board of Trustee subcommittees. With regard to student athletes, there are several committees that engage undergraduate students in various collaborations with University administrators. For example, the Student Athlete Advisory Committee, the Captains Council, the Life Skills Mentors, and the Black Student Athlete Alliance are opportunities for the student athletes to communicate with administrators and collaborate with the leadership of the Athletics Division.

# Appraisal

***General Standards***

Dr. Caprio planned for a successful transition to WNE's "New Century." Dr. Johnson is now leading the WNE community to embrace the vision of a 21st Century *New Traditional University* guided by our Strategic Directions. President Johnson's transparency in communicating with multiple stakeholders, including his listening tour, monthly Town Halls, and the prioritization of shared governance in this process, has begun to resolve previous issues with respect to the level of trust between faculty and the administration. It is expected that continued growth in the relationship between faculty across academic units will benefit from the "One University" philosophy of the current administration. With the inauguration of a new vision and set of strategic directions, along with the program and administrative structural review to enact these priorities, it is expected that previously under-resourced areas will receive necessary support. Now that the new University leadership is fully in place, with the new Senior VP for Academic Affairs and Provost, and the unicameral faculty governance structure is implemented, the faculty will have an organization and configuration for even greater input into University processes and decision-making. Also, since WNE staff carry so much responsibility for the day-to-day operations of the University, for support of students and faculty, and for the health and safety of our community, development of a representative body such as a Staff Council would be timely. Not only would it support staff, but it would also provide a unifying statement across all constituencies.

***Governing Board***

The minutes of the Board of Trustees meetings demonstrate that the Board gives thorough consideration of major initiatives of the University. The Board additionally reviews and approves institutional policies and monitors the financial condition of the institution. This work includes approval of the annual budget, annual audited financial statements, investment policies, new academic programs, tenure recommendations, student life initiatives, facilities planning and construction, and advancement matters. For instance, the decisions and directives surrounding the construction of the University Commons in 2018 entailed continual planning, reviewing, and voting on the financial and technical elements of the project. Attention has most recently been placed on risk management. In 2019, the University began an enterprise risk management initiative with Baker Tilley, an accounting and consulting firm. This evaluative work and feedback are ongoing. A prime example of the engagement and leadership of the WNE Board of Trustees is the key role that they played in the presidential succession planning and search process. Board Chair Kenneth Rickson's e-mail communications to the broader community outlined the search process, introduced President Johnson, and conveyed appreciation to the faculty, staff, and administration for Top Accomplishments for the 2020-21 fiscal year.

Additionally, the Board is acutely aware of enrollment trends, challenges, and opportunities. The VP for Enrollment Management gives an enrollment update at each full meeting of the Board of Trustees, providing also the context of the current higher education marketplace.

The Board's effectiveness was measured in 2016 using a self-assessment survey developed by the previous Director of the Office of Institutional Research and Planning. Thirty-three (91.7%) Board members responded. The survey engaged participants on questions about membership, engagement, training, procedures, management, and policies. These results indicate a need for more diversity on the board and more representation from different sectors of society, including higher education. President Johnson has made it a high priority to seek candidates who will help make the Board more diverse and inclusive. Another result of the survey indicated that members felt that the delivery and accessibility of Board documentation and communication was inefficient. In response to these concerns, the Board adopted Boardpaq, a secure digital platform to store and share information and data.

In a current effort to continue to assess its own effectiveness, the Board of Trustees together with the University President selected the consulting firm WittKieffer to provide an external perspective and to help facilitate a Board self-assessment during a September 2021 retreat. The Board Retreat Agenda outlines a robust self-evaluation experience which included discussion of the evolving role of Boards, strategic priorities, key performance indicators, a gap analysis, and identification of key takeaways. As a result of this work and the fruitful discussion held during the retreat, the Board embraced the five themes under the Strategic Direction 2021-2025 framework – (1) student-centered experience, (2) laboratory for academic innovation, (3) innovation and transformation, (4) diversity, equity, and inclusiveness, and (5) culture of excellence – and endorsed the key performance indicators (KPI) in areas of financial strength, enrollment, and student success, including an Annual Score Card for the 2021-22 academic year that set forth a series of metrics with objective goals and an assessment of the institution's performance year-to-date.

The Board and administrators have demonstrated their willingness to attend to the needs and concerns of faculty, staff, and students. This requires notable effort and commitment in a large, decentralized organization such as WNE. An example of responsive and innovative programming that has resulted from the productive channels of communication established by the Board with members of the institutional community is the *Bear Necessities Market*, WNE's food pantry for students experiencing food insecurity. This initiative began with a study conducted by a student and faculty member in the Department of Social Work, which revealed that 19% of WNE students met the U.S.D.A criteria for food insecurity. Based on this research, the Office of Student Affairs submitted the findings of the report to the Board of Trustees and successfully sought support for the creation of the Market. Since opening in 2019, the *Bear Necessities Market* has been visited by as many as 105 students each semester. Further evidence of the ongoing development of this service is the fact that a Computing Sciences Professor, Heidi Ellis, is working with her students to create an open-source app that will serve as an ordering system for the program. Thus, the Bear Necessities Market is a program that incorporates many stakeholders and relies on productive channels of communication across campus.

***Internal Governance***

The transition from Western New England College to Western New England University was regarded as an affirmation of the current structure rather than an opportunity to review and consider the implications of such a shift on the effectiveness of the University as a whole. Other than changing the names of four academic units from School to College, there were no other adjustments in the units represented in the organizational chart. WNE has a decentralized academic and operational structure. As a result, authority, responsibility, and accountability are inequitably distributed, impacting efficiency, effectiveness, programming, and finances. Changes in reporting relationships intended to address the inauguration of new programs or services did not always include consideration of organizational structure, either in terms of program effectiveness or impact on other programs and services. For example, on the establishment of the College of Pharmacy offering the PharmD degree, no formal administrative structure and no additional resources were put in place to oversee the Pre-Pharmacy pathway in the College of Arts and Sciences. In other words, no structural reporting or liaison relationship was considered or established between the Physical and Biological Sciences faculty in the College of Arts and Sciences and the College of Pharmacy and Health Sciences, even though students who successfully complete the first two years of the Pre-Pharmacy program currently housed in A&S are granted entry into the College of Pharmacy's Doctoral program. This resulted in an undue burden on the Chairs and faculty in both Colleges.

The addition of the position of Registrar in 2018 has been enormously helpful to the institution. The Registrar handles student records, scheduling classes, maintaining curricular records, and enforces

academic rules as articulated by the faculty; the Registrar also works directly with the Provost in proposing policy that ensures that the institution and its academic programing are compliant with federal and state regulations and with accrediting bodies.

Upon his arrival at WNE, President Johnson initiated a full review of the organizational structure of the institution. The changes he has implemented have been consistent with a contemporary University structure, effectively moving us forward in our University status. For example, he changed the role of the Provost to that of the Senior Vice President and elevated the Director of Information Technology to the Chief Information Officer. Additionally, President Johnson's Management Council is a more inclusive leadership model than our previous model, with greater academic representation by the Deans and the added perspectives of the Chief Information Officer and the Chief Human Resources Officer. There is still work to be done in addressing institutional structure to support the University's needs, such as creating an Office of Sponsored Programs, strengthening the Office of Institutional Research, and elevating the status of the Office of Inclusive Excellence.

The Assessment of Academic Affairs as described in the report of the outside consultant noted significant problems with respect to the organization and resources that compromise the academic mission of the institution. For example, the move many years ago of the Office of First Year Students and Students in Transition out of Academic Affairs changed the continuity of academic decision making for our undergraduate population and placed these decisions regarding resources and programming in Enrollment Management instead. Another example is that WNE established an Advising Center in 2019. This was a timely idea, which was carefully researched and planned by a team of faculty and administrators with help from a Ruffalo Noel-Levitz consultant. However, the Advising Center was placed within the Student Affairs area and had no structural reporting or liaison with Academic Affairs. Dr. Mohammad Karim described this organizational structure as "misplaced." To address some of these concerns, the University began transitioning the Academic Success Center, the Advising Center, and the respective staff and budgets from Student Affairs to Academic Affairs during the Fall 2021 semester, with plans to finalize that transition by early 2022.

WNE provides for the appropriate participation of undergraduate students throughout the institution. However, we are lacking a similar level of organizational structure for our graduate students. A renewed focus needs to be placed on graduate student support across all disciplines.

We shall continue to improve communications between all units of the University and in particular between the faculty and the administration. The establishment of the unicameral governance structure should improve lines for collaboration and communication.

## Projection

The President and the Chair of the Board of Trustees will act to increase the diversity of the Board of Trustees and will communicate the results of their effort to the broader WNE community. This communication will start in the AY 2022-2023 and will continue on a regular basis.

The Board of Trustees will document its efforts to enhance its effectiveness though professional development, education, and self-assessment on a bi-annual basis starting in 2022-2023.

The VP of Student Affairs will support the development and implementation of a graduate student board or senate, to create a structure that enhances graduate student engagement and representation. This new graduate student board will be established within the next two years.

The University President, Board of Trustees Chair, and University Senate President will convene a task force that will develop a Principles of Shared Governance Statement that will be adopted by the administration, Board of Trustees, and faculty no later than the end of AY 2022-2023.

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

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

Fall 2021

| 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 |
|---|---|---|---|---|---|---|---|---|
| **Main Campus FT** | 0 | 2509 | 0 | 239 | 0 | 236 | 0 | 2,984 |
| **Main Campus PT** | 0 | 53 | 208 | 38 | 0 | 106 | 58 | 463 |
| **Other Principal Campus FT** | | | | | | | | 0 |
| **Other Principal Campus PT** | | | | | | | | 0 |
| **Branch campuses FT** | | | | | | | | 0 |
| **Branch campuses PT** | | | | | | | | 0 |
| **Other Locations FT** | | | | | | | | 0 |
| **Other Locations PT** | | | | | | | | 0 |
| **Overseas Locations FT** | | | | | | | | 0 |
| **Overseas Locations FT** | | | | | | | | 0 |
| **Distance education FT** | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| **Distance education PT** | 0 | 4 | 89 | 0 | 0 | 39 | 0 | 132 |
| **Correspondence FT** | | | | | | | | 0 |
| **Correspondence PT** | | | | | | | | 0 |
| **Low-Residency FT** | | | | | | | | 0 |
| **Low-Residency PT** | 0 | 0 | 28 | 0 | 0 | 0 | 0 | 28 |
| **Unduplicated Headcount Total** | 0 | 2,567 | 325 | 277 | 0 | 381 | 58 | 3,608 |
| **Total FTE** | 0.00 | 2,530.87 | 161.60 | 261.00 | 0.00 | 318.40 | 21.80 | 3,293.67 |
| **Enter FTE definition:** | | | | | | | | |
| **Degrees Awarded, Most Recent Year** | 0 | 613 | 187 | 89 | 0 | 73 | 5 | 967 |

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.

Please enter any explanatory notes in the box below

**NOTE: Unduplicated headcount does not count 11 certificate students.**

All Full-Time students are counted as 1 FTE
Part-Time Undergraduate based on Total Sum of Credits value divided by 15 credit hours.
Part-Time Graduate students based on Total Sum of Credits value divided by 9 credit hours.
Part-Time Law based on Total Sum of Credits value divided by 15 credit hours.
Part-Time Pharmacy based on Total Sum of Credits value divided by 15 credit hours.
Part-Time Occupational Therapy based on Total Sum of Credits value divided by 15 credit hours.

## Standard 4: The Academic Program
## (Summary - Non-degree seeking Enrollment and Awards)

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

Fall 2021

| Degree Level/ Location & Modality | Title IV-Eligible Certificates: Students Seeking Certificates | Non-Matriculated Students | Visiting Students | Total Non-degree-Seeking | Total degree-seeking (from previous page) | Grand total |
|---|---|---|---|---|---|---|
| **Main Campus FT** | 0 | 0 | 12 | 12 | 2,984 | 2,996 |
| **Main Campus PT** | 0 | 27 | 0 | 27 | 463 | 490 |
| **Other Principal Campus FT** | 0 | | | 0 | | 0 |
| **Other Principal Campus PT** | 0 | | | 0 | | 0 |
| **Branch campuses FT** | 0 | | | 0 | | 0 |
| **Branch campuses PT** | 0 | | | 0 | | 0 |
| **Other Locations FT** | 0 | | | 0 | | 0 |
| **Other Locations PT** | 0 | | | 0 | | 0 |
| **Overseas Locations FT** | 0 | | | 0 | | 0 |
| **Overseas Locations FT** | 0 | | | 0 | | 0 |
| **Distance education FT** | 0 | | | 0 | 1 | 1 |
| **Distance education PT** | 0 | | | 0 | 132 | 132 |
| **Correspondence FT** | 0 | | | 0 | | 0 |
| **Correspondence PT** | 0 | | | 0 | | 0 |
| **Low-Residency FT** | 0 | | | 0 | | 0 |
| **Low-Residency PT** | 0 | | | 0 | 28 | 28 |
| **Unduplicated Headcount Total** | 0 | 27 | 12 | 39 | 3,608 | 3,647 |
| **Total FTE** | 0.00 | 11.50 | 12.00 | 24 | 3,293.67 | 3,317.17 |
| **Enter FTE definition:** | | | | | | |
| **Certificates Awarded, Most Recent Year** | 12 | | | | | |

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.

Please enter any explanatory notes in the box below

**NOTE: Unduplicated headcount does not count 11 certificate students.**

All Full-Time students are counted as 1 FTE
Part-Time Undergraduate based on Total Sum of Credits value divided by 15 credit hours.
Part-Time Graduate students based on Total Sum of Credits value divided by 9 credit hours.
Part-Time Law based on Total Sum of Credits value divided by 15 credit hours.
Part-Time Pharmacy based on Total Sum of Credits value divided by 15 credit hours.
Part-Time Occupational Therapy based on Total Sum of Credits value divided by 15 credit hours.

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

| For Fall Term, as of Census Date | Number of credits* | 3 Years Prior (Fall 2018 ) | 2 Years Prior (Fall 2019 ) | 1 Year Prior (Fall 2020) | Current Year (Fall 2021) | Next Year Forward (goal) (Fall 2022 ) |
|---|---|---|---|---|---|---|
| **Certificate (add more rows as needed)** | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Total | | 0 | 0 | 0 | 0 | 0 |
| **Associate (add more rows as needed)** | | | | | | |
| Liberal Studies | 60 | 2 | - | - | 1 | 1 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Undeclared | | | | | | |
| Total | | 2 | 0 | 0 | 1 | 1 |
| **Baccalaureate (add more rows as needed)** | | | | | | |
| Accounting | 120 | 145 | 120 | 115 | 92 | 85 |
| Actuarial Science | 120 | 22 | 28 | 23 | 27 | 32 |
| American Studies | 120 | 1 | 2 | 2 | 1 | 1 |
| Arts & Entertainment Management | 120 | 15 | 12 | 5 | 4 | 3 |
| Biology | 120 | 50 | 40 | 42 | 42 | 42 |
| Biomedical Engineering | 127 | 109 | 107 | 109 | 103 | 97 |
| Business Analytics & Information Management | 120 | 71 | 65 | 56 | 61 | 66 |
| Chemistry | 120 | 18 | 19 | 20 | 18 | 16 |
| Civil Engineering | 127 | 95 | 81 | 73 | 81 | 90 |
| Communication | 120 | 49 | 47 | 43 | 37 | 32 |
| Computer Engineering | 129 | 45 | 49 | 42 | 45 | 48 |
| Computer Science | 120 | 83 | 75 | 90 | 97 | 105 |
| Construction Management | 124 | - | - | - | 25 | 32 |
| Creative Writing | 120 | 26 | 22 | 18 | 23 | 23 |
| Criminal Justice | 120 | 200 | 185 | 187 | 209 | 234 |
| Economics | 120 | 9 | 8 | 12 | 14 | 16 |
| Electrical Engineering | 129 | 78 | 78 | 58 | 56 | 58 |
| Elementary Education (sub-total) | | 32 | 35 | 25 | 24 | 23 |
| Elementary-English | 124 | 8 | 8 | 6 | 3 | 2 |
| Elementary-History | 120 | 2 | 2 | 1 | 3 | 4 |
| Elementary-Math Sci Teacher Prep | 123 | 1 | 1 | 2 | 2 | 2 |
| Elementary-Psychology | 123 | 18 | 23 | 16 | 16 | 16 |
| Elementary-Sociology | 126 | 3 | 1 | - | - | - |
| English | 120 | 13 | 11 | 8 | 11 | 15 |
| Entrepreneurship | 120 | 10 | 12 | 6 | 12 | 14 |
| Finance | 120 | 85 | 83 | 89 | 99 | 106 |
| Forensic Biology | 120 | 44 | 43 | 41 | 31 | 33 |
| Forensic Chemistry | 120 | 29 | 24 | 24 | 20 | 22 |
| General Business | 120 | 29 | 37 | 37 | 43 | 50 |
| Health Sciences | 120 | 105 | 101 | 91 | 100 | 110 |
| Health Studies | 120 | 3 | 23 | 38 | 36 | 40 |
| History | 120 | 12 | 16 | 13 | 16 | 20 |
| Human Resource Mgt. | 120 | - | - | - | 4 | 4 |
| Industrial Engineering | 127 | 45 | 37 | 22 | 18 | 20 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Information Technology | 120 | 33 | 29 | 22 | 27 | 33 |
| Integrated Liberal Studies | 120 | 6 | 3 | 4 | 2 | 1 |
| International Business | 120 | 11 | 10 | 13 | 6 | 3 |
| International Studies | 120 | 5 | 1 | 3 | 3 | 3 |
| Law & Society | 120 | 29 | 39 | 37 | 44 | 52 |
| Liberal Studies | 120 | 1 | 1 | - | 2 | 2 |
| Management & Leadership | 120 | 55 | 61 | 54 | 45 | 38 |
| Marketing | 120 | 54 | 70 | 57 | 57 | 57 |
| Marketing Communication/Advertising | 120 | 36 | 33 | 23 | 25 | 27 |
| Mathematical Sciences | 120 | 10 | 9 | 9 | 6 | 4 |
| Mechanical Engineering | 128 | 266 | 272 | 244 | 226 | 230 |
| Neuroscience | 120 | 31 | 25 | 31 | 28 | 25 |
| Online Bachelor of Business Administration | 120 | 22 | 12 | 7 | 5 | 4 |
| Pharmaceutical Business | 120 | 18 | 22 | 34 | 24 | 17 |
| Pharmacy Studies | 125 | 38 | 29 | 34 | | - |
| Philosophy | 120 | 3 | 2 | 2 | 2 | 2 |
| Political Science | 120 | 27 | 33 | 35 | 43 | 53 |
| Pre-Pharmacy | n/a | 84 | 85 | 64 | 44 | 42 |
| Psychology | 120 | 146 | 162 | 178 | 195 | 214 |
| Secondary Education (sub-total) | | 28 | 28 | 26 | 23 | 20 |
| Secondary Education-Biology | 124 | 3 | 6 | 5 | 3 | 2 |
| Secondary Education-English | 120 | 5 | 5 | 6 | 8 | 11 |
| Secondary Education-History | 123 | 11 | 8 | 7 | 6 | 5 |
| Secondary Education-Math Sci | 121 | 9 | 9 | 8 | 6 | 5 |
| Social Work | 120 | 23 | 27 | 27 | 29 | 18 |
| Sociology | 120 | 8 | 3 | 4 | 3 | 2 |
| Sport Management | 120 | 175 | 180 | 170 | 166 | 162 |
| | | | | | | |
| | | | | | | |
| Undeclared | n/a | 242 | 199 | 217 | 212 | 207 |
| | Total | 2,834 | 2,758 | 2,635 | 2,613 | 2,700 |
| | | 2,774 | 2,695 | 2,584 | 2,566 | 2,657 |
| Total Undergraduate | | 2,776 | 2,695 | 2,584 | 2,567 | 2,701 |

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Rows 79-83: Elementary and Secondary Education students must also complete a subject content major.

In 2018-19, 91% of all undergraduate degree programs reduced degree requirements by an average of 1.8 credits. In December of 2018, a faculty referendum eliminated a two-credit physical education requirement, and department chairs also reviewed programs with an eye to reducing credits.

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

? For Fall Term, as of Census Date

? 

| | Number of credits* | 3 Years Prior (Fall 2018 ) | 2 Years Prior (Fall 2019 ) | 1 Year Prior (Fall 2020) | Current Year (Fall 2021 ) | Next Year Forward (goal) (Fall 2022 ) |
|---|---|---|---|---|---|---|
| **Master's (add more rows as needed)** | | | | | | |
| ? MA in Communication | 30 | 9 | 6 | 6 | 5 | 4 |
| MA in English for Teachers | 30 | 9 | 10 | 10 | 11 | 12 |
| MA in Mathematics for Teachers | 30 | 14 | 9 | 15 | 10 | 7 |
| Master of Business Administration | 36 | 81 | 77 | 82 | 67 | 62 |
| Master of Education in Curriculum and Instruction | 30 | 7 | 7 | 5 | 1 | 0 |
| Master of Fine Arts in Creative Writing | 48 | 10 | 11 | 9 | 7 | 7 |
| MS in Accounting | 30 | 21 | 27 | 18 | 16 | 18 |
| MS in Applied Behavior Analysis | 37 | 119 | 120 | 121 | 96 | 96 |
| MS in Civil Engineering | 30 | 2 | 2 | 2 | 5 | 13 |
| MS in Construction Management | 30 | NA | NA | NA | 1 | 12 |
| MS in Elder Law and Estate Planning | 30 | 4 | 3 | 1 | 4 | 4 |
| MS in Electrical Engineering | 30 | 10 | 12 | 12 | 8 | 12 |
| MS in Engineering Management | 30 | 33 | 30 | 38 | 26 | 27 |
| MS in Industrial Engineering | 30 | 4 | 3 | 3 | 3 | 3 |
| MS in Law | 30 | 12 | 8 | 7 | 10 | 14 |
| MS in Mechanical Engineering | 30 | 21 | 19 | 19 | 22 | 25 |
| MS in Organizational Leadership | 30 | 13 | 18 | 17 | 11 | 7 |
| MS in Pharmaceutical Sciences | 45 | NA | NA | NA | 1 | 8 |
| MS in Pharmacogenomics | 41 | NA | NA | NA | NA | 8 |
| MS in Sport Leadership and Coaching | 30 | 6 | 25 | 20 | 21 | 18 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Total | | 375 | 387 | 385 | 325 | 357 |
| **Doctorate (add more rows as needed)** | | | | | | |
| ? PhD in Engineering Management | 57-87 | 8 | 10 | 14 | 14 | 14 |
| PhD in Behavior Analysis | 54 | 46 | 44 | 45 | 44 | 43 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Total | | 54 | 54 | 59 | 58 | 57 |
| **First Professional (add more rows as needed)** | | | | | | |
| ? Doctor of Occupational Therapy | 109 | 61 | 95 | 91 | 74 | 60 |
| Juris Doctor | 88 | 245 | 289 | 321 | 342 | 364 |
| Doctor of Pharmacy | 146 | 255 | 243 | 219 | 203 | 200 |
| | | | | | | |
| Total | | 561 | 627 | 631 | 619 | 624 |
| **Other; specify (add more rows as needed)** | | | | | | |
| ? LLM in Elder Law and Estate Planning | 24 | 23 | 26 | 34 | 39 | 22 |
| | | | | | | |
| Leadership Certificate | | | | 3 | 4 | 5 |
| Sport Leadership Certificate | | | | 9 | 7 | 5 |
| | | | | | | |
| Total | | 23 | 26 | 46 | 50 | 32 |
| Total Graduate | | 1,013 | 1,094 | 1,121 | 1,052 | 1,070 |

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

Row 46: Pharmacy graduates need 146 credits. Pharmacy students graduating in 2024 and beyond will require 145 credits.

## Standard 4: The Academic Program
## (Credit Hours Generated and Information Literacy)

### Credit Hours Generated By Department or Comparable Academic Unit

| | 3 Years Prior (2017-18) | 2 Years Prior (2018-19) | 1 Year Prior ( 2019-20) | Current Year ( 2020-21) | Next Year Forward (goal) (2021-22) |
|---|---|---|---|---|---|
| **Undergraduate (add more rows as needed)** | | | | | |
| Accounting and Finance | 3,770 | 3,918 | 3,885 | 4,276 | 4,706 |
| Arts and Humanities | 5,146 | 5,401 | 4,824 | 5,199 | 5,603 |
| Arts & Sciences General | 990 | 1,277 | 1,288 | 1,330 | 1,373 |
| Biomedical Engineering | 1,060 | 1,159 | 1,199 | 1,198 | 1,197 |
| Business General | 2,391 | 2,493 | 2,273 | 2,423 | 2,583 |
| Business Information Systems | 3,292 | 3,317 | 3,147 | 3,393 | 3,658 |
| Civil & Environmental Engineering | 1,421 | 1,223 | 1,116 | 1,184 | 1,256 |
| Communication | 2,507 | 2,321 | 1,446 | 1,526 | 1,535 |
| Computer Science & Information Technology | 2,249 | 2,179 | 2,115 | 2,123 | 2,131 |
| Criminal Justice & Sociology | 4,455 | 4,162 | 4,119 | 4,412 | 4,726 |
| Economics | 2,479 | 2,590 | 2,439 | 2,640 | 2,858 |
| Education | 336 | 479 | 321 | 308 | 296 |
| Electrical & Computer Engineering | 2,547 | 2,477 | 1,944 | 2,290 | 2,698 |
| Engineering General | 1,921 | 1,611 | 1,600 | 1,627 | 1,654 |
| English | 6,183 | 6,223 | 6,110 | 6,217 | 6,326 |
| History & Political Science | 3,818 | 3,243 | 3,514 | 3,691 | 3,877 |
| Industrial Engineering & Engineering Management | 1,532 | 1,499 | 957 | 1,106 | 1,278 |
| Management | 1,823 | 1,814 | 1,260 | 1,362 | 1,472 |
| Marketing | 1,521 | 1,772 | 1,590 | 1,737 | 1,898 |
| Mathematical Sciences | 7,017 | 6,785 | 6,551 | 6,763 | 6,982 |
| Mechanical Engineering | 4,062 | 4,097 | 3,453 | 3,771 | 4,002 |
| Neuroscience | 404 | 550 | 664 | 712 | 763 |
| College of Pharmacy & Health Sciences | | | | 49 | 120 |
| Physical & Biological Sciences | 10,324 | 9,986 | 9,758 | 9,834 | 9,911 |
| Psychology | 4,771 | 4,903 | 4,805 | 5,135 | 5,488 |
| Reserve Officer Training Corps | 186 | 226 | 69 | 81 | 95 |
| Social Work | 435 | 568 | 481 | 481 | 400 |
| Sport Management & Business Law | 1,515 | 1,636 | 1,260 | 1,317 | 1,377 |
| University General | 468 | 98 | 132 | 9 | 9 |
| | | | | | |
| | | | | | |
| | | | | | |
| Total | 78,623 | 78,007 | 72,320 | 76,194 | 80,272 |
| **Graduate (add more rows as needed)** | | | | | |
| Accounting and Finance | 675 | 756 | 351 | 588 | 600 |
| Business General | 501 | 309 | 192 | 237 | 293 |
| Business Information Systems | 123 | 255 | 126 | 258 | 375 |
| Civil & Environmental Engineering | 48 | 30 | 48 | 15 | 30 |
| Communication | 156 | 108 | 39 | 90 | 35 |
| Education | 174 | 183 | 48 | 105 | 105 |
| Electrical & Computer Engineering | 210 | 381 | 117 | 117 | 117 |
| English | 438 | 468 | 153 | 318 | 300 |
| Industrial Engineering & Engineering Management | 720 | 753 | 492 | 829 | 875 |

| | | | | | |
|---|---|---|---|---|---|
| Law | 7246 | 8254 | 8828 | 9239 | 9669 |
| Management | 780 | 891 | 618 | 897 | 890 |
| Marketing | 66 | 126 | 72 | 135 | 135 |
| Mathematical Sciences | 141 | 78 | 81 | 132 | 156 |
| Mechanical Engineering | 258 | 186 | 246 | 201 | 220 |
| Occupational Therapy | 2,129 | 3,008 | 2,354 | 3,250 | 3,000 |
| Pharmaceutical & Administrative Sciences | 3,541 | 3,333 | 2,918 | 2,999 | 3,082 |
| Pharmacy Practice | 5,596 | 5,140 | 4,310 | 4,905 | 5,000 |
| Psychology | 1,808 | 1,667 | 1,022 | 1,796 | 1,850 |
| Sport Management & Business Law | 175 | 405 | 165 | 288 | 250 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Total | 24,785 | 26,331 | 22,180 | 26,399 | 26,982 |

## Information Literacy Sessions

| | | | | | |
|---|---|---|---|---|---|
| Main campus/D'Amour Library | | | | | |
| Sessions embedded in a class | 240 | 213 | 208 | 143 | 150 |
| Free-standing sessions | 36 | 34 | 23 | 3 | 10 |
| Online sessions | 2 | 2 | 32 | 138 | 20 |
| Law Library | | | | | |
| Sessions embedded in a class | 10 | 14 | 25 | 22 | 20 |
| Free-standing sessions | 15 | 13 | 20 | 5 | 8 |
| Online sessions | 0 | 0 | 1 | 18 | 8 |

**URL of Information Literacy Reports:** https://wne.libguides.com/infolit/annualreports

Law Library Information Literacy

Please enter any explanatory notes in the box below

Rows 70-80: Online sessions are also included in the totals for embedded and free-standing information literacy sessions. The URL for the Law Library's information literacy data leads to a document filed in the NECHE e-workroom: this document contains relevant information excerpted from the School of Law's AY 2020-2021 annual report (Standard 7>Law Library and Information Resources).

# Standard Four: The Academic Program

## Description

In keeping with its Mission and Core Values, Western New England is a comprehensive institution offering varied and dynamic academic programs, from undergraduate programs across all four Colleges to graduate programs across the four Colleges and the School of Law. The University's relatively small student body and innovative, dedicated faculty help the institution live its value of student-centered learning, with small classes and an individualized approach to academic experiences grounded in a balance of liberal and professional studies, resulting in a comprehensive education that will allow each student to be successful throughout their entire lifetime.

Requirements for each major and the relevant program objectives are published in the University Catalogue and on our website. The program objectives provide the learning goals including knowledge acquisition, intellectual and academic skills, and methods of inquiry that each student in a program is expected to acquire. Programs are designed to have appropriate breadth and depth and sequencing of progressive courses.

The Office of the Provost ensures that all programs at Western New England University meet the quality standards of the institution and that there is reasonable consistency in quality among the many programs. That being said, each College and School designs and manages its own curricula and maintains its own curriculum committee(s) at both the undergraduate and graduate levels, with committee chairs and members drawn from its fulltime faculty. Academic administrators (Assistant/Associate Deans) may serve as voting or ex-officio non-voting members at the discretion of the academic unit. These committees receive and/or develop proposals for new courses and curriculum changes, in order to make recommendations to the faculty. Faculty in the relevant academic unit vote on approving individual courses and must also endorse the inauguration of new educational programs.

***Assuring Academic Quality***

A primary way that Western New England University assures academic quality for its professional programs is through meeting the high expectations of discipline-specific external accrediting agencies. To this end, the University continues to have all business degrees accredited by AACSB, all undergraduate engineering degrees accredited by ABET with the exception of the new BS in Construction Management degree, the JD degree accredited by the ABA & AALS, the Bachelor's degree in Social Work accredited by CSWE, and the undergraduate education degrees accredited by the Massachusetts Department of Elementary and Secondary Education. Since the 2012 Self-Study, the University also successfully received accreditation for the Doctor of Pharmacy Program through ACPE and the Doctor of Occupational Therapy program through ACOTE. The WNE accreditation cycle for each program is outlined in a summary table in the electronic workroom.

Additionally, Western New England University has a regular program review process for all academic programs that are not accredited by an external accrediting agency. The process is coordinated through the Provost's Office and is on a six-year cycle. However, due to the COVID-19 pandemic, several programs received extensions for a year or two. The program review process expectations and cycle details are communicated directly to the Deans and department chairs and are also available on the Program Review webpage. Each program review is considered a two-year process. In the first year, the entire department prepares a self-study using the appropriate institutional guideline, either undergraduate or graduate, as an outline. The components of academic program self-studies include program goals and

objectives, description of the curriculum and any curricular changes, summary of program assessments, discussion of program viability, summary of faculty credentials and workloads, measures of student success, and an overall summary of the strengths of the program, as well as areas that need improvement. During the second year, an external reviewer does a site visit (usually in person, but virtual site visits were allowed during the COVID-19 pandemic) and prepares a report. Additionally, the department writes a response to the external review. All three documents are compiled and submitted to the Provost, who responds with feedback to the department by the end of academic year in year two of the process. The Provost uses this as a chance to discuss continuous improvement, program viability, and ways to reimagine programs that have weak or declining enrollment.

When Western New England University eliminates an academic program, the institution generally makes arrangements to "sunset" such a program. In this way, no new students are accepted into the program, but currently enrolled students may complete their education with little to no disruption. Examples of programs currently sunsetting at WNE are the Bachelor of Business Administration, BSBA in Arts & Entertainment Management, the BSBA in International Business, the BA in Philosophy, the BA in Sociology, the Masters in Curriculum and Instruction, the Masters in Communication with a concentration in Public Relations, the MS in Law, and the MS in Elder Law and Estate Planning.

The only program that WNE is considering a teach-out plan for is the Bachelor in Social Work degree. Our administration is currently working to identify an institution that can ensure that our Social Work students are treated equitably and provide them with the opportunity to successfully complete their degree program.

***Undergraduate Degree Programs and General Education***

Western New England has four Colleges issuing undergraduate degrees: the College of Arts & Sciences, the College of Business, the College of Engineering, and the College of Pharmacy and Health Sciences. All undergraduate degree programs require students to complete between 120 and 129 credit hours; each program can be completed within four years. In these credit hours, undergraduates are required to complete General University Requirement (GUR) coursework in six Foundations – computer competence, critical thinking, information literacy, mathematical analysis, oral communication, and written communication – and in six Perspectives of Understanding – aesthetics, ethics, global cultures, history, natural science, and social/behavioral science. Additionally, students must fulfill the requirements for their major(s) and, if they choose to complete one, their minor(s). The GUR learning outcomes and corresponding rubrics are reviewed and revised on a regular basis. In practice, the GURs are principally the responsibility of the faculty of the College of Arts & Sciences, who develop and provide nearly all course content and instruction that comprise them. GUR course proposals and significant revisions to GUR courses are reviewed by the Undergraduate Program Committee of the University Faculty Senate.

The University offers 50 majors and 30 minors at the undergraduate level. Additionally, students have the opportunity to take a concentration within many disciplines. The major and concentration allow the student to build on knowledge throughout their course of study within a specific discipline or interdisciplinary area. Each major or concentration has a clear set of learning objectives as stated in the Catalogue and/or on the website. For professional disciplines, the relationship between the curriculum and professional skills and practice are made known. The University encourages degree programs to optimize the number of unrestricted elective credits within the degree to further advance the breadth of study.

Undergraduate students demonstrate collegiate-level English language, information literacy and critical thinking skills by completing English Composition I & II as required by the General University

Requirements (GURs). All of the GUR Foundations are assessed at the first-year level through the General Education assessment process and at the graduating senior level through departmental program assessment.

***Graduate Degree Programs***

Western New England has four Colleges and one School issuing graduate degrees and certificates: the College of Arts & Sciences, the College of Business, the College of Engineering, the College of Pharmacy and Health Sciences; and the School of Law. There are 25 distinct graduate programs and 11 certificates. Each College or School determines the parameters for the degrees and certificates it offers, in compliance with the NECHE Standards and often also in conjunction with discipline-specific accrediting bodies or professional standards. While many degree programs are contained within one educational division at the University, some dual degrees are the product of collaborations across Colleges and/or Schools. All graduate programs are overseen by a Dean and, in many cases, a program director who reports to the Dean of the College or the School of Law. The University offers the following graduate degrees: PhD, OTD, PharmD, JD, LLM, MA, MBA, MEd, MFA, and MS.

The intent of the PhD programs and research-based masters programs is to explore and establish new knowledge, whereas the degrees in the Law, Pharmacy and Occupational Therapy are designed and afford opportunities to study and establish a conceptual mastery of the individual discipline, while allowing students to undertake professional practice for preparation to enter professional occupations.

The degree objectives and outcomes, requirements and curriculum for all graduate degrees are given in the Catalogue and/or on individual program webpages. Descriptions of graduate programs include program outcomes, areas of emphasis, curriculum and structure, learning objectives, statements of program requirements, certification and licensure where applicable, as well as a list of faculty and facilities dedicated to the program. Program rigor and academic expectations are articulated and exceed those of related undergraduate programs. In many of these programs, evidence of student success is documented through successful professional accreditation. Where professional accreditation is not undertaken, the graduate degree program is assessed via the University Program Review process which evaluates programs on a 6-year review cycle. The evaluation of the graduate program is examined in the context of its relationship to related undergraduate degree programs from which the students matriculate. The intent is to examine the breadth of understanding and knowledge building and address any limitations/shortcomings as they become exposed.

Resources for all graduate programs are sufficient to provide for graduate study, training/education, and scholarship beyond that of the undergraduate program in related disciplines. Graduate and undergraduate programs in closely related fields share administrative support and facilities that include classroom and laboratory space.

Graduate program faculty members are considered experts in their fields. Faculty maintain a level of scholarship and professional contribution that is nationally and frequently internationally recognized. Expectations for faculty scholarship and professional contributions are described in the Faculty Handbooks in passages related to Tenure and Promotion.

The University oversees a Graduate Admissions process that ensures that admitted students are prepared for advanced study. Students applying for graduate study must submit undergraduate transcripts and academic history, letters of recommendation, applicable test scores (GMAT, GRE, LSAT, etc.), and outline a program plan.

Students who successfully complete the graduate program demonstrate their readiness for entry into careers, professional service, and lives of distinction through completion of graduate theses, as in the case of research-based disciplines (PhD and Masters), or in licensure passage in professional disciplines (PharmD, OTD, and JD).

***Transfer Credit***

The policies for awarding transfer credit are designed to ensure that a degree from WNE represents substantial coursework from the University. WNE accepts up to 70 credit hours from two-year and 90 credit hours from accredited four-year institutions at the undergraduate level. Credit is allowed for each course that is equivalent to a corresponding course at WNE provided the grade earned is a C- or above. WNE requires that all undergraduate students complete a minimum of 30 credit hours of study at WNE. Courses are transferred for *credit only* and grades are not calculated into the WNE grade point average (GPA).They appear with a "TR" grade on the transcript. WNE's transfer credit policy is published in the catalogue. The Associate Registrar oversees awarding of undergraduate transfer credit. This is undertaken in consultation with the Director of Transfer Admissions and with Assistant/Associate Deans and Chairs as needed in each of the Colleges.

WNE awards up to 30 credit hours for AP credit for minimum scores of 3 and 4 as a function of subject area. WNE allows for up to 12 credit hours for a limited number of subject examinations made available through the College Level Examination Program (CLEP). WNE also offers credit for nontraditional educational experiences in industry, government, and not-for-profit experiences, to name a few. Decisions to award transfer credit are based primarily upon guidelines published by the American Council on Education or by the Board of Regents of the State of New York. No Credit toward the degree is awarded for pre-collegiate level study or experiences or remedial work designed to prepare students for university study.

WNE keeps a database of previously awarded transfer credit. The database is not publicly available for students to access; however, every transfer student accepted to WNE receives a credit evaluation that documents how transfer credit is awarded and applied to the student's degree in the application. Courses are added to the transfer credit database after syllabi detailing course content and all relevant information are favorably reviewed by the department chair.

WNE has partnered with institutions from whom we have a significant pattern of credit transfer. These include articulations for our pre-health programs and articulations with institutions that participate in the accelerated 3+3 BS/Law program. The transfer credit equivalencies are typically reviewed on an annual basis to be sure there have been no significant course or curriculum changes by either partner institution. Substantive changes in the courses or curriculum of either institution requires a more thorough process of review. Revisions must be mutually agreed upon. The list of current transfer articulation agreements are available on the WNE website.

At the Graduate Level, WNE MS and PhD programs require students to take at least 24 credit hours at WNE allowing up to 6 credit hours to be transferred. Up to 12 credit hours at the 600-level of transfer credit may be applied in graduate programs that require 36 or more hours.

WNE's professional programs strictly limit transfer credit to preserve the integrity of the degrees awarded. In the School of Law, the Associate Dean for Academic Affairs determines whether a course may be transferred for credit. As outlined in the Law School Student Handbook, the maximum accepted transfer credit hours are 32 when transferred from an ABA-accredited law school and 29 from a non-accredited

law school. The total credit hours required for JD students is 88 credit hours. All transfer grades are reported as Pass and do not count in the GPA.

As stated in the COPHS Student Handbook, prior to matriculation in the College of Pharmacy and Health Sciences, a student may request transfer of credits for courses taken at regionally accredited institutions. Transfer credit is typically not given for elective credits unless the course work is evaluated for its alignment with the course objectives for a course within the professional curriculum. The Assistant/Associate Deans for Academic Affairs in Pharmacy and Occupational Therapy consult with the faculty using syllabi, course descriptions and formal transcripts to evaluate suitability of a course for specific transfer credit. To be eligible for credit transfer, a minimum final grade of C is required for pharmacy and a minimum final grade of B- is required for occupational therapy. Upon matriculation into the Doctor of Pharmacy Program, courses taken outside the College of Pharmacy and Health Sciences, other than elective offerings, will not be accepted for transfer credit.

***Integrity in the Award of Academic Credit***

The University is responsible for the design, content, and delivery of courses for which academic credit or degrees are awarded. The awarding of academic credit is monitored and evaluated at several levels that start at the departmental level in the design of the curriculum that is reflected in individual course syllabi. Faculty for all courses provide an academic syllabus that includes the course description, course learning outcomes/objectives, professional competencies where applicable, course topics and assignments, teaching procedures, basis for grading, procedure and criteria for evaluating student performance, and a tentative schedule of assignments and tests. Every academic program/major at the University is overseen by a Chairperson/Director and Dean who have the administrative oversight and authority to monitor the curriculum and student outcomes on a regular basis.

The Deans and Provost ensure that the delivery of the academic program allows for the majority of our students to obtain their degrees within six years. The Provost and Deans ensure that a well-prepared faculty is in place to deliver the programs/degrees offered. Faculty are annually evaluated by their Chair, Dean and Peer Review Committees for their effectiveness in teaching. These evaluations in turn are reviewed by the Provost.

The University Registrar follows all Commission standards and policies in the awarding of credit and in producing official transcripts. The Registrar also ensures that all students earning degrees comply with University policies, procedures and requirements for the degree. All graduation requirements are published in the Catalogue, on the website, and are easily reviewed by students and advisors through our Advising window in Colleague Self-Service. The Registrar's Office ensures that all students meet graduation requirements prior to the awarding of the degree.

WNE degree programs follow naming and classification practices (CIP codes) common to institutions of higher education. Baccalaureate and master's degree programs at WNE meet minimum credit hour requirements of 120 credit hours for bachelor's degrees and 30 credit hours for master's degrees. WNE bachelor's degrees consists of 120 credit hours with 16 exceptions. Five BA/BS degree programs in Elementary and Secondary Education require between 121 and 124 credits; the BS in Construction Management requires 124 credits, and 10 BSE degree programs in Biomedical, Civil, Computer, Electrical, Industrial, and Mechanical Engineering require between 127 and 129 credits. The increased hours for these exceptions are to ensure students have sufficient preparation to meet or exceed industry employment standards upon graduation. The curriculum process ensures that restraint is exercised when degrees require additional credits beyond the minimum. In 2016, only one degree program (BBA) had a total credit hour of 120. At this writing, 74% of all bachelor's degrees require the minimum of 120 credit

hours. In 2018, we had nine programs at or above 130 credits and today we have none. Engineering remains our highest credit demanding discipline at 129 credit hours.

Western New England adheres to national standards for academic integrity and the awarding of academic credit. The University awards credit consistent with generally accepted guidelines throughout higher education and in accordance with regional accreditation standards based on federal regulations and does not award credit for pre-collegiate-level or remedial work designed to prepare students for collegiate study. One academic credit is equal to approximately three hours of student learning time per week and corresponds to 45 hours of work, inside and outside of class, over the semester. For a typical three credit course, each week three hours are earned for classroom instruction (typically three 50-minute sessions, or two 75-minute sessions, or—in the case of some evening courses—one 160-minute session) and six hours earned for individual study done outside of class. Definitions related to the Credit Hours System are in the Catalogue.

The University plans, reviews, and approves the content of courses and programs primarily through departmental and college/school curriculum committees, program committees of the Faculty Senate and final approval granted by the Provost. All degree and certificate programs have requirements included in the Catalogue. Courses are offered on a regular schedule, and class schedules are published prior to the priority registration period each semester. Policies regarding academic honesty are published in the Student Handbook. Policies regarding the award of special types of credit (including AP) are published by the Admissions Office. Placement policies and prerequisites are designed to prevent students from enrolling in courses for which they lack appropriate preparation. Policies for continuation in, dismissal from, or readmission to academic programs are published in student handbooks and the Catalogue. Policies are developed by faculty and approved by the Faculty Senate. Assistant/Associate Deans within the Colleges administer these policies and monitor their effectiveness.

Content and academic integrity of academic programs originate with the faculty experts. All academic programs have multiple levels of oversight from faculty, department chairs, Deans, and the Provost. The curricular process ensures that the institution, through its faculty, department chairs, Deans, and Provost, maintains authority of the academic curriculum, course content, and delivery. Faculty have authority for the awarding of credit for students in their classes. The basis for that credit is defined in course syllabi.

Requirements for academic progress are in the Catalogue; professional program information is contained in their student handbooks. Graduation requirements for and components of all degrees are clearly described in the Catalogue and discussed with students in meetings with their major faculty and academic advisors. Academic policies in the Catalogue also include a statement of values and expectations for academic honesty and the processes of academic grievances.

The primary way that WNE ensures that online courses, study abroad coursework, and summer and winter session courses maintain the same academic standards and are consistent with the educational objectives of the University is through our ongoing assessment practices, both institutionally and at the department level. We assess all students, all locations, and all modalities to ensure that students are meeting the stated learning goals. More information about WNE's intentional planning for distance education can be found in Standard Two.

Online courses and programs are designed to give students ample opportunity to interact with faculty in various ways, from videos to discussion chats to Zoom meetings etc. The Department of Educational Technology and Training (ETT) within OIT is dedicated to faculty learning and incorporating new technologies into their pedagogy. OIT continually develops and sustains a cogent set of technology

services, an infrastructure, and an organization of professional staff resources and expertise that are available to address operational needs as well as focused efforts on significant skills necessary for remote education.

The University has invested in Zoom unified communications for online classes, advising, web conferencing, telephony, etc.; Examsoft and Respondus software for virtual test and monitoring solutions used by our programs; Microsoft 365 for secure document storage, collaboration, and file sharing; and enhanced Virtual Private Network capabilities in support of faculty and staff working remotely. WNE provides each student with a unique login ID and password, and also requires multi-factor authentication to provide enhanced security and protect student privacy. These various measures are in place to ensure that the student who registers for an online course or program is the same student who authenticates and participates in the program and receives the academic credit.

Certificates in the Colleges of Engineering and Business are monitored by their respective Deans for coherence, consistency with degrees offered within the Colleges, and level of academic quality.

## Appraisal

Historically, Western New England University has been an institution that focuses on students' careers, and we have put the resources in place, both in our curriculum and in the co-curricular areas. As evidence of this, WNE has been ranked #5 in the Nation and #1 in Massachusetts among higher education institutions preparing students for the job market by *Zippia,* a career-focused organization which analyzed ten years' worth of federal employment data after students graduate.

Building on this strength, the Future of Work has become a focus of our recent visioning efforts. As educators, the question we have been asking ourselves is "How do you prepare students for careers that we haven't imagined yet?" In light of this, we recognize that career education is ever evolving and we need to reimagine specific career preparation practices which fold into the curriculum in meaningful ways.

***Assuring Academic Quality***

Both undergraduate and graduate degree programs in the College of Business (COB) are assessed and accredited by the Association to Advance Collegiate Schools of Business (AACSB). The 2019 site visit team identified several issues and recommended a Continuous Improvement Review 2 (CIR2) of the degree programs. The main issues (faculty staffing, faculty designation, and curricula management and Assurance of Learning) were all satisfactorily addressed in the College of Business' CIR2 report, and the peer review team stated that the efforts by the College during the CIR2 period yielded results that surpass the CIR2 team expectations for the period. Accordingly, the AACSB accreditation letter in May 2020 recommended extension of accreditation for WNE's College of Business degree programs until 2024.

A team from the Accreditation Board for Engineering and Technology (ABET) came to WNE for an accreditation site visit for our undergraduate degree programs in the College of Engineering (COE) in November of 2017. In August 2018, the ABET Commission provided the ABET accreditation letter that granted accreditation for our two new programs (Civil Engineering and Computer Engineering) and reaccreditation for our other four undergraduate programs (Biomedical, Electrical, Industrial, and Mechanical Engineering) until 2024.

In April 2021, the WNE Doctor of Pharmacy program underwent its accreditation process with a site visit from the Accreditation Council for Pharmacy Education (ACPE). The June 2021 ACPE accreditation letter continued our accreditation status for eight years until 2029.

In November 2019, the WNE's Doctor of Occupational Therapy program underwent its first full on-site evaluation from the Accreditation Council for Occupational Therapy Education (ACOTE). The Report of the Accreditation Council Summary recognized the administration for "the comprehensive support of the doctoral program"; the program director for "ambitious leadership in the design and implementation of a curriculum that is progressive and integrates themes that are well articulated throughout the program"; the faculty for being "approachable and committed to student success"; and the students for being "enthusiastic representatives of the program who are recognized by fieldwork educators for being professionally confident and well prepared." The report also stated that, "All Standards were found to be compliant based on the review of materials submitted by the program and the findings of the on-site team." The December 2019 ACOTE accreditation letter granted our OTD program accreditation status for seven years until 2026, the maximum time that a new program can receive from ACOTE.

The Juris Doctorate program in the School of Law is accredited by the American Bar Association (ABA). The ABA accreditation site visit occurred virtually in October of 2020, with a follow-up "in person" visit by the ABA in September of 2021. The May 2021 ABA letter affirmed that the WNE School of Law continues to be fully accredited by the ABA; however, the Council identified areas in which compliance with the standards seemed likely and other areas in which additional information was needed to assess compliance. Subsequently, the Law School provided the additional information requested.

During the "in person" ABA visit, the site visit team primarily reviewed the School of Law's facilities, sufficiency of space and resources, ability to provide reasonable accommodations for people with disabilities, and quality of faculty instruction. The October 2021 ABA letter confirmed that the "Law School has suitable and sufficient space to meet the needs of all Law School courses, programs, services, study, and research." With regards to the quality of instruction, the letter favorably summarizes, "In all of the courses reviewed during the visit, the site team noted that the instructors were clearly prepared and highly skilled. Moreover, the team noted that the students were actively participating and engaged and that the classes were intellectually stimulating. The faculty effectively used varying methods of instruction. The overall impressions of these classes reviewed ranged from highly effective to excellent."

In the December 2021 ABA letter, the ABA Council on Legal Education issued a non-compliance regarding the two-year bar pass rate (referred to as the "ultimate bar pass rate" by the ABA) for the class of 2018. Under Standard 316 of the ABA Standards governing accredited law schools, the ultimate bar pass rate for each graduating class must be 75% or higher, and the class of 2018 fell short of that standard. The non-compliance notice requires that the School of Law report on its progress in complying with Standard 316 for classes after 2018 on February 1, 2022. The two-year bar passage rates for the School of Law have been increasing steadily year over year since 2018; the class of 2018 had an ultimate bar passage rate of 65%, the class of 2019 will have an ultimate bar passage rate of 74%, and the class of 2020 will likely have an ultimate bar passage rate of 77% or higher, as its current bar passage rate for the class of 2020 is 77%, with one administration of the bar exam remaining for consideration in the class of 2020's ultimate bar passage rate. As such, the School of Law anticipates being able to report to the ABA in February 2022 that it is once again compliant with Standard 316.

In the College of Arts and Sciences, the Elementary and Secondary Education degrees are accredited by the Massachusetts Department of Elementary and Secondary Education. However, in August of 2019, the Massachusetts Department of Elementary and Secondary Education (DESE) recommended for "Probationary Approval" for our educator preparation programs. The DESE Review Report stated that the findings must be addressed by their next visit, scheduled for Winter 2022. In response to DESE's Report, WNE's Department of Education identified concerns with the data used in the report, and

composed an improvement plan to address findings, which was accepted by DESE. Since the review, WNE's Department of Education provided further detail of our advising process, have implemented proposed changes to the degree where possible during COVID, and made additional changes offering more documentation to demonstrate implementation of state guidelines.

WNE's Bachelor of Social Work program is accredited by the Council on Social Work Education (CSWE) through 2022 according to the CSWE reaccreditation letter. However, WNE's Department of Social Work Chair requested a one-year extension, which was granted, and accreditation was extended by CSWE until 2023. Currently, however, we are developing a teach out plan for this program.

Formal program review for undergraduate and graduate degree programs that do not have external accreditation is undertaken every six years and overseen by the Office of the Provost. Program Review Guidelines and the schedule are available on the WNE Program Review webpage. Ideally, the results of our program review process are used for continuous improvement to our academic programs and to inform academic planning. Recently though, our program review process has not been as effective as it could be. There seem to have been several issues related to this. One issue is that adherence to the program review schedule has been inconsistent. Additionally, Academic Affairs lacked capacity to coordinate the program reviews and to follow up on expectations and deadlines, turnover occurred in key faculty positions, and the COVID-19 pandemic caused very real disruption to our programs and institutional processes. Consequently, the schedule was revised several times and some programs received extensions of up to two years. Adopting recommendations was challenging with very limited financial resources available at the institution over the past five years. Many recommendations stemming from program reviews involved personnel inputs that were considered too costly to implement. Thus, many of the improvements and program revisions that have occurred have been curricular in nature, as these improvements could be implemented at little to no additional cost to the institution.

Going forward, with the addition of an Associate Provost in the Provost's Office, there is already increased capacity in Academic Affairs to coordinate program reviews and establish clear academic policies. The Provost and Director of Assessment have also provided clearer communication of and documentation of expectations and deadlines to the Deans and department chairs. Additionally, since her arrival, Provost Maria Toyoda has repeatedly emphasized with faculty the importance of the regular program review process and the key role it will play in assessing the health and viability of our academic programs.

During academic year 2020-21, President Johnson indicated that he wanted a new comprehensive, data-informed program review to aid with the academic strategic planning process. This began in Fall 2020 with an abbreviated, but thorough program review in each College and the School of Law, led by the respective Deans. Then, in Spring 2021, the President tasked the Interim Provost and Faculty Senate President with overseeing a working group to review existing graduate and undergraduate programs, basically to begin a program portfolio analysis. The charge of this first Program Review Working Group (PRWG) was to determine leading and following indicators (using Academic Performance Solutions (APS) data and related key performance indicators with respect to their fiscal sustainability) for the second phase of the process. In addition to the Interim Provost and Faculty Senate President, the PRWG had as members the five academic Deans and five faculty members. The University Registrar and the Director of Assessment served as consultants to this group. In May of 2021, the PRWG Phase I Final Report was submitted to President Johnson, along with a list of potential metrics to be considered.

Originally, the second phase of this portfolio analysis process was to occur under the new Provost to consider the long-term viability of all academic programs, with programs identified as unsustainable, identified for realignment, or possibly elimination. However, once Dr. Toyoda arrived at WNE and had a

chance to assess our program portfolio, she suspended this particular path. Instead, as previously indicated, she re-asserted the importance of the regular six-year Program Review process and emphasized an aggressive process of starting new academic programs in areas of potential growth which will be strategically resourced and promoted as we build our 21st Century New Traditional University.

A new Academic Health Check was developed to aid our regular assessment endeavors and added to the Annual Departmental Assessment Report template by the Provost in 2020. The institution has implemented Academic Performance Solutions (APS) Analytics by EAB as an evaluative tool. The use of standardized academic metrics greatly improved our ability to assess the health of our academic programs. In 2021, the Provost met with each department chair after they submitted their annual Departmental Assessment Reports, to discuss the results and develop an action plan for each program.

The School of Law is also exploring the viability of dual degree programs with other colleges in the University, such as the potential of a dual JD/Pharm D degree opportunity in conjunction with the College of Pharmacy and Health Sciences.

***Transfer Credit and Integrity in the Award of Academic Credit***

WNE strives not to erect barriers to the acceptance of transfer credit that are unnecessary to protect its academic quality and integrity. A few departments have some transfer credit practices that should be examined more closely, though, to ensure they meet this standard. With regard to the awarding of academic credit, Western New England University maintains a high degree of integrity.

In 2016, the Provost in concert with the Registrar identified a significant hindrance to students' ability to graduate on time. This issue was that only 2% of our undergraduate programs at that time required just the minimum 120 credits to graduate, and 98% required 122 credits or more. Based on a broad effort by the faculty to review their programs, revisions to the General University Requirements, and efforts to streamline the majors and the GURs, WNE now demonstrates significantly more restraint in requiring credits above 120 for undergraduate degrees. Currently, 74% of all undergraduate programs require just 120 credits for graduation. Now, no undergraduate program requires over 129 credits, in contrast to the 132 credits upper bound that existed before.

Descriptions of programs, suggested course sequences, and course descriptions of required and elective courses are available in the Catalogue and are offered with sufficient availability to provide students with the opportunity to graduate within the published program length. This is demonstrated by the fact that the difference between WNE's 4-year and 6-year graduation rates is half the national average for private nonprofit institutions. The spread between 4-year and 6-year graduation rates for those graduating from nonprofit institutions was 11.9% nationally compared to 6% for WNE based on the fall 2012 entering cohort of first-time, full-time bachelor's degree seeking students at 4-year postsecondary institutions. (Sources include the National Center for Education Statistics 2020 Tables and Figures and College Navigator).

## Projection

The Provost will work with the Deans, University Faculty Senate, and faculty members to create synergies across all academic units and encourage interdisciplinarity. This will include launching or reimagining 7-10 academic programs by the end of the 2021-2022 academic year.

By 2024, as a result of the Provost's renewed emphasis on the annual Program Review process, those programs that require technological resources and staffing (particularly programs in the STEM fields that

are earmarked for growth) will be allocated sufficient funding to assure academic quality. Any program that is newly launched or reimagined will be resourced in such a way that it can be successful, employing a pro forma planning tool to assist in decision making.

By the end of the 2021-2022 academic year, the Provost, working with the Deans, faculty, and appropriate committees and offices, will create a clear and transparent review and approval process for new academic programs, degrees, certificates, etc., with consistent mechanisms for communicating relevant information to appropriate divisions/offices and to the campus broadly.

In the 2021-2022 academic year, the Associate Provost, working with the Deans and appropriate committees of University Faculty Senate, will begin mapping curricular and co-curricular elements to career competencies and institutionally prioritized learning goals. Then, in 2022-2023, we will focus on integrating career education explicitly into the undergraduate core curriculum.

The Head of Information Literacy & Instruction Services will work with the Associate Provost for Academic Affairs to expand a scaffolded model of Information Literacy instruction that is incorporated within majors and programs in all Colleges by the end of academic year 2023-24.

By the end of the 2022-2023 academic year, the Provost, Registrar, Deans, and department chairs, shall review WNE's transfer credit policy to ensure that the institution is not erecting unnecessary barriers to the acceptance of transfer credit.

## Standard 5: Students

## (Admissions, Fall Term)

**Complete this form for each distinct student body identified by the institution (see Standard 5.1)**

?

Credit Seeking Students Only - Including Continuing Education

| | 3 Years Prior-Fall 2018 | 2 Years Prior-Fall 2019 | 1 Year Prior-Fall- 2020 | Current Year-Fall 2021 | Goal (specify year) 2022 |
|---|---|---|---|---|---|
| **Freshmen - Undergraduate** ? | | | | | |
| Completed Applications ? | 6,458 | 6,862 | 6,235 | 6,385 | 6,383 |
| Applications Accepted ? | 5,513 | 5,845 | 5,576 | 5,739 | 5,737 |
| Applicants Enrolled ? | 751 | 691 | 691 | 783 | 765 |
| % Accepted of Applied | 85.4% | 85.2% | 89.4% | 89.9% | 89.9% |
| % Enrolled of Accepted | 13.6% | 11.8% | 12.4% | 13.6% | 13.3% |
| Percent Change Year over Year | | | | | |
| Completed Applications | n/a | 6.3% | -9.1% | 2.4% | 0.0% |
| Applications Accepted | n/a | 6.0% | -4.6% | 2.9% | 0.0% |
| Applicants Enrolled | n/a | -8.0% | 0.0% | 13.3% | -2.3% |
| Average of statistical indicator of aptitude of enrollees: (define below) ? | | | | | |
| Comp. SAT Math + Critical Reading Mean | 1156 | 1164 | 1172 | 1203 | 1205 |
| **Transfers - Undergraduate** ? | | | | | |
| Completed Applications | 432 | 333 | 249 | 317 | 307 |
| Applications Accepted | 293 | 248 | 225 | 202 | 192 |
| Applications Enrolled | 142 | 105 | 85 | 98 | 80 |
| % Accepted of Applied | 67.8% | 74.5% | 90.4% | 63.7% | 62.5% |
| % Enrolled of Accepted | 48.5% | 42.3% | 37.8% | 48.5% | 41.7% |
| **Master's Degree** ? | | | | | |
| Completed Applications | 545 | 490 | 428 | 397 | 485 |
| Applications Accepted | 435 | 367 | 327 | 314 | 389 |
| Applications Enrolled | 156 | 170 | 172 | 184 | 202 |
| % Accepted of Applied | 79.8% | 74.9% | 76.4% | 79.1% | 80.2% |
| % Enrolled of Accepted | 35.9% | 46.3% | 52.6% | 58.6% | 51.9% |
| **First Professional Degree** ? | | | | | |
| Completed Applications | 1,007 | 976 | 837 | 863 | 935 |
| Applications Accepted | 576 | 556 | 525 | 529 | 553 |
| Applications Enrolled | 187 | 197 | 204 | 192 | 193 |
| % Accepted of Applied | 57.2% | 57.0% | 62.7% | 61.3% | 59.1% |
| % Enrolled of Accepted | 32.5% | 35.4% | 38.9% | 36.3% | 34.9% |
| **Doctoral Degree** ? | | | | | |
| Completed Applications | 35 | 30 | 36 | 32 | 72 |
| Applications Accepted | 17 | 17 | 24 | 26 | 29 |
| Applications Enrolled | 10 | 9 | 10 | 12 | 16 |
| % Accepted of Applied | 48.6% | 56.7% | 66.7% | 81.3% | 40.3% |
| % Enrolled of Accepted | 58.8% | 52.9% | 41.7% | 46.2% | 55.2% |

Please enter any explanatory notes in the box below

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 include post-JD LLMs.
SAT requirements were suspended for Fall 2020 due to COVID-19 pandemic.
Beginning Fall 2020 WNE instituted a test-optional admission policy. It does make use of SAT and other standardized test scores in admission decisions for first-time, first-year applicants who choose to submit them.

## Standard 5: Students
## (Enrollment, Fall Term)

**Complete this form for each distinct student body identified by the institution (see Standard 5.1)**

?

Credit-Seeking Students Only - Including Continuing Education

| | | | 3 Years Prior-Fall | 2 Years Prior-Fall 2019 | 1 Year Prior-Fall 2020 | Current Year-Fall 2021 | Goal (specify year) |
|---|---|---|---|---|---|---|---|
| | | | 2018 | 2019 | 2020 | 2021 | 2 |
| **UNDERGRADUATE** | | ? | | | | | |
| First Year | Full-Time Headcount | ? | 905 | 853 | 817 | 947 | 975 |
| | Part-Time Headcount | ? | 9 | 4 | 5 | 2 | 1 |
| | Total Headcount | | 914 | 857 | 822 | 949 | 976 |
| | Total FTE | ? | 909 | 855 | 819 | 948 | 985 |
| Second Year | Full-Time Headcount | | 664 | 608 | 573 | 548 | 524 |
| | Part-Time Headcount | | 12 | 6 | 6 | 3 | 2 |
| | Total Headcount | | 676 | 614 | 579 | 551 | 526 |
| | Total FTE | | 669 | 611 | 575 | 550 | 526 |
| Third Year | Full-Time Headcount | | 550 | 580 | 588 | 519 | 458 |
| | Part-Time Headcount | | 35 | 18 | 6 | 6 | 6 |
| | Total Headcount | | 585 | 598 | 594 | 525 | 464 |
| | Total FTE | | 565 | 588 | 591 | 522 | 461 |
| Fourth Year | Full-Time Headcount | | 510 | 539 | 508 | 508 | 508 |
| | Part-Time Headcount | | 61 | 67 | 48 | 46 | 44 |
| | Total Headcount | | 571 | 606 | 556 | 554 | 552 |
| | Total FTE | | 538 | 569 | 529 | 524 | 519 |
| Unclassified | Full-Time Headcount | ? | 0 | 0 | 0 | 0 | 0 |
| | Part-Time Headcount | | 5 | 23 | 1 | 4 | 16 |
| | Total Headcount | | 5 | 23 | 1 | 4 | 16 |
| | Total FTE | | 2 | 6 | 0 | 1 | 1 |
| Total Undergraduate Students | | | | | | | |
| | Full-Time Headcount | | 2,629 | 2,580 | 2,486 | 2,522 | 2,465 |
| | Part-Time Headcount | | 122 | 118 | 66 | 61 | 69 |
| | Total Headcount | | 2,751 | 2,698 | 2,552 | 2,583 | 2,534 |
| | Total FTE | | 2,683 | 2,629 | 2,513 | 2,544 | 2,492 |
| % Change FTE Undergraduate | | | n/a | -2.0% | -4.4% | 1.2% | -2.1% |
| **GRADUATE** | | ? | | | | | |
| | Full-Time Headcount | ? | 500 | 505 | 497 | 475 | 454 |
| | Part-Time Headcount | ? | 559 | 630 | 653 | 600 | 551 |
| | Total Headcount | | 1,059 | 1,135 | 1,150 | 1,075 | 1,005 |
| | Total FTE | ? | 756 | 800 | 815 | 773 | 733 |
| % Change FTE Graduate | | | n/a | 5.8% | 1.9% | -5.2% | -5.2% |
| **GRAND TOTAL** | | | | | | | |
| Grand Total Headcount | | | 3,810 | 3,833 | 3,702 | 3,658 | 3,539 |
| Grand Total FTE | | | 3,439 | 3,430 | 3,328 | 3,317 | 3,225 |
| % Change Grand Total FTE | | | n/a | -0.3% | -3.0% | -0.3% | -2.8% |

Please enter any explanatory notes in the box below

**NOTE: Unduplicated headcount does not count 11 certificate students.**
All Full-Time students are counted as 1 FTE
Part-Time Undergraduate based on Total Sum of Credits value divided by 15 credit hours.
Part-Time Graduate students based on Total Sum of Credits value divided by 9 credit hours.
Part-Time Law based on Total Sum of Credits value divided by 15 credit hours.
Part-Time Pharmacy based on Total Sum of Credits value divided by 15 credit hours.
Part-Time Occupational Therapy based on Total Sum of Credits value divided by 15 credit hours.

## Standard 5: Students
## (Financial Aid, Debt, Developmental Courses)

**Complete this form for each distinct student body identified by the institution (see Standard 5.1)**

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

About WNE

| | (FY 2016) | (FY 2017) | (FY 2018) |
|---|---|---|---|
| ? **Three-year Cohort Default Rate** | 3.3% | 4.8% | 3.2% |
| ? **Three-year Loan repayment rate (from College Scorecard)** | 75% | 70% | 75% |

| | 3 Years Prior | 2 Years Prior | Most Recently Completed Year | Current Year (as of 12/6/21) | Goal Next Year |
|---|---|---|---|---|---|
| | AY 2018-2019 | AY 2019-20 | AY 2020-21 | AY 2021-22 | AY 2022-23 |
| ? **Student Financial Aid** | | | | | |
| Total Federal Aid | $46,599,063 | $45,848,660 | $42,095,068 | $38,026,421 | $40,003,795 |
| Grants | $3,652,591 | $3,718,223 | $3,528,161 | $3,477,834 | $3,658,681 |
| Loans | $42,032,174 | $41,463,088 | $37,998,582 | $34,548,587 | $36,345,114 |
| Work Study (earnings) | $914,298 | $667,349 | $568,325 | $287,475 | $302,424 |
| Total State Aid | $909,385 | $948,804 | $1,057,953 | $1,197,135 | $1,259,386 |
| Total Institutional Aid | $52,690,385 | $55,650,912 | $56,913,776 | $59,804,017 | $62,913,826 |
| Grants | $52,690,385 | $55,650,912 | $56,913,776 | $59,804,017 | $62,913,826 |
| Loans | $0 | $0 | $0 | $0 | $0 |
| Total Private Aid | $14,731,046 | $16,652,730 | $14,825,629 | $13,565,064 | $14,270,447 |
| Grants | $1,050,360 | $1,102,770 | $1,035,584 | $972,610 | $1,023,186 |
| Loans | $13,680,686 | $15,549,960 | $13,790,045 | $12,592,454 | $13,247,262 |
| **Student Debt** | | | | | |
| Percent of students graduating with debt (include all students who graduated in this calculation) | | | | | |
| Undergraduates | 85% | 81% | 80% | 81% | 81% |
| First professional students - Average | | | 82% | 86% | 86% |
| Law | | | 76% | 84% | 84% |
| Pharmacy | | | 90% | 80% | 80% |
| Occupational Therapy | N/A* | N/A* | 82% | 93% | 93% |
| For students with debt: | | | | | |
| Average amount of debt for students leaving the institution with a degree | | | | | |
| Undergraduates | $45,979 | $46,591 | $43,980 | $48,490 | $48,490 |
| First professional students - Average | | | $100,473 | $107,480 | $107,480 |
| Law | | | $73,323 | $90,860 | $90,860 |
| Pharmacy | | | $129,554 | $117,808 | $117,808 |
| Occupational Therapy | N/A* | N/A* | $124,075 | $129,498 | $129,498 |
| Average amount of debt for students leaving the institution without a degree | | | | | |
| Undergraduates | | | | | |
| First professional students | | | | | |
| Graduate students | | | | | |
| **Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)** | | | | | |
| 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 | | | | | |

Please enter any explanatory notes in the box below

Debt for the first professional group includes Ford Unsubsidized and Grad PLUS Loans. *Occupational Therapy's first graduating year is August of 2020. System changed to Colleague in 2018 so full debt may not be realized until 2021 for first professional group. However, OTD students have debt fully realized. Graduate student population debt is not tracked since time frames to completion of degrees is too varied, can range from one to twelve years.

Undergraduate enrollment is expected to increase 5.2% next year (see 4.3); this figure also used for Goal Next Year aid.

## Standard 5: Students
## (Student Diversity)

**Complete this form for each distinct student body identified by the institution (see Standard 5.1)**

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

| Undergraduate Admissions information | Completed Applications | Applicants Accepted | Applicants Enrolled |
|---|---|---|---|
| **Category of Students (e.g., male/female); add more rows as needed** | | | |
| **Freshmen - Undergraduate** | | | |
| Male | 3,378 | 2,998 | 432 |
| Female | 3,007 | 2,741 | 351 |
| Asian American | 224 | 206 | 21 |
| Black | 791 | 605 | 48 |
| Hispanic | 991 | 841 | 93 |
| Hawaiian or Pacific Is. | 8 | 7 | 1 |
| Native American | 9 | 5 | 0 |
| Multi-racial | 214 | 193 | 23 |
| International | 201 | 165 | 9 |
| White | 3,766 | 3,558 | 571 |
| Other/Unreported | 181 | 159 | 17 |
| | | | |
| Total | 6,385 | 5,739 | 783 |
| | | | |
| **Transfers - Undergraduate** | | | |
| Male | 183 | 118 | 62 |
| Female | 134 | 84 | 36 |
| Asian American | 12 | 6 | 6 |
| Black | 23 | 10 | 5 |
| Hispanic | 52 | 21 | 11 |
| Hawaiian or Pacific Is. | 1 | 1 | 1 |
| Native American | 2 | 0 | 0 |
| Multi-racial | 13 | 8 | 3 |
| International | 47 | 37 | 15 |
| White | 161 | 117 | 56 |
| Other/Unreported | 6 | 2 | 1 |
| Total | 317 | 202 | 98 |
| | | | |
| **Graduate Admissions information** | **Completed Applications** | **Applicants Accepted** | **Applicants Enrolled** |
| **Category of Students (e.g., male/female); add more rows as needed** | | | |
| **Master's Degree** | | | |
| Male | 237 | 175 | 92 |
| Female | 160 | 139 | 92 |
| Asian American | 5 | 5 | 3 |
| Black | 14 | 13 | 10 |
| Hispanic | 21 | 19 | 13 |
| Hawaiian or Pacific Is. | 0 | | |
| Native American | 2 | 2 | |
| Multi-racial | 10 | 10 | 7 |
| International | 133 | 65 | 3 |
| White | 210 | 198 | 148 |
| Other/Unreported | 2 | 2 | 0 |
| Total | 397 | 314 | 184 |
| | | | |

| | | | | | |
|---|---|---|---|---|---|
| **Doctoral Degree** | | | | | |
| Male | 21 | 17 | 6 | | |
| Female | 11 | 9 | 6 | | |
| Asian American | | | | | |
| Black | | | | | |
| Hispanic | 1 | 1 | 0 | | |
| Hawaiian or Pacific Is. | | | | | |
| Native American | | | | | |
| Multi-racial | | | | | |
| International | 18 | 16 | 3 | | |
| White | 13 | 9 | 9 | | |
| Other/Unreported | | | | | |
| Total | 32 | 26 | 12 | | |
| | | | | | |
| **First Professional Degree** | | | | | |
| Male | 305 | 182 | 60 | | |
| Female | 558 | 347 | 132 | | |
| Asian American | 82 | 41 | 15 | | |
| Black | 120 | 52 | 14 | | |
| Hispanic | 119 | 55 | 22 | | |
| Hawaiian or Pacific Is. | 0 | 0 | 0 | | |
| Native American | 4 | 3 | 1 | | |
| Multi-racial | 8 | 5 | 3 | | |
| International | 0 | 0 | 0 | | |
| White | 489 | 349 | 131 | | |
| Other/Unreported | 41 | 24 | 6 | | |
| Total | 863 | 529 | 192 | | |
| | | | | | |
| **Undergraduate Enrollment information** | **Full-time Students** | **Part-time Students** | **Total Headcount** | **FTE** | **Headcount Goal (2022)** |
| **Category of Students (e.g., male/female); add more rows as needed** | | | | | |
| **Freshmen - Undergraduate** | | | | | |
| Male | 432 | 0 | 432 | 432.00 | 420 |
| Female | 351 | 0 | 351 | 351.00 | 365 |
| Asian American | 21 | 0 | 21 | 21.00 | 22 |
| Black | 48 | 0 | 48 | 48.00 | 55 |
| Hispanic | 93 | 0 | 93 | 93.00 | 95 |
| Hawaiian or Pacific Is. | 1 | 0 | 1 | 1.00 | 1 |
| Native American | 0 | 0 | 0 | 0.00 | 0 |
| Multi-racial | 23 | 0 | 23 | 23.00 | 35 |
| International | 9 | 0 | 9 | 9.00 | 15 |
| White | 571 | 0 | 571 | 571.00 | 547 |
| Other/Unreported | 17 | 0 | 17 | 17.00 | 15 |
| Total | 783 | 0 | 783 | 783.00 | 785 |
| | | | | | |
| **Transfers - Undergraduate** | | | | | |
| Male | 61 | 1 | 62 | 61.60 | 62 |
| Female | 30 | 6 | 36 | 32.30 | 36 |
| Asian American | 5 | 1 | 6 | 5.50 | 6 |
| Black | 4 | 1 | 5 | 4.50 | 8 |
| Hispanic | 10 | 1 | 11 | 10.50 | 12 |
| Hawaiian or Pacific Is. | 1 | 0 | 1 | 1.00 | 1 |
| Native American | 0 | 0 | 0 | 0.00 | 0 |
| Multi-racial | 3 | 0 | 3 | 3.00 | 4 |
| International | 15 | 0 | 15 | 15.00 | 18 |

| | | | | | |
|---|---|---|---|---|---|
| White | 52 | 4 | 56 | 53.50 | 49 |
| Other/Unreported | 1 | 0 | 1 | 1.00 | 0 |
| Total | 91 | 7 | 98 | 94.00 | 98 |
| | | | | | |
| **Graduate Enrollment information** | **Full-time Students** | **Part-time Students** | **Total Headcount** | **FTE** | **Headcount Goal (2022-2023)** |
| **Category of Students (e.g., male/female); add more rows as needed** | | | | | |
| **Master's Degree** | | | | | |
| Male | | 153 | 153 | 85.40 | 160 |
| Female | | 195 | 195 | 86.20 | 200 |
| Asian American | | 7 | 7 | 2.60 | 10 |
| Black | | 19 | 19 | 8.80 | 30 |
| Hispanic | | 23 | 23 | 10.80 | 25 |
| Hawaiian or Pacific Is. | | 0 | 0 | 0.00 | 0 |
| Native American | | 0 | 0 | 0.00 | 0 |
| Multi-racial | | 9 | 9 | 4.50 | 10 |
| International | | 10 | 10 | 6.10 | 30 |
| White | | 265 | 265 | 133.00 | 245 |
| Other/Unreported | | 15 | 15 | 5.80 | 10 |
| Total | | 348 | 348 | 171.60 | 360 |
| | | | | | |
| **Doctoral Degree** | | | | | |
| Male | | 22 | 22 | 9.60 | 25 |
| Female | | 36 | 36 | 12.20 | 40 |
| Asian American | | 3 | 3 | 0.75 | 5 |
| Black | | 2 | 2 | 0.50 | 5 |
| Hispanic | | 3 | 3 | 0.75 | 5 |
| Hawaiian or Pacific Is. | | 0 | 0 | 0.00 | 0 |
| Native American | | 0 | 0 | 0.00 | 0 |
| Multi-racial | | 2 | 2 | 0.50 | 2 |
| International | | 11 | 11 | 5.40 | 15 |
| White | | 29 | 29 | 11.80 | 25 |
| Other/Unreported | | 8 | 8 | 2.10 | 8 |
| Total | | 58 | 58 | 21.80 | 55 |
| | | | | | |
| | | | | | |
| **First Professional Degree** | | | | | |
| Male | 167 | 64 | 231 | 203.10 | 240 |
| Female | 308 | 119 | 427 | 376.40 | 440 |
| Asian American | 34 | 9 | 43 | 39.30 | 50 |
| Black | 38 | 15 | 53 | 46.50 | 60 |
| Hispanic | 40 | 13 | 53 | 48.10 | 60 |
| Hawaiian or Pacific Is. | 0 | 0 | 0 | 0.00 | 0 |
| Native American | 1 | 0 | 1 | 1.00 | 0 |
| Multi-racial | 7 | 2 | 9 | 8.20 | 10 |
| International | 2 | 0 | 2 | 2.00 | 10 |
| White | 313 | 124 | 437 | 383.20 | 470 |
| Other/Unreported | 40 | 20 | 60 | 51.10 | 20 |
| Total | 475 | 183 | 658 | 579.40 | 680 |

Please enter any explanatory notes in the box below

Fall 2021 Admissions data.

# Standard Five: Students

As Western New England University embarks upon its second century, our unwavering focus remains on the academic and personal development of students as described in our Mission and Core Values. We strive to provide a welcoming, supportive, and engaging environment to each of the 3,647 students we serve. WNE has 2,583 undergraduate students and 1,064 graduate students. Of the graduate students, 395 are Law students, 203 are Pharmacy students, 74 are in the Occupational Therapy program, and 392 are in graduate programs in Arts & Sciences, Business, and Engineering. 58% of our fulltime undergraduate students are men, while 42% are women. 76% of first-year students live on campus and 95% of our students receive some kind of financial assistance. A more detailed profile of our student body can be found on our Facts & Stats webpage.

Experiential learning, leadership opportunities, community activities, and athletics enhance the academic program and contribute to a transformational education that prepares students to meet the challenges of the future. Results of the 2020 National Survey of Student Engagement (NSSE) show that 90% of our first-year students, and 88% of our seniors rate their entire educational experience at WNE as "excellent" or "good."

## Description

***Admissions***

Recruitment and admissions activities throughout the University are informed by our Mission in efforts to enroll and retain a diverse class of students who will be most successful in our academic programs and our learning environments. Admissions teams work directly with their respective academic areas to establish and refine admission criteria.

The Division of Enrollment Management and Marketing includes the Admissions Office and Enrollment Services. Overall enrollment goals for the next five years for the size and composition of the student body have been determined by the Vice President for Enrollment Management and Marketing, the academic Deans, the Chief Financial Officer, and the President of the University. Additionally, specific enrollment goals by College and program were also defined. Determinative metrics include academic strategic goals, classroom capacity, retention and graduation rate data, diversity goals, as well as tuition revenue goals.

Undergraduates make up the core of the student body at 70% of total enrollment. Qualifications for admission are determined by the Deans of the undergraduate Colleges, Vice President for Enrollment Management and Marketing, and Executive Director of Undergraduate Admissions. Prior applicant pools, retention and graduation rates, budget data, and regional demographic trends are reviewed annually to calibrate admissions standards. High school transcripts, re-calculated high school GPA, optional standardized test scores, and assessment of both an essay and letter of recommendation determine admission. For students who do not meet baseline criteria, additional factors are weighed.

The Admissions Office specifically recruits for ethnic and socio-economic diversity in the student body. Lists of prospective students in targeted geographic areas are purchased through the College Board, ACT, Hobsons and Niche. Messaging tracked through Slate allows any prospective student who shows an interest in WNE to hear from current students, faculty, staff, and alumni in a highly personalized manner. An international strategic plan developed by International Admissions staff guides recruitment efforts which include domestic and international travel with a focus in Southeast Asia, and contact with overseas consultants, embassies, and organizations overseeing government scholarship programs. Digital marketing and a strong international social media presence promote WNE to students across the globe.

To better understand the needs and expectations of enrolled students, WNE participates in the Higher Education Research Institute CIRP Freshman Survey and the Ruffalo Noel Levitz College Student Inventory to identify at-risk students in the incoming class. Placement tests in math and English are given to all incoming undergraduate students to assess student readiness. (Testing paused due to COVID-19 in 2020 was reinstated in the summer of 2021.) These tools, along with review of high school transcripts, curriculum, and optional SAT/ACT scores, inform a holistic and highly personalized strategy to place students in introductory courses and identify potential alternatives. Underprepared students may take MATH 100, MATH 130 or ENGL 130 to strengthen basic skills. This summer, further support is planned for math readiness.

Graduate and professional students make up 30% of WNE's total enrollment. Full- and part-time candidates choose from among 37 graduate programs. Students interested in graduate degrees in Arts & Sciences, Business, or Engineering submit an application and required documentation based on the intended program of study. Graduate admissions qualifications are determined by each program Chair in consultation with the relevant College Dean. Criteria vary by program, with undergraduate grades typically holding most weight. Some programs have a GRE requirement.

For undergraduates, WNE accepts both the Common Application and a University-hosted application on the Slate CRM platform. For Graduate and Professional programs, students apply using the Centralized Application Service or a University-hosted application on Slate. Admission policies are posted on the University website for undergraduate programs and graduate programs.

The School of Law (Law) and the College of Pharmacy and Health Sciences (COPHS) maintain their own Admissions Offices and procedures. Law offers a student-centered education for those driven by the values of equality, social justice, and the rule of law. Historically, WNE law students are a diverse group; between 36% and 45% of the incoming classes since 2017 have been first-generation students. Admissions procedures and applications for entry are available on the Law School Admissions webpage. COPHS offers multiple degree programs to students seeking an innovative educational experience that marries career readiness with development in leadership, advocacy, and community service. Working closely with faculty, students train to care for patients and clients and to be lifelong educators in their communities. Descriptions of degree programs and application procedures are available on the COPHS Admissions webpage.

Enrollment data, retention and graduation rates, and passage rates for licensure examinations and the Bar exam are publicly available on the Academic Affairs Student Success Outcomes webpage.

***Student Services and Experiences***

At Summer Orientation and Registration (SOAR), organizers work hard to connect students to the campus community and resources and ensure that each student forms at least one personal connection before the program ends. Peer Advisors receive training to mentor first-year students and assist instructors in the First Year Seminar courses. The Student Success Center is supported by three staff members who coordinate an array of initiatives partnering with students, staff and faculty across the institution. In 2016, Success First was created to help first-generation college students develop a sense of community and a support system on our campus. Drop-in tutoring and supplemental instruction have been a part of the center for years. Academic Progress Monitoring pairs a mentor with students whose GPA falls below 2.0, and Peer Tutoring provides tutors for 100- and 200-level courses. The Student Success Center compiles semester and year-end reports to collect utilization, retention, and student satisfaction data.

First-year Law and COPHS students attend week-long orientations that introduce their program's curriculum, policies, and multiple personal, professional and academic services. Social events for new graduate students foster community building. COPHS students meet their faculty and peer advisors, have class officer elections. PharmD students participate in a White Coat Ceremony.

To further support new arrivals, staff in International Student and Scholar Services (ISSS), in collaboration with others across campus, serve almost 200 international students, scholars, and their dependents on matters relating to entering and acclimating to life in the United States. The Vice President for Student Affairs is WNE's Principal Designated School Official (PDSO).

In order to achieve a comprehensive advising model, every incoming undergraduate student receives a team of advisors including their University advisor, faculty advisor, career counselor, and peer advisor. In Fall 2020, the University established the Vanech Family University Advising Center, tasked with advising students throughout their undergraduate experience and coordinating additional support. Professional advisors focus on students' exploration of majors and minors, educational planning, career and life goals, and student success. The office reaches students through an introduction at SOAR and weekly emails and publicizes programs on social media (Instagram for students and Facebook for parents). Ellucian CRM Advise allows for "early alert" advising notes to be shared between faculty and University advisors.

The professional schools offer an array of advisors. In the COPHS, faculty advisors support students in advancing through the professional curriculum. The Associate Dean of Academic Affairs tracks academic progress, while the Assistant Dean of Student Affairs tracks professional conduct and trains all new faculty advisors. COPHS students request tutoring services accessible through the Dean's Office. In the Law School, the Office of Student Affairs provides advice and counseling on academic and non-academic matters, in addition to sponsoring professional development workshops. The Law School's Academic Success Program provides assistance in areas such as case briefing, analysis, and legal argumentation.

Student Accessibility Services (SAS) is responsible for the coordination and implementation of reasonable accommodations and support for students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA). While SAS serves primarily undergraduates, messaging and approaches are tailored to each student audience, Undergraduate and Graduate, COPHS, and Law.

All WNE students, particularly at the undergraduate level, have access to multiple sources of academic support. Students receive targeted support through the Math Center and the Writing Center; reading support is available through Reading Support Services; generalized support for a broad range of issues through the Student Success Center; and support for managing challenges stemming from disabilities through Student Accessibility Services. These centers support the academic mission of the University and are either administered by academic departments or work closely in conjunction with academic departments and faculty across the institution to support scholarly endeavors. The D'Amour Library and the Law Library assist undergraduate, graduate, COPHS and Law students with research and educational support.

The Center for Health and Wellness provides health care to all registered students. Board certified nurse practitioners and physician assistants provide services in urgent care, gynecology, orthopedics, mental health and infectious illness. Two certified medical assistants assist providers, maintain medical records,

provide information to and communicate with students, and maintain the day-to-day operations of the office. On-call providers are available for urgent health concerns that occur after hours.

Licensed professionals in Counseling Services provide confidential counseling to students on a wide range of personal, social, and educational matters and train Peer and Resident Advisors, Peer Mentors, and individuals in the Law School and COPHS. Recently, Counseling Services has begun a well-received mindfulness program that includes lunchtime walking meditations. The Director of Counseling Services works closely with the Assistant Dean of Diversity Programs and Services to conduct formal training. Recent emphasis in counseling staff training has focused on working with LGBTQ+ students, with special attention to transgender students. The recent hiring of a Director of Health and Wellness allows for the integration of mental health counseling and physical care, ensuring that the psychological and medical needs of the University community are attended to effectively and efficiently, and aids ongoing efforts to destigmatize mental health needs.

The Office of Inclusive Excellence upholds and works towards diversity, equity, and inclusion (DEI). This office is guided by social justice principles and a commitment to empower, advocate, educate and prepare all students to live in a global society. The office is a safe space for all students, with a focus on students from underrepresented, marginalized, and first-generation populations. The Office of Inclusive Excellence also collaborates with the ISSS Office in assisting international students. Additionally, the Office assists students with early arrival and mentoring programs in conjunction with the University's multicultural organization, United & Mutually Equal (U&ME). This program facilitates the success of students of color, first generation, marginalized students, and international students.

Staff in the Delbridge Career Center interact with students through career advising and programming that span a student's time at WNE. Career fairs and panels, information sessions, mock interviews, site visits and networking events provide students with real-world career knowledge and important connections. Internships augment academic achievement with work experience to prepare students for future careers. COPHS students have access to career counseling through the Assistant Dean of Student Affairs, their faculty advisor, the Residency Advisory Committee (RAC), a Professional Development course series, an annual pharmacy career fair, and PY4 interview day. The Law School's Office of Career Services also helps students formulate career plans, conduct job searches, and network with alumni. An initiative to enhance career development has also resulted in a mandatory, credit-bearing Bar prep class.

WNE educates and assists students and their families in filing the FAFSA and understanding financial aid packages. Customized aid packages clearly explain the exact gift aid, loans, alternative loan options, and out-of-pocket expenses. Financial Aid counseling is available year-round, and special programming offered at SOAR continues into the first year. For underrepresented students, Financial Aid meets with the Assistant Dean of Diversity Programs and Services and the Student Affairs Office to discuss scholarship opportunities. The transition to Colleague has provided students a more user-friendly and comprehensive experience managing their accounts. Financial Aid is evaluated annually through audit by KPMG and meets standards set by the Massachusetts Board of Higher Education as well as the US Department of Education.

The University has implemented and promulgated clear ethical standards to guide student conduct. Standards for conduct are published annually in the undergraduate Student Code of Conduct, Sexual Harassment/Title IX Policy, Commitment to Civility and Diversity, Law Student Handbook, and College of Pharmacy and Health Sciences Student Handbook. Each digital handbook outlines grievance procedures. For resident students the Resident Student Housing Agreement outlines policies for student conduct in on campus residences.

WNE follows American Association of Collegiate Registrars and Admission Officers (AACRAO) guidelines regarding students' permanent academic records. Transcripts are maintained permanently. Additional documents (e.g., admissions applications, supporting credentials and records of actions affecting academic status) are kept for five years after a student leaves WNE, at which point they are reviewed for concordance with transcripts and disposed of securely. Policies comply with federal regulations to ensure the privacy, confidentiality and security of records as contained in the Enrollment Services Registrar Manual and governed by the Written Information Security Program and FERPA. Proxy provides students the flexibility to add or change their access permissions for academic, billing, and financial aid records electronically.

***Co-Curricular Experiences***

With over 70 clubs and organizations, undergraduates enjoy a vibrant and varied co-curricular experience at WNE. Student Involvement Expos held early each semester introduce prospective members to groups such as the Outing Club, WARP, and Student Senate. Eighteen active, discipline-related honors societies allow students to plan social, cultural and community-service events that expand on academic interest. Student-run print and broadcast media provide hands-on opportunities for students to express themselves and share their work, while they hone valuable management, leadership, and technical skills. The Office of Student Involvement and Leadership provides an opportunity to progress through a four-year, co-curricular leadership program. Recent initiatives include a Senior Leadership Series and the founding of the BEAR Necessities Market, a student-operated pantry providing food and supplies to food-insecure students. The office strives to serve underrepresented students with leadership opportunities and collaborations with offices across campus. Established in 2020, the program for Student Volunteerism educates students to be socially conscious and committed to a diverse community through service opportunities.

Knowing that students learn in many different ways, WNE students can participate in a variety of special academic learning opportunities offered across the University to enhance their learning inside and outside of the classroom. These academic programs range from certificate programs to internships to undergraduate research. Undergraduates may also participate in the Honors Program and/or Global Scholars Program. The Honors Program in each College provides smaller, more challenging, and discussion-based courses that address topics across disciplinary boundaries; increased opportunities to work one-on-one with faculty; and programmatic leadership activities to their most academically qualified and driven students. The Honors Program also provides special housing to first-year students in one of WNE's Learning Interest Communities. The Global Scholars Programs in each undergraduate College challenge students to develop an understanding of another region or nation outside of the United States, through an introductory course or experience, a semester or year studying abroad, and courses in international issues, area studies, and/or foreign languages.

Undergraduates in the College of Business also benefit from the Frances and Norman Cohen Trading Room and Financial Center, and from the opportunity to manage a $100,000 investment fund under the supervision of faculty and an advisory board composed of alumni and business leaders. They may also participate in activities organized by the Center for International Sport Business, including field excursions to the Olympic Games and the FIFA World Cup. Undergraduates in the College of Engineering participate in design competitions, such as the Solar Decathlon and the Baja Society of Automotive Engineers Collegiate Design Series competition.

At the graduate level, in 2019, the School of Law faculty created a Center for Social Justice which focuses on civil rights and economic justice and provides practical externship opportunities to students. In 2020,

Mass Mutual became a partner in supporting and growing the work of the center, including providing the support for the hiring of a fulltime director and a fulltime staff attorney. The Center for Social Justice focuses on several forms of social justice: economic justice, racial justice, LGBTQ+ rights, and immigrant rights. It organizes students, faculty, staff, and community members to provide thousands of hours of pro bono service to the greater Springfield community, offers a full slate of social justice programming for the WNE community and public, and offers several summer fellowships for various types of social justice lawyering work.

Law students also have opportunities to engage in at least 18 different Law Student Organizations, including the Environmental Law Association, Latino/a Law Student Association, Law Review, *Lex Brevis*, and the Student Bar Association. The Law School regularly evaluates programs through conversations with the Student Bar Association leadership and individual students, as well as through the Law School Survey of Student Engagement (LSSSE) and its participant feedback. In-person and online events, as well as social media (which have communities from admitted students through graduation and beyond), contribute to the sense of integration and engagement law students experience at WNE. Many programs and meetings have occurred on Zoom since 2000; this has allowed for even more attendance for various speakers and events, some of which have topped 500 attendees.

The Pharmacy Student Governance Association (PSGA) is the governing body for Pharmacy student issues and concerns, and the Student Occupational Therapy Association (SOTA) serves as the student organization for OTD students. Each class and student group elects officers to lead its membership and represent the organization. Currently, there are 15 Pharmacy student organizations, four occupational therapy student associations, and one interdisciplinary student organization. These opportunities are summarized on the COPHS Student Organizations webpage. Similar to the Law School, COPHS students are nominated by their peers and appointed by the Dean to serve on many of the College's and University's standing committees.

The College of Pharmacy and Health Studies also offers students an intensive experiential program, consisting of Introductory Pharmacy Practice Experiences (IPPES) that have students get hands-on experience at a pharmacy one day per week in the first-year spring and second- and third-year fall semesters; and Advanced Pharmacy Practice Experiences (APPES) that are comprised of a half-dozen six-week rotations at different locations (one community pharmacy, one ambulatory care, one acute care, one institutional, and two electives). Both IPPES and APPES rotations are supervised by licensed pharmacists. The COPHS also offers an APPE rotation opportunity in Thailand, enabling students to learn health care and pharmacy systems there and gain a broader perspective on pharmacy practice.

A full member of the Commonwealth Coast Conference, the Western New England University Athletics is home to 20 competitive varsity sport programs. In 2020, Women's ice hockey became the department's newest offering and tenth sport for women. Competing as a NCAA Division III institution, the department provides a leading-edge student-athlete experience, develops and supports student-athlete excellence on the field, in the classroom, and in servant leadership. The Athletic Department offers a variety of leadership opportunities through participation in programs like the Student-Athlete Advisory Committee (SAAC) and Captains' Council.

WNE Recreation promotes a lifelong commitment to healthy habits and holistic wellness by providing quality programming, facilities and services to the WNE student, staff and alumni population. On-site recreation largely takes place in the Anthony S. Caprio Alumni Healthful Living Center (CAHLC), Golden Bear Stadium and the Southwood fields. CAHLC provides access to indoor sport surfaces, including spaces for strength and conditioning exercises, a track and an eight-lane pool. The department

sponsors several group exercise opportunities that include high-intensity interval training, spin and yoga. The Athletics Department reinforces the University commitment to educating the whole student by advancing the development of our student employees and program participants in a co-curricular educational environment. Programming is primarily led by student mentors, providing opportunities for developing transferable skills.

The Office of Residence Life is overseen by the Director and Senior Associate Director of Residence Life. Undergraduate students have an array of housing options, from traditional double-occupancy halls and suite-style rooms to apartments and townhouse options. Single rooms became an option in Fall 2020, which diversifies the housing options for students. Gateway Village provides housing for graduate and undergraduate students alike.

## Appraisal

***Admissions***

Demographic trends show the population of New England college-age students is on the wane. Across campus, recruitment and retention efforts aim to navigate this new landscape in strategic, responsible, and innovative ways. Over the past five years, WNE's admissions goals for undergraduate students (first-year and transfer) have ranged from 800 to 870. The actual number of enrolled students have varied from a low of 777 in 2020, presumably due to the pandemic, to a high of 890 in 2018. The 2021 enrollment number of 883 was encouraging and represented 110% of our admissions goal met.

Data on student diversity in the undergraduate student body include international students as well as ethnically and racially diverse students. In 2011-12, the percentage of diversity students enrolling in the University was 20.8%. This number increased to 27.1% in 2017-18, and has remained in this range for new degree-seeking, first-time, first-year students for the past four years, as reported in the Common Data Set.

One goal that Enrollment Management has made a lot of progress on over the past five years is improving the gender gap among our undergraduate students. WNE has historically had a significantly higher percentage of male students than female students. However, as the data below shows, due primarily to increases in Arts & Sciences and in Business, the percentage of female students in our incoming first-year students has increased by 8 percentage points, from only 37% female in the Fall of 2017 to 45% female in the Fall of 2021.

| Male / Female Split | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|---|
| **First-Year Totals** | 63% / 37% | 61% / 39% | 59% / 41% | 55% / 45% | 55% / 45% |
| **Business** | 77% / 23% | 71% / 29% | 76% / 24% | 63% / 37% | 62% / 38% |
| **Engineering** | 79% / 21% | 79% / 21% | 82% / 18% | 78% / 22% | 78% / 22% |
| **Arts & Sciences** | 48% / 52% | 46% / 54% | 41% / 59% | 42% / 58% | 41% / 59% |

Placements in Math and Writing are analyzed and reviewed annually in conversation with Admissions and the First Year Office. Drop/Fail/Withdraw rates and historical data help measure placement success. The Math Department runs statistical analyses of student performance regularly and at the request of departments and Colleges in order to tailor curricular offerings to specific need. For example, in Fall of 2021 the Math Department mounted additional sections of Pre-Calculus to address student need identified through the placement data and process. Periodically, the English Department administers the Nelson-Denny Reading Test to incoming students. Nelson-Denny results and placement data provide an objective means to identify trends in student preparedness and inform larger instructional decisions. A comparison

of most recent testing data shows the percentage of students reading below the 4-year college level increased from 73.4% in Fall 2013 to 84.2% in Fall 2017, evidence of increasing student need.

For our undergraduates, the overall retention rate from the first to second year increased from 75% to 78% from 2012 to 2020. (Information about first-year retention goals can be found in Standard 8.) With regard to graduation rates, improving the graduation rate was a very specific goal of the Provost's Office from 2014 to 2020. To that end, the 6-year graduation rate increased from 57% for the 2009 cohort to 64% for the 2014 cohort. There were three main factors that have led to this improvement. One was the institutional change in 2017 to award Bachelors degrees to the WNE Pre-Pharmacy students who continued in the PharmD program. The second was making our General University Requirements more flexible for students. The third factor was the work undertaken during the implementation of the new ERP to simplify academic policies and procedures, making them more consistent across programs and Colleges. This allowed students to progress towards graduation in a more expedient way, even if they changed their major.

Since 2012, the number of graduate programs at WNE has continually increased. In 2016, the Center for Graduate and Advanced Studies (CGAS) was started to support graduate students and serve as hub for new program development and growth. A 2017 study further defined the Center. Subsequent budget challenges and turnover halted the evolution of the Center, which currently has no staff and exists as a collection of web resources for our graduate students. At present, the individual Colleges work collaboratively with the Provost's Office and University Registrar to manage their respective graduate programs. While an effective infrastructure tailored to student need has developed over time in the School of Law, there are unrealized opportunities to better support graduate and professional students in the other areas.

Efforts to grow international graduate enrollments were successful between 2012-13 and 2015-16, when new enrollments peaked at 53 international graduate candidates. Due to external factors including federal policies and the global pandemic, however, new international enrollments consistently declined between 2016-17 and 2020-21, keeping with national trends reported for the same period. For comparison, new international graduate enrollments and total graduate enrollments are depicted below.

| **Fall of Academic Year** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-2021** |
|---|---|---|---|---|---|---|---|---|---|
| **International Graduate Enrollment** | 24 | 24 | 20 | 53 | 40 | 18 | 16 | 16 | 6 |
| **Total Graduate Enrollment** | 1107 | 1133 | 1234 | 1221 | 1109 | 1077 | 1059 | 1135 | 1150 |

To enhance recruitment efforts, the School of Law has added new clinics, academic programs, and the Center for Social Justice, and engages in extensive travel to graduate college fairs, including Historically Black Colleges and Hispanic serving institutions as identified by the Department of Education. Admissions data, class size, and Bar passage rates are published in accordance with ABA policies in the Standard 509 Information Report.

Overall, as seen in the table below, enrollment in the Law School's entering JD class increased by 41% in the three-year period between 2018-19 and 2021-22. Additionally, the entering class enrollment for the

2020-2021 academic year was 16% higher, and for 2021-2022 it was 7% higher than the projection provided by the Law School to the American Bar Association.

| **Law Enrollment (Entering Class)** | **2018-2019** | **2019-2020** | **2020-2021** | **2021-2022** |
|---|---|---|---|---|
| **Fulltime** | 71 | 79 | 92 | 87 |
| **Part-time** | 17 | 31 | 39 | 37 |
| **Total** | **88** | **110** | **131** | **124** |
| | | | | |
| **Projections Made to the ABA** | **N/A** | **110** | **113** | **116** |

During the same three-year period, the total enrollment in the JD program increased 39% from a low of 246 to a high of 341 this year.

At the Law School, as an anticipated consequence of an admissions policy that has since been adjusted, some entering students had low standardized test scores, compared to cohorts from previous years. The law school experience is more challenging for low-scoring students in the first instance and requires the Law School to provide more academic support in order "to afford students a reasonable opportunity to complete the program of legal education, graduate, and become members of the legal profession," as mandated by ABA Standard 309(b). Low scores on standardized tests like the LSAT correlate with low scores on other standardized tests, like the Multistate Bar Exam, which creates a greater challenge for these students to pass the bar examination. Recent lower Bar passage rates reflect performance of students admitted during a period of transitional admission standards, which have since been modified.

To address this issue, the Law School reexamined our admissions and dismissal standards to ensure that, while Western New England remains a law school of opportunity, the institution is not accepting or allowing students to continue in a degree program if they do not have a realistic chance of passing the bar. New scholarship opportunities and a revised scholarship matrix for awarding aid have been implemented with the primary goal to improve LSAT credentials. Efforts to increase class size while improving quality have been largely successful. The table below provides evidence of the increased admissions standards. Over the past six years, LSAT scores have increased by 4 points at the 25$^{th}$ percentile, 5 points at the 50$^{th}$ percentile, and 6 points at the 75$^{th}$ percentile. Similarly, average GPAs for the incoming Law students are significantly higher. Increasing enrollment while improving LSAT scores and GPA quality is evidence of the Law School achieving its admissions goals.

| Year of 1L matriculation | LSAT 25th percentile | LSAT 50th percentile | LSAT 75th percentile | GPA 25th percentile | GPA 50th percentile | GPA 75th percentile | Percentage of matriculants with UGPA above 3.0 | Number of matriculants with LSAT below 25th percentile and UGPA below 3.0 |
|---|---|---|---|---|---|---|---|---|
| 2021 | 147 | 150 | 153 | 3.12 | 3.47 | 3.70 | 83.1 | 1 |
| 2020 | 146 | 148 | 152 | 3.03 | 3.27 | 3.58 | 77.0 | 1 |
| 2019 | 146 | 148 | 152 | 2.95 | 3.36 | 3.67 | 72.7 | 6 |
| 2018 | 146 | 148 | 152 | 2.82 | 3.29 | 3.62 | 65.9 | 3 |
| 2017 | 146 | 148 | 151 | 2.96 | 3.20 | 3.49 | 68.8 | 5 |
| 2016 | 146 | 148 | 150 | 2.68 | 3.13 | 3.45 | 55.7 | 7 |
| 2015 | 143 | 145 | 147 | 2.84 | 3.10 | 3.45 | 61.3 | 5 |

Between the years 2015 and 2021, on-time graduation rates in the PharmD program averaged 86.5% and total graduation rates averaged 91.4%. Following national trends, however, the College has seen enrollments decline recently. Between Fall 2018 and Fall 2020, applications to the Doctor of Pharmacy program decreased by 50.9% and total enrollments decreased by 34.3%. The Doctor of Occupational Therapy program saw applications decrease by 35.1% and enrollments decrease by 12.9% over the same period. Analyses show that students have options for shorter, less-expensive programs in the region that offer more in terms of aid. Since 2016, the College has taken consistent steps to address these challenges, including enhancing marketing campaigns, realigning admission requirements, creating high school outreach programs, convening a Pharmacy Pricing Task Force, and now, designing a Doctor of Occupational Therapy program that is one semester shorter (eight semesters instead of nine).

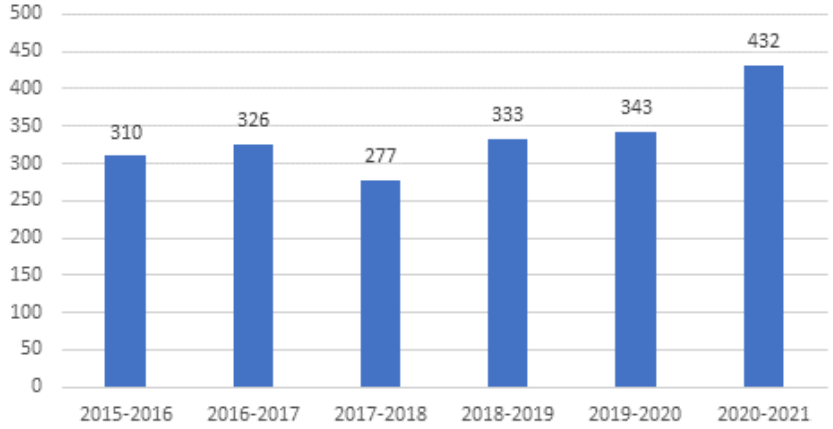
***Student Services***

WNE provides many opportunities and experiences that help our students succeed and achieve their educational goals, including field experiences, student teaching, engineering design projects, and internships at a network of more than 1,000 companies and organizations across the country. Our 2020 NSSE data reveals that we are particularly effective in this area with our seniors, who were significantly above the national average ($p < .001$) in each of the following areas: participating in internships, working with faculty on a research project and completing a culminating senior experience. Participation in these types of high impact practices (HIPs) helps ensure success for our students in their field of interest when they graduate.

WNE has a rich tradition of supporting incoming and first-year students as they transition to college. Everyone on campus, from faculty members to staff in support areas and administrative offices, makes a concerted effort to engage our students. First-year students report that their experience is very positive. Our 2020 NSSE results for first-year students show that WNE was significantly higher than the national average ($p < .05$) on six of the ten Engagement Indicators.

Over the past several years, Student Accessibility Services (formerly Student Disability Services) has seen multiple changes in leadership, presenting a challenge for the introduction of new programs. COVID-19 suspended the open-door policy, leading to the creation of new online forms to assist students with scheduling appointments, exam accommodations and note taking requests. SAS clearly states information about offerings and guidelines for students. However, the current Director acknowledges that more can be done to increase awareness of SAS to students and to improve outreach to those who have recently discovered that they face challenges. A new student satisfaction survey was implemented in June 2020. Survey questions and results, along with annual enrollments and other information is available in the 2021

SAS Annual Report. As the chart below shows, the number of students registered with Student Accessibility Services has grown from 310 in 2015-2016 to 432 in 2020-2021, a 39% increase.




SAS - Number of Registered Students

One of the limitations that SAS consistently has is space, for student testing, private meetings, consultations, etc. With the increase in registered students, that issue has become even more pressing. For the 2021-2022 academic year, the Provost worked to allocate a small classroom in Herman Hall for testing, however this is acknowledged to be a temporary solution.

The 2020 NSSE results indicate that 82% of first-year students reporting that learning support services are emphasized substantially at WNE. In Spring 2020, both the Math and Writing Centers quickly adapted to the need to serve students remotely, offering appointments via GoBoard and Zoom, respectively. The Centers track annual appointments differently, but each director noted a decrease in use beginning with the transition to remote learning in Spring 2020.

The Life Skills Mentoring (LSM) program is a unique collaboration between the Department of Athletics and the Student Success Center, which strives to support first-year student-athletes through a holistic student development model. The program was re-designed in 2019, so that intentional individual mentoring replaced group study halls. This kind of academic support has yielded positive trends in the first-year student-athletes' GPAs. The percent of student-athletes with GPA over 3.00 has more than doubled, from only 25% in 2019 to 56% and 52% in 2020 and 2021 respectively.

As noted above, the Office of Inclusive Excellence creates a safe space for all students and a sense of community, built on the foundation of strong interpersonal relationships. Multicultural programming and celebrations relative to Black history, Women's history, and Hispanic and LGBTQ+ awareness help to meet the office's goal of developing not simply tolerance, but appreciation of all people. The breadth of programs it offers as well as a strong commitment to engaging first-year students through SOAR contribute to the number of WNE students who report interactions across categories of difference. The 2016 NSSE results showed that between 62% and 69% of first-year students reported having frequent discussions with others from different racial/ethnic, economic, religious, and political backgrounds. While there is still room to improve, the most recent NSSE results showed that these percentages had increased to between 67% and 73% in 2020.

WNE does not have a single position or office to coordinate students' study abroad experiences. The process of communicating these opportunities is very informal and primarily word-of-mouth. The individual Dean's offices handle transfer credits related to these programs.

The new University Advising Center was able to maintain high student usage in its first year of operation despite the implementation of COVID-19 safety precautions. During Fall 2020, approximately 70% of first-year students met at least once with a University advisor (i.e., a professional advisor). The advising team is currently establishing benchmarks for assessing the Advising Center, its staff, communication with faculty advisors, and student learning outcomes.

With respect to faculty advisors, based on the 2020 Faculty Survey of Student Engagement (FSSE), 98% of faculty advisors maintain that during the academic year, they discuss with students their academic interests, course selection or academic performance at least twice and sometimes as many as six or more times. Additionally, 74% of faculty report speaking "very often" or "often" about career plans with their upper-division students or advisees. Additionally, the 2020 NSSE survey shows WNE seniors reported discussing career plans with a faculty member during that year at a statistically significant higher rate than at other institutions ($p < .001$) and that there has been an increase in frequency of career discussions for both first-year students and seniors compared to the 2016 data.

WNE is a nationally recognized leader when it comes to preparing graduates for careers. A 2019 Zippia Career Report used Federal Government College Scorecard data to rank WNE first in Massachusetts and fifth in the nation for ten-year employment rates. A survey of the Class of 2019 showed that 92% of alumni were employed or offered employment within six months of graduation.

Career services for undergraduate and graduate students have expanded in recent years. Programs such as Sophomore Career Connections connect students with alumni mentors. The number of employers recruiting on campus has risen steadily from 62 in Fall 2018 to 87 in Fall 2020, a 40% increase during that two-year period. The transition to Handshake, an online platform that allows students to communicate with advisors, network with potential employers, and apply for positions, increased the number of employers that students connect with online. Over 40% of our undergraduates have activated profiles in Handshake, a rate 15.1% above peer institutions. Students complete evaluations after advising sessions. Events are evaluated by both students and employers with results benchmarked against National Association of Colleges and Employers standards. Handshake allows for the deployment of first destination surveys for seniors, the assessment of appointment traffic, workshop and event attendance, job approvals by month and academic year, and job postings by industry.

Health Services does not administer a formal survey of patient satisfaction, but rather monitors correspondence from patients and families to assess problem areas. Typical issues relate to billing, insurance, and health forms, rather than the quality of care. The office provides a variety of preventative and educational services to the campus community including orientations, programs offered through Residence Life, as well as University Post announcements regarding health-related topics. Beginning in the Fall 2020 semester, Health Services added individual and large-scale COVID-19 testing services and care for students who tested positive, including evaluation of illness, communication with students and families, coordination of quarantine accommodations and food delivery, and state required reporting of testing and illness. Health Services' efforts were integral to the University's success with in-person, on-ground instruction during the 2020-2021 academic year.

Counseling Services uses the Counseling Center Assessment of Psychological Symptoms instrument, which is a normed, national instrument, to evaluate student needs and assess improvement after every 4–6 sessions. For example, if an individual scored at the 80$^{th}$ percentile for anxiety upon intake and five sessions later scored at the 65$^{th}$ percentile, the Counseling Services staff would be able to note that

progress had been made. Additionally, the administration of an anonymous questionnaire has shown that Counseling Services are helpful to students and aid in retention efforts.

When the Counseling Center saw an increase in anxiety and depressive symptoms and a surge of student need during the pandemic, it moved quickly to add a fee-for-service counselor to shorten wait times and provide increased scheduling flexibility over weekends and evenings. Although Counseling Services saw 14 fewer unique students in 2020-21, the office made 175 more appointments and conducted 214 more sessions compared to the previous year. Four graduate interns and a new, full-time counselor have recently joined the Counseling Services staff, increasing diversity and allowing for additional outreach programs to be offered in the near future.

| **Counseling Services** | **2019-20** | **2020-21** | **% Δ** |
|---|---|---|---|
| **Unique Student Clients** | 324 | 310 | 4.3% decrease |
| **Counseling Appointments*** | 2331 | 2506 | 7.5% increase |
| **Counseling Sessions Held** | 1687 | 1901 | 12.7% increase |

*Includes cancelations, no-shows, and rescheduled appointments

In Fall 2020, the School of Law began a partnership with Lawyers Concerned for Lawyers (LCL), a non-profit organization that provides free mental health counseling and additional support services to law students, alumni and community attorneys. In 2020-21, LCL offered virtual office hours each Tuesday and started a first-generation student support group. During the 2021-22 academic year, LCL has begun to maintain a physical presence in the WNE Blake Law Center.

One measure that can be used to assess the institution's effectiveness with its financial aid process and measures of educating students who borrow about repayment of debt is the federal government's cohort default rate for federal student loans. WNE's 2018 cohort default rate was 3.2%, which is less than half of the 2018 national cohort default rate of 7.3%.

***Co-Curricular Experiences***

Western New England University's clubs and organizations provide rich social engagement and are increasingly important in student life. This is shown by a 32% increase in participation in clubs and organizations over the past four years, going from 801 students participating in 2016-2017 to 1,058 participants in 2019-2020.

Students have been very active working with the Office of Student Involvement and Leadership over the last several years. Based on NSSE data, both first-year students and seniors record more hours devoted to co-curricular activities in a typical week on campus in both the 2016 and 2020 surveys compared to other NSSE institutions, with an increase in 2020. Individual clubs demonstrate this trend, such as CARE, a highly visible organization devoted to volunteering, which doubled their service hours performed since 2016, totaling 964 hours during 2019-2020. Moreover, WNE seniors were more likely to hold a leadership position in a club or organization compared to NSSE participating schools in both the 2016 and 2020 survey. These statistics highlight a remarkable level of student leadership and participation as well as an expansion of opportunities including new clubs like the Black Student Movement, the Sunrise Movement, and a ballroom dance club. Professional staffing has contracted recently from four to three positions with the loss of an employee focused on community relations and civic engagement, which will make it difficult to sustain this level of activity. Despite recent challenges, during Fall 2020 76% of students who

participated in a survey stated they attended an event planned by the office, though outreach to commuters has been a challenge during the pandemic. Two great successes of 2020-2021 include an outdoor Black Lives Matter rally with over 400 students, faculty, and staff in attendance and a TEDx event with contributions from students, alumni, and professors.

The Department of Athletics utilizes multiple measures to evaluate the success of its programs. During the 2018-2019 academic year, the Athletics Division reviewed the indirect assessment tool used by the department, a student-athlete survey, and determined that a revision could yield better feedback. General student-athlete experience questions were separated from questions about a specific head coach. By creating two separate surveys, the Athletics Department was able to focus more energy on each of them. Additional sections were added to the general survey in order to gather more wide-reaching feedback about the services the department provides to student-athletes. Some takeaways from the 2020 student-athlete surveys include the following:

- 89% strongly agree or agree that the athletics administration is visible and supportive of student-athletes at WNE.
- 76% strongly agree or agree that their life skills mentor was a valuable resource and helped them academically.
- 67% strongly agree or agree that the University's academic schedule allows them to pursue athletic participation without conflict.

Additional feedback recently led to the addition of supervised "open hours" in the varsity weight room, allowing students expanded access to that resource and to work being done with the coaching staff in the areas of communication, rule enforcement, fundraising, team culture, community service and commitment to students. Student-athletes also provide annual feedback on the areas of facilities and equipment, meals and transportation, athletic training, strength and conditioning, sports information, academic scheduling and support, the game day experience, and athletics administration. It is well recognized that the students feel that many of our athletic facilities are tired.

The University has made strides to increase recreational programming. In 2016, a position, Director of Recreational Sports, was created in response to a 2015 Retention Success Study. Over the course of an academic year, the intramural program averages over 1,000 participants. Moreover, the CAHLC serves over 300 patrons per day. In 2012, the University's one club sport offering, Rugby, was added to the student activities line-up and transferred to recreational sports in 2019 to facilitate future growth. Needs analysis and feasibility studies currently in progress will lead to additional club sport sponsorship.

WNE does not have dedicated physical facilities for the Arts, comparable to those provided for other programs at the institution or for Arts programs at other peer institutions. Creating a space for the Arts was a recommendation by a joint faculty/staff committee in the 2012 Center for the Arts Feasibility Study. Performance-based Arts programming at WNE takes place in shared facilities, creating scheduling difficulties and challenges for performers, audiences, and those working in adjacent spaces alike. Dedicated facilities would alleviate these issues, contribute to recruitment and retention efforts, expand curricular and co-curricular offerings, increase the diversity of Arts programming on campus, and strengthen ties with the local community. A 2017 feasibility study for the conversion of Rivers Memorial into a multi-purpose performing arts space by Kuhn Riddle Architects led to a proposal, including potential costs and schematics for multiple options.

The Office of Residence Life follows an extensive assessment calendar including a "Quality of Life" survey given every fall. Students share their experiences of residence facilities, community development, student conduct, and resident advisor performance. Additionally, resident advisors provide feedback from

their programs and complete evaluations after receiving training. Addressing concerns from past surveys, air conditioning was installed in Gateway Village during the summer of 2020. Major recent improvements across campus also included some new furniture, increased cable and streaming options, and improved wireless connectivity in residence halls. We recognize, however, that there is a discrepancy in the quality of residence halls. Some of the older residences are more tired than newer buildings are. Additionally, we have not had a systematic process for replacing furniture on a regular cycle.

# Projection

Western New England University is committed to providing all students an engaging and supportive environment that fosters a deep sense of belonging. To these ends:

The University is committed to addressing facilities to support the student experience. These are the distinct areas that will be addressed:

- In the 2022-2023 academic year, the VP for Student Affairs will oversee an external review of the Athletics Department, which will include a facilities review.
- The VP for Finance together with the VP for Student Affairs will determine the appropriate course of action regarding the St. Germain Campus Center improvements. Phased renovations to the building will begin in FY 2023.
- The VP for Finance will prioritize the residential facilities to be updated and improved, based on feedback from key University stakeholders. This work is expected to begin in FY 2023.

The VP for Enrollment Management will report recruitment and enrollment data in the context of targeted goals on a semiannual basis with the President, the Management Council, and the University Faculty Senate beginning in academic year 2022-2023.

The Provost, working with the Deans, will support the Honors Program by establishing opportunities for student research and building awareness of and increasing applications to national honors and academic competitions. These endeavors will be an ongoing focus area and will be monitored routinely over the next five years.

The College of Pharmacy and Health Sciences plans to broaden Health Sciences programs offerings and increase enrollment in Pharmacy to 60 and in Occupational Therapy up to 35 students per cohort. The admissions committee will review policies and procedures to determine whether additional changes can be made that will maintain standards while allowing COPHS to be more competitive in the external applicant market.

By 2022, the University will allocate additional space to Student Accessibility Services for testing. Additionally, Student Accessibility Services will improve outreach by developing a communication plan to engage students early on, which will involve collaborating with the Admissions Office.

The University Advising Center will develop a workshop series to promote communication between Faculty and University Advisors, and work in partnership with Faculty Advisors to implement best practices. The Center also plans to create student surveys, and link juniors and seniors with Career and Faculty Advisors to engage in experiential learning opportunities.

The Office of Student Involvement and Leadership aims to reach a level of 75% of the student body to be engaged in athletics, clubs, or organizations, with more student leaders responsible for clubs and student government.

By providing options that compare favorably to those for first- and second-year students, Residence Life seeks to increase the number of juniors in on-campus housing by at least 10% by 2027. To this end, when WNE undertakes its Facilities Master Plan, housing will be identified as one of the strategic areas of focus.

By 2023-2024, the Provost, Deans, Global Programs Committee, and appropriate offices will establish a system to assist faculty in the development and management of study abroad experiences.

## Standard 6: Teaching, Learning, and Scholarship
## (Faculty by Category and Rank; Academic Staff by Category, Fall Term)

| | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year Fall 2021 |
|---|---|---|---|---|
| | 2018 | 2019 | 2020 | 2021 |
| **? Number of Faculty by category** | | | | |
| Full-time | 210 | 199 | 209 | 195 |
| Part-time | | | | |
| Adjunct | 109 | 113 | 98 | 124 |
| Clinical | 19 | 18 | 19 | 17 |
| Research | | | | |
| Visiting | 8 | 8 | 5 | 1 |
| Other; specify below: | | | | |
| | | | | |
| | | | | |
| | | | | |
| Total | 346 | 338 | 331 | 337 |
| **Percentage of Courses taught by full-time faculty** | | | | |
| Undergraduate | 69.80% | 68.10% | 80.30% | 77.40% |
| Graduate | 45.60% | 57.30% | 64.20% | 60.70% |
| **? Number of Faculty by rank, if applicable** | | | | |
| Professor | 81 | 79 | 85 | 86 |
| Associate | 63 | 65 | 66 | 61 |
| Assistant | 65 | 54 | 56 | 43 |
| Instructor | 28 | 27 | 26 | 23 |
| Other; specify below: | | | | |
| Adjunct | 109 | 113 | 98 | 124 |
| | | | | |
| | | | | |
| | | | | |
| Total | 346 | 338 | 331 | 337 |
| **? Number of Academic Staff by category** | | | | |
| Librarians | 12 | 12 | 11 | 11 |
| Advisors | 0 | 1 | 3 | 5 |
| Instructional Designers | 2 | 2 | 2 | 2 |
| Other; specify below: | | | | |
| | | | | |
| | | | | |
| Total | 14 | 15 | 16 | 18 |

Please enter any explanatory notes in the box below

Row 38: Librarians are from both D'Amour Library and Law Library. Row 39: Advisors listed in the Academic Staff category are those in our University Advising Center. (We also have many faculty advisors.)

## Standard 6: Teaching, Learning, and Scholarship
## (Highest Degrees, Fall Term)

| | | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year |
|---|---|---|---|---|---|
| ? | | 2018 | 2019 | 2020 | 2021 |
| **Highest Degree Earned:** | **Doctorate** | | | | |
| **Faculty** | Professor | 79 | 77 | 84 | 84 |
| | Associate | 61 | 63 | 65 | 59 |
| | Assistant | 56 | 47 | 55 | 40 |
| | Instructor | 7 | 6 | 6 | 5 |
| | Adjunct | 59 | 66 | 48 | 60 |
| | Other | | | | |
| | Total | 262 | 259 | 258 | 248 |
| **Academic Staff** | Librarians | 2 | 2 | 3 | 3 |
| | Advisors | 0 | 0 | 0 | 0 |
| | Inst. Designers | 1 | 1 | 1 | 1 |
| Other; specify* | | | | | |
| **Highest Degree Earned:** | **Master's** | | | | |
| **Faculty** | Professor | 1 | 1 | 1 | 2 |
| | Associate | 2 | 2 | 1 | 2 |
| | Assistant | 8 | 7 | 1 | 3 |
| | Instructor | 20 | 21 | 20 | 18 |
| | Adjunct | 46 | 43 | 42 | 54 |
| | Other | | | | |
| | Total | 77 | 74 | 65 | 79 |
| **Academic Staff** | Librarians | 10 | 10 | 8 | 8 |
| | Advisors | 0 | 1 | 3 | 5 |
| | Inst. Designers | 1 | 1 | 1 | 1 |
| Other; specify* | | | | | |
| **Highest Degree Earned:** | **Bachelor's** | | | | |
| **Faculty** | Professor | 1 | 1 | 0 | 0 |
| | Associate | 0 | 0 | 0 | 0 |
| | Assistant | 1 | 0 | 0 | 0 |
| | Instructor | 1 | 0 | 0 | 0 |
| | Adjunct | 4 | 4 | 8 | 10 |
| | Other | | | | |
| | Total | 7 | 5 | 8 | 10 |
| **Academic Staff** | Librarians | 0 | 0 | 0 | 0 |
| | Advisors | 0 | 0 | 0 | 0 |
| | Inst. Designers | 0 | 0 | 0 | 0 |
| Other; specify* | | | | | |
| **Highest Degree Earned:** | **Professional License** | | | | |
| **Faculty** | Professor | | | | |
| | Associate | | | | |
| | Assistant | | | | |
| | Instructor | | | | |
| | Adjunct | | | | |
| | Other | | | | |
| | Total | 0 | 0 | 0 | 0 |
| **Academic Staff** | Librarians | 0 | 0 | 0 | 0 |
| | Advisors | 0 | 0 | 0 | 0 |
| | Inst. Designers | 0 | 0 | 0 | 0 |
| Other; specify* | | | | | |

* Please insert additional rows as needed

## Standard 6: Teaching, Learning, and Scholarship
## (Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

| | 3 Years Prior | | 2 Years Prior | | 1 Year Prior | | Current Year | |
|---|---|---|---|---|---|---|---|---|
| | 2018 | | 2019 | | 2020 | | 2021 | |
| | FT | PT | FT | PT | FT | PT | FT | PT |
| **Number of Faculty Appointed** | | | | | | | | |
| Professor | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 |
| Associate | 1 | 0 | 3 | 0 | 1 | 0 | 1 | 0 |
| Assistant | 9 | 0 | 8 | 0 | 11 | 0 | 1 | 0 |
| Instructor | 4 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| No rank | 0 | 17 | 0 | 24 | 0 | 10 | 0 | 22 |
| Other | | | | | | | | |
| Total | 15 | 17 | 13 | 24 | 13 | 10 | 3 | 22 |
| **Number of Faculty in Tenured Positions** | | | | | | | | |
| Professor | 76 | 0 | 70 | 0 | 75 | 0 | 77 | 0 |
| Associate | 53 | 0 | 43 | 0 | 37 | 0 | 35 | 0 |
| Assistant | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 |
| Instructor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| No rank | | | | | | | | |
| Other | | | | | | | | |
| Total | 129 | 0 | 114 | 0 | 113 | 0 | 113 | 0 |
| **Number of Faculty Departing** | | | | | | | | |
| Professor | 2 | 0 | 4 | 0 | 1 | 0 | 0 | 0 |
| Associate | 4 | 0 | 5 | 0 | 0 | 0 | 1 | 0 |
| Assistant | 12 | 0 | 7 | 0 | 1 | 0 | 6 | 0 |
| Instructor | 2 | 0 | 1 | 0 | 3 | 0 | 4 | 0 |
| No rank | | | | | | | | |
| Other | | | | | | | | |
| Total | 20 | 0 | 17 | 0 | 5 | 0 | 11 | 0 |
| **Number of Faculty Retiring** | | | | | | | | |
| Professor | 1 | 0 | 2 | 0 | 4 | 0 | 6 | 0 |
| Associate | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 0 |
| Assistant | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Instructor | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| No rank | | | | | | | | |
| Other | | | | | | | | |
| Total | 1 | 0 | 3 | 0 | 5 | 0 | 8 | 0 |
| **Fall Teaching Load, in credit hours** | | | | | | | | |
| Professor | Maximum | 15.00 | | 19.00 | | 15.00 | | 16.00 | |
| | Median | 10.50 | | 10.00 | | 11.00 | | 11.00 | |
| Associate | Maximum | 17.00 | | 15.00 | | 19.00 | | 18.00 | |
| | Median | 10.00 | | 10.00 | | 10.00 | | 12.00 | |
| Assistant | Maximum | 15.00 | | 16.00 | | 15.00 | | 19.33 | |
| | Median | 11.00 | | 10.00 | | 11.00 | | 9.00 | |
| Instructor | Maximum | 18.00 | | 15.00 | | 17.33 | | 18.00 | |
| | Median | 12.00 | | 12.50 | | 12.00 | | 12.00 | |
| No rank | Maximum | | 9.00 | | 9.00 | | 9.00 | | 9.00 |
| | Median | | 3.00 | | 3.00 | | 3.00 | | 3.00 |
| Other | Maximum | | | | | | | | |
| | Median | | | | | | | | |

Explanation of teaching load if not measured in credit hours

## Standard 6: Teaching, Learning, and Scholarship
## (Number of Faculty by Department or Comparable Unit, Fall Term)

| | 3 Years Prior | | 2 Years Prior | | 1 Year Prior | | Current Year | |
|---|---|---|---|---|---|---|---|---|
| | 2018 | | 2019 | | 2020 | | 2021 | |
| | FT | PT | FT | PT | FT | PT | FT | PT |
| **Number of Faculty by Department (or comparable academic unit); insert additional rows as needed** | | | | | | | | |
| | | | | | | | | |
| Communication | 6 | 5 | 6 | 5 | 6 | 1 | 7 | 9 |
| (Arts and) Humanities | 6 | 11 | 5 | 10 | 5 | 12 | N/A | N/A |
| Criminal Justice and Sociology | 8 | 5 | 9 | 5 | 9 | 1 | 8 | 8 |
| Economics | 5 | 1 | 5 | 1 | 5 | 2 | N/A | N/A |
| Education | 3 | 1 | 3 | 1 | 3 | 0 | 3 | 0 |
| English (Inc. Reading/Writing Program) | 13 | 18 | 13 | 17 | 13 | 9 | 12 | 15 |
| History and Political Science | 13 | 1 | 11 | 1 | 12 | 0 | 17 | 5 |
| | | | | | | | | |
| Computer Science and Info Tech | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 3 |
| Mathematics | 13 | 7 | 13 | 7 | 14 | 7 | 14 | 7 |
| Physical and Biological Sciences | 28 | 8 | 27 | 8 | 29 | 8 | 25 | 6 |
| Neuroscience | 2 | 0 | 3 | 0 | 3 | 0 | N/A | N/A |
| Psychology | 12 | 3 | 11 | 2 | 12 | 6 | 12 | 7 |
| Social Work | 2 | 5 | 2 | 5 | 2 | 5 | N/A | N/A |
| Athletic Varsity | N/A | N/A | N/A | N/A | 0 | 3 | 0 | 3 |
| Accounting and Finance | 11 | 0 | 10 | 0 | 9 | 1 | 8 | 2 |
| Management | 8 | 1 | 7 | 4 | 6 | 2 | 5 | 5 |
| Sport Management | 5 | 1 | 4 | 1 | 3 | 2 | 3 | 3 |
| Marketing | 5 | 1 | 5 | 0 | 4 | 0 | 4 | 1 |
| BIS | 7 | 3 | 7 | 2 | 7 | 3 | 7 | 2 |
| Biomedical Engineering | 5 | 0 | 5 | 0 | 5 | 0 | 5 | 0 |
| Civil Engineering | 5 | 1 | 5 | 1 | 5 | 1 | 5 | 2 |
| Electrical Engineering (Inc. Computer) | 8 | 2 | 8 | 2 | 8 | 1 | 8 | 2 |
| Industrial Engineering | 6 | 0 | 5 | 0 | 6 | 0 | 6 | 0 |
| Mechanical Engineering | 9 | 7 | 10 | 7 | 12 | 2 | 12 | 4 |
| Pharmaceutical & Administrative Sciences | 13 | 2 | 9 | 2 | 12 | 0 | 12 | 1 |
| Pharmacy Practice | 16 | 3 | 14 | 1 | 14 | 1 | 13 | 1 |
| Occupational Therapy | 5 | 2 | 6 | 6 | 7 | 4 | 6 | 3 |
| Law | 19 | 18 | 18 | 22 | 18 | 24 | 17 | 35 |
| Total | 237 | 109 | 225 | 113 | 233 | 98 | 213 | 124 |

Please enter any explanatory notes in the box below

Arts & Sciences reconfigured departments just prior to Fall 2021. Communication and Media Arts are grouped together. History, Philosophy, Political Science and Economics are grouped together. Psychology and Neuroscience are grouped together. Criminal Justice, Sociology, and Social Work are grouped together.

## Standard 6: Teaching, Learning, and Scholarship
## (Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

| Faculty | Full-time | Part-time | Total Headcount | Headcount Goal FT Faculty (2026) |
|---|---|---|---|---|
| **Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed** | | | | |
| **Male** | 119 | 68 | 187 | 115 |
| **Female** | 94 | 56 | 150 | 115 |
| Asian American | 20 | 0 | 20 | 23 |
| Black | 8 | 5 | 13 | 15 |
| Hispanic | 1 | 6 | 7 | 5 |
| Hawaiian or Pacific Is. | 0 | 0 | 0 | 1 |
| Native American | 0 | 0 | 0 | 1 |
| Multi-racial | 3 | 0 | 3 | 10 |
| International | 11 | 0 | 11 | 15 |
| White | 157 | 64 | 221 | 152 |
| Other/Unreported | 13 | 49 | 62 | 13 |
| | 213 | 124 | 337 | 230 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| Academic Staff | Full-time | Part-time | Total Headcount | Headcount Goal FT Staff (2026) |
|---|---|---|---|---|
| **Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed** | | | | |
| **Male** | 144 | 42 | 186 | 150 |
| **Female** | 270 | 14 | 284 | 275 |
| Asian American | 7 | 0 | 7 | 10 |
| Black | 24 | 3 | 27 | 35 |
| Hispanic | 41 | 5 | 46 | 45 |
| Hawaiian or Pacific Is. | 1 | 0 | 1 | 1 |
| Native American | 0 | 0 | 0 | 1 |
| Multi-racial | 2 | 1 | 3 | 10 |
| International | 1 | 0 | 1 | 1 |
| White | 320 | 42 | 362 | 315 |
| Other/Unreported | 18 | 5 | 23 | 30 |
| | | | | |
| | 414 | 56 | 470 | 425 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Please enter any explanatory notes in the box below

Fall 2021 data; projections for Fall 2026 are based on program growth and include only FT faculty and staff.

# Standard Six: Teaching, Learning, And Scholarship

## Description

Western New England University has sufficient fulltime, part-time, and adjunct faculty members to support required activities including teaching, advising, research, and shared governance. Tenure-track faculty positions are filled with individuals possessing terminal degrees appropriate to the field and level of assignment, evidence or potential for scholarship, and curriculum vitae that demonstrate an appropriate combination of creative activities, ability to teach, relevant professional experience, education, research experience or other credentials. Beyond the traditional tenure and tenure-track positions, additional non-contingent faculty with 3- to 6-year terms are utilized due to the nature of their experience in fields including Business, Pharmacy, Occupational Therapy, Law, Engineering, and the Arts and Sciences. These faculty titles include Professional Educators, Professors of Practice, and Clinical Professors of all ranks. Contingent faculty require at least a master's degree or specialized knowledge.

In 2020, there were a total of 331 full and part-time faculty. The number of fulltime faculty has increased from 205 in Fall 2011 to 244 in Fall 2020, a 19% increase over this time period. However, there were 82 Full Professors in Fall 2020, representing 34% of the fulltime faculty, which is down from 38% in Fall 2011. The percentage of tenured faculty was up overall, though. In Fall 2020, 62% of the fulltime faculty were tenured (Associate and Full Professors), as compared to only 56% in Fall 2011. The 2020-2021 faculty was made up of 55% males and 45% females. The self-reported racial/ethnic diversity rate of the faculty in 2020-21 was 16.4%, down from our high of 18.4% in 2017-18, but up from 15.1% in Fall 2011.

Also in 2020, there were 98 adjunct faculty members compared to 132 positions in Fall 2011, a decrease of 26%. Terminal degrees are preferred for these part-time positions and master's degrees are generally acceptable. Bachelor's degrees are acceptable when there is specialized expertise or experience. Part-time faculty teach on a semester-by-semester basis, with no guarantees of renewal. In addition, the College of Engineering and Department of Psychology have Graduate Fellows that are used for teaching after receiving training.

Open fulltime faculty positions are filled, once approved by the administration, via searches performed "in compliance with the nondiscriminatory requirements of the law," as stipulated in the Faculty Handbooks. The process of selecting and hiring adjunct faculty is given in the Faculty Handbooks. Department chairs are responsible for faculty searches, except in the School of Law, where the Dean is responsible. In keeping with the University's core value of cultivating a pluralistic community on campus, the University advertises in national publications with the goal of attracting a large, diverse pool of qualified candidates capable of exposing students to a range of intellectual and professional perspectives. The University has purchased and implemented Cornerstone HR, a human resources management system where applicants enter applications and other documentation throughout the search process. A search committee is then formed from faculty members in the relevant department and frequently one additional faculty member from an outside department. In the School of Law, the search committee comprises members of the School of Law faculty, with Law faculty and Law students also taking part in the interview process. Preliminary interviews are commonly held virtually with three qualified candidates typically invited for subsequent campus interviews. A background check is required for all potential fulltime, part-time, temporary employees and volunteers before any offer of employment is made.

Successful candidates are recommended with supporting documentation to the relevant Dean, then to Senior Vice President of Academic Affairs and Provost. If approved, the Office of the Provost issues a

formal letter of appointment and contract for all personnel with academic responsibilities. The language in the initial contract defines the candidate's position, responsibilities, and salary, as well as tenure timeline as agreed to prior to the appointment for tenure track faculty. Annual reappointment contracts echo the language in the initial contract, with adjustments to salary possible each year.

Regarding salaries, the University refers to the College and University Professional Association for *Human Resources* (CUPA HR) external national data source based on institutional Carnegie classification, discipline and faculty rank. Final approved salary ranges are given by the University's HR office as referenced against existing current salaries (by rank and department). HR makes an effort to avoid salary inequity in accordance with NECHE Standard 6.6. In fiscal year (FY) 2018, the University undertook an examination of salary across all faculty ranks and, in many cases, salaries were raised to adjust within the ranks, notably for those in the Associate Professor ranks. The resulting FY 2019 across-the-board salary increases were 1% for faculty with salaries more than $97,000 annually and 3% for those earning less.

Faculty from each School and College are represented on the Personnel Benefits and Handbooks Committee of the University Faculty Senate, which is charged with a wide range of matters affecting faculty, including compensation and fringe benefits. Other responsibilities involve recommending policies related to faculty load and evaluation, recruitment and employment practices, sabbaticals, leaves of absence, tenure policies, and retirement. In February 2021, faculty adopted a unicameral faculty governance structure of University Faculty Senate, which serves as the primary representative body for all university faculty (i.e., tenured, tenure-track, full-time, part-time, clinical and adjunct faculty) to the Western New England University administration. The Senate is composed of 12 voting members from the four Colleges and the School of Law.

There is one Faculty Handbook for Colleges of Arts & Sciences, Business, and Engineering and separate handbooks for the College of Pharmacy and Health Sciences and the School of Law. In all faculty handbooks, the University clearly defines academic freedom and outlines clear policies related to the protection of academic freedom on its campus. The University recognizes the rights of the faculty and staff to inquire, discover, teach and publish in accordance with the accepted principles and standards of professional practice and scholarship. Codes of Conduct for the campus community are also disseminated through the Student Handbooks. In addition, Schools or Colleges may adopt additional Codes of Conduct and Honor Codes.

The annual review process aims for fair and equitable evaluation of faculty performance and serves as a tool for continuous improvement and professional development. The format of the annual review material is outlined in handbooks and governed by the Dean of each College but varies across the University. It requires faculty to prepare a yearly self-evaluation in categories of Teaching, Professional Development/Scholarship, and Governance/University Service/Advising. Clinical faculty also are assessed in the area of Clinical Practice, while the Law faculty report on their pro bono service. All tenure-track faculty face an annual review process conducted independently by the department chair, the Dean of the College, and a Peer Review Committee, although Pharmacy does not use a Peer Review Committee.

In the year of consideration for tenure or promotion, faculty submit full dossiers that include a current vitae, student evaluations and syllabi for all courses taught, a sample of assignments, and examinations or other graded work. The dossier has a section on expectations and processes that require faculty reflection on their work in relation to the mission and purpose of the institution.

The Dean, Chair, and faculty member sign the final resulting appraisal documentation and a summary evaluation is forwarded to the Provost, who receives all annual reviews. In the sixth year (unless otherwise

indicated), the tenure dossier is prepared and submitted. Except in Pharmacy, when a Chair requests tenure or promotion, the Dean may select a different Chair from a comparable discipline for a recommendation. The Provost undertakes the final review for each candidate examining all dossiers, letters from Chairs, Deans, and Peer Review Committees, ultimately making a final written recommendation to the President. Candidates who have been approved for tenure are advanced to the Academic Affairs Subcommittee of the Board of Trustees. This committee reviews all written materials on the candidate along with their curriculum vitae. The full Board hears the recommendations of the Academic Affairs Subcommittee of the Board and subsequently votes regarding the awarding of tenure. Promotion to Associate Professor is concurrent with the awarding of tenure.

The School of Law has developed a strong Professional Development Committee that helps to guide its junior faculty through the promotion and tenure process. The School of Law and College of Pharmacy and Health Sciences has a teaching review process where all junior faculty members partake in at least an annual in-class evaluation by peers for continuous improvements in teaching. These faculty observations are intended to support faculty learning and practice. These teaching observations are informally undertaken in other Colleges.

Fulltime faculty taught 67% of undergraduate courses in Fall 2021. In the Colleges of Arts & Sciences, faculty typically have a 12 credit hours per semester (4+4) teaching load. Faculty in the College of Business have a 9 credit hours per semester (3+3) teaching load consistent with AACSB standards allowing for scholarship. The College of Engineering has a 9 credit hour per semester (3+3) teaching load allowing for research and senior design and student research project work. Some Colleges allow reductions for research and service work. The School of Law faculty are expected to teach 12 credits per academic year. In the College of Pharmacy and Health Sciences, the teaching load of each faculty member is determined by a number of factors which include, but are not limited to, disciplinary expertise, commitment to research/scholarly activity, and administrative responsibilities.

Full time faculty at the University may teach overloads during the academic year or during summer/winter terms. The number of overloads allowed varies among the Schools and Colleges due to staffing constraints and academic requirements. For example, in 2019-2020, approximately one third of School of Law faculty taught at least one overload course, and there were similarly high percentages of faculty teaching overloads in the Colleges of Arts & Sciences, Business and Engineering. There is a structured overload compensation level for the Colleges of Arts & Sciences, Business and Engineering that is awarded on the basis of individual sections taught. Overloads are typically not needed in the College of Pharmacy and Health Sciences, as the faculty teach sections that are made up of a majority cohort of the class and are larger than individual sections found in the undergraduate program (16-20 students). Compensation for overloads in the School of Law are made on the basis of individual sections taught and are commensurate with Law faculty salaries. Overload awards are made by the Deans of the respective Colleges and School.

One of the hallmarks of an education at Western New England University is the strength of the relationships between our students and faculty. Because student-faculty interaction and collaboration are priorities at WNE, the University strives to provide in-person teaching whenever possible and to maximize contact and accessibility when classes are remote. Faculty mentor and advise students to maximize academic success and professional development. The fulltime faculty-student ratio is 13:1. Another major strength of the faculty at WNE is our history of supporting students through all interactions, but especially through advising. This is consistently demonstrated by NSSE data from both faculty and student surveys.

Most core courses in our programs are taught by full time faculty and long-time adjuncts with extensive experience and training in the various Learning Management Systems (LMS), Desire-2-Learn Brightspace

Learning Management System or The West Education Network [TWEN] for the School of Law. Additionally, we use the Echo 360 Video Platform, Adobe Connect Web Conferencing Software (prior to COVID-19), Zoom Web Conferencing Software (post March 2020), and Microsoft Office 365 including OneDrive. Faculty use various technologies for teaching and learning to ensure good instructional practice as well as good student practice and feedback. The Office of Information Technology (OIT) provides a breadth of information technology systems, services, resources, and support. The technical infrastructure supporting remote and distance education from campus is robust and OIT has improved and has rigorously supported faculty and the technology infrastructure during the COVID-19 pandemic. For example, during the 2020-2021 academic year the University invested in Zoom communications for online classes, advising, and meetings; Labster software for virtual labs; Examsoft and Respondus software for virtual test and monitoring solutions; and enhanced Virtual Private Network capabilities in support of faculty and staff working remotely. In addition, the Educational Technology and Training (ETT) subgroup within OIT is dedicated to faculty learning and incorporating new technologies into their pedagogy. OIT continually develops and sustains a cogent set of technology services, an infrastructure, and an organization of professional staff who have resources and expertise to address operational needs, as well as skills necessary to teach others to deliver remote education.

Complementing the use of technology to enhance teaching and learning, WNE faculty consistently incorporate new pedagogical approaches and best practices to nurture life-long learners. For example, faculty are increasingly incorporating Problem-Based Learning, Process-Oriented Guided Inquiry Learning (POGIL), flipped classrooms, clickers, and polling, among other teaching approaches. Since its inception in March of 2011, the University's Center for Teaching and Learning (CTL) has maintained an active, visible role in providing the faculty with a wide range of pedagogical training, professional development, and educational service opportunities. The CTL Director is responsible for constructing monthly workshops designed to address topics of teaching and learning. Many workshop topics attract administrators and staff alongside faculty, creating opportunities for broad institutional conversations as well as specific pedagogical discussions. The impressive list of CTL Faculty and Staff Workshops includes such sessions as: utilizing open education resources, the problems with aversive educational environments, using social media in courses, teaching empathy, designing hybrid courses, finding Fulbright funding, and teaching abroad.

The unique challenges that the COVID-19 pandemic created for the University's faculty and their courses placed the CTL in a position to assist with additional faculty training for distance education for the 2020-2021 academic year. Focusing on best practices in technology-enhanced education and online-learning, the CTL offered a series of summer Zoom workshops to faculty. Topics included 1) Establishing and maintaining a strong instructor presence in online courses, 2) Cultivating collaborative learning environments and camaraderie among students in remote learning, 3) Multiple modalities of instruction, 4) Assessment and feedback in online courses, 5) Syllabus design for online courses, 6) Maintaining student accessibility and assisting students with disabilities in remote learning, and 7) Hybrid course design. Most sessions were offered multiple times; all were recorded and made available to the faculty afterwards (including new hires), along with summary notes and suggestions from the CTL Director. In addition to the instructional sessions held by the CTL, some divisions on campus created special interest sessions in response to COVID-19 to address unique needs in faculty development such as weekly "TechTalks" in the College of Business, open to all faculty. The School of Law ran a Remote Learning Series; the College of Arts & Sciences developed an Online Pedagogy Working Group; and in March of 2021 the President tasked the Provost, the Deans, the Educational Technologies staff, and the CTL Director to begin the process of framing a quality online learning model for future faculty use.

In addition to University-wide programs, the School of Law also regularly hosts faculty forums to discuss works in progress, including discussions of scholarship and pedagogy. Additionally, the School of Law begins each academic year with a teaching colloquium that has addressed such topics as academic support best practices, bar exam preparedness, creating and maintaining positive educational experiences for transgender students, and anti-racism and implicit bias.

The University grants the Teaching Excellence Award, an annual institutional award that the CTL Director oversees with the assistance of a faculty committee of past recipients and administrative support from the Provost's Office.

Colleges and the School of Law are in the practice of assigning faculty mentors to new faculty, although chairs, or the Professional Development Committee and the Associate Dean for Academic Affairs in the School of Law, typically take on this role with adjuncts. The Center for Teaching and Learning also has a central role to play in preparing newly hired faculty (and some key staff members) for their first year at the University through the New Faculty and Staff Orientation Program, held over the course of three days in late August. During this time, they are introduced to the institution's key players, policies, and pedagogy needed for a successful transition to the classroom and campus culture of Western New England University. The CTL stays engaged with the new faculty during the academic year through a series of workshops designed to continue training and support new faculty as they grow during that first year. Additionally, these newest faculty members are in turn informally mentored by the class of faculty from the year before who are invited to join workshops and events and share what they have learned. This mechanism of engagement creates a continuous woven thread of faculty from all Colleges and the School of Law who become colleagues connected by their relationships and learning during their first two years as a faculty member at WNE.

The Center for Teaching and Learning offers confidential classroom observation and peer mentoring services for the faculty at their request. The service is typically utilized by new faculty and those seeking tenure and promotion for inclusion in their annual reviews and promotion portfolios. While the University currently does not require faculty "certification" beyond the necessary disciplinary credentials to teach, each program is part of a University-wide and, in many cases, College/School accreditation review, which includes assessment of learning and review of faculty credentials.

All Colleges/School have templates for faculty syllabi, with strict monitoring of course learning objectives use and assessment through program review. All courses are required to have student evaluations, although the format varies. Additionally, some programs on campus enjoy the employment of instructional designers/technologists, specifically in the College of Pharmacy and Health Sciences, and these individuals have provided campus-wide assistance during the COVID-19 pandemic.

Western New England University recognizes that advising is an essential component of the University's culture of helping students maximize their academic success and personal and professional development. To that end, in 2020 the University developed and implemented a new undergraduate University Advising model through the Vanech Family University Advising Center. Training of University, career, and peer advisors is done through the Student Success Center and the University Advising Center, which also collaborate with the CTL to assist with faculty training. A February 2021 CTL workshop on the CRM-Advise system was offered to faculty, while a March 2021 CTL workshop on the Self-Service system was provided to faculty in collaboration with the Registrar's office. The University continues the practice of students' first faculty advisor being their First Year Seminar faculty member. The team of advisors works collaboratively with the student and with other offices on campus, including but not limited to, the Student Success Center, Student Accessibility Services, Counseling Services, Athletics, and Study Abroad to take

a whole-person, holistic approach to advising. This model is designed to provide students with a comprehensive resource as they navigate the University environment.

Implementation of the Colleague Self-Service online platform has allowed all undergraduate and graduate academic planning and registration processes to take place online and are supported and approved by the faculty advisor. The "Early Advisory Notification System" provides online methods for notifying advisors of potential difficulties with student course work and attendance. The early advisory system can also provide feedback on exemplary student performance. Work during SOAR (Summer Orientation and Registration) continues to provide invaluable information on entering/incoming first-year students to faculty and peer advisors.

Graduate advising procedures within individual Colleges and the School of Law vary. In the College of Pharmacy and Health Sciences and in the College of Business, students are assigned a faculty advisor from their respective program who is retained for the entire length of the program. The School of Law utilizes a similar model in the Law Student Advising Program, developed in 2016. In this program, first-year students are placed in groups and assigned a faculty mentor/advisor, upper-level student mentors, and attorney mentors. The students meet throughout the academic year to ensure student success. Additional group and individual advising are provided by the Associate Dean for Academic Affairs and the Assistant Dean for Academic and Bar Success. In all graduate programs, faculty advisors and the Associate Dean of Academic Affairs are responsible for assisting students in effectively progressing through the curriculum, serving as a resource to reinforce the requirements, expectations, and standards of the program, and providing students with a resource regarding their future profession.

As the WNE Faculty Handbook states, "[t]he University recognizes that research by its faculty is important to the advancement of its educational goals and to the professional development of the individual involved." Professional development is defined as any activity that improves the faculty member's teaching methods, teaching effectiveness, or knowledge of their discipline. Professional development activities may include serving in a professional organization, familiarizing themselves with the latest approaches/innovations in academic journals, attending or participating in seminars, visits for the purpose of professional study, professional consulting, taking courses to expand subject knowledge, developing or revising new courses, developing new instructional materials and methods, and writing articles on teaching methods for publication in journals or presentations at conferences. Faculty members contribute to professional and academic societies and other academic institutions and organizations relevant to their discipline.

Scholarship takes many forms, from scholarship of discovery and application to scholarship of engagement and teaching and learning, all of which is done with an expectation of publication or conference presentation. Examples of scholarship include patents, publishing in peer-reviewed journals, presentations at scholarly conferences, publication in conference proceedings, contributions to law and medical reviews, book/film/television/game reviews, etc. The individual discipline may further define appropriate standards for acceptable scholarship. Faculty demonstrate scholarly activity in annual reviews that are in accordance with their handbooks and further definitions by various College/School accreditation group standards. In annual and tenure track reviews that are evaluated by department chairs, College Deans, and College-wide committees, faculty weight scholarship and professional service from 15% to 35% of their total faculty time. Faculty are also encouraged to write external grants.

Although uneven and inconsistently distributed, physical resources to support faculty and student research include D'Amour Library, laboratories, and offices provided to faculty. Technological resource support includes personal computers and internet access for each faculty member. Administrative resource support

includes accountants in the Controller's Office, program directors, administrative assistants, clerical staff, laboratory technicians, employees in Information Technology, the Writing Center, the Math Center, the Student Success Center, Career Center, Student Accessibility Services, Printing Services, Media Services, and Librarians.

The Controller's Office provides support for the external grant process. The Office of Finance and Administration has negotiated overhead rates with the Federal Government. Proposals developed for public sponsors or that involve formal sponsored research are facilitated and administered by staff within each individual College or School. All external grants are read by the VP for Finance and Administration and his staff to confirm the budget. The Provost reads each external grant or proposal application to confirm compliance with IRB, safety, space needs, resources such as matching funds and contract deliverables. Any one of these issues are addressed prior to any submission. For internal approval of external private grant applications, the principal investigator needs to obtain six signatures, including those of the chair of the department, Dean of the College/School, Advancement Office, Controller's Office, Vice President for Finance and Administration, and the Provost. The same process applies for internal approval of an external public grant application, excepting Advancement. The Faculty Grants Committee, in conjunction with the Provost, usually administers an extremely limited number of research and summer grants to faculty in the areas of curriculum and course development, professional development, or research. The committee accepts and reviews applications once per year. Those grants totaled $28,300 in 2019 and $29,241 in 2020. This grant amount was down from a high of $65,000 in 2016. There is a moratorium on Faculty Grants and sabbaticals for the 2021-2022 academic year due to fiscal constraints.

Finance and Administration develop and administer research policies and practices after the grant has been secured by faculty. Policies and procedures related to research including ethical considerations are established and clearly communicated throughout the institution. The Provost provides a yearly announcement detailing the process through the Institutional Review Board that faculty need to follow when performing research with human subjects. There is an Institutional Animal Care and Use Committee to regulate the safe use of animals in research used on campus; this committee includes a veterinarian. Such infrastructure enables the University to provide support for faculty scholarship, research, and creative activities.

## Appraisal

Western New England University is committed to diversity, equity, and inclusion, and this commitment resonates through our Mission Statement and in our Core Values. In order to support and retain an increasingly diverse student population, the faculty understand the need to increase the ranks of a diverse faculty advancing a shared understanding of the world around us, fostering the perspectives of all students and preparing students to enter an increasingly complex world. Although the University has a standing Diversity Committee, it has not quantified specific diversity goals. Of the full-time faculty, 10% self-identified as Asian American, 5% as Black, 2% as International and 0.4% as Hispanic. Among part-time faculty who did respond, only 4% self-identified as any minority group (43% did not respond to this question at all). More men are employed than woman, with 55% of fulltime faculty self-identified as male, 58% of part-time faculty. Among fulltime faculty, 45% percent self-identified as female, along with 42% of part-time faculty. This compares favorably with the last decennial report, when 38% of fulltime faculty self-identified as female, and indicates that the faculty is becoming more reflective of the larger national population with regard to gender.

As the faculty has grown, faculty activities have grown as well. There are increased opportunities for interdisciplinary teaching and research as well as for innovation in education. However, in order for faculty members to be able to fully explore these opportunities, there must be equity of loading across the Colleges and School of Law. Opportunity exists in engaging our professional librarians in the academic program. Professional librarians in D'Amour Library do not have faculty status. As a result, their ability to collaborate with faculty and provide support for teaching and research is currently limited. The University would benefit from engaging these individuals more fully, enabling them to contribute more completely to the academic program. Lastly, as the number of graduate programs increases, WNE will see an increase in graduate fellows in teaching positions. These fellows need oversight and infrastructure to help them become educators.

One of the most important aspects of our University is the supportive and collaborative learning environment characterized by: a) close interactions with students, both inside the classroom and outside of the classroom, b) small class sizes with interactive classroom activities, c) personal and well-utilized office hours, and d) continuous faculty-student conversations and collaborations that allows open-access to learning material in several different modalities. Consistently, our NSSE data supports this assertion. For example, in 2016 and again in 2020, the WNE "Student-Faculty Interaction" NSSE Engagement Indicator was significantly higher ($p < .05$) than the national average for both our first-year students and our seniors. Of WNE seniors, 83% have engaged in two or more high-impact practices, such as working with a faculty member on a research project, as compared to 59% for the 2020 NSSE average. Results from the LSSSE indicate that the School of Law delivers an excellent student/faculty experience. The faculty and staff are dedicated to mentoring students and to nurturing and maintaining a strong sense of community. For example, the 2019 LSSSE results for the School of Law's 1L responses to Question 1m (Discussed ideas from your readings or classes with faculty members outside of class), Question 1n (Received prompt feedback (written or oral) from faculty on your academic performance) and Question 1p (Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) were all significantly higher ($p < .05$) when compared to law schools in the region, private non-religious law schools, and all LSSSE participants in 2018 and 2019.

In general, the student view of academic advising at the University is very positive. NSSE data indicates students are significantly more satisfied with academic advising relative to other four-year private institutions. In the 2020 FSSE data, 70% of reporting undergraduate faculty indicated that they serve as academic advisors, and these faculty report spending an average of 1-4 hours per week on academic advising. Ninety-six percent of undergraduate faculty advisors report feeling comfortable in their role as an advisor at the University; however, 45% of undergrad faculty advisors believe they have not received adequate training. Additionally, 90% of faculty felt it was important that the institution increase its emphasis on providing academic support for advising. To that end, the Center for Teaching and Learning has instituted an annual spring workshop on advising for new faculty members, done in collaboration with the new University Advising Center.

Inconsistent policies and procedures across academic departments create inequity concerning distribution of faculty advising loads. This is particularly acute in the College of Arts and Sciences. In the Fall 2020 semester, for instance, the number of advisees per faculty member ranged from no advisees at all to 133. For those faculty who do have advisees, the mean number of advisees campus-wide was 19.5 with a standard deviation of almost 17, with 8% of faculty having greater than 40 advisees. This demonstrates clear disparities in the advising burden. Advising college students has become more challenging and complex in recent years, especially in the wake of COVID-19, as students face growing mental health issues as well as a rapidly changing job market. All of this demands more of the faculty advisor's time and skill. Moreover, freshman advising requires significantly more work on behalf of the faculty advisor

than advising during any other academic year. For faculty who teach freshman seminar courses and are assigned those freshmen as advisees, this adds to the sense of workload inequity.

Recognizing the importance of experiential learning and internships in helping students to become workforce-ready, faculty have increased experiential and interdisciplinary opportunities available to WNE students. For example, all College of Business students have at least 100 hours of direct work with companies as part of their regular program, and most majors have an additional 120-hour internship requirement. The College of Engineering requires a senior capstone project upon graduation. These projects are often collaborations with industry sponsors and allow students to get experiential learning alongside industry sponsors and working professionals. Additionally, engineering students participate in faculty research to get in-depth laboratory experience. Several students publish their work in national conferences and design competitions as part of their research experiences and capstone projects. The Law School requires six credits of experiential learning and offers numerous opportunities for students to satisfy the requirement through clinics, field placements and simulations. Moreover, its live-client experiential offerings are extensive enough that every student who wishes to participate is guaranteed a placement. Through the curriculum, the *pro bono* requirement, and their own initiative, law students are actively involved in helping to provide much needed legal services in the surrounding communities; the LSSSE data bear out that the Law School's students engage in more *pro bono* and service activities than students at comparison schools.

Western New England University's faculty provide a strong background in quantitative reasoning for our students. In our 2020 NSSE results, the item "Reached conclusions on your own analysis of numerical information" is one of the top five highest performing items for both our first-year students and our seniors (12% above the national average for FYS and 16% above for seniors). Among the many reasons for this is that our General University Requirements require all students to take two courses satisfying Mathematical Analysis. Also, in the College of Business, all students are required to take BIS 211 Statistics for Business Analytics and most also have additional upper-level analytics courses. Within the Engineering curriculum, the ABET requirements state that students are required to show competency in their ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. Several modules across the engineering curriculum are designed to evaluate student's learning specifically in this category. An example of such activity includes the development of a mathematical simulation model used to predict failure in materials and/or structures.

At WNE, faculty and administration strive to use data to help improve our teaching and learning in many ways. Since 2016, there have been annual Center for Teaching and Learning presentations entitled "What Can We Learn from Our NSSE Results?" where results have been shared with both veteran and new faculty. Discussions have occurred regarding how faculty might improve the level of academic challenge for our seniors, sparking greater dialogue, collaboration, and experimentation that manifested itself in improved NSSE survey results. Indeed, the 2016 vs. 2020 NSSE results showed marked progress overall in the Engagements Indicators for our seniors, particularly in three out of four of the "Academic Challenge" areas.

The faculty search and hiring process works consistently across the University. A University-wide faculty offer of employment checklist distributed and collected by the Provost's Office has helped to standardize this process. Initial contract language is explicit and has been followed as binding regarding the timeline for promotion and tenure. The President's Office working with the Provost distributes new faculty hires to areas of greatest University need rather than by refilling FTE's left vacant in each department or program. The Faculty Handbooks are readily available; albeit, the Handbook for the Colleges of Business, Engineering and Arts & Sciences is significantly out of date and needs revision. The University has

multiple Handbooks in place and uses the Exempt Employee Handbook to capture faculty benefits and employment information. Where possible, it would be helpful to have a single common handbook that captures the policies, practices, and codes of conduct common to all faculty. This common Handbook would then be supplemented by College or School-specific handbooks that would capture College-specific guidelines, policies, and procedures often related to professional accreditations. Additionally, these College or School-specific handbooks would make clear the expectations of their faculty in a published document that is readily available. The guidelines set forth in the College-specific governing documents/handbooks must be developed by subcommittees that are established from within each individual College, composed of a diverse group of its constituents, including junior faculty. Of course, all revisions to the handbooks would follow established policy on revision with review by the administration and approval of the Board.

Salaries and benefits are regularly re-evaluated, with periodic attempts to ensure equity across the various disciplines, although faculty are not aware of the CUPA HR data or how their individual salaries compare. Lack of transparency is the biggest drawback to faculty satisfaction with salary and benefits, followed by a perceived inability to keep up with annual cost of living increases. Over the past five years, across-the-board faculty salary increases have been FY 2015 3%, FY 2016 2%, FY 2017 2%, FY 2018 0%, FY 2019 1-3% as noted above, and FY 2020 0%. According to the Bureau of Labor Statistics, the average national cost of living increase (over calendar years) as measured by the consumer price index is approximately 2015 2%, 2016 2%, 2017 1%, 2018 2%, and 2019 2%. Benefits were uniformly reduced beginning in January 2018 and again in the 2020-21 academic year to address an institutional budget deficit, leading to a further perception of overall faculty compensation not keeping up with the rising cost of living. The University has information indicating that these reduced benefits remain within industry norms, but those comparisons are not widely distributed, and are therefore unknown to most faculty.

Human Resources maintains an Adjunct Faculty Salary Scale, which is the basis for most salary offers to contingency faculty. Deans of the four Colleges hire adjunct faculty members and use this scale in these appointments. The exception to this practice is the adjunct scale in the School of Law. The Provost's Office is not involved in the hiring of adjunct faculty. The adjunct salary scale takes into consideration the course taught, the program in which it is taught, the adjunct's qualifications, and how many years the adjunct has been teaching at the University. There is a concern that the current adjunct scale is low and hinders the ability of the University and the School of Law to attract and retain qualified and diverse adjunct faculty.

A focus on reviewing and revising faculty teaching loads across the University is viewed as essential. As faculty resources have declined, faculty responsibilities, including teaching and advising loads, have increased. Throughout the University, teaching loads vary. Loads are based on sections and should take into account the number of students, the type of course (e.g., lab, seminar, etc.), service activities, research efforts, and other compensated and uncompensated faculty work. Not only do teaching loads, like salaries, need to be consistent with the norms within each discipline, but also the University must continue to strive for equity in the process across the institution. Of greatest concern is the load calculation given in the handbook for the Colleges of Business, Engineering and Arts & Sciences. As stated in the Faculty Handbook, the load for teaching of a laboratory course is less than that of a lecture course. This impacts the College of Arts & Sciences significantly. Similar inequities exist in the School of Law, where faculty who teach critical/essential/required skills of legal research and writing and experiential skills have a more labor-intensive load, yet lower faculty status and lower salary range. Equity in teaching loads must also be achieved, while prioritizing reasonable class size limits (including online and hybrid courses) to maintain the University's tradition of strong student-faculty interactions.

Regarding the annual faculty review process, the School of Law and the College of Business have well-defined guidelines, both in the annual review and dossier submission, that might serve as a model for better clarity and consistency for the other Colleges to implement. College-specific templates developed with faculty input could improve efficiency and faculty morale around the review process, to make it more collaborative instead of punitive and burdensome. Likewise, an update to criteria in the Faculty Handbook could improve clarity of content and overall efficiency in the feedback process.

Enhanced use of faculty mentoring and in-person classroom review could take advantage of Western New England's strong and supportive faculty community. Toward this end, the School of Law's Professional Development Committee could serve as a model for establishing a University-wide program that would benefit faculty in all Colleges. Moreover, Chairs of the Peer Review Committees (PRC) have indicated that a more collaborative process between the junior faculty and department chair in the first stage of the review would improve the quality of the document and expedite the process for all.

The University should look towards strategies that provide formative assessment of teaching at all ranks, to ensure quality of the instruction provided. This should be done to supplement or replace student course evaluations. There is a disproportionate use of student evaluations in the evaluative process to assess quality of teaching. This perpetuates well-documented inequities based on race, gender and age. More importantly, this can also constrain classroom innovation and rigor in challenging courses among tenure-track faculty for fear of low student evaluations.

Across the University, faculty continue to perform research in their respective fields, develop and create technologies, produce and publish scholarship and creative work in nationally and internationally recognized journals, reviews, and with major publishers, and attend and present at conferences across the country and around the world. These engagements are captured in a summary of research and scholarship and in more detail in excerpts from the Deans' Annual Reports.

The University currently lacks a sufficient infrastructure to support external grants and funding opportunities, as well as providing information guidelines regarding policy initiatives and data management. There is a need to help Principal Investigators (PIs) pursue grant opportunities and to assist PIs over the lifetime of the grant. Help is needed in terms of grant writing, maintaining records, tracking grant commitments, negotiating budgets and matching funds, and general oversight regarding space and technology commitments. While various departments within each College and the School of Law are given adequate space for pedagogical and research purposes, this is not the case across the University as a whole. Both space and budgetary concerns precede the current fiscal year challenges brought about by COVID-19. The University-wide restructuring led by new University President Robert Johnson presents an opportunity to address these issues and affect positive change in the immediate future and beyond.

Allocation of course loading has to be weighed against the outputs in scholarly work to create equity among faculty, both within and across the Colleges/School. Better transparency in this category and its use during the evaluative process will be beneficial. Current strategic plans led by the administration have identified research support as a growth opportunity for the University.

## Projection

By 2022-2023, the Provost will establish an Office of Sponsored Projects, Research, and Innovation.

By April of 2022, the Provost will produce options for defining a path forward for expanding the mission and scope for the WNE Center for Teaching and Learning for discussion by the Management Council.

The goal is to establish a revitalized CTL by the 2022-2023 academic year. The Provost, with support from the VP of Finance and Administration, will advance the Center for Teaching and Learning's position as a cornerstone of academic support for the faculty by establishing an appropriate budget and financial model for the Center. Toward that end, the Provost has tasked a working group led by the current CTL Director and D'Amour Library's Director with presenting recommendations for the Center's future in May of 2022.

In the 2021-2022 academic year, the Provost's Office, in consultation with the University Faculty Senate, will conduct an environmental scan of where student-faculty research is happening to help us design and establish a competitive fund to support summer and yearlong research assistantships, and faculty course releases to support research, while encouraging multigenerational lab models (collaboratively engaging faculty, graduate students and undergraduate students). The research assistantships and faculty course releases will begin in the 2022-2023 academic year.

The President will prioritize faculty diversity hiring and establish targeted recruitment and opportunity hiring funds for this purpose.

The Provost, working to integrate faculty and academic leadership, will take steps to implement best practices in the recruitment and hiring of minority faculty candidates. This work will include putting an institutional strategy in place for the hiring of a more diverse faculty. The strategy will include best practices, such as implicit bias training for the search committees, and the active recruitment of minority candidates and women.

Working with the Chief Human Resources Officer, the Provost and academic Deans will develop concrete and realistic goals which will include closing our remaining gender gap and increasing faculty diversity by 2027. The process and the progress made will be communicated annually to the Diversity & Inclusion Committee of the University Faculty Senate.

In an effort to improve transparency and the understanding of equity with regards to faculty salaries, the Office of Human Resources will make available to the faculty public sources documenting national salary data that include access to CUPA-HR and the *Chronicle of Higher Education's Almanac*. Information and discussion sessions related to salary will be hosted by Chief Human Resources Officer and the Provost.

The work begun by Human Resources, the Deans' Offices, and the Provost's Office on a new adjunct faculty salary grid will resume and be implemented in order to make adjunct salaries competitive with comparable institutions.

To address issues of equity, faculty workload (teaching, service, and research) will be defined more rigorously in the context of the department/program in which the faculty member is contributing. The Provost, in concert with the academic Deans and faculty, will pursue this initiative. Workload will include faculty advising loads, with compensation tied to first-year advising duties.

All faculty handbooks need to be updated on a regular basis. The Provost, in consultation with the University Faculty Senate, will study the current construction of our Faculty Handbooks. It is recommended that a Common Handbook be established that will capture the policies, practices, and codes of conduct common to all faculty. College-specific guidelines, policies, and procedures often related to professional accreditations will be established and published by the individual Colleges and the School of Law.

The Provost, in consultation with the Deans and the University Faculty Senate, will examine the annual review documentation procedures and the peer-review process used in advancing tenure in each of the Colleges.

The Online Teaching and Learning Committee (an ad hoc faculty subcommittee of the Undergraduate Programs Committee) will review and provide advice to the Provost on whether the institution's participation in the CIC Online Course Sharing Consortium Acadeum is consistent with our goals to (1) ensure appropriate teaching loads and class sizes, (2) uphold the quality of courses, (3) preserve the intimacy of the teacher-student relationship, and (4) protect the integrity of the WNE educational experience.

Adjunct access to professional development is important to WNE's future. Opportunities for professional development must be advanced. The Provost shall extend invitations and encourage adjunct faculty participation in New Faculty Orientation and other training workshops.

The Provost, together with the Director of Assessment, the Deans, and the University Faculty Senate, will examine our course evaluation process tied to student evaluations in the context of clarity, consistency, validity, and meaningful feedback, and will consider other approaches to assessing teaching including formative assessment.

The Provost and Deans will work to integrate the role of the library and professional librarians into the academic program over the next three years.

## Standard 7: Institutional Resources
## (Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.
If your institution does not submit IPEDS, visit this link for information about how to complete this form:
https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

| | 3 Years Prior | | | 2 Years Prior | | | 1 Years Prior | | | Current Year | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2017 | | | 2018 | | | 2019 | | | 2020 | | |
| | FT | PT | Total | FT | PT | Total | FT | PT | Total | FT | PT | Total |
| Instructional Staff | 241 | 126 | 367 | 237 | 109 | 346 | 225 | 113 | 338 | 233 | 98 | 331 |
| Research Staff | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Public Service Staff | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Librarians | 9 | 0 | 9 | 9 | 0 | 9 | 9 | 0 | 9 | 8 | 0 | 8 |
| Library Technicians | 3 | 2 | 5 | 4 | 1 | 5 | 4 | 1 | 5 | 2 | 1 | 3 |
| Archivists, Curators, Museum staff | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 0 | 1 | 1 |
| Student and Academic Affairs | 42 | 4 | 46 | 28 | 2 | 30 | 29 | 1 | 30 | 25 | 0 | 25 |
| Management Occupations | 83 | 3 | 86 | 86 | 0 | 86 | 86 | 1 | 87 | 91 | 0 | 91 |
| Business and Financial Operations | 14 | 0 | 14 | 14 | 0 | 14 | 20 | 0 | 20 | 28 | 0 | 28 |
| Computer, Engineering and Science | 42 | 2 | 44 | 41 | 3 | 44 | 34 | 2 | 36 | 27 | 2 | 29 |
| Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media | 34 | 7 | 41 | 36 | 25 | 61 | 39 | 25 | 64 | 39 | 9 | 48 |
| Healthcare Practitioners and Technical | 9 | 3 | 12 | 8 | 3 | 11 | 10 | 2 | 12 | 9 | 1 | 10 |
| Service Occupations | 123 | 16 | 139 | 110 | 10 | 120 | 119 | 10 | 129 | 116 | 12 | 128 |
| Sales and Related Occupations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Office and Administrative Support | 82 | 6 | 88 | 66 | 3 | 69 | 67 | 5 | 72 | 59 | 4 | 63 |
| Natural Resources, Construction, Maintenance | 16 | 0 | 16 | 15 | 0 | 15 | 16 | 0 | 16 | 19 | 0 | 19 |
| Production, Transportation, Material Moving | 4 | 0 | 4 | 4 | 0 | 4 | 4 | 0 | 4 | 4 | 0 | 4 |
| Total | 703 | 170 | 873 | 659 | 157 | 816 | 663 | 161 | 824 | 660 | 128 | 788 |

Please enter any explanatory notes in the box below

## Standard 7: Institutional Resources
## (Statement of Financial Position/Statement of Net Assets)

| | Fiscal Year ends - month & day: ( 06 /30 ) | 2 Years Prior (FY 2019) | 1 Year Prior (FY 2020) | Most Recent Year (FY 2021) | 2 yrs-1 yr. prior | 1 yr.-most recent |
|---|---|---|---|---|---|---|
| | **ASSETS (in 000s)** | | | | | |
| ? | Cash and Short Term Investments | $18,156 | $23,612 | $29,693 | 30.10% | 25.75% |
| ? | Cash held by State Treasurer | | | | | |
| ? | Deposits held by State Treasurer | | | | | |
| ? | Accounts Receivable, Net | $1,395 | $1,316 | $3,148 | -5.70% | 139.21% |
| ? | Contributions Receivable, Net | $3,518 | $2,658 | $1,280 | -24.40% | -51.84% |
| ? | Inventory and Prepaid Expenses | $3,517 | $2,706 | $3,332 | -23.10% | 23.13% |
| ? | Long-Term Investments | $67,309 | $67,738 | $90,794 | 0.60% | 34.04% |
| ? | Loans to Students | $3,878 | $3,142 | $2,191 | -19.00% | -30.27% |
| ? | Funds held under bond agreement | $450 | $0 | $0 | -100.00% | - |
| ? | Property, plants, and equipment, net | $153,724 | $148,722 | $144,656 | -3.30% | (0.03) |
| ? | Other Assets | $746 | $736 | $901 | -1.30% | 0.22 |
| | **Total Assets** | **$252,693** | **$250,630** | **$275,995** | -0.80% | 0.10 |
| | **LIABILITIES (in 000s)** | | | | | |
| ? | Accounts payable and accrued liabilities | $9,843 | $10,850 | $14,723 | 10.20% | 35.70% |
| ? | Deferred revenue & refundable advances | $8,033 | $8,514 | $9,469 | 6.00% | 11.22% |
| ? | Due to state | | | | | |
| ? | Due to affiliates | | | | | |
| ? | Annuity and life income obligations | $120 | $150 | $245 | 25.00% | 63.33% |
| ? | Amounts held on behalf of others | $2,389 | $2,707 | $2,658 | 13.30% | -1.81% |
| ? | Long-term investments | | | | | |
| ? | Refundable government advances | $2,762 | $2,362 | $1,924 | -14.50% | -18.54% |
| ? | Other long-term liabilities | $100,222 | $98,896 | $96,701 | -1.30% | -2.22% |
| | **Total Liabilities** | **$123,369** | **$123,479** | **$125,720** | 0.10% | 1.81% |
| | **NET ASSETS (in 000s)** | | | | | |
| | Unrestricted net assets | | | | | |
| | Institutional | **$88,762** | **$85,850** | **$99,498** | -3.30% | 15.90% |
| ? | Foundation | | | | | |
| | **Total** | **$88,762** | **$85,850** | **$99,498** | -3.30% | 15.90% |
| | Temporarily restricted net assets | | | | | |
| | Institutional | **$11,912** | **$10,757** | **$19,675** | -100.00% | 82.90% |
| ? | Foundation | | | | | |
| | **Total** | **$11,912** | **$10,757** | **$19,675** | -100.00% | 82.90% |
| | Permanently restricted net assets | | | | | |
| | Institutional | **$28,650** | **$30,259** | **31102** | 44.20% | 2.79% |
| ? | Foundation | | | | | |
| | **Total** | **$28,650** | **$30,259** | **$150,275** | 44.20% | 396.63% |
| | **Total Net Assets** | **$129,324** | **$126,866** | **$150,275** | -1.70% | 18.45% |
| | **TOTAL LIABILITIES and NET ASSETS** | **$252,693** | **$250,630** | **$275,995** | -0.80% | 10.12% |

Please enter any explanatory notes in the box below

## Standard 7: Institutional Resources
## (Statement of Revenues and Expenses)

| | Fiscal Year ends - month& day: ( 06 / 30 ) | 3 Years Prior (FY2018) | 2 Years Prior (FY2019) | Most Recently Completed Year (FY 2020) | Current Year (FY 2021) | Next Year Forward (FY 2022) |
|---|---|---|---|---|---|---|
| | **OPERATING REVENUES (in 000s)** | | | | | |
| ? | Tuition and fees | $122,469 | $126,416 | $131,596 | $130,416 | $134,082 |
| ? | Room and board | $22,421 | $22,828 | $18,149 | $19,898 | $19,940 |
| ? | Less: Financial aid | ($47,546) | ($49,810) | ($52,318) | -$54,175 | -$58,216 |
| | Net student fees | $97,344 | $99,434 | $97,427 | $96,139 | $95,806 |
| ? | Government grants and contracts | $1,694 | $1,666 | $4,457 | $7,627 | $4,859 |
| ? | Private gifts, grants and contracts | $1,792 | $900 | $925 | $750 | $725 |
| ? | Other auxiliary enterprises | $151 | $138 | $109 | $78 | $125 |
| | Endowment income used in operations | $1,208 | $1,190 | $1,280 | $2,273 | $3,771 |
| ? | Other revenue (specify): | $2,031 | $1,078 | $1,241 | $1,375 | $538 |
| | Other revenue (specify): | | | | | |
| | Net assets released from restrictions | $2,322 | $1,501 | $1,677 | $1,726 | |
| | **Total Operating Revenues** | **$106,542** | **$105,907** | **$107,116** | **$109,968** | **$105,824** |
| | **OPERATING EXPENSES (in 000s)** | | | | | |
| ? | Instruction | $42,088 | $41,284 | $40,619 | $39,175 | $33,939 |
| ? | Research | | | | | |
| ? | Public Service | | | | | |
| ? | Academic Support | $16,588 | $13,890 | $13,737 | $12,218 | $14,732 |
| ? | Student Services | $16,726 | $16,808 | $17,666 | $16,276 | $17,849 |
| ? | Institutional Support | $17,046 | $16,400 | $17,394 | $20,093 | $22,386 |
| | Fundraising and alumni relations | | | | | |
| ? | Operation, maintenance of plant (if not allocated) | | | | | |
| ? | Scholarships and fellowships (cash refunded by public institution) | | | | | |
| ? | Auxiliary enterprises | $17,583 | $18,158 | $16,970 | $17,262 | $16,918 |
| ? | Depreciation (if not allocated) | | | | | |
| ? | Other expenses (specify): | | | $1,313 | $1,372 | |
| | Other expenses (specify): | | | | | |
| | **Total operating expenditures** | **$110,031** | **$106,540** | **$107,699** | **$106,396** | **$105,824** |
| | **Change in net assets from operations** | **($3,489)** | **-$633** | **($583)** | **$3,572** | **$0** |
| | **NON OPERATING REVENUES (in 000s)** | | | | | |
| ? | State appropriations (net) | | | | | |
| ? | Investment return | **$7,129** | **$3,941** | **$101** | **$22,899** | |
| ? | Interest expense (public institutions) | | | | | |
| | Gifts, bequests and contributions not used in operations | **1709** | **2892** | **2398** | **$607** | **$400** |
| ? | Other (specify): Nonoperating activity | **($1,415)** | | **($1,132)** | **$45** | |
| | Other (specify): Net assets released from restriction | **-2322** | **-1501** | **-1677** | **-$1,726** | |
| | Other (specify): Long-term investment gains ulitized in operations | **-$1,917** | **-$1,988** | **-$1,280** | **-$2,273** | **-$2,093** |
| | **Net non-operating revenues** | **$3,184** | **$3,344** | **($1,590)** | **$19,552** | **-$1,693** |
| | **Income before other revenues, expenses, gains, or losses** | **($305)** | **$2,711** | **($2,173)** | **$23,124** | **-$1,693** |
| ? | Capital appropriations (public institutions) | | | | | |
| ? | Other (specify): | | | | | |
| | **TOTAL INCREASE/DECREASE IN NET ASSETS** | **($305)** | **$2,711** | **($2,173)** | **-$2,173** | **-$1,693** |

## Standard 7: Institutional Resources
## (Statement of Debt)

| | | FISCAL YEAR ENDS month & day ( 06 / 30 ) | 3 Years Prior (FY2018) | 2 Years Prior (FY2019) | Most Recently Completed Year (FY 2020) | Current Year (FY 2021) | Next Year Forward (FY 2022) |
|---|---|---|---|---|---|---|---|
| | | **Long-term Debt** | | | | | |
| | | Beginning balance | $83,261 | $101,410 | $100,222 | $98,896 | $96,701 |
| | | Additions | $61,070 | $0 | $0 | $0 | $0 |
| | ? | Reductions | ($42,921) | ($1,188) | ($1,326) | ($2,195) | ($1,942) |
| | | Ending balance | **$101,410** | **$100,222** | **$98,896** | **$96,701** | **$0** |
| | | Interest paid during fiscal year | $4,430 | $3,695 | $4,489 | $4,404 | $4,320 |
| | | Current Portion | $874 | $914 | $1,855 | $1,942 | $2,039 |
| | | | | | | | |
| | | **Bond Rating** | BBB | BBB | BBB | BBB | BBB |
| | | | | | | | |
| | | **Debt Service Coverage**<br>Operating Income / (Annual Interest + Current Portion of Debt) | 20.07 | 22.98 | 16.78 | 17.33 | 16.64 |
| | | Debt to Net Assets Ratio<br>Long-term Debt / Total Net Assets | 0.8 | 0.77 | 0.78 | 0.64 | 0.69 |
| | | **Debt to Assets Ratio**<br>Long-term Debt / Total Assets | 0.4 | 0.4 | 0.39 | 0.35 | 0.35 |

**Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants**

**Line(s) of Credit: List the institutions line(s) of credit and their uses.**

The University has an uncollateralized line of credit with a bank in the amount of $7,500 as of June 30, 2020. The line of credit bears interest, which is variable at a rate per annum equal to the Wall Street Journal prime rate. A commitment fee equal to 0.25% of the original principal amount of the note is payable each year on the anniversary date of the line. No borrowings against this line were used in FY20 and the expectation is not to use in FY21.

**Future borrowing plans (please describe).**

## Standard 7: Institutional Resources
## (Supplemental Data)

| | FISCAL YEAR ENDS month & day ( 06 / 30 ) | 3 Years Prior (FY2018) | 2 Years Prior (FY2019) | Most Recently Completed Year (FY 2020) | Current Year (FY 2021) | Next Year Forward (FY 2022) |
|---|---|---|---|---|---|---|
| | **NET ASSETS** | | | | | |
| | Net assets beginning of year | $126,918 | $126,613 | $129,324 | $127,151 | $150,275 |
| | Total increase/decrease in net assets | ($305) | $2,711 | ($2,173) | $23,124 | ($1,693) |
| | Net assets end of year | **$126,613** | **$129,324** | **$127,151** | **$150,275** | **$148,582** |
| | **FINANCIAL AID** | | | | | |
| | Source of funds | | | | | |
| | Unrestricted institutional | $44,839 | $47,559 | $49,779 | $51,454 | $55,597 |
| | Federal, state and private grants | **$1,201** | **$780** | **$892** | **$995** | **$672** |
| | Restricted funds | **$1,506** | **$1,471** | **$1,647** | **$1,726** | **$1,947** |
| | Total | **$47,546** | **$49,810** | **$52,318** | **$54,175** | **$58,216** |
| | % Discount of tuition and fees | 38.82% | 39.40% | 39.76% | 41.5% | 43.4% |
| ? | % Unrestricted discount | 36.61% | 37.62% | 37.83% | 39.5% | 41.5% |
| | Net Tuition Revenue per FTE | $28 | $29 | $29 | $29 | $30 |
| ? | **FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE** | 2.4 | 2.6 | 2.5 | 2.6 | |

**Please indicate your institution's endowment spending policy:**

The long-term objective of the spending guidelines is to maintain the purchasing power of the endowment with the goal of providing a reasonable, predictable, stable, and sustainable level of income to support current operations. The proposed rate is reviewed periodically to ensure that income levels are adjusted to reflect inflation (Higher Education Price Index), subject to a minimum of 3 percent and a maximum of 5 percent. The board-approved rate is applied to a 13-quarter average market value to determine each endowment's distributable earnings.

**Please enter any explanatory notes in the box below.**

Federal Financial Responsibility Composite Score is listed in the column corresponding to when the score was released. So the most recent score, i.e. the 2018-2019 score released on March 8, 2021, is listed in the FY 2021 column. Similarly, the 2017-2018 score released in 2020 is listed in the FY 2020 column. Line 19: FTE is calculated by multiplying all part-time students by 1/3. Part-time FTE is then added to the full-time enrollment headcount to obtain an FTE for all students.

## Standard 7: Institutional Resources
## (Liquidity)

| FISCAL YEAR ENDS month & day ( 06 /30 ) | 3 Years Prior (FY2018) | 2 Years Prior (FY2019) | Most Recently Completed Year (FY 2020) | Current Year (FY 2021) | Next Year Forward (FY 2022) |
|---|---|---|---|---|---|
| **CASH FLOW** | | | | | |
| Cash and Cash Equivalents beginning of year | $8,553 | $2,756 | $18,156 | $23,612 | $29,693 |
| Cash Flow from Operating Activities | $2,723 | $7,821 | $6,385 | 11340 | 7600 |
| Cash Flow from Investing Activities | ($18,042) | ($2,204) | ($4,716) | ($4,645) | -5000 |
| Cash Flow from Financing Activities | $9,522 | $9,783 | $3,787 | ($614) | -1500 |
| Cash and Cash Equivalents end of year | **$2,756** | **$18,156** | **$23,612** | **$29,693** | **$30,793** |
| **LIQUIDITY RATIOS** | | | | | |
| Current Assets | $13,958 | $27,298 | $28,621 | $36,740 | $37,406 |
| Current Liabilities | $21,054 | $21,299 | $24,076 | $29,037 | $26,937 |
| Current Ratio | **0.66** | **1.28** | **1.19** | **1.27** | **1.39** |
| Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses])/ 365) | **9.9** | **67.47** | **86.81** | **110.19** | **115.72** |

**Please enter any explanatory notes in the box below that may impact the institution's cash flow.**

**Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.**

The University withdrew $11.5M from pooled investments to cover cash flow in FY18. The withdrawals were $3.5M in the 2QTR and $8.0M in the 3QTR. These withdrawals were within the investment policy guidelines and based on amounts owed the University from the pooled investments from a buildup of the endowment spending not taken. The University also borrowed $2.0M from the line of credit in FY18; the borrowing was paid off by 6/30/2018. These cash activities were a result of a large deficit in FY17 where cash was being depleted. Since this time we have been building up our cash reserves successfully each year.

**Please enter any explanatory notes in the box below.**

## Standard 7: Institutional Resources
## (Information Resources, D'Amour Library)

| | 3 Years Prior | 2 Years Prior | Most Recently Completed Year | Current Year | Next Year Forward (goal) |
|---|---|---|---|---|---|
| | (FY 2019) | (FY 2020) | (FY 2021) | (FY 2022) | (FY 2023) |
| **Total Expenditures** | | | | | |
| Materials | $805,174 | $791,944 | $759,471 | $774,604 | $819,841 |
| Salaries & wages (permanent staff) | $477,808 | $488,168 | $473,632 | $461,631 | $483,992 |
| Salaries & wages (student employees) | $67,343 | $54,542 | $46,846 | $65,000 | $69,100 |
| Other operating expenses | $113,962 | $87,881 | $121,207 | $124,220 | $141,760 |
| **Expenditures/FTE student** | 3201 FTE | 3154 FTE | 3018 FTE | 2995 FTE | 2971 FTE |
| Materials | $252 | $251 | $252 | $259 | $276 |
| Salaries & wages (permanent staff) | $149 | $155 | $157 | $154 | $163 |
| Salaries & wages (student employees) | $21 | $17 | $16 | $22 | $23 |
| Other operating expenses | $36 | $28 | $40 | $41 | $48 |
| **Collections** | | | | | |
| Percent available physically | 28% | 13% | 13% | 13% | 10% |
| Percent available electronically | 72% | 87% | 87% | 87% | 90% |
| Number of digital repositories | 1 | 1 | 1 | 1 | 1 |
| **Personnel (FTE)** | | | | | |
| Librarians - main campus | 8 | 8 | 7 | 7 | 7 |
| Librarians - branch /other locations/ | | | | | |
| Other library personnel - main campus | 4 | 4 | 4 | 4 | 5 |
| Other library personnel - branch/other locations | | | | | |
| **Availability/attendance** | | | | | |
| Hours of operation/week main campus | 95 | 95 | 78 | 86 | 95 |
| Hours of operation/week branch/other locations | NA | NA | NA | NA | NA |

**Consortia/Partnerships**

| |
|---|
| Cooperating Libraries of Greater Springfield (CLGS) |
| |

**URL of most recent library annual report**: https://www1.wne.edu/university-archives/archived-dept-folder/annual-reports.cfm

Please enter any explanatory notes in the box below

**Total Materials Expenditures** includes the Library budgets for the College of Pharmacy and Health Sciences as the D'Amour Librarians have responsibility for library purchases from these budget lines. Data = ACRL Statistics Total Materials/Services.
**Expenditures per FTE Student** uses the FTE count for all students except Law Students as D'Amour Library is the library that serves all undergraduate and graduate students. FTE for FY23 is estimated.
**Librarians-branch/other locations**: The College of Pharmacy and Health Sciences has one budgeted librarian position. The librarian in that position works from D'Amour Library and devotes half of his time to D'Amour Library and half of his time to the COPHS. D'Amour Library does not have any budget for that position, so that librarian's salary is not reflected in the salary data supplied.
**Hours**: FY21 hours were reduced due to the COVID-19 Pandemic and the number of library staff working remotely. FY22 hours were reduced due to the continuing COVID-19 Pandemic. **Salaries/Wages:** FY21 amount includes one-time COVID bonuses; these bonuses have been removed for FY22. For FY23 the this field includes wages for a part-time evening circulation supervisor of $17,745.

## Standard 7: Institutional Resources
## (Information Resources, Law Library)

| | 3 Years Prior | 2 Years Prior | Most Recently Completed Year | Current Year | Next Year Forward (goal) |
|---|---|---|---|---|---|
| | (FY 2019) | (FY 2020) | (FY 2021) | (FY 2022) | (FY 2023) |
| **Total Expenditures** | | | | | |
| Materials | $780,740 | $755,218 | $517,132 | $719,040 | $774,519 |
| Salaries & wages (permanent staff) | $442,465 | $464,843 | $422,879 | $504,385 | $644,050 |
| Salaries & wages (student employees) | $81,585 | $57,936 | $57,910 | $83,168 | $87,750 |
| Other operating expenses | $89,983 | $76,919 | $71,142 | $101,081 | $106,146 |
| **Expenditures/FTE student** | 290 | 255 | 283 | 282 | 304 |
| Materials | $2,692 | $1,962 | $1,827 | $2,550 | $2,548 |
| Salaries & wages (permanent staff) | $1,807 | $1,823 | $1,494 | $1,789 | $2,184 |
| Salaries & wages (student employees) | $281 | $277 | $205 | $295 | $289 |
| Other operating expenses | $310 | $302 | $251 | $358 | $349 |
| **Collections** | | | | | |
| Percent available physically | 100% | 99% | 98% | 98% | 90% |
| Percent available electronically | 0% | 1% | 2% | 2% | 10% |
| Number of digital repositories | 3 | 3 | 3 | 2 | 2 |
| **Personnel (FTE)** | | | | | |
| Librarians - main campus | | | | | |
| Librarians - branch /other locations | 4 | 4 | 4 | 3 | 5 |
| Other library personnel - main campus | | | | | |
| Other library personnel - branch/other locations | 3 | 2.5 | 2.5 | 2.5 | 2.5 |
| **Availability/attendance** | | | | | |
| Hours of operation/week main campus | | | | | |
| Hours of operation/week branch/other locations | 91 | 69 | 83 | 91 | 91 |

**Consortia/Partnerships**

| |
|---|
| NELLCO Law Library Consortium, Inc. |
| Cooperating Libraries of Greater Springfield (CLGS) |
| Legal Information Preservation Alliance (LIPA) |
| |

**URL of most recent library annual report**: Law Library Information

Please enter any explanatory notes in the box below

LIPA membership started 7/1/20. In FY20, the University was closed from the Middle of March through the end of June. In FY 21, the University was closed except for staff for the month of July. This impacted the hours of operation. Row 41: The Law Library's annual report is embedded within the annual report for the School of Law and is excerpted here.

## Standard 7: Institutional Resources
## (Technological Resources)

| | 3 Years Prior | 2 Years Prior | Most Recently Completed Year | Current Year | ? Next Year Forward (goal) |
|---|---|---|---|---|---|
| | (FY 2018) | (FY 2019) | (FY 2020) | (FY 2021) | (FY 2022) |
| ? **Course management system** | Desire2Learn Brightspace / Twen | | | | |
| Number of classes using the system | 1,768 | 1,967 | 2,086 | 1,845 | 1,900 |
| **Bandwidth** | | | | | |
| On-campus network | 1Gb-320Gb | 1Gb-320Gb | 1Gb-320Gb | 1Gb-320Gb | 1Gb-500Gb |
| Off-campus access | | | | | |
| ? commodity internet (Mbps) | 10000 | 10000 | 10000 | 10000 | 20000 |
| ? high-performance networks (Mbps) | | | | | |
| ? Wireless protocol(s) | 802.11a/b/g/n | 802.11a/b/g/n | 802.11a/b/g/n & Wifi 6 | 802.11a/b/g/n & Wifi 6 | 802.11a/b/g/n & Wifi 6 |

**Typical classroom technology**

| | |
|---|---|
| Main campus | Podium, Computer, Internet, recording, doc cam, Blu-Ray, LCD/Projector, microphones |
| Branch/other locations | Laptop, doc cam, writing pad, headset (off campus teaching) |

**Software systems and versions**

| | |
|---|---|
| Students | Ellucian Colleague (currently, UI 5.16, S.S. 2.30.0.8) |
| Finances | Ellucian Colleague (currently, UI 5.16, S.S. 2.30.0.8) |
| Human Resources | Ellucian Colleague (currently, UI 5.16, S.S. 2.30.0.8) |
| Advancement | Ellucian Colleague (currently, UI 5.16, S.S. 2.30.0.8) |
| Library | Innovative / Twen / Westlaw / LexisNexis (saas) |
| Website Management | Hannon Hill Cascade Server (8.17) |
| Portfolio Management | Desire2Learn Brightspace (saas) |
| Interactive Video Conferencing | Zoom (saas) |
| Digital Object Management | ContentDM (OCLC) |

**Website locations of technology policies/plans**

| | |
|---|---|
| Integrity and security of data | Policies for Management and Protection of Information |
| Privacy of individuals | WISP |
| Appropriate use | Acceptable Use Policy |
| Disaster and recovery plan | Business Continuity Plan |
| Disaster and recovery plan | Disaster Recovery Plan |
| Technology replacement | Computer Replenishment Plan |

Please enter any explanatory notes in the box below

## Standard 7: Institutional Resources
## (Physical Resources)

| Campus location | Serviceable Buildings | Assignable Square Feet (000) |
|---|---|---|
| Main campus | 79 | 977 |
| Other U.S. locations | 0 | 0 |
| International locations | 0 | 0 |

| | 3 Years Prior (FY 2018 ) | 2 Years Prior (FY 2019 ) | 1 Year Prior (FY 2020 ) | Current Year (FY 2021 ) | Next Year Forward (goal) (FY 2022 ) |
|---|---|---|---|---|---|
| **Revenue ($000)** | | | | | |
| Capital appropriations (public institutions) | | | | | |
| Operating budget | $108,883 | $107,950 | $110,933 | $101,456 | $105,824 |
| Gifts and grants | $5,195 | $5,458 | $7,780 | $8,984 | $5,584 |
| Debt | $12,970 | $0 | $0 | $0 | $0 |
| Total | $127,048 | $113,408 | $118,713 | $110,440 | $111,408 |
| **Expenditures ($000)** | | | | | |
| New Construction | $20,482 | $0 | $0 | $0 | $0 |
| Renovations, maintenance and equipment | $7,889 | $3,373 | $2,381 | $2,356 | $3,447 |
| Technology | $4,766 | $2,385 | $6,545 | $2,297 | $2,641 |
| Total | $33,137 | $5,758 | $8,926 | $4,653 | $6,088 |

| **Assignable square feet (000)** | Main campus | Off-campus | Total |
|---|---|---|---|
| Classroom | 68.3 | | 68 |
| Laboratory | 48.1 | | 48 |
| Office | 103.6 | | 104 |
| Study | 71.1 | | 71 |
| Special | 0 | | 0 |
| General | 190.4 | | 190 |
| Support | 87.3 | | 87 |
| Residential | 366.7 | | 367 |
| Other | 41.7 | | 42 |

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

| Building name | Purpose(s) | Assignable Square Feet (000) | Cost (000) | Year |
|---|---|---|---|---|
| University Commons | Dining, Conference | 60.7 | $34,800 | 2018 |
| Golden Bear Pavillion | Athletic Facility | 7.6 | $2,100 | 2014 |

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

| Building name | Purpose(s) | Assignable Square Feet | Cost (000) | Year |
|---|---|---|---|---|
| None Planned | | | | |

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

The list below includes renovations costing 300,000 or more

| Building name | Purpose(s) | Assignable Square Feet | Cost (000) | Year |
|---|---|---|---|---|
| Sleith Hall | Classrooms, Labs, Offices | 51.60 | $13,400 | 2014 |
| Herman Hall | Classrooms, Labs, Offices | 33.10 | $8,700 | 2012 |
| Public Safety Building | Public Safety Facility | 4.70 | $300 | 2016 |
| Welcome Center | Admissions | 10.60 | $300 | 2021 |

**Renovations planned for next 5 years (add rows as needed)**

The list below includes renovations costing 10,000,000 or more

| Building name | Purpose(s) | Assignable Square Feet | Cost (000) | Year |
|---|---|---|---|---|
| | | | | |

Please enter any explanatory notes in the box below

No major renovations planned in the next five years.

# Standard Seven: Institutional Resources

## Description

***Human Resources***

Western New England University employs sufficient and qualified personnel to fulfill its mission. In addition to the faculty outlined in Standard 6, WNE has 457 staff members; 427 of these employees are fulltime and 30 part-time. The University's goal for diversity, equity, and inclusion was expressed in the previous strategic plan. Specifically, the Western New England community believes that education should both enable and empower all community members to live and work in an environment sensitive to diversity in ethnicity, gender, geographic origin, life circumstance, physical or intellectual ability, political inclination, race, religion, sexual orientation, and socioeconomic status. In and out of the classroom, we encourage a worldview embracing differing ideas and positions and strive to create an inclusive living and learning environment that brings divergent voices into the learning dialogue.

The University did not develop an updated strategic vision until 2021, after President Johnson began his tenure at the institution. The new strategic vision includes a theme on justice, equity, diversity, and inclusion (JEDI), as well as a theme on culture and excellence. Each of these themes will have metrics, resources and accountabilities developed and communicated to the University Community. A primary goal of Western New England is to enhance diversity representation at all levels of the organization. With increased diversity, the University will be better positioned to ensure an environment of cultural competency.

A Core Value of Western New England University is the 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. We strive to achieve this through a number of initiatives on campus and all employment practices.

The University recruits applicants through a variety of methods and attracts many qualified applicants for most positions. These recruitment methods include the utilization of advertising resources designed to attract diverse pools of candidates. Search Committee Guidelines speak to the University's commitment to diversity and equity. Members of search committees are encouraged to discuss the concept of unconscious bias as it relates to conducting employment searches. These guidelines are applicable to the faculty search processes as well as to the non-exempt position searches. In 2014-2015, the Provost and Deans identified that the recruitment of a diverse faculty population is a significant goal for the University.

The University complies, reports, and monitors workforce statistics related to age, gender, race, ethnicity, veteran status and disability. This data as well as compensation data are evaluated annually to ensure diversity and equity within the organization.

Human Resources policies, as well as all other information relevant to employment, are readily available on the University's Human Resources website. The University complies with all state and federal legal requirements including all wage and hour regulations.

Terms of employment are made clear to all employees. Offer or appointment letters outline terms and conditions of employment and new employees attend a comprehensive orientation in the Human Resources Department before beginning employment. All new hire paperwork, policies, benefits plans, and training programs are reviewed and completed prior to the start of employment. The University

evaluates its wage structure regularly to ensure internal equity and competitiveness in the external marketplace. The University benchmarks wages against competitors in the marketplace and utilizes a variety of wage surveys to establish salary ranges for exempt positions.

The Human Resources Department manages the exempt and non-exempt performance review processes. All supervisors are offered performance evaluation training annually. All exempt employees are expected to prepare a self-evaluation annually. Non-exempt employees are not required to prepare self- evaluations. The Institution provides internal and external opportunities for professional development. Exempt employees are supposed to submit a professional development plan during the annual review process.

***Financial Resources***

Western New England University has managed our financial resources in a conservative and prudent manner. We are a tuition-driven institution, and our enrollments have maintained a fairly steady and predictable course over our recent history (with small decreases in the last two academic years due to the COVID-19 pandemic) as seen in the table below:

| **Fall Enrollment** | **2017-2018** | **2018-2019** | **2019-2020** | **2020-2021** | **2021-2022** |
|---|---|---|---|---|---|
| **Total Headcount** | 3,813 | 3,810 | 3,833 | 3,702 | 3,658 |

Western New England University upholds the Board of Trustees' philosophy of maintaining competitive tuition while providing quality education. Operating surpluses moved into quasi-endowment, and classified as funds designated for long-term investments, constitute half the endowment. The University's endowment consists of pooled permanently restricted, temporarily restricted and unrestricted funds for purposes of maximizing investment return. The investment policy states the primary long-term objective is "to earn a total return (net of portfolio management fees) within prudent levels of risk, which is sufficient to maintain in real terms the purchasing power of the Endowment's assets and support the defined 5% spending policy." The Board of Trustees approves an annual plan for the University to operate within its revenues with sufficient funding to provide a quality education for students. Standard University policy is that new gifts are not budgeted for operations but are used to enhance educational goals. The University reporting structure ensures that resources are used as approved in the budget process.

As with all deliberations, emphasis is placed on maintaining educational quality. Administration and the Board of Trustees place high emphasis on the institution's mission and purpose and providing a quality education. They are mindful of this in their financial deliberations and allocations. Although the University is tuition driven, it maintains a diversified tuition revenue mix through its varied academic programs that is beneficial in balancing budgets. The University continually looks for new revenue sources to maintain fiscal stability.

The University is dedicated to continuing to provide quality education in a safe environment. The Emergency Management Response Team (EMRT) represents a broad range of constituents, and includes the President, the President's Council, the University Faculty Senate President, facilities, public safety, human resources, marketing, the registrar, residential life, food services, information technology, health services, the academic deans, and finance. This group was established to deal with University emergencies and unforeseen circumstances. This group is intended to represent all facets of the University so that quick decisions could be made with all constituents represented to fully vet the decision from all perspectives. The EMRT was brought together during the COVID-19 pandemic in February 2020 and has been working constantly to deal with all aspects of this emergency, including financial decisions to ensure academic

quality by allocating resources to areas such as student refunds, technology, training, and health and safety.

The University's primary fiscal planning body remains the Budget Advisory Committee (BAC), the composition and responsibilities of which have undergone several reforms. The BAC was first formed in FY1998 and is now composed of key University stakeholders, including administrators, faculty, staff, and (more recently) students. The entire Management Council forms the administrative core of the BAC. Faculty and student representation is derived from their respective senates. The Committee is charged with budget development informed by attention to four areas of focus: enrollment planning, tuition rates and financial aid, strategic initiatives, and the budget requests for review and recommendation. Combined, attention to these areas is intended to keep student experience and educational quality at the forefront of all budget decisions.

Multi-year financial planning has been complicated over the past two years due to the COVID-19 pandemic. At WNE, enrollment projections, well laid financial aid strategies, and strategic priorities were tempered, in favor of dealing with the immediate needs caused by the pandemic. Although FY22 still reflects that reality, the FY23 budget will be based on five-year projections of WNE enrollments, expected trends in tuition and financial aid, strategic initiatives to improve student experience, educational quality, and capital planning. Going forward, a five-year financial plan will be prepared by Finance and Administration to inform University planning efforts.

Current fiscal year budget recommendations agreed to by the BAC are first forwarded to the President. Once endorsed, the preliminary budget goes to the Finance Committee of the Board of Trustees for review, and then to the Executive Committee of the Board of Trustees. The full Board sees the preliminary budget proposal at the March meeting preceding the start of the fiscal year. However, a budget is not formally ratified until fall enrollment numbers are known in September. This conservative approach is intended to allow informed decisions around changes in compensation and other spending based on known, rather than expected resources. Fiscal year general operating expense budgets are only loaded with a percentage of expected allocations until the annual enrollment numbers are confirmed.

The Board exercises appropriate budget and finance oversight of the institution. The Board acts in an autonomous manner and places primary importance on its fiduciary responsibility. As noted, there are several iterative layers in which the Board of Trustees is involved with budget planning review. However, the Finance and Executive Committees of the Board are regularly apprised of the budget planning process throughout the prior fiscal year, beginning in the preceding September. The practice of using "prior-prior" year has required that proposed tuition and fee rates are now first reviewed by these Committees in November for the following fall. With regard to budget understanding, the recently enacted changes to Massachusetts General Law Chapter 69 require that Board members at private institutions receive training in "financial metrics, legal and fiduciary responsibilities and applicable standards for accreditation at least once every 4 years." Compliance with this standard is overseen by the Governance Committee of the Board of Trustees.

In 2019, when NECHE collaborated with the Commonwealth of Massachusetts to do a pilot financial screening test of independent and for-profit higher education institutions in the state, WNE met the requisite number of threshold metrics, and thus no further financial reporting was required at that time. WNE performed similarly in 2020, when NECHE required all of its independent and for-profit accredited institutions to participate in the financial screening process. The 2021 financial screen results showed substantial improvement with a decrease from three red flags in 2019 and 2020 to none in 2021. These results provide quantifiable evidence of the financial stabilization that President Johnson had promised as

phase one of his plan to stabilize, revitalize, and innovate at WNE. The NECHE Financial Screening Results were shared every year with the Board of Trustees, as part of their financial oversight process.

A separate planning process is in place to develop a new five-year Facilities Master Plan for the campus. This process will be informed by internal governance groups like the President's Council, Management Council, and the Board of Trustees.

The Audit Committee of the Board of Trustees has primary oversight of the University's financial practices, risk management, financial management, internal controls, and standards of conduct. The Audit Committee works with the Governance Committee to ensure that members of the Board of Trustees are informed of, and in compliance with, the Conflict of Interest Policy of the University and that related party transactions, if any, are fair, reasonable, and consistent with University interests.

Western New England University's Office of Financial Aid reviews its financial aid policies and practices each year. Human Capital Research Corporation (HCRC), a national financial aid firm, assists with developing our financial aid strategy, policy and implementation schedule. These policies and practices are documented in writing, implemented in our student information system, then tested and implemented with support from the Office of Information Technology. Once implemented, the administration receives weekly tracking reports that help determine whether financial aid is being awarded according to the agreed upon strategy. There are quarterly checks of all ongoing financial aid processes, which are led by the Director of Financial Aid and senior staff. The Director of Financial Aid serves as the lead to annual internal audits initiated by the University as well as all state and federal audits the University is subject to each year. A multi-departmental team looks at processes and controls and makes necessary updates in accordance with regulation changes to ensure financial aid compliance. Results of all of these processes are documented, communicated to President, Management Council, and the Enrollment Management Committee on an ongoing basis. Financial aid strategy and audit results are reported to the Board at quarterly meetings of the Board of Trustees each fall and spring.

With strategies guided by an internal assessment and a feasibility study conducted by the national fundraising consulting firm Marts & Lundy, Western New England University concluded a multi-year, comprehensive campaign on June 30, 2020. Launched in 2016 with a plan designed to coincide with the University's Centennial Celebration in 2019, the Centennial Campaign was deemed a success by all measures, including exceeding the $35 million goal by 5%, raising over $36.7 million in four years. Aligned with the University's goal to broadly enhance the student experience, each Centennial Campaign priority (student financial aid, student life initiatives, academic experiences, capital enhancements, and the President's Fund for Excellence) was significantly advanced. Historic milestones were achieved with the attainment of the largest single gift from an individual, the highest lifetime giving from an individual, and the University's first-ever endowed chair.

The University's Finance and Administration division hires staff who have educational credentials or experience in the field of accounting, budgeting, payroll, investments, and finance. Education and experience requirements are commensurate with hiring level: entry level, middle to senior managers, and senior or executive management. Finance staff participate in professional development opportunities to keep their skill sets updated in areas which relate to their duties and responsibilities.

The institution has an internal control system consistent with best practices. All fiscal policies and internal controls are documented in writing, are kept in related offices, and have been reviewed and tested historically as part of external and internal audits to ensure they are up-to-date, properly followed, and in

compliance with sound financial and accounting practices as well as Federal and State regulations where applicable. Segregation of duties is utilized whenever possible and is achieved for processes related to cash handling. Approval is required for all journal entries. Purchase requisitions and all forms of payment requests require a department manager to approve. All purchases and contracts of $100,000 or more need the approval of the division Vice President and the Vice President of Finance and Administration. All payment requests require departmental approvals, review and approval by Procurement Services, and approval by the Controller's Office for payment for items over $10,000.

The accounting team prepares a statement of financial position and statement of activity monthly along with an analysis to prior year. Accounts are reconciled either monthly or quarterly, in certain circumstances, to ensure activity is recorded properly and timely. The University's financial records are kept in accordance with *Generally Accepted Accounting Principles* (GAAP) as they relate to non-profit higher educational activities. Capital projects projections, working capital, and cash flow worksheets are updated regularly to monitor current and future cash projects to ensure adequate liquidity for operating needs. Forecasts are prepared to ensure actuals follow the budget, and if negative variances are identified this is communicated with President's Council so that decisions can be made about cost cutting measures to avoid materials issues.

The Audit Committee has oversight responsibility for all audit-related activities including selecting independent accountants and auditors, internal controls, compliance with all laws and regulations, assessing the effectiveness and efficiencies of internal controls and assuring that procedures are in place to accept confidential or anonymous complaints. The Audit Committee discusses annually the audit plan for the year; this includes, but is not limited to, external and internal audits.

The operating budget includes a contingency to fund unplanned expenditures and needs to help the University achieve its strategic priorities. The University has been able to modify and adjust spending needs by restricting spending and/or using the contingency funds when deficits are projected. The University dealt with the structural budget deficit since fiscal year 2016-2017, developed a plan to come out of the structural deficit, and met those planned milestones.

Opportunities for revenue growth through program development can start in the College or School. A financial pro forma is used to evaluate the financial outlook of the new program. The pro forma and program proposal are reviewed by the Provost to meet the required standards of academic quality and by the Vice President for Finance and Administration for financial strength. Once supported by both the Provost and Vice President for Finance and Administration, they are submitted for approval to the President. Once approved by the President, funding is identified and prioritized in the budget for the new program.

The Audit Committee recommends external auditors (currently KPMG LLP), review the University's Forms 990 and 990-T filings, and discusses the audit plan for the upcoming year-end with the University's independent auditors. The Audit Committee reviews and discusses the financial statement and the Uniform audit, financial results, and management letter, if applicable, and evaluates management's corrective action plan to be taken, if necessary. The Finance Committee is provided a monthly budget to actual report, unaudited statement of financial position and unaudited statement of activities. Forecast and updates of financial activities are provided each normally scheduled Finance Committee meeting. The operating and capital budget proposals for the upcoming fiscal year is provided to the Finance Committee for review and approval in the spring. The Investment Committee that has oversight over the University's long-term investment portfolio and the endowment policy comprises individuals with professional

backgrounds in investment management or extensive backgrounds in understanding complex investment products. At each meeting, the Investment Committee reviews the performance of the institution's portfolio and its investment managers and reports the proceedings at Executive Committee meeting. The University contracts with a professional investment advisor, Cambridge Associates, who provides detailed analysis of the portfolio's performance and recommends rebalancing within the portfolio to stay within the institution's asset allocation.

All committee materials are posted on a Trustee portal for review by all members of the Committee for any action or vote required by the Board of Trustees on financial information.

Financial reports are submitted to both internal and external users on a timely basis. Financial statements are audited every year by a national independent audit firm to ensure they are accurate and provide appropriate financial information for the use of both internal and external constituents. Audited financial statements are available on the Western New England University website.

As noted above Western New England University concluded a multi-year, comprehensive campaign on June 30, 2020. A comprehensive set of policies and guidelines were followed, covering gift counting and recording, planned giving, naming guidelines and minimums, in-kind gifts, donor recognition, and donor rights. All policies follow the standards outlined in the Council for the Advancement and Support of Education's (CASE) Management and Reporting Standards and Donor Bill of Rights.

***Information, Physical, and Technological Resources***

D'Amour Library and the Law Library serve and support the academic mission of the University by providing resources for each University member's "personal and academic development." While each library serves different groups of students and faculty, over the past decade the libraries have collaborated extensively on the enhancement of the integrated library system they share, database collection development and access to resources, making as many of each other's online resources available to the entire campus community as allowed by license agreements.

D'Amour Library serves as the primary library for all undergraduate and graduate programs while the Law Library serves the School of Law at Western New England University. Both libraries provide support through expertise, resources, and services that enable the Colleges and School to carry out their educational programs, accomplish their missions, and support scholarship and research. This support is given by the libraries through the collection of appropriate resources, the provision of in-person and remote reference service and workshops on research topics and technology, and robust information literacy instruction using several different modalities, e.g. in-class sessions, video tutorials, online research guides (LibGuides), and one-on-one research consultations. D'Amour Library welcomes queries from the general Springfield community and the Law Library assists local attorneys and pro se users.

The collections of each library make excellent information resources available to support the varied curricula, research, and scholarly needs of their constituencies. The holdings of both collections are increasingly digital, consisting of electronic books, electronic study aids, streaming media, and electronic journals. Much of this content is made accessible via the numerous general and discipline-specific databases subscribed to by the libraries, the majority of which are available to all University users; but much is available through D'Amour Library's EBSCO Discovery System, Find It! @ D'Amour. Remote access to digital resources is available to all current members of the campus community using their University library credentials.

Since 2009, the Law Library has maintained a digital scholarly repository to store, disseminate, and preserve scholarship produced by the Law School community, using the Digital Commons platform. To further increase outside awareness of faculty scholarship the Law Library manages the posting of faculty scholarship to the Social Science Research Network (SSRN). The Law Library catalogs all faculty scholarship making it accessible worldwide. In 2018, D'Amour Library began subscribing to OCLC's CONTENTdm digital platform, making digitized materials from the University Archives available to the WNE community via the University Archives Collections on the Archives website.

Of Western New England University's 215 acres, 76 buildings (including 17 houses and 43 residential units) occupy approximately 156 acres. The remaining 59 acres are available for future growth and expansion. The University currently has one formal contractual space arrangement (with the New England Center for Children in support of the on-campus programs in Behavior Analysis) but is not responsible for any maintenance or upkeep of the properties.

Dedicated in September 2015, the Flynn Family Golden Bear Pavilion features three state-of the-art locker rooms for our outdoor sports fall and spring teams. The facility features equipment and athletic training rooms as well as public restrooms and a concession stand. Locker rooms are equipped with televisions and sound systems to allow teams to have meetings and film sessions.

In 2019, the University completed construction of the new University Commons Building which serves residential and non-residential students, faculty, staff, and visitors. The 70,000 square foot facility not only improves food services and delivery, but it was also 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 and spaces that can be reserved are available. The facility also houses a new faculty and staff dining room to build and enhance community among WNE faculty and staff.

The University completed a major renovation of the S. Prestley Blake Law Center building, in order to develop office, meeting, and laboratory space for the Occupational Therapy Program within the College of Pharmacy and Health Sciences.

Facilities Management, consisting of over 114 employees, maintains all physical resources of Western New England University. Facilities Management personnel include housekeeping, building and grounds, HVAC and Motor Pool staff. The University relentlessly maintains and improves the campus infrastructure including its housing, classroom, laboratory, meeting, and office facilities. All Facilities employees receive regular, extensive on-the-job training, and management personnel have the opportunity to belong to professional organizations/associations and take full advantage of the many educational opportunities available to professional members.

The University employs a full time Environmental, Safety and Recycling Manager who monitors compliance with regulatory commitments, while pursuing safety and environmental best management practices.

Students, faculty, and staff use various technologies as an integral part of their daily lives for teaching, learning, work, and residential life. The Office of Information Technology (OIT) provides a breadth of information technology systems, services, resources, and support, which is guided by the 2021-2025 OIT Strategic Plan. These technology resources are manifest in classrooms, learning spaces, administrative and academic computing, web services, desktop computers and software, core wired and wireless networks, servers, storage, and various other infrastructure technologies.

The entire campus is provided with wired connection points in all academic, student, and administrative buildings. Multi-gigabit network uplinks have been installed to all building and predominantly gigabit service to every internal building location. The University has ubiquitous wireless networks to all campus buildings and some outdoor areas. External bandwidth to the Internet is supported through redundant 10Gb fiber feeds.

The University is supported by three separate computer rooms in three separate buildings. Collectively, they provide high availability and redundant architectures for critical services. The computer rooms reside on two separate power grids and two of the server rooms, including the main server room, are also supported with generator power for failover purposes.

OIT maintains an inventory of assets that have regularly scheduled replenishment. This inventory includes desktop and laptop computers, classrooms, infrastructure equipment including network switches, Wi-Fi gear, servers, storage, and security appliances.

The University technology environment is supported by standard, high-quality hardware and software. The University owns approximately 2,400 computers and supports another 4,500 student-owned machines. Among the University's computers, approximately ninety two percent are Windows/Intel devices primarily from Dell; most of the remaining eight percent are Apple Macintoshes. The University's computers are supplied with the Microsoft Office suite, Ivanti management suite, and Kaspersky antivirus software. The University also provides Office 365 to all active students, faculty, and staff.

There are approximately 150 University-owned networked printers in service. Computers and peripherals are replaced every four to five years as part of an ongoing replenishment cycle that was established in 2009. The replenishment program offers standard hardware and software choices which include PCs, Macintosh, and tablet computing devices. Approximately 500 new computers were placed in service in 2020.

The campus network hosts approximately 14,000 accounts, which include College alumni. Individuals are assigned a single User ID to access University systems and services. A self-service web-based system can be used to activate a new account or to reset a forgotten password. The Connect2U portal provides a convenient one-stop location to the applications most frequently used by faculty, staff, and students.

There are over 100 fully mediated learning spaces on campus, and all classrooms are fully networked and digital. Standard components include a podium, instructor computer, projector(s) or flat panel display unit(s), integrated audio capture and speakers where appropriate (depending on size of room), and an integrated document camera. Standard classroom software includes MS Office, lecture capture, Zoom web conferencing, and disciplinary specific software where necessary.

There are over 20 computer labs with over 300 computers with network connections available. Various lab computers have additional, specialized software appropriate to their primary uses or the academic disciplines they support. In addition, assistive technology is provided in various lab areas for accessibility purposes. Laser printers are available in all labs and both libraries.

During the 2020-2021 academic year the University invested in Zoom communications for online classes, advising, and meetings; Labster software for virtual labs; ExamSoft and Respondus software for virtual test and monitoring solutions used by our programs; and additional enhanced Virtual Private Network capabilities in support of faculty and staff working remotely.

The Office of Information Technology (OIT) staff members are a distinguished group in their qualifications, professional development, and quality of performance. The staff count is appropriate for the size of the institution. The staff are organized into the following groups: Educational Technology and Training, Customer Support and Operations, Enterprise Applications, Infrastructure Services, and Security.

Educational Technology & Training (ETT), a subgroup of OIT, provides training and support for the University's online educational technologies, including the university's learning management, lecture capture, and web conferencing systems. Other services include TV studio recording sessions, video editing and conversions, assistance with closed captioning, web conferencing, surveys, and Microsoft Office training.

The University licenses D2L Brightspace as its primary learning management system. Called "Kodiak" on campus, each semester D2L Brightspace is used to add an online component to nearly every course section. Kodiak is also used to deliver most of the University's online courses. The one division on campus that prefers a different learning management system for its courses is the Law School; they use Westlaw's TWEN instead. The University also fully licenses the Echo360 lecture capture system, and the Zoom web conferencing system. ETT staff have expert level knowledge of all of these technologies, offer trainings in both group and one-on-one sessions, and maintain online guides and reference materials for the WNE community.

The University's Microsoft 365 license entitles all community members up to 1 TB of cloud storage, free downloads of Microsoft Office for personal computers, mobile devices, and access to the online version of Office. ETT offers frequent Microsoft workshops to the community and provides support for the core Office products.

OIT staffs a Service Desk from 8AM to 8PM Monday through Friday, with professional staff present through 7PM. Students, faculty or staff needing technology assistance can either call the Help Desk directly, or they can open a work ticket using an online Work Order System. The Colleges and School of Law each have an IT professional assigned as their liaison and primary technician.

The University has recently implemented the Ellucian Colleague Enterprise Resource Planning product and associated partner products. This integrated software suite seamlessly supports the planning, management, operations, and reporting of the University. This includes processes that support our Admissions, Student Records and Retention, Financials, Accounts Payable, Accounts Receivable, Procurement, Human Resources, Benefits, Payroll, Alumni systems, Reporting & Analytics, and several ecosystem partner products such as housing, employee recruitment, performance management, etc. The integration improves business efficiency, planning capabilities, and facilitates best practices.

The integration of these systems into one ERP system was of paramount importance, as it provides one common data source which is essential for supporting best practices for data warehousing and analytics. Undergraduate and graduate admissions data is initially managed using the Slate CRM product for prospective students. This system provides significant insight to track applicant data and communications. In addition, Health Services uses UnifiMD and Lytec systems to maintain electronic medical records. Public Safety applications include the Simplex electronic identification system, ARMS, and S2 security systems. These systems are integrated via supported interfaces developed by OIT to ensure data is shared in a consistent fashion.

The University's web site is driven by Cascade, a modern Content Management System, originally developed in conjunction with an outside firm. Several accomplished web programmers on the OIT staff maintain the main web site. They also have created and/or maintain several major web applications including an Events Scheduling System and a Work Order system for both the OIT Help Desk and Facilities. The web content management system is used to facilitate the maintenance of web-based information and to enable more staff and faculty to update pages and create new ones. The content management software centralizes design and quality control while enlisting more members of the campus community in provision of the information and content that appears in those pages.

OIT maintains and publishes various policies, procedures, and guidelines on the availability, use, security, and accountability of technological resources. All students, faculty, and staff are sent extensive information about accounts and network usage policy when accounts are first created for them. In addition, web pages provide information with usage instructions and rules and current legal and security issues with guidelines for compliance and references to sources of further information.

Specific policies associated with the user of technology resources include the acceptable use of technical resources, Written Information Security Program (WISP), Privacy, Copyright, Cloud storage, and storage, retention, and retrieval of electronic data policies. Collectively, these policies address a wide variety of security and compliance issues. Each of the policies are reviewed and revised as necessary. In addition, the Acceptable Use Policy must be accepted every 180 days by each person when they renew their password. New student, faculty, and staff members must also accept these rules prior to activating new accounts. Student compliance with usage rules is bound by the Academic and Student Handbook. All users are cautioned that infringements of usage rules might lead to federal or state enforcement intervention.

The Director of Security and Access within OIT oversees a comprehensive security program which includes regular vulnerability scanning, as well as proactive measures to ensure necessary patches and fixes are applied to infrastructure components hosted at the University. The position is also responsible for maintaining policies for patch management, incident response, as well as ensuring regular updates to disaster recovery plans, business continuity plans, and data classification documentation maintained within OIT.

The University network maintains internal and external firewalls, intrusion detection and prevention systems for network and host device, and endpoint management systems. Changes to security settings or configurations are approved and documented. In addition, all data centers can only be accessed through card key entry for properly authorized staff. The main data center and network rooms maintain an intrusion alarm system, and all data closets are locked requiring key access. Physical access controls are maintained by Public Safety and reviewed on a regular basis.

To ensure the integrity and security of data and the reliability of WNE's technology systems, the institution has in place both a Business Continuity Plan and a Disaster Recovery Plan, which are reviewed and updated on a regular basis by the Chief Information Officer.

## Appraisal

***Human Resources***

All applicants for positions are invited to provide information about their gender, race, ethnicity, and disability status during the search process. Approximately 80% of applicants provide this information. This data helps the University to understand if the candidate pools are diverse. If the candidate pools are

not diverse, a decision can be made to re-advertise the position. The University utilizes advertising resources that target diverse populations for all open positions. Most searches attract a diverse pool of applicants with the most qualified applicant selected after the interview and background check processes conclude.

The data in the table below summarizes the racial and ethnic diversity distribution of both fulltime faculty and regular fulltime and part-time staff. After a 5-year period of growth in the faculty diversity rates from 2012 to 2017, unfortunately since then, the overall faculty diversity rate has stagnated. A sharp increase from 2016-2017 to 2017-2018 was then whittled away by the reduction in the WNE workforce from 2018-2019 to 2020-2021, in response to the University's financial situation during that time. However, after its Interim Report in 2017, one of the areas of special emphasis for WNE was continuing progress to diversify its staff. Clearly, significant improvements have been made in the staff diversity rate, as WNE went from only 10.8% racial and ethnic diversity in 2016-2017 up to a 17.3% staff diversity rate in 2021-2022. This increase of 7.1 percentage points translates to a 50% increase in the number of racially and ethnically diverse staff members as employees at our institution. Additionally, the overall diversity rate for faculty and staff during this five-year time period increased from 12.5% to 17.3%.

| | Fulltime Faculty | | | Staff (Regular Full and Part Time) | | | Faculty & Staff |
|---|---|---|---|---|---|---|---|
| Year | Diversity Total* | Total Number | % Diversity | Diversity Total* | Total Number | % Diversity | Overall % Diversity |
| 2021-2022 | 36 | 224 | 16.1% | 83 | 464 | 17.9% | 17.3% |
| 2020-2021 | 40 | 244 | 16.4% | 71 | 462 | 15.4% | 15.7% |
| 2019-2020 | 40 | 238 | 16.8% | 57 | 476 | 12.0% | 13.6% |
| 2018-2019 | 42 | 240 | 17.5% | 56 | 457 | 12.3% | 14.1% |
| 2017-2018 | 45 | 244 | 18.4% | 60 | 506 | 11.9% | 14.0% |
| 2016-2017 | 38 | 237 | 16.0% | 55 | 507 | 10.8% | 12.5% |

*Diversity total includes both ethnic and racial diversity

Of additional significance is the fact that WNE's executive leadership positions, which have all been filled in the past eighteen months, are now composed entirely of individuals from underrepresented groups. Also the Management Council now has a diversity rate of 43% and is 50% women, whereas ten years ago WNE had no individuals of color and only 31% women in these upper management positions. Given this monumental shift in leadership positions and the new administration's emphasis on diversity, equity, and inclusion, the institution eagerly anticipates continuing to increase diversity rates at all levels of faculty and staff going forward.

Human Resource policies available on the HR website include the Non-Exempt Employee Handbook for those paid an hourly wage and the Exempt Employee Handbook for salaried staff, administrators, and faculty. Non-Exempt employees and exempt, administrative employees who do not hold tenure are considered by the University to be employees-at-will according to the labor laws of the Commonwealth of Massachusetts. A statement of the employment-at-will status is set forth in the appropriate handbooks. The conditions of employment and fringe benefit are in the Non-Exempt and Exempt Employee Handbooks and contain policies applicable to all employees, such as the University's Policy Prohibiting

Harassment/Discrimination/Bias, Employee Conflict of Interest Policy and Certification, Whistle Blower Policy, Sexual Misconduct, Workplace Violence, Drug and Alcohol Policy, and Smoking Policy.

University policies and procedures are reviewed at least annually and revised when appropriate. Notice is provided to employees when changes are made to the content of the handbooks. Policies may be reviewed and revised more than once a year, based on changes in federal and state regulations, as well as operational needs.

The University does not have a published grievance policy for staff. In practice the Human Resources Department facilitates conversations and resolution of issues between supervisors and the staff they supervise. The Title IX and Compliance Officer, under the supervision of the Chief Human Resources Officer, is responsible for evaluating reports and complaints made by employees on a variety of topics, including harassment, discrimination, civility issues, and sexual misconduct. The Title IX Compliance Officer is also responsible for overseeing investigations, sanctions, and resolutions related to these matters.

Human Resources implemented an online performance evaluation process in 2020, utilizing Cornerstone Performance module. Prior to 2020, all performance evaluations for exempt and non-exempt staff were paper based. Performance evaluations for exempt staff include a self-evaluation process, development of strategic goals, and an employee training and development plan. Performance evaluations for all staff are done annually with more than 85% of evaluations completed each year. Managers and Supervisors are required to view their Cornerstone dashboard regularly to ensure they do not miss deadlines related to performance evaluation. The Assistant Director of Human Resources oversees the performance management process for staff evaluations and resolves all grievances related to performance evaluation content.

All divisions and departments on campus have budgets for professional development. These budgets are administered in a decentralized manner, with decisions about funding specific professional development opportunities made by the Dean or department head or supervisor. Additionally, there are training opportunities offered on a variety of topics through Human Resources that are posted on the Training and Development intranet webpage.

***Financial Resources***

Western New England University is a highly tuition-driven institution, and therefore vulnerable to both the declining college-bound population in the northeast and the economic downturn affecting the ability of both students and parents to finance educational experiences. After posting operating surpluses totaling $5.581 million in fiscal years 2014 through 2016, the University recorded a net decrease on unrestricted operations of $5.762 million, and a deficit of $1.905 million on all operations, in fiscal year 2017. Net assets increased by $23.357 million since fiscal year 2017 from $126.918 million to $150.275 million, including a $14.191 million increase in its long-term investments. The University continues to have assets and revenue to remain within its debt covenants as it addresses its operating issues.

The University is aware of the vulnerability that comes from being so tuition-driven, and has therefore made the following decisions and taken actions to protect the long-term financial stability of the University:

- In Spring 2018, the University restructured the majority of its outstanding capital debt and now has stable debt service out all the way through FY38. Debt service will increase slightly through the FY27 maximum annual debt service year ($6,261,525 in FY22 versus $6,313,128 in FY27) and then will decline through FY38 ($2,805,750). Even a stable net revenue stream will make additional operating dollars available in the out years.
- In response to the budgetary imbalance that resulted in a $5.762 million deficit in FY17, the University demonstrated both the will and determination to make necessary adjustments to maintain its fiscal health and to address issues in its operating budget. These adjustments included reductions in workforce, reductions in employee benefits, and spending cuts. The goals set out for fiscal years 2018-2020 included a net decrease on unrestricted operations to below $5M in FY18 (actual was deficit of $3.489M), to below $2M in FY19 (actual was deficit $0.633M), and to be balanced for FY20 (actual was deficit $0.583M). In FY21, the University had an operating surplus of $3.572M. The University has sufficient resources to fund its long-term financial commitments and operating expenses. The University now operates without an operating deficit and is committed to being balanced in the future.
- The University is a comprehensive institution with a broad variety of undergraduate and graduate degree offerings. The University is among the smaller college/university campuses with an ABA accredited law school, an allied health school with multiple degrees (Pharmacy (ACPE accredited) and Occupational Therapy (ACOTE accredited)), an AACSB accredited College of Business, and an ABET accreditation for the College of Engineering. Law enrollments have been increasing recently, although Pharmacy enrollments are now in decline. Engineering has increased over the last ten years, while Business has seen modest declines. The decline in total enrollments between Fall 2019 and Fall 2020 was a modest 3.4%, despite the pandemic. The Fall of 2021 saw increases in undergraduate enrollments and in Law; however total enrollment declined slightly, by 1.2%, due to decreases in enrollment in other graduate programs. In general, the University relies on its breadth of offerings to ride out enrollment fluctuations within its major components.
- The University has investment policies intended to manage the pooled investments, including both endowment and quasi-endowment funds, toward reliable growth. As of May 31, 2021, total assets in the pooled investments stood at $89.8 million – a record for the University. Working with our investment managers, Cambridge Associates, the University has consistently outperformed benchmarks and similar-sized endowments. The University has $23.4M in funds designated by the Board to function as endowment that can be made available for general use with Board approval.
- Use of investment funds to support the operating budget is conservative and normally capped at 5% of the 13-quarter rolling average value of the investments. The COVID-19 emergency authority, allowing the use of 10% of the general-purpose portion of the investments, expires in FY22.
- The University has rebuilt its cash reserves and closed FY20 with $23.6 million in cash and equivalents, a record at that time. It closed FY21 with $29.693 million in cash and equivalents. Our long-term investments are highly liquid, approximately $49.1M is liquid within 7 days, representing 72.5% of these resources.
- The University is building 5-year enrollment management plans designed around the new normal (the demographic cliff, matriculation decision-making based on career and cost, the need to offer more distance and hybrid learning opportunities, etc.) to protect and expand enrollments.

When it comes to financial aid, Western New England University uses a data-informed financial aid optimization strategy each year to make decisions as to how to best leverage our available pool of institutional gift aid to maximize net tuition revenue, control first-year discount rate and enroll the right size class that meets academic quality goals. To accomplish this, WNE uses a 5-tier system that weighs

two variables, a student's academic ability, as measured through their high school grade point average and standardized test scores, and their level of financial need, as determined by the Free Application for Federal Student Aid (FAFSA).

WNE meets a percentage of need within each tier, with tier one being our most academically qualified incoming students and tier five being our least academically qualified incoming students who fall within range of our admission criteria. Within the thirty-six cells, unique to each of our three undergraduate colleges, students who receive the most institutional gift aid are high academic achievers with a high level of financial need and those that receive the least institutional gift aid are lower academic achievers with lower financial need. A predictive model provides insight as to what percentage of need should be met for students in each cell in order to maximize our yield rates from accept to enroll. The model helps us to make sure we are neither over-awarding nor under-awarding our available dollars.

Below is a eight-year history of WNE's first-year discount rate:

| 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|---|---|---|
| 48.3% | 49.4% | 49.9% | 49.9% | 52.4% | 53.1% | 55.6% | 57.0% |

While there is growth in the University's first-year discount rate over this period of time, our average net tuition revenue per student has remained consistent at a range of $16,900 - $18,200 per student, which puts us above peer schools in our region. In a recent Ruffalo Noel Levitz Tuition Discounting Report, the average tuition discount rate among private universities in the Northeast United States was 57%. WNE has generally remained below average. However, President Johnson has indicated that we will carefully monitor the first-year discount rate going forward to make sure it does not continue to increase.

Another important factor in measuring the University's financial stability is the actual increase in net tuition. Over the past ten years, tuition and fees have increased $31.2 million (from $100.4 million in fiscal 2012 to $131.6 million in fiscal 2020), an increase of 31.1%. Scholarships and grants have increased $18.5 million (from $33.8 million to $52.3 million), up 54.7%. Thus, net tuition has increased $12.7 million (from $66.6 million in fiscal 2012 to $79.3 million in fiscal 2020), an increase of 19.1% over this time period.

In September 2019, the School of Law was found by the ABA Council on Legal Education to be out of compliance with Standard 202, related to having the resources necessary to finance law school operations. In that noncompliance finding, the Council sought more information from the School of Law and the University on its financial resources. The University provided that information in October 2019. In November 2019, at its next meeting, the Council found the School of Law to have provided sufficient information such that it was fully compliant with Standard 202. The School of Law remained fully accredited throughout this process.

At various times between August 2020 and July of 2021, the School of Law submitted significant additional information related to Standard 202 to the ABA and updated the budget projections. Specifically, the School of Law noted the following information regarding its financial situation:

- FY18: $2.22M deficit
- FY19: $1.514M deficit
- FY20: $0.417M deficit
- FY21: $1.667M surplus
- FY22: prediction of a surplus

The outcomes of the University's second major comprehensive campaign signal both challenges and opportunities for the University's development efforts. As noted above, the Campaign was deemed a success, including exceeding the $35 million goal and attaining historical milestones. However, while principal-level gifts played a very impactful role in the overall success of the effort, the middle band of leadership/major gifts underperformed, suggesting more work needs to be done in building a healthy donor pipeline. The development team is restructuring to place more emphasis on the cultivation of high-end annual donors who have the capacity to become leadership and major gift donors.

Categorically, planned gifts performed remarkably well. It is of significant note that half of all of the realized and unrealized planned gifts were sourced from Law School alumni. Historically, WNE's law alumni are very loyal donors, and the Centennial Campaign has proven that law alumni remain loyal during all phases of the donor lifecycle.

Significant opportunity exists with alumni donors, accounting for 56% of the total donor count to the Campaign. Thirty percent of all alumni donors were first-time donors, and the development team is building its annual giving and stewardship capacity to retain those donors and add value to the strategic priority to build a donor pipeline.

***Information, Physical, and Technological Resources***

Despite shrinking library budgets, financial support has been sufficient for both libraries to be able to provide access to excellent resources that support all curricula, due to careful and ongoing evaluation of journal and database subscriptions and strategic cancellations. The library budget of the College of Pharmacy and Health Sciences is adequate for FY22, but each will need to be better supported in the future, due to the increasing prices of health-related resources.

Providing excellent communication and service to students and faculty is the main goal of the Law Library. The Law Library also supports an active faculty liaison program. Each faculty member including adjuncts is assigned a dedicated law librarian who handles all library needs.

The Law Library also engages with library users on an ongoing basis to gain feedback to improve services and resources by administering an annual student user satisfaction survey to assess whether Law Library services meet users' expectations. Seventy five percent of users agree that the services of the Law Library consistently meet their expectations and 71% agree that they would recommend the Law Library services to others.

D'Amour Library communicates with its users via regular postings on University Posts, Twitter, Facebook, Instagram, and two blogs. The Library periodically conducts outreach projects such as its National Library Week campaigns: "I use libraries because…" in 2016 and "D'Amour Needs More…" in 2015 and 2017. The Library also maintains a Suggestion Box at the Circulation Desk where users make purchasing and other suggestions.

The success of the D'Amour Library Information Literacy Program was demonstrated by the results of the 2015 administration of the Standardized Assessment of Information Literacy Skills (SAILS) assessment. During the month of April, the assessment was administered to 305 undergraduate students, across all academic levels and academic disciplines. The 2015 overall scores showed that Western New England students "performed better than the institution-type benchmark on all information literacy skill sets assessed when compared with other Masters type Institutions, US Institutions, and All Institutions"; an improvement over the 2011 results where "WNE students performed 'as well as' their institutional

peers." (SAILS Report 2015*)* While the success of information literacy instruction is clear, additional staffing would enable the Information Literacy program to expand into more disciplines and classes.

Western New England University remains committed to protecting the environment. In addition to the Environmental Management System (EMS) system for campus-wide building monitoring, the University has just upgraded all lighting to LED. The University is three years into a five-year fixed price electricity-purchasing contract that was well below market rates when initiated and has already begun negotiations with buying companies to work out a blended rate with possible time extensions. Timers, sensors, and numerous additional monitoring points have been added across campus to help reduce energy and water consumption in all possible areas. Many older heating boilers and cooling chillers have been replaced with newer, more efficient technology to reduce overall air emissions. The University is an active member of the Institution Recycling Network (IRN) and participates in numerous recycling programs.

The University has made significant efforts to ensure accessibility for all students and employees. When an academic building is renovated or is a new construction, each classroom is equipped with an ADA compliant student station. Classroom seating is non-handed to accommodate both left- and right-handed students. Western New England University continues to budget ADA compliance for both student and employee needs.

The University's financial support of Information Technology resources has been strong and consistent, appropriate to the institution's needs. OIT has a staff of 30 fulltime employees and an operating budget that sustains ongoing acquisition, maintenance, and renewal for both University academic and administrative areas. Capital allocations for OIT-supported technology have been significant. Budgets for computer hardware and software, servers, storage, and network equipment have varied depending on the numbers and costs of replacements needed. The software and equipment costs for OIT have been rising annually and have been met by capital allocations for significant equipment purchase as well as necessary operational funding for maintenance and replacement costs.

## Projection

By the end of the 2021-2022 academic year, the Chief Human Resource Officer will develop a workflow to maximize diversity hires. Additionally, the University shall hire a Chief Diversity Officer to begin on July 1, 2022.

During the 2021-2022 academic year, the Chief of Staff in concert with Human Resources will review policies and procedures as contained in Faculty, Exempt, Non-Exempt, and Student Handbooks to identify and eliminate instances of implicit and structural bias.

By the end of 2022, the Chief Human Resources Officer will establish a University Staff Council and put in place a staff award recognition process.

The Office of Human Resources will develop a performance review/feedback process for employees to evaluate management by 2024.

The Chief Human Resource Officer will evaluate compensation structure and fringe benefit plans annually to ensure each supports a culture of excellence and equity.

The University will focus on creating an infrastructure for external funding and transformational giving which entails three specific areas: (1) embracing a culture of philanthropy and engagement; (2) developing

a plan to enable transformational giving; and (3) educating key stakeholders about the dynamic changes at the institution. To this end, the Vice President for Advancement will conduct a search for two key positions, an Associate Director of Annual Giving and a Gifts Officer. These positions will be filled on or before July 1, 2022.

During fiscal year 2022, the Director of D'Amour Library will chair a working group to explore the possible implementation of a management system for faculty scholarship.

The Law School librarians will expand annual workshop offerings on new technologies and resources, so that Law students will have the opportunity to prepare for the future of work.

## Standard 8: Educational Effectiveness
## (Undergraduate Retention and Graduation Rates)

| Student Success Measures/ Prior Performance and Goals | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward (goal) |
|---|---|---|---|---|---|
| | 2018 | 2019 | 2020 | 2021 | 2 |
| **IPEDS Retention Data** | | | | | |
| Associate degree students | 0% | 0% | 0% | 0% | 0% |
| Bachelor's degree students | 78% | 76% | 78% | 77% | 78% |
| ? **IPEDS Graduation Data (150% of time)** | | | | | |
| Associate degree students | 0% | 0% | 0% | 0% | 0% |
| Bachelor's degree students | 59% | 60% | 65% | 64% | 65% |
| ? **IPEDS Outcomes Measures Data** | | | | | |
| **First-time, full time students** | | | | | |
| Awarded a degree within six years | 60% | 57% | 59% | 60% | 61% |
| Awarded a degree within eight years | 61% | 58% | 59% | 60% | 61% |
| Not awarded within eight years but still enrolled | 0% | 13% | 13% | 12% | 11% |
| **First-time, part-time students** | | | | | |
| Awarded a degree within six years | 0% | 0% | 21% | 60% | 61% |
| Awarded a degree within eight years | 0% | 0% | 21% | 60% | 61% |
| Not awarded within eight years but still enrolled | 0% | 0% | 0% | 0% | 0% |
| **Non-first-time, full-time students** | | | | | |
| Awarded a degree within six years | 68% | 74% | 62% | 60% | 61% |
| Awarded a degree within eight years | 68% | 75% | 62% | 60% | 61% |
| Not awarded within eight years but still enrolled | 0% | 0% | 0% | 0% | 0% |
| **Non-first-time, part-time students** | | | | | |
| Awarded a degree within six years | 33% | 17% | 60% | 17% | 20% |
| Awarded a degree within eight years | 33% | 17% | 60% | 17% | 20% |
| Not awarded within eight years but still enrolled | 0% | 0% | 0% | 0% | 0% |
| ? **Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)** | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| ? **Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)** | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |

**Definition and Methodology Explanations**

| | |
|---|---|
| 1 | Outcomes Measures data for IPEDS is done during winter collection, so year reflects reporting year data. |
| 2 | |

**Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)**

## Standard 8: Educational Effectiveness
## (Student Success and Progress Rates and Other Measures of Student Success)

| | Bachelor Cohort Entering | | Associate Cohort Entering | |
|---|---|---|---|---|
| Category of Student/Outcome Measure | 6 years ago | 4 years ago | 6 years ago | 4 years ago |
| **First-time, Full-time Students** | | | | |
| Degree from original institution | 60.0% | 52.0% | | |
| Not graduated, still enrolled at original institution | 0.1% | 8.2% | | |
| Degree from a different institution | 16.4% | | | |
| Transferred to a different institution | 23.5% | | | |
| Not graduated, never transferred, no longer enrolled | 16.1% | | | |
| **First-time, Part-time Students** | | | | |
| Degree from original institution | 60.0% | 60.0% | | |
| Not graduated, still enrolled at original institution | 0.0% | 0.0% | | |
| Degree from a different institution | 0.0% | | | |
| Transferred to a different institution | 0.0% | | | |
| Not graduated, never transferred, no longer enrolled | 40.0% | | | |
| **Non-first-time, Full-time Students** | | | | |
| Degree from original institution | 60.0% | 56.0% | | |
| Not graduated, still enrolled at original institution | 0.0% | 4.2% | | |
| Degree from a different institution | 5.6% | | | |
| Transferred to a different institution | 6.3% | | | |
| Not graduated, never transferred, no longer enrolled | 33.8% | | | |
| **Non-first-time, Part-time Students** | | | | |
| Degree from original institution | 17.0% | 17.0% | | |
| Not graduated, still enrolled at original institution | 0.0% | 0.0% | | |
| Degree from a different institution | 0.0% | | | |
| Transferred to a different institution | 16.7% | | | |
| Not graduated, never transferred, no longer enrolled | 66.7% | | | |

**Measures of Student Achievement and Success/Institutional Performance and Goals**

| | 3 Years Prior (FY 2018) | 2 Years Prior (FY2019) | 1 Year Prior (FY 2020) | Current Year (FY 2021) | Next Year Forward (goal) (FY 2 ) |
|---|---|---|---|---|---|
| **Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)** | | | | | |
| 1 College of Arts & Sciences | 51 | 34 | 82 | NA | NA |
| 2 College of Business | 19 | 16 | 30 | NA | NA |
| 3 College of Engineering | 13 | 13 | 16 | NA | NA |
| 4 | | | | | |

**Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)**

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | | | | | | |
| 2 | | | | | | |

**Definition and Methodology Explanations**

| | |
|---|---|
| 1 | Rows 32-35: The Career Center collects data on undergraduates graduating in May of the previous year. Data for FY 2021 has not yet been calculated. |
| 2 | No student seeking an Associate's degree for 2020 (cohort 2012-13). |

## Standard 8: Educational Effectiveness
## (Licensure Passage and Job Placement Rates and Completion and Placement Rates for Short-Term Vocational Training Programs)

| | | 3-Years Prior | | 2 Years Prior | | 1 Year Prior | | Most Recent Year | |
|---|---|---|---|---|---|---|---|---|---|
| | | -2017 | | -2018 | | -2019 | | -2020 | |
| ? | **State Licensure Examination Passage Rates** | | | | | | | | |
| | Name of exam | # who took exam | # who passed | # who took exam | # who passed | # who took exam | # who passed | # who took exam | # who passed |
| 1 | Alabama Bar Exam | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| | Arizona Bar Exam | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| 2 | California Bar Exam | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| | Connecticut Bar Exam | 37 | 30 | 34 | 20 | 12 | 8 | 31 | 22 |
| | District of Columbia Bar Exam | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| | Florida Bar Exam | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 |
| 3 | Kentucky Bar Exam | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| 4 | Massachusetts Bar Exam | 25 | 20 | 28 | 26 | 26 | 24 | 38 | 29 |
| | Maryland Bar Exam | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| | Minnesota Bar Exam | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| | Missouri Bar Exam | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| | New Hampshire Bar Exam | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| | New Jersey Bar Exam | 4 | 2 | 2 | 2 | 2 | 0 | 4 | 2 |
| | New Mexico Bar Exam | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| | New York Bar Exam | 26 | 22 | 5 | 1 | 5 | 2 | 2 | 2 |
| | Pennsylvania Bar Exam | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| | Texas Bar Exam | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| | Vermont Bar Exam | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Washington Bar Exam | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | MTEL Communication & Literacy Skills | 11 | 11 | 8 | 8 | 1 | 1 | 12 | 12 |
| | MTEL Foundations of Reading: Code 90 | 6 | 6 | 3 | 3 | 0 | N/A | 5 | 5 |
| | MTEL General Curriculum: Code 03 | 6 | 6 | 3 | 3 | 0 | N/A | 5 | 5 |
| | MTEL English: Code 61 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 |
| | MTEL Mathematics: Code 63 | 2 | 2 | 1 | 1 | 0 | N/A | 3 | 3 |
| | MTEL Biology: Code 13 | 0 | N/A | 0 | N/A | 0 | N/A | 0 | N/A |
| | MTEL Chemistry: Code 12 | 1 | 1 | 0 | N/A | 0 | N/A | 0 | N/A |
| 5 | MTEL History: Code 06 | 1 | 1 | 2 | 2 | 0 | N/A | 3 | 3 |
| ? | **National Licensure Passage Rates** | | | | | | | | |
| | Name of exam | # who took exam | # who passed | # who took exam | # who passed | # who took exam | # who passed | # who took exam | # who passed |
| 1 | NAPLEX | 70 | 53 | 69 | 63 | 58 | 53 | 59 | 55 |
| 2 | NBCOT | N/A | N/A | N/A | N/A | N/A | N/A | 27 | 27 |
| 3 | BCBA | 27 | 26 | 23 | 20 | 37 | 36 | 18 | 16 |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| ? | **Job Placement Rates** | | | | | | | | |
| | Major/time period | * | # of grads | # with jobs | # of grads | # with jobs | # of grads | # with jobs | # of grads | # with jobs |
| 1 | College of Arts & Sciences | | 204 | 134 | 212 | 129 | 195 | 127 | 230 | 99 |
| 2 | College of Business | | 170 | 147 | 176 | 144 | 146 | 121 | 163 | 106 |
| 3 | College of Engineering | | 145 | 120 | 125 | 105 | 123 | 105 | 131 | 98 |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |

* Check this box if the program reported is subject to "gainful employment" requirements.

**Web location of gainful employment report (if applicable)**

**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 | Current Year | Next Year Forward (goal) |
|---|---|---|---|---|---|---|
| | | (FY 2 ) | (FY2 ) | (FY 2 ) | (FY 2 ) | (FY 2 ) |
| ? | **Completion Rates** | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| ? | **Placement Rates** | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |

Please enter any explanatory notes in the box below

Rows 35-37 represent numbers gathered by the Delbridge Career Center for May graduates from undergraduate programs. These numbers do not reflect students who are pursuing graduate or professional degrees.

## Standard 8: Educational Effectiveness
## (Graduate Programs, Distance Education, Off-Campus Locations)

| Student Success Measures/ Prior Performance and Goals | 3 Years Prior | 2 Years Prior | 1 Year Prior | Current Year | Next Year Forward (goal) |
|---|---|---|---|---|---|
| | 2015 | 2016 | 2017 | 2018 | |
| ? **Master's Programs (Add definitions/methodology in #1 below)** | | | | | |
| Retention rates first-to-second year, MS in App Behavior Analy | 94.9% | 94.1% | 85.7% | 96.8% | |
| Graduation rates @ 150% time , MS in App Behavior Analy | 87.2% | 67.6% | 32.1% | 9.7% | |
| Average time to degree, MS in App Behavior Analy | See Note * | See Note * | See Note * | See Note * | See Note * |
| Retention rates first-to-second year, MA in Communication | 75.0% | 100.0% | 50.0% | 100.0% | |
| Graduation rates @ 150% time , MA in Communication | 66.7% | 80.0% | 33.3% | 100.0% | |
| Average time to degree, MA in Communication | 3 Years | 3 Years | 3 Years | 3 Years | 3 Years |
| Retention rates first-to-second year, MA in English for Teachers | 84.6% | 83.3% | 63.6% | 63.6% | |
| Graduation rates @ 150% time , MA in English for Teachers | 84.6% | 83.3% | 45.5% | 45.5% | |
| Average time to degree, MA in English for Teachers | 3 Years | 3 Years | 3 Years | 3 Years | 3 Years |
| Retention rates first-to-second year, MA in Math for Teachers | 66.7% | 77.8% | 100.0% | 75.0% | |
| Graduation rates @ 150% time , MA in Math for Teachers | 66.7% | 66.7% | 100.0% | 25.0% | |
| Average time to degree, MA in Math for Teachers | 3 Years | 3 Years | 3 Years | 3 Years | 3 Years |
| Retention rates first-to-second year, MEd in Curric & Instruction | 75.0% | 60.0% | 80.0% | 100.0% | |
| Graduation rates @ 150% time , MEd in Curric & Instruction | 75.0% | 60.0% | 60.0% | 100.0% | |
| Average time to degree, MEd in Curric & Instruction | 3 Years | 3 Years | 3 Years | 3 Years | 3 Years |
| Retention rates first-to-second year, MFA in Creative Writing | 50.0% | 100.0% | 100.0% | 85.7% | |
| Graduation rates @ 150% time , MFA in Creative Writing | 50.0% | 100.0% | 60.0% | 57.1% | |
| Average time to degree, MFA in Creative Writing | 3 Years | 3 Years | 3 Years | 3 Years | 3 Years |
| Retention rates first-to-second year, MBA | 83.3% | 72.3% | 91.7% | 75.0% | |
| Graduation rates @ 150% time , MBA | 73.3% | 70.2% | 88.9% | 57.5% | |
| Average time to degree, MBA | 3 Years | 3 Years | 3 Years | 3 Years | 3 Years |
| Retention rates first-to-second year, MS Accounting | 94.1% | 80.8% | 100.0% | 90.9% | |
| Graduation rates @ 150% time , MS Accounting | 94.1% | 80.8% | 100.0% | 90.9% | |
| Average time to degree, MS Accounting | 3 Years | 3 Years | 3 Years | 3 Years | 3 Years |
| Retention rates first-to-second year, MS Organizational Lead | 83.3% | 62.5% | 100.0% | 75.0% | |
| Graduation rates @ 150% time , MS Organizational Lead | 83.3% | 62.5% | 85.7% | 66.7% | |
| Average time to degree, MS Organizational Lead | 3 Years | 3 Years | 3 Years | 3 Years | 3 Years |
| Retention rates first-to-second year, MS Electrical Engineering | 81.3% | 50.0% | 85.7% | 83.3% | |
| Graduation rates @ 150% time , MS Electrical Engineering | 81.3% | 41.7% | 71.4% | 83.3% | |
| Average time to degree, MS Electrical Engineering | 3 Years | 3 Years | 3 Years | 3 Years | 3 Years |
| Retention rates first-to-second year, MS Engineering Mgt | 87.5% | 59.4% | 61.5% | 72.2% | |
| Graduation rates @ 150% time , MS Engineering Mgt | 81.3% | 59.4% | 53.8% | 55.6% | |
| Average time to degree, MS Engineering Mgt | 3 Years | 3 Years | 3 Years | 3 Years | 3 Years |
| Retention rates first-to-second year, MS Mechanical Engineering | 86.4% | 68.4% | 90.0% | 80.0% | |
| Graduation rates @ 150% time , MS Mechanical Engineering | 81.8% | 68.4% | 90.0% | 80.0% | |
| Average time to degree, MS Mechanical Engineering | 3 Years | 3 Years | 3 Years | 3 Years | 3 Years |
| Retention rates first-to-second year, MS Civil Engineering | | 60.0% | 66.7% | 100.0% | |
| Graduation rates @ 150% time , MS Civil Engineering | | 60.0% | 33.3% | 100.0% | |
| Average time to degree, MS Civil Engineering | 3 Years | 3 Years | 3 Years | 3 Years | 3 Years |
| Retention rates first-to-second year, MS Industrial Engineering | | 100.0% | 100.0% | 100.0% | |
| Graduation rates @ 150% time , MS Industrial Engineering | | 100.0% | 100.0% | 100.0% | |
| Average time to degree, MS Industrial Engineering | | 3 Years | 3 Years | 3 Years | 3 Years |
| Coaching | | | 85.7% | 100.0% | |
| Graduation rates @ 150% time , MS in Sport Leadership & Coaching | | | 85.7% | 66.7% | |
| Average time to degree, MS in Sport Leadership & Coaching | | | 3 Years | 3 Years | 3 Years |
| Retention rates first-to-second year, All Masters | 84.8% | 74.1% | 84.6% | 82.8% | |
| Graduation rates @ 150% time , All Masters | 79.4% | 68.2% | 67.9% | 55.6% | |
| Average time to degree, All Masters | 3 Years | 3 Years | 3 Years | 3 Years | 3 Years |
| Other measures, specify: | | | | | |
| | | | | | |
| | | | | | |
| ? **Doctoral Programs (Add definitions/methodology in #2 below)** | | | | | |
| Retention rates first-to-second year, PhD Engineering Mgt | 100% | None | 33.3% | 66.7% | |

| | | | | | |
|---|---|---|---|---|---|
| Graduation rates @ 150% time, PhD Engineering Mgt | 100% | None | 0.0% | 0.0% | |
| Average time to degree, PhD Engineering Mgt | See Note * | See Note * | See Note * | See Note * | See Note * |
| Retention rates first-to-second year, PhD in Behavior Analysis | 88.9% | 90.0% | 100.0% | 100.0% | |
| Graduation rates @ 150% time, PhD in Behavior Analysis | 44.4% | 50.0% | 28.6% | 16.7% | |
| Average time to degree, PhD in Behavior Analysis | See Note * | See Note * | See Note * | See Note * | See Note * |
| Retention rates first-to-second year, All PhD | 91.7% | 90.0% | 80.0% | 88.9% | |
| Graduation rates @ 150% time, All PhD | 58.3% | 50.0% | 20.0% | 11.1% | |
| Average time to degree, All PhD | See Note * | See Note * | See Note * | See Note * | See Note * |
| Other measures, specify: | | | | | |
| | | | | | |
| | | | | | |

? **First Professional Programs (Add definitions/methodology in #3 below)**

| | | | | | |
|---|---|---|---|---|---|
| Pharmacy Retention rates first-to-second year | 95.9% | 92% | 93.5% | 89.4% | |
| Pharmacy Graduation rates @ 150% time | 91.9% | 84.0% | 90.3% | | |
| Pharmacy Average time to degree | 4 Years | 4 Years | 4 Years | 4 Years | 4 Years |
| Occupational Therapy Retention rates first-to-second year | - | - | 100.0% | 100.0% | |
| Occupational Therapy Graduation rates @ 150% time | - | - | 100.0% | 84.4% | |
| Occupational Therapy Average time to degree | 3 Years | 3 Years | 3 Years | 3 Years | 3 Years |
| Law Retention rates first-to-second year | 75.8% | 80.6% | 84.0% | 85.2% | |
| Law Graduation rates @ 150% time | 71.4% | 70.8% | 81.0% | 62.5% | |
| Law Average time to degree | See Note * | See Note * | See Note * | See Note * | See Note * |
| Other measures, specify: | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

**Distance Education (Add definitions/methodology in #4 below)**

| | | | | | |
|---|---|---|---|---|---|
| Course completion rates | | | | | |
| Retention rates | | | | | |
| Graduation rates | | | | | |
| Other measures, specify: | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

**Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)**

| | | | | | |
|---|---|---|---|---|---|
| Course completion rates | | | | | |
| Retention rates | | | | | |
| Graduation rates | | | | | |
| Other measures, specify: | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

**Definition and Methodology Explanations**

| | |
|---|---|
| 1 | PhD Engineering programs can average time to degree from 3-4 years if student is Full-Time and 5-8 years if student is Part-Time. The Engineering masters time to degree can range from 1-4 years. |
| 2 | * Notes: In general it takes a full-time Law student three years to graduate. In general it takes a part-time Law student four years to graduate. |
| 3 | Occupational Therapy's First Year was 2017. These students graduate in August. |
| 4 | Students in the MS in Applied Behavior Analysis (ABA) program finish coursework in three years. Average time to finish their thesis is 4 to 4.5 years. |
| 5 | The PhD in Behavior Analysis coursework is designed to be completed in three years, but many students go at a slower pace because most work full time. The dissertation and review paper typically extend program completion to 5 years on average. |
| 6 | The 2015 and 2016 Masters (3 year programs) and Law programs are showing 150% Graduation Rates. Pharmacy 2015 numbers reflect 150% Graduation Rates. |

# Standard Eight: Educational Effectiveness

## Description

Since the previous Self-Study and 2017 Interim Report, WNE has invested significant resources towards assessment leading to tangible improvements in educational effectiveness. One important step was the naming, in March of 2017, of a full-time Director of Assessment who reports directly to the Provost and Senior VP for Academic Affairs, and the subsequent establishment of a University Assessment Team in September 2017. Notable achievements since the last self-study include a 7% increase in undergraduate six-year graduation rates from 2015-2020, the outstanding NAPLEX pass rate of 93.22% for our Doctor of Pharmacy Class of 2020 students, the 100% NBCOT pass rate for our inaugural Occupational Therapy class, being ranked #5 in the Nation and #1 in Massachusetts among higher education institutions preparing students for the job market by *Zippia*, being ranked in the top 3% of U.S. academic institutions for "Best Value" by *The Economist*, and significant improvement in the National Survey of Student Engagement NSSE from 2016 to 2020, including 6 out of 10 engagement indicators being significantly above the national average for first-year students. Additionally, our 2020 NSSE engagement indicators show that Student-Faculty Interaction and Collaborative Learning are significantly above the national average for both first-year and senior students. Student-Faculty Interaction and Collaborative Learning are both hallmarks of a WNE education as seen in our University Mission.

Over the past ten years a culture change has occurred as a result of the prioritization of the use of assessment processes to improve educational effectiveness. There is now genuine buy-in by the faculty into the assessment process. As evidence of this, the General Education Faculty Assessment Team, with members selected annually by the Directors of Assessment (i.e., the Director of Assessment and the Associate Director of Assessment), consistently has more faculty interested in serving than positions available. In the last five years, 29 different faculty members served on one or more of the Faculty Assessment Teams, providing valuable assessment experience to faculty in many different academic departments. In this report you will see many cases of the use of assessment in improving our educational effectiveness, which would not have been possible without this change in our culture.

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

- *Institutional Level*: focus groups, placement tests, alumni surveys, employer surveys, graduate follow-up studies, retention rates, graduation rates and transfer rates, job placement statistics, entrance surveys, exit interviews, recruiter surveys, student satisfaction surveys, and faculty and staff surveys
- *College/School Level*: portfolio assessment, capstone experience, senior projects, thesis, internship, student surveys, alumni surveys, senior exit interviews, graduate follow-up studies
- *General Education Level*: faculty assessment of direct student evidence demonstrating General University Requirement learning outcomes
- *Department/Program Level*: external program review, standardized tests, 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, NBCOT, BCBA etc.), simulations, senior projects and theses, exhibits, performance experiences, graduate school placements and fellowships, awards/prizes, transcript analyses, alumni surveys, graduating senior surveys, publications, faculty surveys, preceptor 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

All departments in the Colleges of Arts & Sciences, Business, and Engineering are required to complete an annual assessment report that provides an academic health check with standardized metrics, summarizes annual assessment activity (such as direct and indirect assessment of program objectives, learning outcomes and exit surveys), and outlines the departmental assessment plan. These annual assessment reports, along with the appropriate E1-A or E1-B forms, are submitted to the Dean and the Director of Assessment. Starting in the Fall of 2021, each department also had an in-person review of the annual department report at a meeting with the Provost, Dean, Department Chair, and the Director of Assessment.

The College of Pharmacy and Health Sciences (COPHS) has an extensive assessment plan. The COPHS seeks to promote excellence in teaching and learning, service, and scholarship. Excellence is difficult to measure, but a constant striving towards excellence is the hallmark for outstanding programs. The assessment plan is driven by the COPHS Mission, Vision, and Values and includes measures of a number of factors that influence learning and program success. The programs' goals are mapped to national accreditation guidelines and professional outcome statements, while courses within the curriculum and the co-curriculum are mapped to program goals. The Pharmacy program utilizes the assessment system ExamSoft to detail students' progress and achievement of goals. This assures that the curriculum is not only aligned with program goals, but also with accreditation standards and recognized professional outcomes. (During 2020-2021, due to the disruption of the COVID-19 pandemic, the Pharmacy faculty chose to use Kodiak, our course management system, instead of ExamSoft to document students' progress towards learning goals.) The assessment plan components include student and faculty input, throughput, and output information, with numerous indicators aimed at program goals as well as measures related to strategic planning. Some examples are admission metrics, course grades, standardized professional exams (e.g., PCOA), retention rates, graduation rates, licensure pass rates, student satisfaction information, employment data, etc. The data are compiled and shared on an interactive online dashboard. Both programs within the COPHS (Pharmacy and Occupational Therapy) have standing committees charged with assessment duties. These committees, in addition to the Director of Assessment for Health Professions, are responsible for the implementation of the assessment plan, as well as reviewing the results and relaying recommendations to relevant committees and/or offices.

During the 2016-17 academic year, the Law School developed and formally established policies towards prescribed learning outcomes that identify the knowledge, skills, and values the Law School desires all of its students to possess upon graduation. The Law School has adopted seven learning outcomes, that apply to the curriculum as a whole. In addition, each faculty member is required to incorporate course objectives and respective learning-outcome language into their syllabi. The faculty's Curriculum and Academic Standards Committee reviews all individual course syllabi for compliance. It also mapped out the learning objectives from individual courses over the Law School's entire curriculum in order to ensure and demonstrate that the Law curriculum is properly designed and implemented to satisfy the seven learning outcomes.

The Law School has a stated policy of maintaining a rigorous program of legal education that prepares its students, upon graduation, for admission to the bar and for effective, ethical, and responsible participation as members of the legal profession. The Law School has review processes in place to consistently and continually improve its students' educational experience. It does this by engaging in ongoing evaluation of the Law School's program of education, learning outcomes, and assessment methods to determine the

degree of student attainment of competency in the learning outcomes and to make appropriate changes to improve the curriculum. Although the assessment processes at the Law School have been in place for a relatively short time, these processes, together with supplementary measures such as the results of the Law School Survey of Student Engagement (LSSSE), externship supervisor evaluations, and performance of students in the bar support program and on the Bar exam, all serve to inform the Law School about where it is meeting its objectives and where it needs to improve.

The position of Assistant Dean of Academic and Bar Success was created in July 2020 and filled by the Director of Bar Success. The Dean's duties include designing, implementing, and overseeing all aspects of the Law School's academic success program, working with law students to assist them in adjusting to the academic demands of law school and developing skills to reach their full academic potential for performance in law school; teaching and overseeing the adjunct faculty in teaching academic success and bar preparation courses (including the introductory Lawyering Fundamentals course, an advanced writing course, Advanced Legal Analysis I and Advanced Legal Analysis II, as well as a "bar boot camp" for upper-level students); providing individual counseling to students and recent graduates preparing for the bar exam; using data to assess areas in which students need additional support; working with faculty members on the use of bar exam-related materials in their courses; providing informational sessions related to the bar exam to students and their loved ones; working with BARBRI (the external provider of bar-related materials and services at the Law School); and analyzing bar passage data for internal and external reporting purposes.

The College of Engineering (COE) has several Master of Science (MS) programs: Civil Engineering, Electrical Engineering, Engineering Management, Industrial Engineering and Mechanical Engineering. COE also has a PhD program in Engineering Management. All of these programs follow a program review schedule set by the Provost's Office. The process and schedule are detailed on the Program Review webpage. The assessment process measures student competencies and learning outcomes, as well as instructional effectiveness and student growth within each program, and includes alumni feedback.

Beginning in 2019, in an effort to increase transparency and departmental access to academic data, the Provost's Office partnered with the Educational Advisory Board (EAB) to implement Academic Performance Solutions (APS) at WNE. APS is a decision-support platform that enables individuals across institutional departments to easily access data and peer benchmarks around course offerings, faculty workload, course completion rates, department-level costs, and other key performance indicators. Because APS works with hundreds of higher education institutions around the country, the data in the platform can be used to benchmark against peer institutions, as well as for course capacity management, program review evaluation, and to standardize the faculty line request process. It took approximately a year of working with EAB to import and properly configure the necessary academic, financial, and human resource data. By late spring of 2020, APS was rolled out to key academic leaders around campus, in particular to the Deans and department chairs, with a series of training sessions.

WNE has a well-established and robust assessment process for the general education program at the undergraduate level. The General University Requirements (GURs) are split into six Foundations and six Perspectives. These twelve academic areas cover 29 different learning outcomes, generally assessed across a 5-year cycle, although the most recent cycle was extended to 6 years with permission from the Provost. Courses are approved to satisfy one of the GURs by the Undergraduate Program Committee of the University Faculty Senate through a GUR Course Approval Process, which includes reviewing syllabi, ensuring the inclusion of appropriate learning outcomes, and assessing assignment descriptions.

A random sample is taken from all approved courses in all modalities according to the 5-year GUR cycle, and faculty teaching those courses submit student work as evidence. A workshop is held in May each year to prepare faculty teaching the courses to be assessed during the following academic year. This preparation workshop, led by the Directors of Assessment, focuses on continuous improvement by (1) reviewing the learning outcomes and rubrics, (2) discussing observations and recommendations from the previous cycle of assessment and providing exemplar assignments, and (3) providing an opportunity for faculty to discuss their own assignments to ensure alignment with the learning outcomes and rubrics. Each year, a team of faculty members is selected and trained by the Directors of Assessment to serve on the Faculty Assessment team. This team uses in-house GUR rubrics to score the student work on a 4-point scale, analyzes summary statistics, and collaborates on writing observations and recommendations for the Gen Ed assessment report. In addition, when there is no change in learning outcomes or rubrics from one assessment cycle to the next, a Wilcoxon-signed rank test is performed to test for inter-rater reliability across cycles. The Gen Ed assessment report is submitted to the Provost as well as the Undergraduate Program Committee. A workshop is held in the semester following the assessment of the evidence to inform the faculty of the results, observations, and recommendations of the Faculty Assessment team. The Directors of Assessment facilitate all aspects of this assessment process, including faculty development for GUR instructors, sampling of courses, organization of evidence, training of the faculty assessment team, facilitation of scoring, collection of data, report-writing and follow-up.

As part of the process of continuous improvement, undergraduate faculty around campus have had ongoing discussions to revise and streamline the general education program at WNE, in an effort to make sure it is satisfying the academic breadth that our current students need without creating undue obstacles to graduation for students in programs with an extremely tight curriculum. As a result, 5 credits worth of the previous requirements in the areas of Personal Development, Learning Beyond the Classroom, and the Integrated, Liberal & Professional Perspective were eliminated. A careful analysis ensured that a minimum of 40 general education credits are still required in all undergraduate programs. Other recent improvements in the process include the development of new learning outcomes and rubrics in the Aesthetic Perspective, the Ethical Perspective, the Global Cultures Perspective, and Computer Competence. These efforts were all faculty driven and have resulted in more discipline-specific, current, and meaningful learning outcomes. Also the learning outcomes in all the Perspectives were reordered to more closely follow Bloom's Taxonomy.

A number of internal and external data sets pertinent to educational effectiveness are supported by our Director of Institutional Research, including student census data, degree recipient census data, Integrated Postsecondary Education Data System (IPEDS), as well as Council of Independent Colleges (CIC) performance indicators data.

WNE follows the Council for the Advancement of Standards in Higher Education (CAS) for programs in student affairs, student services, and student development. Assessment of co-curricular learning outcomes occurs through student attendance, student evaluations, program evaluations and tracking student learning outcomes for programs such as the Leadership Series, the Residential Curriculum, America Reads Program, and the Academic Internship Program.

The University's four-year Leadership Series Program, Emerging Leaders (freshman), Art of Leadership (sophomore), LEADS (junior), and the Senior Success Series is based on four pillars: Leadership through participation, Leadership through involvement, Leadership through engagement, and Leadership through opportunity.

The residential experience at WNE is strengthened by the Residential Curriculum and the Learning Interest Communities. The Residential Curriculum at WNE has three learning outcomes: 1) the student will foster their role as a citizen, 2) the student will be able to think independently and make decisions for themselves, and 3) the student will participate in experiences that foster academic achievement and stimulate intellectual activity. Programs throughout the four years focus on Current Events, Social Interaction, Sexual Misconduct, Professional Interests, Health & Wellness, Social Justice and Civility. Over 180 programs (approximately) are planned each year with approximately 4800 (non-unique) students participating. Learning communities are designed for all first-year students to share common interests and goals. Learning Interest Communities include STEM, Next Generation of Leaders, Learning Today, Shaping Tomorrow, Healthy Choices, Creative Living, Rising Business Professionals, and the Honors Program.

The Career Development Center at WNE adheres to the National Association of Colleges and Employers (NACE) assessment standards and career readiness competencies. Experiential Learning is encouraged during the student experience. Academic Internships are required for most majors in the College of Business and for the following majors: Information Technology, Creative Writing, Forensic Chemistry, Forensic Biology, and Criminal Justice. Academic internships require students to complete 120 hours of work for an approved organization and an academic component determined by the faculty sponsor. Assessment of the academic internship occurs through faculty, student and site evaluation of the experience.

The Office of First Year Students & Students in Transition historically housed two notable first-year student assessments, the Cooperative Institutional Research Program (CIRP) freshmen survey and the Noel-Levitz Student Satisfaction Inventory (SSI). The National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE) are coordinated by a collaboration between the Dean of Student's Office and the Provost's Office through the Director of Assessment. Results of the Law School Survey of Student Engagement (LSSSE) are reviewed and housed in the Law School. The College of Pharmacy and Health Sciences does not have a comparative standardized survey for their graduate/professional programs and thus has created a homegrown survey using similar evaluative criteria (COPHS Student Satisfaction Survey) based on the Noel-Levitz Student Satisfaction Survey as a guide. Pharmacy students complete a standardized Pharmacy Curriculum Outcomes Assessment (PCOA) in their third year of study which is used to measure curricular effectiveness. During the fourth year of the Pharmacy program, students complete a series of mock NAPLEX exams intended to prepare them for the official NAPLEX licensing exam. Graduating students in the COPHS participate in an exit interview consisting of a survey as well as open ended responses. Additionally, standardized national surveys are conducted for graduating pharmacy students and alumni (AACP Graduating Student Survey, AACP Alumni Survey). These are compiled and assessed over time.

## Appraisal

Doctor of Pharmacy candidates at WNE are more prepared in pharmacy skills and knowledge than their peers both nationally and statewide. This is evidenced by first-time pass rates of WNE Doctor of Pharmacy 2020 candidates for the North American Pharmacist Licensure Exam (NAPLEX) well above state and national levels, with a WNE pass rate of 93.22%. This excellence in Pharmacy education continues the 2019 WNE PharmD class earning the highest first-time pass rate in the State of Massachusetts (91.38%) and the second highest rate in the New England region. In 2018, WNE's NAPLEX pass rate was 91.3%. Western New England University's Pharmacy program is now one of only three PharmD programs in the northeast to have a NAPLEX pass rate of over 90% in each of the past three years.

The COPHS was able to dramatically increase licensure exam pass rates from the mid 70% range for the graduating class of 2016-2017 to its current pass rate of 93.22% by having a strong assessment plan. The assessment committees reviewed pass rates and target areas to inform curriculum and to develop a new taskforce called the NAPLEX Prep Taskforce. This taskforce implemented a preparatory program that has resulted in remarkable success, leading to our current exemplary results. This program entails a year-long required exam preparation using a product called RXPrep. Students are required to complete several chapter assessments throughout their final academic year. Additionally, students are required to pass a mock NAPLEX exam on RXPrep prior to graduation. Other markers of academic success include near national results on the Pharmacy Curriculum Outcomes Assessment (PCOA) for third year pharmacy students in 2020 with our total score of 343 compared to the National total score of 344. Our total score declined in 2021 to 328 compared to the National total score of 345. In response to this performance change, we have attached stakes to the PCOA for current third year pharmacy students, requiring a score at or above the 20$^{th}$ percentile of National assessment takers to proceed onto the Advanced Pharmacy Practice Experiences (APPE) in the fourth year. This is a demonstration of our commitment to students' APPE-readiness.

The Occupational Therapy program graduated its first class in August 2020. This class had an impressive 100% licensure pass rate on the National Board for Certification in Occupational Therapy (NBCOT) exam, which the class of 2021 has sustained. Close attention is paid to correlating admission metrics with first-year success, as certain criteria have been linked to lack of success in the first year. Students deemed to be higher risk are given early attention and supplied with pre-matriculation preparatory instruction using Exam Master and are required to complete certain instructional modules. Additionally, they are paired with academic "super" advisors. "Super" advisors are faculty who receive a lower advising load, thereby allowing them more time to assist students who may have difficulties. We are gathering data to evaluate the success of this early intervention.

WNE MS in Applied Behavior Analysis students' pass rate on the BCBA Certification exam (https://www.bacb.com/wp-content/uploads/2020/05/BCBA-Pass-Rates-Combined-20200422.pdf) has been consistently high and significantly above the overall pass rate, as illustrated in the table below. Given Board Certification and three years of teaching experience at The New England Center for Children, our MS in ABA graduates are highly employable.

| **BCBA Exam Results** | **2015** | **2016** | **2017** | **2018** | **2019** | **2020** |
|---|---|---|---|---|---|---|
| Overall pass rate | 65% | 66% | 65% | 65% | 63% | 66% |
| WNE pass rate | 86% | 94% | 96% | 87% | 97% | 89% |
| WNE # of test takers | 21 | 36 | 27 | 23 | 37 | 18 |

The School of Law is seeking to ensure that its curriculum and academic standards ensure that students are equipped to pass the bar upon graduation. A low bar passage rate in 2018 prompted significant changes to the academic program. For example, the School has developed a required bar prep course for students in their final year of law school, implemented opportunities to take diagnostic mock bar exams, and created mechanisms by which to offer students who need it, financial and moral support. These changes have already had a positive impact on the School's bar pass rate, and the School is committed to assessing and strengthening these efforts and make changes necessary for continued improvement. The ABA Council on Legal Education issued a non-compliance regarding the two-year bar pass rate for the class of 2018 on December 2, 2021. Under Standard 316 of the ABA Standards governing accredited law schools, the two-year bar pass rate for each graduating class must be 75% or higher, and the class of 2018 fell short of that standard. The December 2, 2021 non-compliance notice requires that the School of Law report on its progress in complying with Standard 316 for classes after 2018 on February 1, 2022. As the two-year

bar passage rates for the School of Law have been increasing steadily year over year since 2018 (the Class of 2018 had an ultimate bar passage rate of 65%, the 2019 Class had a 74% ultimate pass rate, and the 2020 Class already has a 77% pass rate after only two administrations of the bar exam), the School of Law anticipates being able to report to the ABA in February 2022 that it is once again compliant with Standard 316.

Bar passage and job placement are often linked, as many students do not receive job offers until they have passed the bar. However, the solid majority (73%) of the Law School's graduates are employed in Bar Passage Required, JD Advantage, and professional positions approximately ten months after graduation and our graduates represent a significant percentage of the members of the bar in the four western counties of Massachusetts. One indicator of the strength of the Law School's reputation is the significant number of alumni/ae who have been appointed as judges, both state and federal, in Massachusetts and across the country (over 200).

With the rollout of the academic platform, Academic Performance Solutions (APS) in 2020, a decision was made by the Provost to focus first on using key academic metrics to standardize and augment the already established annual assessment reports done by all of the department chairs in the Colleges of Arts & Sciences, Business, and Engineering. Thus, an APS Academic Health Check template was created and added to the annual assessment report. The 2021 departmental APS submissions and assessment reports have been compiled in a Summary of Department Assessment Reports for the Provost. Immediate outcomes that have occurred are an emphasis on intentionally setting course capacity limits, an awareness of course fill rates and completion rates, identification of bottleneck courses, and an alignment of course types. Additionally, time has been saved on manual data collection and analysis, and the departmental reports are more consistent and comprehensive than they previously were. The Provost and Deans are currently using the data in these reports to help prioritize staffing needs for programs and departments.

One measure of the success of our undergraduate students that we can measure with APS Analytics is their academic resilience. As the table below shows, over the past three years, WNE undergraduate students have consistently had a higher median course completion rate than their peers at a cohort of other four-year institutions with similar enrollment. Our students' median course completion rate has been 2.5-3.0 percentage points above the students at peer institutions, even during the pandemic.

| **Median Course Completion Rate** | **2018-2019** | **2019-2020** | **2020-2021** |
|---|---|---|---|
| 4-Year Institutions of Similar Size | 91.1% | 91.9% | 89.7% |
| Western New England University | 93.6% | 94.6% | 92.7% |

We have finished our third full cycle of assessment of the learning outcomes for our General University Requirements. (The three cycles began in 2005, 2010, and 2016 respectively.) Our analysis of assessment results for each learning outcome includes two measures: the mean of scores (on a scale from 1 to 4) and the percent of evidence rated adequate or better by at least one scorer (hereafter referred to as "percent adequate"). Overall, there has been much improvement across the three learning cycles. Evidence of this includes the increase in the mean of the means for all learning outcomes improving from 2.43 during Cycle I to 2.60 in Cycle II and most recently to 2.73 in Cycle III. Additionally, the mean of percent adequate has also consistently increased across the three cycles from 57.3% to 64.3% to 70.4%. This growth shows continuous improvement towards our institutional goal, to be at least 75% adequate for each learning outcome:

| GUR Assessment Cycle | Mean of the Means (over all LOs) | Mean of Percent Adequate (over all LOs) |
|---|---|---|
| Cycle I | 2.43 | 57.3% |
| Cycle II | 2.60 | 64.3% |
| Cycle III | 2.73 | 70.4% |

An example of a recent success story is in the area of Computer Competence. In Cycles I and II, the two learning outcomes focused on Office applications, namely, the ability to use presentation software (LO 1) and the ability to use spreadsheet software (LO 2). There was consensus among the faculty that these learning outcomes were very narrowly focused, outdated, and did not accurately reflect the expectations of preparing students for today's technologically advanced workplace. Many undergraduate programs use computing and software tools other than just presentation and spreadsheet software. Further, assignments, although well-aligned to the rubrics, tended to be skill-based rather than reflecting the fact that technology is used across the disciplines to solve problems. The Directors of Assessment worked with faculty from various disciplines to facilitate revising the description, learning outcomes and rubrics for Computer Competence. The new learning outcomes are (1) the ability to create digital computational artifacts used to solve problems, and (2) the ability to apply appropriate computing tools to solve problems, describe data, and/or analyze models. These learning outcomes have allowed a wider variety of software to be used with discipline-specific applications. In addition, the assignments submitted for assessment in Cycle III captured the breadth of how computers are used across all disciplines in our undergraduate programs. Many assignments were more open-ended, requiring students to analyze and interpret data, problem-solve, provide rationale, and ultimately demonstrate critical thinking. We are pleased that the assessment results were excellent with a mean of 3.15 for Learning Outcome 1 and a mean of 2.96 for Learning Outcome 2. The percent rated adequate by at least one faculty scorer were 89.8% and 81.7% for LO 1 and LO 2, respectively. This is particularly impressive, considering this was the first time these learning outcomes and rubrics were used.

Through faculty-led endeavors, learning outcomes were revised in three of the Perspectives: Aesthetics, Ethical, and Global Cultures. The revised learning outcomes were more appropriate and meaningful to the discipline, particularly in clearly defining the "method of analysis" in the relevant perspective. These revisions allowed faculty to design assignments that were well-aligned to the new learning outcomes and the results showed great improvement in the assessment of these three perspectives. One highlight was the results from the Global Cultures perspective, in which the percent adequate for LO 1 was 73.8% (just shy of the 75% target), and both LO 2 and LO 3 exceeded the target with 80.3% and 79.6%, respectively. Again, as this was the first time assessing these learning outcomes, this represents tremendous success.

There is still room for improvement, especially in the Foundations, but there has been continuous improvement and many successes in student learning in the various GUR areas. A snapshot of Gen Ed Assessment highlights with additional data is available on our GUR Assessment webpage.

Since 2014 a particular emphasis was placed on multiple retention efforts at WNE. These efforts were outlined in our 2017 Interim Report, specifically in the reflective essay on student success, assessment and retention. It was noted that our first-year, fall-to-fall retention increased from 73.5% in 2011 to 78% in 2016. This was in line with our Vice President for Enrollment Management and Marketing's goal of improving first-year, fall-to-fall retention by 1% per year for five years starting in 2014. Initial efforts were very promising as evidenced by an increase from 76% in 2014 to 78% in 2016. However, our IPEDS data reveals that first-year retention rates have stagnated since then.

Another measure of overall student success is the six-year graduation rate for undergraduate students. A number of actions have greatly improved the six-year graduation rate at the University since the 2012 interim report. This is evidenced by an increase of six-year graduation rate from 57.0% for students entering the University in 2009 to a rate of 63.8% for students entering the University in 2014. This increase of nearly 7% was accomplished by a concerted effort headed by the Office of the Provost. Three major actions taken to accomplish this goal were making the General University Requirements more flexible for students; streamlining the transferring of General University Requirements between degree programs; and creating a BS in Pharmacy Studies. Six-year graduation rates for undergraduate students in the cohorts entering the University between 2009 and 2014 are shown below.

| 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---|---|---|---|---|---|
| 57.0% | 61.7% | 59.2% | 60.3% | 64.9% | 63.8% |

Western New England University has been ranked 4th among top performers in Social Mobility in the National Universities category of U.S. News and World Report 2022 "America's Best Colleges." The Social Mobility ranking measures the extent that schools enrolled and graduated students who received federal Pell grants, those typically coming from households whose family incomes are less than $50,000 annually. As a New Traditional University committed to preparing learners and earners for the future of work, we are particularly pleased to be acknowledged as an institution that is more successful than most others at advancing social mobility by helping economically disadvantaged students complete college.

Job placement for undergraduate students remains very strong. In 2020, 95.9% of reporting students found jobs or continued their education in graduate school within six months. Our employment data for the past four years are shown in the table below:

| **College** | **2017** | **2018** | **2019** | **2020** |
|---|---|---|---|---|
| Arts & Sciences | 85% | 85% | 88.2% | 94.7% |
| Business | 91% | 93% | 93.8% | 95.7% |
| Engineering | 96% | 96% | 95.9% | 98.2% |
| **Overall** | **90%** | **90%** | **92%** | **95.9%** |

A recent report from the career-focused website *Zippia* found WNE to be #5 in the nation and #1 in Massachusetts among institutions when it comes to preparing graduates for the job market. The analysis by *Zippia* utilized data from the federal government's College Scorecard, looking at employment rates 10 years after students who receive federal financial aid graduate. An employment rate of 95.56% was calculated for WNE, placing it ahead of all but four institutions in the U.S.—including both public and private colleges and universities. Additionally, in 2015, *The Economist* magazine analysis ranked WNE in the top 3 percent of 1,275 public and private, colleges and universities in the United States, based on the "best value" for the education received.

The Director of Institutional Research used to deliver and analyze a graduate survey to graduating undergraduate students. Over the past few years, the survey was discontinued for several reasons, most recently due to the COVID-19 pandemic. The data obtained through the survey had been used to assess a number of items pertaining to the effectiveness of a WNE education, as well as to collect employment at graduation data. It has become evident that this information was extremely useful and that the University would greatly benefit from bringing back this practice.

Students at WNE report that their academic and co-curricular experience is very positive. As evidence of this, our 2020 NSSE Engagement Indicators results show that WNE students scored significantly higher than the national average ($p < .05$) on six of the ten Engagement Indicators (EI's) for first-year students and on three of the ten EI's for seniors. The NSSE data is one way that we have been able to see results in continuous improvement efforts over recent years. From 2016 to 2020, the WNE Engagement Indicator results for first-year students improved from 4 above average and 1 below average to 6 above average and 0 below average. During the same time period, seniors improved from only 1 above average and 4 below the national average to 3 above average and only 1 below average. Snapshot results of the 2020 NSSE surveys along with comparison charts between the 2016 and 2020 results can be found at the following link: NSSE 2016 vs. 2020 Engagement Indicators Comparison.

Additionally, through the 2020 NSSE results, our students indicate they are engaged in meaningful experiences. 83% of seniors reported that they have participated in two or more high impact practices, which is significantly higher than the national average of 59%. Furthermore, this is an increase from 2016, in which 74% of WNE seniors reported participating in two or more high impact practices. Further evidence that experiential learning at WNE is on the rise is a 34% increase in academic internships from the 2017-2018 (194 total internships) to the 2019-2020 academic year (260 total academic internships).

Results from the Law School Survey of Student Engagement (LSSSE) indicate that the Law School delivers an excellent student/faculty experience. The faculty and staff are dedicated to mentoring students and to nurturing and maintaining a strong sense of community. For example, the 2019 LSSSE results for the Law School's 1L responses to Question 1m (Discussed ideas from your readings or classes with faculty members outside of class), Question 1n (Received prompt feedback (written or oral) from faculty on your academic performance) and Question 1p (Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)) were all statistically significantly higher (at $p < .05$) when compared to law schools in the region, private non-religious law schools, and all LSSSE participants in 2018 and 2019. Responses in all cohorts (1L, 2L and 3L) to Question 5a (Field placements or law clinics) were substantially higher than the responses from the comparison groups and were all statistically significantly higher (at $p < .05$) when compared to private non-religious law schools, and all LSSSE participants in 2018 and 2019. Results for responses in the 1L cohort to Question 1d (Included diverse perspectives (different races, religions, sexual orientations, genders, political beliefs, etc.) in class discussions or writing assignments) and from the 2L cohort to Question 10k (understanding people of other racial and ethnic backgrounds) were all statistically significantly higher (at $p < .05$ or better) when compared to all comparison groups. The LSSSE data bear out that the Law School's students engage in more *pro bono* and service activities than students at comparison schools. Responses from all cohorts on Question 5b (*Pro bono* work or public service) are statistically significantly higher (at $p < .001$) across all comparison groups. LSSSE data for 2019 show that responses from all cohorts (1L, 2L and 3L) to Question 6f (Library Assistance) were higher than the responses from the comparison groups and for 2Ls were all significantly higher (at $p < .05$) across all comparison groups.

The COPHS Student Satisfaction Survey is administered annually (except for Spring 2020 and Spring 2021) and demonstrates several areas of strength, including campus communication, grounds, facilities, library services, and technology. Areas of dissatisfaction include billing, tuition, and parking, which are common within higher education. Additionally, graduating students take part in an exit interview. Postgraduate opportunities have returned to the historical program average in 2021 with 66.7% of our graduates applying for residencies receiving one. While this is down from our program high in 2020 with an 82.4% placement rate, it is still the highest residency placement rate in Massachusetts and Connecticut. Also, employment at graduation has recovered from a low of 71% in 2019 to 82% of the 2021 class reporting employment at graduation. Graduating pharmacy students complete the American Association

of College's (AACP) Graduating Student Survey which asks students to rate impressions on several domains, including professional competencies/curriculum, practice experiences, student services, and facilities. The results demonstrate alignment and even strengths relative to peer institutions and national results.

Civic engagement is integrated into the co-curricular experience, whether it is embedded into the club and organization or Honor Society mission, or it is student driven. Over the past three years, over 7,000 hours of service learning was completed by undergraduate students. This service is followed by reflection sessions led by the club or organization advisor or executive board. Like experiential learning and participation in clubs and organizations, civic engagement is increasing at the University as demonstrated by an 11% increase in undergraduate student volunteerism hours between 2018-2019 to 2019-2020.

Service learning is an integral part of the education in the PharmD program. Service learning, reflection, and professional advocacy all are mapped to program outcomes for ACPE accreditation; the data are quantifiable and qualifiable, as advisors assess reflections and/or portfolios. The professional development course series (PHAR 580, 680, 780, and 880) requires students to attend at least one professional conference, to provide at least 20 hours of community service in a variety of institutional settings, and to document reflections on learning in their portfolios every year. Our cohorts demonstrate high levels of completion and engagement in these areas.

Members of the Golden Bears Athletics Family succeed in their sport, in the classroom and in the community. Academic success by Golden Bear Athletes is shown by a cumulative grade-point average of all student-athletes at WNE consistently exceeding 3.0, nearly 100 student-athletes being named annually to academic all-conference teams, including a record 138 during 2014-15 academic year, as many as 30 upperclassmen inducted into the prestigious National Student-Athlete Honor Society, Chi Alpha Sigma annually and twenty-three Academic All-America Awards presented to 17 WNE student-athletes. Success in sport is demonstrated by sixty-six NCAA Championship appearances, including 46 national tournament berths in the last 15 years, fifty-one All-America accolades earned by WNE student-athletes since 2005, and nineteen Commonwealth Coast Championships in just the last eight years since WNE's admission to the conference. Additionally, 100% of all student-athletes participate in community service throughout the year.

The Athletics Department underwent a systematic review and revision of assessment practices and methods. After a year of evaluation, it was decided that a more appropriate evaluation tool could be devised which would measure coach performance, student-athlete development/support, recruiting, professionalism/administrative duties, and fundraising & alumni engagement. Working with the Director of Assessment, a rubric for a revised performance evaluation tool was developed. The newly revised performance evaluation tool better reflects the actual duties of an intercollegiate head coach. Overall, this tool evaluates each individual more accurately against a defined standard, but also in comparison to other head coaches. Initial feedback from the coaches also indicate that they find this performance evaluation tool to be more meaningful.

## Projection

The Provost shall make program portfolio a regularized part of the educational effectiveness evaluation review, giving voice to faculty through the University Senate by establishing a Program Review Committee, which will be charged with evaluating the various program reviews and prioritizing the recommendations that arise. This committee will be in place by AY 2023-2024.

The Assistant Dean of Academic and Bar Success of the Law School will work with faculty and students, using technical assistance from BARBRI and the donor-funded bar support fund, to ensure that the skills needed for success in law school and on the Bar exam will be unified, reinforced, and taught consistently across the curriculum from 1L year through graduation to consistently raise the Bar passage rate to the ABA standard of at least 75%.

Using data provided by the Annual Departmental Assessment Reports, the Provost and the Deans of A&S, COB, and COE will develop discipline-specific goals and academic metrics to improve efficiency and academic performance. The development of this process will begin in the Fall of 2023 and will become regularized as part of the systematic academic planning and budgeting cycle.

In Cycle IV of our Gen Ed Assessment, our goal is to increase the mean of the "percent adequate" to 75% across all GUR learning outcomes. The Director of Assessment will work on professional development with faculty who deliver the General University Requirement courses over the next cycle, which will be from 2022 to 2027.

During the self-study process it became apparent that, while assessment of co-curricular activities is ongoing, a more formal, data-driven process that involves more aspects of our co-curricular program is warranted. That is, assessment of co-curricular activities at WNE needs to be accomplished using a more holistic approach. The Director of Assessment shall collaborate with the staff in Student Affairs to develop a plan. To begin the process, members of the Division of Student Affairs will attend the 2022 IUPUI Assessment Institute with the Director of Assessment.

By 2023, a robust graduating senior survey will be reinstituted by the Office of Institutional Research and the results will be analyzed and shared with the University community.

By the end of 2022, specific first-year, fall-to-fall retention targets will be set, with related key strategies at the College/School level. This will be done by the VP for Enrollment Management and Marketing, in concert with the academic Deans.

By 2023, the Director of the Career Development Center in partnership with the Office of Institutional Research will implement a process to analyze job placement outcomes in more detail, with data granularized to include employment, employment sector, and graduate school rates. These data will be further broken down not just by College, but also by the degree earned. These data will then be shared with the campus community and prospective students.

## Standard 9: Integrity, Transparency, and Public Disclosure
## (Integrity)

| Policies | Last Updated | Website location where policy is posted | Responsible Office or Committee |
|---|---|---|---|
| Academic honesty | 2021 | Academic Affairs Policies and Procedures | Provost / Academic Affairs |
| | | Integrity of Scholarship | Provost / Academic Affairs |
| | | Student Handbook | Student Affairs |
| | | School of Law Student Handbook | School of Law Dean's Office |
| | | COPHS Student Handbook | COPHS Dean's Office |
| Intellectual property rights | 2020 | Faculty Handbook | Finance & Administration |
| Conflict of interest | 2021 | Connect2U | Human Resources / Finance & Administration |
| | | Conflict of Interest | Human Resources / Finance & Administration |
| | | Financial Conflict of Interest (Sponsored Projects) | Human Resources / Finance & Administration |
| Privacy rights | 2021 | FERPA Policy | Enrollment Services (Registrar's Office) |
| | | Connect2U | Enrollment Services (Registrar's Office) |
| | | Student Confidentiality | Enrollment Services (Registrar's Office) |
| | | Student Handbook | Student Affairs |
| | | School of Law Student Handbook | School of Law Dean's Office |
| Fairness for students | 2021 | Legal Matters | Provost / Academic Affairs |
| | | Student Handbook | Student Affairs |
| | | School of Law Student Handbook | School of Law Dean's Office |
| | | COPHS Student Handbook | COPHS Dean's Office |
| Fairness for faculty | 2020, 2021 | Faculty Handbook | Provost / Academic Affairs |
| | | Exempt Employee Handbook | Human Resources |
| | | Connect2U | Human Resources |
| Fairness for staff | 2021 | Connect2U | Human Resources |
| | | Exempt Employee Handbook | Human Resources |
| | | Non-Exempt Employee Handbook | Human Resources |
| Academic freedom | 2020 | Faculty Handbook | Provost / Academic Affairs |
| Research | 2020, 2021 | Faculty Handbook | Provost / Academic Affairs |
| | | Institutional Review Board | Provost / Academic Affairs |
| Title IX | 2021 | Title IX | Human Resources |
| | | Title IX Policies | Human Resources |
| | | School of Law Student Handbook | School of Law Dean's Office |
| | | Student Life > Safety | Student Affairs |
| | | College of Pharmacy Faculty Handbook | COPHS Dean's Office |
| | | Student Handbook | Student Affairs |
| Other; specify | | | |
| | | | |
| | | | |

**Non-discrimination policies**

| | | | |
|---|---|---|---|
| Recruitment and admissions | 2021 | Admissions | Enrollment Management |
| | | Discrimination Harassment Policy | Human Resources |
| Employment | 2021 | Connect2U | Human resources |
| | | Discrimination Harassment Policy | Human Resources |
| Evaluation | | | |
| Disciplinary action | 2021 | Student Handbook | Student Affairs |
| | | Discrimination Harassment Policy | Human Resources |
| Advancement | | | |
| Other; specify | | | |
| | | | |

**Resolution of grievances**

| | | | |
|---|---|---|---|
| Students | 2021 | Student Complaint System | Provost/Academic Affairs |
| | | Student Handbook | Student Affairs |
| Faculty | 2020 | Faculty Handbook | Provost/Academic Affairs |
| | | College of Pharmacy Faculty Handbook | COPHS Dean's Office |
| | | Exempt Employee Handbook | Human Resources |
| Staff | 2021 | Connect2U | Human Resources |
| | | Non-Exempt Employee Handbook | Human Resources |
| | | Exempt Employee Handbook | Human Resources |
| Other; specify | | | |
| | | | |

| Other | Last Updated | Website location or Publication | Responsible Office or Committee |
|---|---|---|---|
| | | | |

Please enter any explanatory notes in the box below

Connect2U provides secure intranet access to Self-Service, Kodiak, and other platforms and materials. The Human Resources page in Connect2U is a repository for policies, handbooks, forms, and other documents including those referenced above; it is regularly reviewed and updated by Human Resources. Copies of these documents have been placed in the electronic workroom. The responsible office or committee for handbooks for the School of Law and for the College of Pharmacy and Health Sciences (COPHS) is the respective Dean's office for each academic unit.

## Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)

| Information | Website location and/or Relevant Publication(s) |
|---|---|
| How can inquiries be made about the institution? Where can questions be addressed? | wne.edu<br>At the bottom of all webpages is the contact us and directory link |
| Notice of availability of publications and of audited financial statement or fair summary | Financial Management<br>Financial Statement 2019<br>Financial Statement 2020 |
| Processes for admissions | Admissions |
| Processes for employment | Careers |
| Processes for grading | Undergraduate Grading System<br>Law Student Handbook<br>COPHS Student Handbook |
| Processes for assessment | Assessment of Academic Affairs |
| Processes for student discipline | Student Handbook (wne.edu)<br>Title IX Information<br>Title IX Policies |
| Processes for consideration of complaints and appeals | Student Complaint System<br>School of Law Student Handbook<br>Student Handbook (wne.edu)<br>COPHS Student Handbook |

| **List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.** | |
|---|---|
| **Statement/Promise** | **Website location and/or publication where valid documentation can be found** |
| Law School JD program outcomes | School of Law Consumer Information |
| Pharmacy program outcomes | Pharmacy Graduation Rates and NAPLEX Exam Pass Rates |
| Occupational Therapy program outcomes | OTD Program Outcomes |
| Achievements of Faculty | Faculty News |
| Rankings, Scorecards, Employment Outcomes | Rankings Scorecards Employment |

| **Date of last review of:** | |
|---|---|
| Print publications | N/A |
| Digital publications | 7/13/2021 |

Please enter any explanatory notes in the box below

| |
|---|
| |

## Standard 9: Integrity, Transparency, and Public Disclosure (Public Disclosure)

| Information | Website location |
|---|---|
| Institutional catalog | Course Catalogue |
| Obligations and responsibilities of students and the institution | Student Handbook |
| Information on admission and attendance | Become a Student |
| Institutional mission and objectives | Mission Statement |
| Expected educational outcomes | Learning Outcomes<br>School of Law Learning Objectives |
| Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation | Mission Statement |
| Requirements, procedures and policies re: admissions | Undergraduate Admissions Requirements<br>Undergraduate Admissions Process |
| Requirements, procedures and policies re: transfer credit | Transfer Admissions FAQs |
| A list of institutions with which the institution has an articulation agreement | Joint Admissions Program |
| Student fees, charges and refund policies | Undergraduate Cost<br>Withdrawals and Refunds |
| Rules and regulations for student conduct | Student Handbook<br>School of Law Student Handbook<br>COPHS Student Handbook |
| Procedures for student appeals and complaints | Student Complaint System<br>Student Handbook<br>COPHS Student Handbook<br>School of Law Complaint System |
| Other information re: attending or withdrawing from the institution | Procedure for Withdrawing |
| Academic programs | Undergraduate Degree Programs |
| Courses currently offered | Undergraduate Courses |
| Other available educational opportunities | Undergraduate Opportunities<br>Study Abroad |
| Other academic policies and procedures | Standards of Satisfactory Academic Progress |
| Requirements for degrees and other forms of academic recognition | Undergraduate Degree Structure |
| List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them | List of Faculty |
| Names and positions of administrative officers | Directory |
| Names, principal affiliations of governing board members | Board of Trustees |
| 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 |
| Programs, courses, services, and personnel not available in any given academic year. | Sabbatical listings are attached to appropriate individual faculty listings. Individual courses are listed by their positive availability rather than unavailability. |
| Size and characteristics of the student body | Facts and Statistics<br>Common Data Sets |
| Description of the campus setting | Campus |
| Availability of academic and other support services | Student Support<br>School of Law Academic Success |

| Information | Website location |
|---|---|
| Range of co-curricular and non-academic opportunities available to students | Student Life<br>Student Employment Openings |
| Institutional learning and physical resources from which a student can reasonably be expected to benefit | Contextually listed throughout website |
| Institutional goals for students' education | General University Requirements |
| 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 | Student Success Outcomes<br>School of Law Consumer Information<br>Common Data Sets |
| Total cost of education and net price, including availability of financial aid and typical length of study | Cost and Aid |
| Expected amount of student debt upon graduation and loan payment rates | Common Data Sets |
| Statement about accreditation | Accreditations |
| Consumer Information | Consumer Information |

# Standard Nine: Integrity, Transparency, and Public Disclosure

***Overview***

Western New England University (WNE) continues to demonstrate its commitment to excellence and integrity for its students, faculty, staff, and community through its Mission and Core Values, organizational and governing structure, academic policies, and institutional procedures. The University manages all of its affairs in an ethical and transparent manner. The University website is thorough and provides clear, accurate, and timely information for all intended audiences, including current students and their families, prospective students, and other stakeholders.

## Description

***Integrity***

Institutional leadership fosters an atmosphere of unwavering integrity through its Board of Trustees, President, and academic and institutional departments, which provide periodic assessments and implementation of policies and procedures through the University website, Catalogue, handbooks, and onboarding and training/educational activities. The University is committed to best practices with respect to integrity, transparency, and public disclosure. Additionally, the University's administration ensures that all activities are appropriate and compatible with the institution's educational Mission.

The Board of Trustees is guided by a Trustee Handbook. All trustees confirm annually, through the Board's Conflict of Interest statement, their independence and compliance with the Board's standards for integrity, transparency, and autonomy. Additionally, all faculty and staff are expected to sign a Conflict of Interest policy as part of their annual evaluation process.

Human Resources updates and provides valuable information to the WNE employee community regarding employment expectations and employee benefits through the Exempt Employee Handbook and the Non-Exempt Employee Handbook. These handbooks provide information on the University's Mission, Core Values, facts about the University, policy statements, grievance and appeals processes, complaint procedures, privacy practices, conflict of interest policies, whistleblowing policy, and health and safety policies, to name a few. Important policies and procedures located in the faculty, student, and employee handbooks ensure the privacy and security of protected information and articulate the rights of faculty, staff, and students. For example, the Whistleblower Policy emphasizes the institution's expectations and procedures for reporting concerns and affirms the University's commitment to protect reporters from retaliation.

Western New England University recognizes the rights of faculty and instructional staff to inquire, discover, teach, and publish in accordance with the accepted principles and standards of professional practice and scholarship. Members of the University faculty and instructional staff are entitled to full freedom in research and in the publication of results. The complete articulation of academic freedom is given in the faculty handbooks for the respective academic units. The policies can be found on page 9 of the Faculty Handbook for Business/Engineering/Arts and Sciences, page 3 of the Law School Faculty Handbook, and page 4 of the COPHS Faculty Handbook.

The University encourages a spirt of entrepreneurship and supports the awarding of patents and assignment of intellectual property. An Intellectual Property Policy affords faculty, staff, and students the recognition and, where possible, the benefits of commercializing intellectual property.

Honesty is expected of every student in all of their academic work and University engagements. The Academic Integrity Policy can be found in the Student Code of Conduct and is also described on the Academic Affairs Policies and Procedures webpage.

Western New England's Charter, most recently amended in October of 2021, is granted by the Commonwealth of Massachusetts. This charter grants WNE the authority to operate as a university and to grant all specified degrees.

Guarding against discrimination in all forms is of critical importance to the Western New England community. The University's non-discrimination statements outline how this commitment is extended to prospective and current community members. For example, Article XV of the Board of Trustee's Bylaws states, "*In administering its affairs, the University shall not discriminate against any person on the basis of race, religion, color, national origin, sex, age, sexual orientation, gender identity, gender expression, or disability."* WNE's Non-discrimination policy is clearly and regularly articulated, and the Title IX policy is communicated on the University's Title IX webpage and through internal and external communications.

Western New England University's Institutional Review Board (IRB) monitors the ethical treatment of all individuals participating in University-related research in which human subjects are engaged. A distributed IRB structure is used in which reviewers (intake representatives) are placed in each College and the School of Law. These reviewers are educated in the ethics, legalities, and best practices of human subject studies using the Collaborative Institutional Training Initiative Program (CITI). The reviewers report up to a full board and IRB Chair who are directly engaged in the review of studies deemed higher risk.

Finance and Administration has many departments that protect the integrity of the University and provide transparency and public disclosure to its constituents through departments such as the Controller's Office, Human Resources, Information Technology, and Public Safety. Additionally, Human Resources and the Division of Student Affairs work to ensure compliance with state and federal laws and University policies related to discrimination.

***Transparency***

Western New England maintains a robust website containing information required by a variety of constituents and for a variety of purposes. The Colleges, Law School, and academic departments maintain distinct individual websites that expand on the published Catalogue with more detailed information about educational offerings and expectations.

Western New England University strives to communicate openly, clearly, and accurately with its students, faculty, staff, and public community. Through program reviews and annual reports, the Office of the Provost works to ensure the University's academic programs and departments meet all standards and best practices of a thriving undergraduate, graduate, and professional higher education institution. Under the Provost's oversight, each of the University's Colleges and the Law School, as well as D'Amour Library, annually review and update their respective webpages.

The University Catalogue serves as a primary resource for key information and is available in its current browsable version, as well as previous archived versions. The 2021-2022 Catalogue is comprehensive and provides students and prospective students with the requirements for their degree program, as well as other relevant information on policies and procedures critical to their academic success at WNE.

The Student Enrollment Services webpage provides detailed information for students including but not limited to the costs of attendance at WNE, access to financial aid resources, academic calendars, and transcript services. Every effort is made to provide accurate and complete information to benefit students and to guide them in their related decision-making.

In its thorough web presence and print materials, WNE Admissions provides detailed information about how to apply, what materials are required for a complete application, WNE's entrance requirements, and graduation requirements. Students and prospective applicants are able to find the same information in the University Catalogue. The website and print publications characterize the school, share student successes, outline educational offerings, and detail the University's admissions profile. Additionally, WNE highlights student outcomes and successes through the WNE Merit Pages. This webpage focuses on student success stories, student profiles, and news and announcements from WNE. Moreover, the implementation of Slate, a software system that tracks all interactions with students, counselors, and families, allows for greater oversight of all messages shared with the prospective and admitted students.

The website presence of the School of Law, College of Pharmacy and Health Science, and WNE's Graduate Programs reflects the same information provided to the undergraduates, such as cost and financial aid, degree requirements, application procedures and requirements, course descriptions, student conduct regulations, withdrawal and refund policies, and academic policies. The School of Law posts the American Bar Association Required Disclosures and outcomes on its website.

The University's division of Finance and Administration makes multiple financial reports available on the Financial and Administration webpage. The ERP Colleague system provides a finance module to serve the institution and its students. Finance and Administration provides information on the ERP system, external grant information, insurance and risk management information, online account displays, and external financial surveys. The department also provides Audited Financial Statements and Federal (990) Tax Returns.

The Office of Marketing and External Affairs reviews all print and digital communications to ensure information is up to date, accurate, and in concert with the Catalogue, Board of Trustees, President's Council, the Office of Institutional Research, and other responsible officials and departments on campus. This office oversees web updates related to academic program pages, admissions, cost & aid, and the "About sections" of the University, Law School, and Pharmacy and Health Sciences sites, as well as the academic calendar and the WNE YouTube Channel. Individual academic units, departments, and offices are responsible for updating their webpages, and Marketing provides assistance. Multiple times each year, the Marketing and External Affairs Office updates institutional data and shares it with those in the position of communicating about the University, in order to ensure accuracy of information University-wide. Any statements and promises made by the University with regards to program excellence, learning outcomes, and success in placement come from verifiable sources in each College, School, or department. This information is centralized on the Academic Affairs Student Success webpage. Additionally, the IR Office provides Data and Reports, Links and Resources, Factbook Tables, and Common Data Sets on its webpages.

As noted above, important policies and procedures located in the faculty, student, and employee handbooks ensure the privacy and security of protected information and articulate the rights of faculty, staff, and students. In particular, policies related to faculty and exempt employees can be found in the Exempt Employee Handbook.

Expectations for students to act responsibly are clearly communicated through a variety of settings, such as SOAR (Student Orientation and Registration), admitted student programming, departmental materials, advising sessions, and online in the Student Handbook. Once admitted and deposited, students are assigned personal emails and computer access credentials. The University distributes notices and communications through email correspondence, the website, and the University's communication portal, University Post, throughout the year. The official means of communication with students is through WNE email.

Students have the opportunity to file a complaint through the WNE Student Complaint System. If a student's efforts to resolve an issue with an instructor or a particular office directly is not successful, then the student may follow the Student Complaint Procedure.

***Public Disclosure***

Western New England University updates its Catalogue annually and print materials and the website frequently, to reflect the status of WNE's educational offerings including the obligations and responsibilities of students and the institution. These resources reflect the University's Mission and Core Values; its status as a non-profit, private university; its accreditation status; admissions policies and procedures; financial information, including tuition and fees; information for transfer students; articulation agreements; rules and regulations for student conduct; procedures for student complaints and appeals; withdrawal information; a list of academic programs and courses currently offered; special academic opportunities; academic policies and procedures; specific learning outcomes and degree requirements; and honor societies available at WNE. Enrollment Services provides valuable tools, such as a net price calculator to help inform students about out-of-pocket costs for a WNE education. Data about Western New England University, including median debt and loan repayment rates, are available on the U.S. Department of Education College Scorecard. Additionally, the National Center for Education Statistics' College Navigator has a wealth of information about the University, including our IPEDS data.

All WNE Colleges and the School of Law make available to faculty, staff, and current and prospective students information related to their respective departments, programs, policies, and procedures. This is done using electronic distribution of student handbooks, through respective department webpages, and electronic or written correspondence from the University. Academic or institutional departments distribute electronic correspondence that encompass academic policies and procedures which include student codes of conduct, confidentiality, academic integrity, academic program requirements, licensure information, intellectual freedom, admissions, cost and aid, and grievance procedures. The following units annually distribute student handbooks electronically: Division of Student Affairs (for students in the Colleges of Arts & Sciences, Business, and Engineering)), School of Law, and College of Pharmacy and Health Sciences.

The institution annually updates and publishes in the Catalogue, a Faculty Directory for its continuing faculty, indicating departmental or program affiliation and listing degrees held and the granting institutions. The Catalogue Directory also provides names and positions of administrative officers and the names and principal affiliations of members of the Board of Trustees.

An About section in the main navigation bar of the homepage also provides information that characterizes the school and describes its campus and surroundings. The Facts & Stats webpage provides a description of the size and characteristics of our student populations, as well as basic information about the campus. WNE publishes student outcomes and successes (including retention rates, graduation rates, and licensure passage rates) throughout the Academic Affairs Student Success Outcomes webpage. The Tour Our Campus webpage provides a campus map, a virtual tour, and directions to campus. Beyond the website,

the University uses a variety of social media channels to share information and interact with its audiences, for example the WNE Facebook page and Twitter account. Also, President Johnson's Communications webpage lists multiple social media links available to any interested individual.

## Appraisal

***Integrity***

One challenge that we now face in using the Exempt Employee Handbook for all exempt employees is a level of confusion by the faculty regarding the policies and practices documented in the Exempt Employee Handbook. These policies primarily refer to the administrative staff. The context, detail, tone, and tenor of the Exempt Employee Handbook is not inclusive of the faculty. Examples of this are the sections on performance evaluation, termination of employment, and vacation policy. These policies do not apply to faculty, yet this is not clearly stated.

Human Resources provides access to additional knowledge and resource tools through its Center for Learning and Development webpage. These resources include performance evaluation training and professional development opportunities.

Human Resources notifies employees of required documents and updated policies through the WNE Human Resource portal, electronic communications through the University email system, Connect2U, and University Post, an information system for faculty, staff, and students. The Office of Information Technology (OIT) provides support and guidance for account passwords, activation, login, and the use of University software and hardware.

The foundation of Western New England University's commitment to diversity, equity, and inclusion resonates in its Mission and Core Values. Through its policies, procedures and staffing of appropriate offices, WNE adheres to and promotes non-discriminatory policies and practices in recruitment, admissions, employment, evaluation, disciplinary action, and advancement. The University displays its Non-Discrimination Policy and complaint procedures through print and electronic form on the website and in student handbooks, human resources, and admissions.

Western New England fosters an inclusive and supportive atmosphere through the Office of Inclusive Excellence, which is housed in the Division of Student Affairs. The Office of Inclusive Excellence, guided by social justice principles, supports programming for United & Mutually Equal (U&ME). U&ME is a multicultural student organization that is open to all Western New England University students who have a desire to learn about people from different cultural and ethnic backgrounds. LGBTQ resources related to housing, counseling, health services, and safe space training are also available through the Office of Inclusive Excellence. The School of Law supports OUTlaw (a LGBTQ and allies student organization). Additionally, the School of Law offers scholarships and summer stipends for students working on LGBTQ issues (Gervino Raabe Scholarship and Ward-Gervino Summer Stipend). Despite all current efforts, the University would benefit from a broad and inclusive definition of diversity, which might also include age, gender, dis/ability, ethnicity, geography, and other diverse identities. A calendar of events highlights programs intended to foster our diverse student population, as well as our community at large.

WNE is working on increasing enrollment of a diverse population and in doing so to offer a welcoming and inclusive environment. In order to foster an inclusive community, our admissions process offers students the opportunity to indicate gender identity on their admissions applications. Additionally, WNE also has an extensive International Admissions recruitment plan in place. Lastly, we are mindful that the campus population is 57.3% men; therefore programming for women particularly in STEM fields begins

at open houses' Women's Breakfast and is carried through in each of the Colleges and School of Law to support and provide connections and resources.

Despite the many efforts listed above, WNE Admissions continues to struggle to strengthen student diversity as total ethnic and racial diversity enrollment has decreased. Total diversity enrollment, including undergraduate, graduate, and professional students, decreased slightly from 19.8% in 2013 to 18.2% in 2020.

WNE's implementation of a new Enterprise Resource Planning (ERP) has been an effort to maintain best practices for integrity, transparency, and public disclosure. Ellucian Colleague provides services for Admissions, Financial Aid, Registration, Academic Records, Course Catalogue, Faculty and Advisor Services, Finance Administration, Human Resources and Payroll, Advancement and Residence Life. While Colleague is the main ERP, WNE purchased specialized auxiliary software packages to increase productivity and efficiencies in certain areas-(Admissions (Slate), Residence Life (Adirondack), Human Resources (Cornerstone), Campus Events (Ad Astra). Using the ERP system, the Registrar, faculty, and staff manage academic programs and administrative operations and constantly monitor student academic progress and financial aid to ensure compliance with federal regulations. With the new system, students have a customizable web portal and can see grades immediately as they are posted. Moreover, student billing and financial aid is more transparent and available, course registrations and progress are more accessible, and departmental budgets are easier to manage.

Through these platforms, policies addressed include, but are not limited to, integrity of scholarship, conflict of interest, diversity and inclusion, legal matters, sexual harassment, discrimination and harassment, academic honesty, codes of conduct, privacy rights, intellectual property rights, confidentiality, grievance and appeals, and whistleblower protections. The institution emphasizes integrity in all areas of its operations and implements these values across the University through its policies, staffing of key offices and positions, and a host of procedures and trainings.

WNE policies help ensure that the University treats students, faculty, and staff fairly. The University's policies and procedures codify the institution's commitment to provide a community in which intellectual growth may take place. Although Human Resources does not have a published grievance policy for staff, there is a process for staff to report and address complaints. Once a grievance has been filed, the HR staff facilitates conversations and resolution of issues between supervisors and the staff they supervise. WNE has also created detailed and reasonable procedures for addressing disciplinary actions involving employees. Human Resources outlines its recommendations, provides training for supervisors to follow a progressive discipline model, and offers support and guidance to managers as they navigate the process.

WNE has demonstrated honesty and integrity in its dealings with the Commission. WNE is fully compliant with all NECHE Commission standards, policies, requirements of affiliation, and requests. The University's Director of Assessment ensures that all of our assessment practices are undertaken in concert with all accrediting agency requirements. Notice of our accreditation status is on our WNE Accreditations webpage. Our 2017 Interim Report, Response Letter, previous Self-Study, and professional/program specific accreditations are provided on this website, and invitation for public comment regarding this Self-Study and the Self-Study process is also given on the accreditation webpage. Additionally, a public notice for comment appeared in the *Springfield Republican* on two consecutive Sundays in November of 2021, in the Winter 2021-2022 edition of our alumni magazine, *WNE: The Magazine of Western New England*, and in University Posts. WNE's dealings with the Commission include annual reports, the 2020 Application for Online and Remote Learning, the 2022 Distance Education Expedited Review (DEER) Report, and regular emails and phone calls for clarification and guidance on specific policies.

***Transparency***

Since his arrival, President Johnson has demonstrated his commitment to transparency in University initiatives. President Johnson provided the University community information on his vision and on how he plans to situate the University for continued and future success. Through town halls, community meetings, listening sessions, and electronic and written correspondence President Johnson has been the primary voice to the University community and beyond. The University ensures that communications about the University are genuine, accurate, and rooted in real faculty and students' experiences by vetting all communications through Marketing and External Affairs and verifying through Colleges and departments.

Western New England University maintains a robust and accessible website containing information desired by various constituencies, including prospective applicants and their families, current students, faculty, staff, and other stakeholders. WNE designed the website to be user-friendly with access to essential information.

The information on the website is consistent with the University Catalogue. Archival editions of the University Catalogue are maintained by the Registrar and readily available on the Catalogue webpage. The Colleges and the School of Law, as well as the academic departments, offer accurate and detailed webpages, so their constituents can make informed decisions about the educational offerings, curriculum, and expectations of the University. Student success outcomes are provided online and the institution has readily available documentation to support all claims made on this webpage. Our WNE 100 Profiles project shares the stories and achievements of alumni, faculty, staff, and students who represent diverse educational, professional, and personal experiences.

WNE provides current and comprehensive information to the public about its processes for admissions, careers and employment, grading, assessment, student discipline, and consideration of student complaints and appeals. The University is responsive to all reasonable requests for information; if members of the public have inquiries about the institution, they can call the University or email us at learn@wne.edu. The phone number and email address for inquiries is clearly provided on our Consumer Information webpage. The Controller's Office provides copies of recent audited financial statements from KPMG on its website, and WNE follows all legal requirements for making available the Annual Campus Security Report.

The University continues to improve its marketing and communications via more cohesive branding, better storytelling, and increased support from an integrated Enrollment Management and Marketing Department. Moving to a new, more user-friendly web system since our last site visit means that we can have more web managers and updated and timely information on the website. Upon request, the Office of Information Technology provides training to departmental web managers or frequent users.

This transition also provides the opportunity for a more cohesive web experience for site visitors. Through the Office of Information Technology and Marketing and External Affairs each site promotes accurate information, adherence to University standards, consistent style, attention to legal requirements in the area of web accessibility, and services for technology support. OIT also provides a systems status update to critical systems used throughout the University, which is available at any time.

***Public Disclosure***

The University successfully discloses pertinent information to interested parties, continues to identify areas for improvement, and works to implement these changes. The Colleague implementation has been a continuing challenge for some, as it seems to slow productivity because so much training has to be given

to those "in the trenches." While most departments have migrated to the new Colleague environments, some departments continue to find the transition challenging, as some information has been slow to migrate from the old legacy system. Some departments and staff members would benefit from additional training in the use of Colleague. The management of the Catalogue has changed in the last four years. For example, the deadlines are tighter, and the window to submit new Catalogue content has narrowed to the fall semester.

WNE had a strong COVID-19 website presence and communication plan during the COVID-19 pandemic. WNE's response resulted in the University transitioning to remote learning in mid-March 2020, and resumed mostly "in person" learning in the fall of 2020. WNE closely monitored the pandemic situation and assessed its potential impact on the community. The University's COVID-19 webpage communicated University plans, frequently asked questions, wellness and mental health, messages for students, family, faculty, and prospective students. Additionally, the webpage announced alert levels plans, reported data through a COVID-19 dashboard, and Higher Education Emergency Relief Fund (HEERF) reporting.

WNE's statements about its current accredited status are accurately and explicitly worded on our institutional Accreditations webpage.

## Projection

By 2024, WNE will oversee a systematic review of the following areas to identify areas for improvement and enhance these areas:

- The VP for Enrollment Management and Marketing will oversee the review of the design and efficacy of the WNE website and publications,
- The Senior VP of Academic Affairs will oversee the review of academic policies and procedures, in particular to ensure consistent application of policy and practice between Colleges, and
- The Chief Human Resources Officer will oversee a review of our grievance policies.

The Provost, in consultation with the Personnel, Benefits, and Handbook Committee, will take action to separate faculty benefits, policies, and practices from those of other exempt employees, beginning in the 2022-2023 academic year. Part of this process will be identifying the appropriate place for the repository of detailed information about faculty benefits and employment policies (e.g., Academic Affairs webpage, HR webpage, etc.).

The University will provide more frequent and structured training for web content management system (CMS) managers to enhance the website presence on an annual basis.

In order to engage prospective faculty, staff from underrepresented communities as President Johnson's initiatives begin to take shape, and WNE begins to see the fulfillment of his vision, the Chief Human Resource Officer will regularly communicate data about the diversity demographics for faculty and staff to the WNE community to increase transparency about DEI.

By 2025. the University will adopt a process in which a student's preferred gender identity is reflected in their academic records. Additionally, WNE will provide a choice when listing gender identity for faculty and staff. This will be a collaborative effort by the Registrar, the VP for Enrollment Management and Marketing, the Chief Information Officer, and the Chief Human Resource Officer.

# APPENDIX A
# Affirmation of Compliance with Federal Requirements of Title IV

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
Tel: 781-425-7785 I Fax: 781-425-1001 I www.neche.org

# AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

1. **Credit 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. (NECHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

| | |
|---|---|
| URL | https://www1.wne.edu/admissions/transfer/faq.cfm<br>https://www1.wne.edu/about/agreements.cfm |
| Print Publications | University Catalogue |
| Self-study/Fifth-year Report Page Reference | pages 25-26 |

2. **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 | https://www1.wne.edu/academic-affairs/student-complaint-system.cfm |
| Print Publications | Student Handbook |
| Self-study/Fifth-year Report Page Reference | pages 11 & 94 |

3. **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. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

| | |
|---|---|
| Method(s) used for verification | Unique ID & Password; Multi-factor authentication; Zoom, ExamSoft & Respondus |
| Self-study/Fifth-year Report Page Reference | page 28 |

4. **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. (NECHE Policy 77.)

| | |
|---|---|
| URL | https://www1.wne.edu/about/accreditations.cfm |
| Print Publications | Springfield Republican; WNE Alumni Magazine |
| Self-study Page Reference | page 96 |

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

Chief Executive Officer: _____ Date: 1/10/22

*March 2016*
*June 2020*

# APPENDIX B
# E1 Series Forms Assessing Student Learning Outcomes

# 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) |
|---|---|---|---|---|---|---|
| **General Education** | | | | | | |
| **Foundations** | | | | | | |
| Computer Competence | Yes | WNE Assessment Website - GUR Learning Outcomes | Discipline-specific assignments in various software: Excel, Mathematica, MATLAB, Python; demonstrating ability to use computers to solve problems and analyze results | Summer Gen Ed faculty assessment team<br>Evidence is scored on a 4-point scale using WNE Computer Competence rubric | New learning outcomes & rubrics were developed in 2019<br>Results were shared with faculty and are used to revise and improve instruction and assignments | 2020 |
| Critical Thinking | Yes | WNE Assessment Website - GUR Learning Outcomes | Student papers demonstrating logical reasoning & problem solving skills; discipline-specific problems emphasizing analysis & reasoning | Summer Gen Ed faculty assessment team<br>Evidence is scored on a 4-point scale using WNE Critical Thinking rubric | Results were shared with first year seminar 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) |
|---|---|---|---|---|---|---|
| Information Literacy | Yes | WNE Assessment Website - GUR Learning Outcomes | Annotated Bibliographies from First Year Seminar | Summer Gen Ed faculty assessment team<br>Evidence is scored on a 4-point scale using WNE Information Literacy rubric | Results were shared with first year seminar faculty & instructional librarians and are used to revise and improve instruction and assignments<br>New learning outcomes & rubrics were developed in 2021 | 2016 |
| Mathematical Analysis | Yes | WNE Assessment Website - GUR Learning Outcomes | Exams from 100 level Math courses | Summer Gen Ed faculty assessment team<br>Evidence is scored on a 4-point scale using WNE Mathematical Analysis rubric | Results were shared with faculty teaching 100-level Math courses<br>Increased emphasis on problem solving in 100 level Math courses | 2017 |
| Oral Communication | Yes | WNE Assessment Website - GUR Learning Outcomes | Oral Presentations given in First Year Seminars | Summer Gen Ed faculty assessment team<br>Evidence is scored on a | Results were shared with first year seminar 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) |
|---|---|---|---|---|---|---|
| | | | | 4-point scale using WNE Oral Communication rubric | Direct evidence (videos of oral presentations) were evaluated for the first time | |
| Written Communication | Yes | WNE Assessment Website - GUR Learning Outcomes | Review of essays compiled in freshman student portfolios | Summer Gen Ed faculty assessment team<br>Evidence is scored on a 4-point scale using WNE Written Communication rubric | Student portfolio overviews and requirements were revised and began use of individual conferencing with instructors and students in Fall 2020 | 2016 |
| **Perspectives of Understanding** | | | | | | |
| Aesthetic Perspective | Yes | WNE Assessment Website - GUR Learning Outcomes | Reflection papers, Quizzes & Exams, Works of art | Summer Gen Ed faculty assessment team<br>Evidence is scored on a 4-point scale using WNE Aesthetic Perspective rubric | New learning outcomes & rubrics were developed in 2017<br>Results were shared with appropriate faculty and are used to revise and improve instruction and assignments | 2021 |

| 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 - GUR Learning Outcomes | Student papers, Quizzes & Exams | Summer Gen Ed faculty assessment team<br><br>Evidence is scored on a 4-point scale using WNE Ethical Perspective rubric | New learning outcomes & rubrics were developed in 2019<br><br>Results were shared with philosophy faculty and are used to revise and improve instruction and assignments | 2020 |
| Global Cultures Perspective | Yes | WNE Assessment Website - GUR Learning Outcomes | Student papers, Quizzes & Exams | Summer Gen Ed faculty assessment team<br><br>Evidence is scored on a 4-point scale using WNE Global Cultures Perspective rubric | New learning outcomes & rubrics were developed in 2015<br><br>Results were shared with Cultures faculty and are used to revise and improve instruction and assignments | 2018 |
| Historical Perspective | Yes | WNE Assessment Website - GUR Learning Outcomes | Student papers, Quizzes & Exams | Summer Gen Ed faculty assessment team<br><br>Evidence is scored on a | Results were shared with history faculty and are used to revise and improve instruction and assignments | 2019 |

| 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-point scale using WNE Historical Perspective rubric | | |
| Natural Science Perspective | Yes | WNE Assessment Website - GUR Learning Outcomes | Lab Reports and student papers | Summer Gen Ed faculty assessment team<br>Evidence is scored on a 4-point scale using WNE Natural Science Perspective rubric | Results were shared with science faculty and are used to revise and improve instruction and assignments | 2017 |
| Social and Behavioral Science Perspective | Yes | WNE Assessment Website - GUR Learning Outcomes | Student papers, Quizzes & Exams | Summer Gen Ed faculty assessment team<br>Evidence is scored on a 4-point scale using WNE Social and Behavioral Science Perspective rubric | Results were shared with appropriate faculty and are used to revise and improve instruction and assignments | 2019 |

| 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) |
|---|---|---|---|---|---|---|
| **Undergraduate Programs** | | | | | | |
| **College of Arts and Sciences** | | | | | | |
| Actuarial Science | Yes | WNE Catalogue: Actuarial Science | Written papers, projects, oral presentations, final exams, and senior exit surveys | All fulltime members of the Mathematics Department interpret the evidence, covering program learning objectives, during annual assessment retreat in May | Program objectives were revised in 2019.<br>Curriculum was revised in 2019-2020. Four non-math courses (AC 201, FIN 214, FIN 317, FIN 320) were changed from required to recommended.<br>MATH 406 was removed due to the FM exam no longer being required by the Society of Actuaries. A new course in Statistical Learning was developed. | New program |
| American Studies | Yes | WNE Catalogue: American Studies | ENGL 410 Senior Seminar<br>Informal interviews | Fulltime faculty with appropriate expertise assess results | Based on informal interviews, curriculum revisions are being considered. | 2021-2022 |

| 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) |
|---|---|---|---|---|---|---|
| Biology | Yes | WNE Catalogue: Biology | 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 | 2021-2022 |
| Chemistry | Yes | WNE Catalogue: Chemistry | DUCK exam and program review of Gen Ed | Chemistry faculty | Analysis if adjustment of topic coverage or curriculum change is required | 2014-2015 |
| Communication | Yes | WNE Catalogue: Communication | Capstone course (COMM 490 for students in media and journalism concentration; COMM 491 for students in public relations or health communication concentration)<br>Individual faculty review of student proficiency | Individual faculty review student work in their courses and rank students' proficiency in six areas; results are compiled and averaged by department chair as part of annual department report | Findings used to adjust department curriculum and individual courses as necessary – past changes have included creation of courses to enhance knowledge of research methodologies (COMM 206), theories (COMM 300), and understanding of the field.<br>Data suggest that students' technical skills | 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) |
|---|---|---|---|---|---|---|
| | | | | | (audio-visual production) are consistently high; these results coupled with reports from alumni in PR field indicating utility of such skills led to making the foundational production course (COMM 245) required for all students, not just those in media and journalism concentration<br><br>COMM 102 and COMM 233 approved as courses to satisfy Oral Communication GUR for Colleges of Business and Pharmacy & Health Sciences | |
| Computer Science | Yes | WNE Catalogue: Computer Science | Course artifacts (presentations, papers, meeting logs, projects), from 300-400 level classes, | All fulltime members of the department participate in | Requested development of PH 225 from Arts & Humanities Department to specifically address ethics and technology. | 2018-2019 |

| 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) |
|---|---|---|---|---|---|---|
| | | | utilizing only courses taken by all students in the major.<br><br>Senior survey | interpreting evidence.<br><br>Two members evaluate each sampled artifact using departmental rubrics, with a third member evaluating when the first two significantly disagree.<br><br>Results are analyzed and summarized in annual assessment report. | CS 492 Computer Science Capstone was developed to strengthen the professional readiness of students.<br><br>Required additional team logs and meeting notes from students in CS 490. | |
| Creative Writing | Yes | WNE Catalogue: Creative Writing | Assessment of student portfolios<br><br>Senior exit survey | Fulltime faculty assess results and report to the chair of department | Hired two Assistant Professors with background in Creative Writing<br><br>Course in editing and publishing was added. | 2018-2019 |

| 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) |
|---|---|---|---|---|---|---|
| Criminal Justice | Yes | WNE Catalogue: Criminal Justice | Student assignments, papers from CJ 315 (Research Methods in Criminal Justice, previously CJ 301) CJ 450 (Senior Seminar) | Full-time department faculty during Assessment Workshop | Assignments have been further streamlined in CJ 315 to cover all of the learning objectives as a consistent assessment tool.<br>Data is also being used to establish a current curriculum matrix for CJ that will guide ongoing assessment of departmental learning objectives. | 2014-2015 |
| Economics | Yes | WNE Catalogue: Economics | Exams and papers from 200- and 300-level courses<br>EC 490 (Seminar in Contemporary Issues in Economics) capstone course, weekly presentations, research paper | Full-time Economics faculty members | Curriculum redesign for EC 374 Environmental Economics<br>Curriculum matrix: courses were mapped to program objectives<br>Other formal assessment work to be developed: Plan to develop annual surveys of graduating seniors and alumni | 2018-2019 |

| 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) |
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| English | Yes | WNE Catalogue: English | Comparative study of Lower-Level Composition classes Review of fall pressure essay<br><br>Review of revised/final essay assignments<br><br>Review of portfolio for graduating English Majors | Director of Composition<br><br>Fulltime faculty review portfolios | Changes to delivery of Pressure Essay Assignment. Instating a basic argument essay in portfolio.<br><br>All composition faculty will be required to conference with students within the first four weeks of the semester.<br><br>Reassessment of Learning Outcomes began in 2019-2020 Academic year | 2021-2022 |
| Forensic Biology | Yes | WNE Catalogue: Forensic Biology | FS exam and GOB exam and program review of gen ed | Chemistry and Forensics faculty | Analysis if adjustment of topic coverage or curriculum change is required | 2020-2021 |
| Forensic Chemistry | Yes | WNE Catalogue: Forensic Chemistry | FS exam and DUCK exam and program review of gen ed | Chemistry and Forensics faculty | Analysis if adjustment of topic coverage or curriculum change is required | 2020-2021 |

| 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) |
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| Health Sciences | Yes | WNE Catalogue: Health Sciences | BIO exam, GOB exam and BIOCHEM exam | Chemistry and Biology faculty | Findings are assessed to determine appropriateness of assessment tool used and if curriculum adjustments are required | 2020-2021 |
| Health Studies | Yes | WNE Catalogue: Health Studies | To be determined | Chemistry and Biology faculty | No findings used yet – new program | New program |
| History | Yes | WNE Catalogue: History | HIST 289 (Sophomore Methods Seminar)<br>HIST 490 (Junior/Senior Seminar in History) | Review of research by a panel of History faculty | Two new courses are being added: HIST 440 (Undergraduate Research) and HIST 495/496 (Senior Thesis) | 2021-2022 |
| Information Technology | Yes | WNE Catalogue: Information Technology | Course artifacts (presentations, papers, meeting logs, projects), from 300-400 level classes as much as possible, utilizing only courses taken by all students in the major.<br>Senior survey | All fulltime members of the department participate in interpreting evidence.<br>Two members evaluate each sampled artifact using | Requested development of PH 225 from Arts & Humanities Department to specifically address ethics and technology.<br>Conducted a full review of upper-level IT courses and facilities available to IT students. | 2018-2019 |

| 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) |
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| | | | | departmental rubrics, with a third member evaluating when the first two significantly disagree.<br><br>Results are analyzed and summarized in annual assessment report. | Revised content in CS/IT 102 and CS/IT 200 to have more motivating examples for IT majors. | |
| International Studies | Yes | WNE Catalogue: International Studies | INST 490 (Seminar in International Studies) capstone course<br><br>Research Paper | Faculty attend presentation of seminar research and offer comments | Formal assessment work to be developed:<br><br>Plan to develop annual surveys of graduating seniors and alumni, focus attention on the performance of our students on LSAT and GRE tests, and develop curriculum matrices to line up course offerings with program objectives | New/revised 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) |
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| Law and Society | Yes | WNE Catalogue: Law and Society | LSOC 490 (Senior Seminar in Law and Society) capstone course<br><br>Research Paper | Faculty attend presentation of seminar research and offer comments | Formal assessment work to be developed:<br><br>Plan to develop annual surveys of graduating seniors and alumni, focus attention on the performance of our students on LSAT and GRE tests, and develop curriculum matrices to line up course offerings with program objectives | New/revised program |
| Mathematical Sciences | Yes | WNE Catalogue: Mathematical Sciences | Senior Projects, MATH 451-452, (Capstone Course) Written Papers, Oral Presentations, Final Exams, and Senior Exit Surveys | All fulltime members of Math Dept. interpret the evidence during annual assessment retreat, which covers the program learning objectives and a review of the University's Gen Ed foundations skills for our | Curriculum changes have been made:<br><br>1) MATH 302 has been revised and updated to help SEMAT students prepare for the MTEL<br><br>2) Improvements made to MATH 451-452 include developing an orientation session, requiring the oral presentation to be given twice, and an increased | 2018-2019 |

| 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) |
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| | | | | graduating seniors | emphasis on information literacy skills<br>3) MATH 130 is now required for students enrolled in Math 133 to help support students | |
| Neuroscience | Yes | WNE Catalogue: Neuroscience | A Senior Research Thesis for students on the Research-Intensive track<br>A comprehensive review article prepared during the required capstone course –Neuroscience Seminar (NSCI 405) | Full-time faculty of the Neuroscience Department<br>Four competency categories identified as Neuroscience Foundations; two assessed per year | Curriculum matrix used to map courses to program objectives<br>Comparison of four years of Senior Assessment<br>Findings used to modify course content/ requirements and curriculum | 2021-2022 |
| Philosophy | Yes | WNE Catalogue: Philosophy | Portfolio Review based on assessment of students' papers, exams, and other course work | Full-time members of Philosophy faculty review sample work | Decision was made to sunset this major due to low enrollment | 2014-2015 (Sunsetting 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) |
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| Political Science | Yes | WNE Catalogue: Political Science | POSC 490 (Seminar in Political Science) capstone course<br>Research paper | Faculty attend presentation of seminar research and offer comments | Formal assessment work to be developed:<br>Plan to develop annual surveys of graduating seniors and alumni, develop curriculum matrices to line up course offerings with program objectives | 2021-2022 |
| Psychology | Yes | WNE Catalogue: Psychology | Direct evidence from required and upper level courses | Psychology Faculty Members: pairs agree upon rubrics and train and norm on evidence from non-psych majors.<br>Primary reviewer (who did not teach assessed section) rates all samples, secondary reviewer rates 10% to confirm | The findings are used to discuss:<br>• How well curriculum is meeting goals<br>• What needs more attention in curriculum<br>• Any needed changes to curriculum and/or requirements within courses<br>• Assessment feasibility<br>Major revisions to broad goals and specific indicators of the | 2020-2021 |

| 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) |
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| | | | | acceptable interobserver agreement. | curriculum; initial review of goals resulted in 2021 pilot of a professional development and communications course for potential inclusion as a required course.<br>Area of emphasis: formative assessment, writing across the curriculum, assignment alignment | |
| Sociology | Yes | WNE Catalogue: Sociology | Yearly evaluations of outcomes via examining student papers | Department faculty during Assessment Workshop | Decision was made to sunset this major | 2014-2015 (Sunsetting program) |
| **College of Engineering** | | | | | | |
| Construction Management | Yes | WNE Catalogue: Construction Management | New program - will be seeking ABET accreditation. Select exam questions will be used to assess the stated outcomes. | Faculty will collectively interpret the evidence and make improvements accordingly. | No data yet. Program began in 2020-2021.<br>Expecting first data collection in academic year 2023-2024. | 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) |
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| **College of Pharmacy and Health Sciences** | | | | | | |
| Pharmacy Studies | No (in progress) | WNE Catalogue: Pharmacy Studies | Completion of General University Requirements (GURs)<br>Introductory Pharmacy Practice Experiences (IPPE) evaluation forms<br>Completion of immunization certification<br>Completion of PY1 and PY2 Advanced Pharmacy Practice Experiences (APPE) readiness components<br>Course Grades<br>Early Advisory Reports (EARs) | COPHS Academic Affairs Committee (AAC)<br>Director of Assessment for Health Professions | Curriculum revisions, e.g., low Pharmacokinetics grades indicated that students struggled with math later in the curriculum. The program added a Calculations course to better prepare students. | 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) |
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| **Graduate Programs** | | | | | | |
| **College of Arts and Sciences** | | | | | | |
| Master of Arts in Communication | Yes | WNE 2020-2021 Catalogue: Master of Arts in Communication | Thesis or independent study project | Faculty overseeing thesis or independent study project. | Decision was made to sunset this program due to low enrollment | Sunsetting program |
| Master of Arts in English for Teachers | Yes | WNE Catalogue: Master of Arts in English for Teachers | Completion of a Capstone Seminar<br>Capstone paper is written under supervision of fulltime faculty<br>Survey interviews of students are completed | Capstone advisor reviews the Capstone project based on criteria provided by director<br>Surveys are reviewed by director of the MAET program | Capstone projects should be presented to a larger audience and saved in a digital portfolio system | 2016-2017 |
| Master of Arts in Mathematics for Teachers | Yes | WNE Catalogue: Master of Arts in Mathematics for Teachers | Direct evidence: exams, homework assignments, projects, papers, oral presentations | All fulltime members of Math Dept. interpret the evidence during annual assessment retreat in May, which covers the | Degree requirements were modified to require at least 5 core mathematics courses<br>In MAMT 545, 554, 556, 566 and 574, faculty have | 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) |
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| | | | | program learning objectives. | intentionally designed assignments to align with program objective 1d) (Understand connections between branches of mathematics).<br>Increased emphasis on use of technology to aid in understanding and problem solving. | |
| Master of Education in Curriculum and Instruction | Yes | WNE Catalogue: Master of Education in Curriculum and Instruction | Formative and summative assessments | Faculty members in the ED Department | Decision was made to sunset this program due to low enrollment | Sunsetting program |
| Master of Fine Arts in Creative Writing | No | WNE Catalogue: Master of Fine Arts in Creative Writing | Final Project under direction of fulltime faculty<br>Completion of four residencies in addition to coursework completion | Final Project advisor/fulltime faculty member | Program has not yet gone through a full review cycle.<br>Based on student feedback, different authors have been invited to run residency programs | 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) |
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| Master of Science in Applied Behavioral Analysis | Yes | WNE Catalogue: Master of Science in Applied Behavior Analysis | Pass rates from BACB Certification Exam<br><br>Research thesis requirement | All fulltime and adjunct faculty of the program participate in interpreting evidence.<br><br>Three faculty members, including one full-time member, serve on each thesis committee; all three must approve the thesis document and oral defense. | Overall pass rate and pass rate in each content area have been high.<br><br>Faculty periodically review the Behavior Analysis Certification Board task list to be sure that each item is addressed in our coursework.<br><br>The Methods course (PSY 505) has been modified to address common misunderstandings evident from the thesis requirement (e.g., students often report Inter-observer agreement methods that are not well matched to their measures; assignments were developed to address this). | 2020-2021 |

| 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) |
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| Ph.D. in Behavior Analysis | Yes | WNE Catalogue: Ph.D. in Behavior Analysis | Comprehensive Examination<br><br>Dissertation requirement | Four faculty members, including two full-time members, serve on each Comprehensive Examination and Dissertation committee; three of four must vote to pass the student on requirement | The doctoral practicum courses have been revised to facilitate effective progress on Comprehensive Examination requirement. Faculty review tactics for searching the literature, review and discuss published review paper examples, share strategies for organization, and students write a review paper proposal.<br><br>The Research Methods course (PSY 610) has been revised to guide students through the steps of developing a research proposal. | Scheduled 2022-2023<br><br>(previously accredited by Association for Behavior Analysis International until 2019) |

| 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) |
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| **College of Engineering** | | | | | | |
| Master of Science in Civil Engineering | Yes | WNE Catalogue: Master of Science in Civil Engineering | Student exit interviews | Faculty in the department collectively interpret the evidence and make improvements accordingly. | The data is used to improve the curriculum. The curriculum thus far is meeting expectations and no changes are necessary at this time. | 2021-2022 |
| Master of Science in Construction Management | Yes | WNE Catalogue: Master of Science in Construction Management | Student exit interviews | Faculty in the department will collectively interpret the evidence and make improvements accordingly. | Program just began in 2020-2021.<br><br>Expecting first data collection in academic year 2023-2024. | New program |
| Master of Science in Electrical Engineering | Yes | WNE Catalogue: Master of Science in Electrical Engineering<br><br>Course syllabi | Relevant course outcomes are measured via appropriate courses during an exit interview | The chair reviews the information and shares at a department faculty meeting | Thus far, student achievement of outcomes has been satisfactory. | 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) |
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| Master of Science in Engineering Management | Yes | WNE Catalogue: Master of Science in Engineering Management | Exit Interviews with students, follow-up surveys with students for employment statistics and Q&A on course program relevance to industrial needs | Departmental Graduate Program Review Committee will develop a more formal annual program review and will interpret the data and comments | All comments from interviewed former students and external reviewer are/will be assessed for relevance and importance, with needed actions submitted to IEEM Chair | 2016-2017 |
| Master of Science in Industrial Engineering | Yes | WNE Catalogue: Master of Science in Industrial Engineering | Exit Interviews with students, follow-up surveys with students for employment statistics and Q&A on course program relevance to industrial needs | Departmental Graduate Program Review Committee will develop a more formal annual program review and will interpret the data and comments | All comments from interviewed former students and external reviewer are/will be assessed for relevance and importance, with needed actions submitted to IEEM Chair | 2021-2022 |
| Master of Science in Mechanical Engineering | Yes | WNE Catalogue: Master of Science in Mechanical Engineering | Exams<br>Research papers<br>Thesis and Seminar Presentation | Exams and research papers evaluated by faculty | Program objectives were changed and implemented in 2015<br><br>Based on course work from ME 646 and ME | 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) |
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| | | | | Thesis evaluated by advisor and committee.<br><br>Faculty attend and score seminar presentations.<br><br>Thesis committee meetings are evaluated by the mentor and other committee mentors | 610, curriculum was revised.<br><br>Industrial Advisory Council discussions resulted in increased instruction using cutting-edge technology in several ME courses. | |
| Ph.D. in Engineering Management | Yes | WNE Catalogue: Ph.D. in Engineering Management | Exit Interviews with students, follow-up surveys with students for employment statistics and Q&A on course program relevance to industrial needs | Departmental Graduate Program Review Committee will develop a more formal annual program review and will interpret the data and comments | All comments from interviewed former students and external reviewer are/will be assessed for relevance and importance, with needed actions submitted to IEEM Chair | 2020-2021 |

| 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) |
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| **College of Pharmacy and Health Sciences** | | | | | | |
| Master of Science in Pharmaceutical Studies | No (in progress) | WNE Catalogue: Master of Science in Pharmaceutical Studies | • Course work from 500 and 600-level courses<br>  ○ Exams and other assessments<br>  ○ Seminar and journal club presentations<br>• Research conducted towards Master's Thesis<br>  ○ Thesis proposal<br>  ○ Written Thesis<br>  ○ Oral Defense of Thesis<br>• Curriculum matrix<br>• Exit survey<br>• Alumni survey | Program Coordinator<br>Thesis Advisor<br>Thesis Committee<br>COPHS Graduate Programs Committee (GPC)<br>Director of Assessment for Health Professions | New program<br>Course assessment data, final grades, research progress, program completion rates will be reviewed to identify areas of concern resulting from outlier data points<br>Course objectives will be mapped to curricular outcomes; gaps in coverage will be assessed and measures will be taken to optimize courses to fulfill curricular outcomes.<br>Exit & alumni survey data will be used to identify gaps in curricular outcomes and course objectives | 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) |
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| **School of Law** | | | | | | |
| LLM in Elder Law and Estate Planning | No | WNE Website: LLM in Elder Law and Estate Planning | Alumni of the LLM program are periodically surveyed. The survey collects data on the following topics:<br>• Student backgrounds<br>• Length of program<br>• Format of program<br>• Required curriculum<br>• Elective courses<br>• Quality of faculty<br>• Practical skills<br>• Employment data<br>Required capstone course: LLME 806 Final Drafting Project | Data is interpreted by the Administrator of Non-JD Programs, advisory board to the LLM program, and Law School Dean | The review of this data helps inform decision-making regarding curricular adjustments that better suit student needs and career aspirations | 2021-2022 |
| M.S. in Elder Law and Estate Planning | Yes | WNE Website: M.S. in Elder Law and Estate Planning | Coursework | Law faculty | N/A | New Program (Recently suspended) |

| 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) |
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| M.S. in Law | Yes | WNE Catalogue: Master of Science in Law | Capstone course that allows the student to synthesize their MSL coursework and apply the skills they acquired during the program<br><br>Capstone project (either a substantial research paper or a practical research project) | Law faculty | N/A | New Program (Recently suspended) |

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. |
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| **Undergraduate Programs** | | | | |
| **College of Arts and Sciences** | | | | |
| DESE Massachusetts Department of Elementary and Secondary Education (*Education*) | April 2019 | Have probation approval due to limited outcome data available in EDWIN - majority of WNE program completers left MA to teach in other states (only had data for 11% of our grads, who teach in Springfield, Holyoke, Lawrence where the Student Growth Percentiles (SGP) were lower than state averages)<br>Submitted improvement plan | Evidence of implementation of key domains: Organizational sustainability, Partnerships, Continuous Improvement, Field-based Experiences, Instruction and Candidate requirements<br>DESE has a program review process that does not publish or reveal how we are rated in the four broad areas required to demonstrate implementation | Expected Spring 2022 (probationary approval is a 3-year term) |
| CSWE Council on Social Work Education *(Social Work)* | June 2014 | Ongoing assessment of student outcomes required by CSWE.<br>Social Work faculty required to post results of | CSWE requires ongoing assessment of student outcomes related to nine Competencies deemed essential to generalist social work practice, as described by the Educational Policy and Accreditation Standards: CSWE Accreditation Standards | Tentative teach out plan |

| (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. |
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| | | assessment of student outcomes on the department's website at least every 2 years | | |
| **College of Business** | | | | |
| AACSB The Association to Advance Collegiate Schools of Business *(Bachelor of Science in Business Administration, Bachelor of Business Administration*) | AACSB Site Visit 2019<br><br>Final Report and Re-accreditation was received on May 22, 2020 | • Comparative analysis of previous/revised mission and vision statements<br>• Address efforts to increase enrollment and diversify revenue streams<br>• Document faculty participating/supporting policy changes; report faculty sufficiency ratios<br>• Present faculty hiring plan, including faculty management and support for newly hired faculty<br>• Display data and results from new assurance of learning system; demonstrate curricular improvements resulting from assurance of learning process | Standards for Business Accreditation (15 Standards in Four Areas):<br>• Strategic Management and Innovation<br>• Participants – Students, Faculty and Professional Staff<br>• Learning and Teaching<br>• Academic and Professional Engagement | 2023-2024 regular 5-year 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. |
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| **College of Engineering** | | | | |
| ABET Accreditation Board for Engineering and Technology (*Bachelor of Science in Biomedical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Industrial Engineering, Mechanical Engineering*) | ABET Site Visit November 2017<br><br>Final Report and Re-accreditation was received on August 28, 2018 | Modify the Faculty Handbook and approve a process for extending the probationary process for tenure-track faculty<br><br>Faculty staffing levels in Mechanical Engineering | Criteria:<br>(1) students<br>(2) program educational objectives<br>(3) student outcomes<br>(4) continuous improvement<br>(5) curriculum<br>(6) faculty<br>(7) facilities<br>(8) institutional support<br>(9) program specific criteria | 2023-2024 |

| (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. |
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| **Graduate Programs** | | | | |
| **College of Business** | | | | |
| AACSB The Association to Advance Collegiate Schools of Business *(Master of Business Administration, Master of Science in Accounting, Master of Science in Organizational Leadership, Master of Science in Sport Leadership and Coaching)* | AACSB Site Visit 2019<br><br>Final Report and Re-accreditation was received on May 22, 2020 | • Comparative analysis of previous/revised mission and vision statements<br>• Address efforts to increase enrollment and diversify revenue streams<br>• Document faculty participating/supporting policy changes; report faculty sufficiency ratios<br>• Present faculty hiring plan, including faculty management and support for newly hired faculty<br>• Display data and results from new assurance of learning system; demonstrate curricular improvements resulting from assurance of learning process | Standards for Business Accreditation (15 Standards in Four Areas):<br>• Strategic Management and Innovation<br>• Participants – Students, Faculty and Professional Staff<br>• Learning and Teaching<br>• Academic and Professional Engagement | 2023-2024 regular 5-year accreditation review |

| (1)<br>**Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)** | (2)<br>**Date of most recent accreditation action by each listed agency.** | (3)<br>**Summary ("bullet points) of key issues for continuing accreditation identified in accreditation action letter or report** | (4)<br>**Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*** | (5)<br>**Date and nature of next scheduled review.** |
|---|---|---|---|---|
| **College of Pharmacy and Health Sciences** | | | | |
| ACOTE Accreditation Council for Occupational Therapy Education (*Doctor of Occupational Therapy*) | ACOTE Site Visit in November 2019<br><br>Final Report and Accreditation was received December 2019 | Accredited Status was granted to the Doctor of Occupational Therapy Program in December 2019 extending through December 2026. The program was recognized as "compliant" in all accreditation Standards.<br><br>Suggestions for program enhancement:<br>• (Standard A.5.1) Consider methods of documenting completion of goals relative to program's Strategic Plan<br>• (Standard A.5.4) Consider processes to ensure that all program evaluation elements identified in the program evaluation plan are reflected in the program's annual report | • Compliance with ACOTE accreditation Standards (132 Standards in four areas)<br>  ○ General Requirements<br>  ○ Content Requirements<br>  ○ Fieldwork Education<br>  ○ Doctoral Capstone<br>• Comparative scores of WNE students to the National Average for the Occupational Therapy Knowledge Exam (OTKE), administered prior to and following fieldwork<br>• Annual Pass rates on the National Board for Certification in Occupational Therapy (NBCOT) certification exam<br>• Pass Rate on Level II Fieldwork (OTD 675 & OTD 775)<br>• Graduation Rate<br>• Post-Graduation Employment | Fall 2026 regular 7-year accreditation review |

| (1)<br>**Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name)** | (2)<br>**Date of most recent accreditation action by each listed agency.** | (3)<br>**Summary ("bullet points) of key issues for continuing accreditation identified in accreditation action letter or report** | (4)<br>**Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)*** | (5)<br>**Date and nature of next scheduled review.** |
|---|---|---|---|---|
| ACPE Accreditation Council for Pharmacy Education (*Doctor of Pharmacy*) | ACPE Site Visit in April 2021<br><br>Final Report and Re-accreditation was received June 2021 | The Doctor of Pharmacy Program has been compliant with all accreditation standards since the four-year accreditation term awarded in Spring 2017.<br><br>The program was recognized as "compliant" with 18 of 25 accreditation Standards.<br><br>The following seven standards were rated as "compliant with monitoring," to be addressed by the program's written interim report due to ACPE by October 15, 2022:<br>• **Standard 7**: Strategic Plan<br>• **Standard 13**: Advanced Pharmacy Practice Experiences (APPE)<br>• **Standard 17**: Progression | • Compliance with ACPE accreditation Standards (25 Standards as revised and adopted in 2016)<br>• Response data from annual surveys conducted by the American Association of Colleges of Pharmacy (AACP):<br>  ○ AACP Faculty Survey<br>  ○ AACP Preceptor Survey<br>  ○ AACP Graduating Student Survey<br>  ○ AACP Alumni Survey<br>• Annual Pass rates on the Pharmacy Curricular Outcomes Assessment (PCOA) administered to learners in their third professional year (PY-3)<br>• On-time graduation rates<br>• Residency and Career placements<br>• Annual pass rates on the North American Pharmacy Licensure Exam (NAPLEX) and Multistate Pharmacy Jurisprudence Exam (MPJE) | Spring 2029 regular 8-year 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. |
|---|---|---|---|---|
| | | • **Standard 18**: Faculty and Staff – Quantitative Factors<br>• **Standard 19:** Faculty and Staff – Qualitative Factors<br>• **Standard 21:** Physical Facilities and Educational Resources<br>• **Standard 23:** Financial Resources | | |
| **School of Law** | | | | |
| American Bar Association<br>*(Law)* | Site Inspection, October 25-28, 2020 (virtual)<br>Follow-up in-person visit to examine facilities and visit some classes, September 27, 2021<br>Letter affirming reaccreditation dated December 2, 2021 gives WNE two years to | In the December 2, 2021 letter, the ABA Council on Legal Education found full compliance. Additional information was requested regarding compliance with Standard 316 (bar passage), with respect to the requirement that at least 75% of the Law School's graduates in a calendar year who sat for a bar exam must have passed a bar exam within two years of graduation. The Law | Compliance with ABA accreditation standards, which can be found at:<br>http://www.americanbar.org/groups/legal_education/resources/standards.html<br>Those standards focus on six key areas:<br>(1) Organization and administration<br>(2) Program of Legal Education<br>(3) Faculty<br>(4) Admissions and Student Services<br>(5) Library and Information Resources<br>(6) Facilities, Equipment and Technology | 2030 |

| (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. |
|---|---|---|---|---|
| | demonstrate compliance with Standard 316. | School will present the relevant information to the Council in its February 1, 2022 letter. The earliest that the Council can re-consider the Standard 316 compliance question is at its next Council meeting, in mid-February 2022. | | |

*record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.

# APPENDIX C
# Audited Financial Statements

KPMG

# WESTERN NEW ENGLAND UNIVERSITY

Financial Statements

June 30, 2021 and 2020

(With Independent Auditors' Report Thereon)

## WESTERN NEW ENGLAND UNIVERSITY

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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, which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities and cash flows for the years 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 audits. We conducted our audits 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, 2021 and 2020, and the changes in its net assets and its cash flows for the years then ended, in accordance with U.S. generally accepted accounting principles.

KPMG LLP

Hartford, Connecticut
October 15, 2021

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**WESTERN NEW ENGLAND UNIVERSITY**

Statements of Financial Position

June 30, 2021 and 2020

(Dollars in thousands)

| **Assets** | | **2021** | **2020** |
|---|---|---|---|
| Cash and cash equivalents | $ | 29,693 | 23,612 |
| Accounts and pledges receivable, net (note 5) | | 4,428 | 3,974 |
| Prepaid expenses and other assets | | 3,332 | 2,706 |
| Loans receivable, net (note 6) | | 2,191 | 3,142 |
| Long-term investments (notes 7 and 8) | | 90,794 | 67,738 |
| Investment in plant, net (note 9) | | 144,656 | 148,722 |
| Investments held in trust by others (notes 7 and 10) | | 901 | 736 |
| Total assets | $ | 275,995 | 250,630 |
| **Liabilities and Net Assets** | | | |
| Liabilities: | | | |
| Accounts payable and accrued expenses | $ | 17,381 | 13,557 |
| Deposits, deferred revenue, and other liabilities | | 9,714 | 8,664 |
| Bonds and capital leases payable (note 11) | | 96,701 | 98,896 |
| Government grants refundable | | 1,924 | 2,362 |
| Total liabilities | | 125,720 | 123,479 |
| Net assets: | | | |
| Without donor restrictions (note 14) | | 99,498 | 85,850 |
| With donor restrictions (note 14) | | 50,777 | 41,301 |
| Total net assets | | 150,275 | 127,151 |
| Commitments and contingencies (note 17) | | | |
| Total liabilities and net assets | $ | 275,995 | 250,630 |

See accompanying notes to financial statements.

**WESTERN NEW ENGLAND UNIVERSITY**

Statement of Activities

Year ended June 30, 2021
(With comparative totals for the year ended June 30, 2020)

(Dollars in thousands)

| | Without donor restrictions | With donor restrictions | 2021 Total | 2020 Total |
|---|---|---|---|---|
| Operating revenues and other support: | | | | |
| Revenues: | | | | |
| Tuition and fees, net of financial aid | $ 76,241 | — | 76,241 | 79,278 |
| Residence and dining, net of financial aid | 19,898 | — | 19,898 | 18,149 |
| Net student revenue | 96,139 | — | 96,139 | 97,427 |
| Federal, state, and private grants | 7,627 | — | 7,627 | 4,457 |
| Income and gains from long-term investments utilized (note 8) | 2,273 | — | 2,273 | 1,280 |
| Contributions | 750 | — | 750 | 925 |
| Other income | 1,375 | — | 1,375 | 1,241 |
| Other auxiliary services | 78 | — | 78 | 109 |
| Net assets released from restriction (note 15) | 1,726 | — | 1,726 | 1,677 |
| Total revenues and other support | 109,968 | — | 109,968 | 107,116 |
| Expenses (note 16): | | | | |
| Instruction | 39,175 | — | 39,175 | 40,619 |
| Student support | 16,276 | — | 16,276 | 17,666 |
| Student aid | 1,372 | — | 1,372 | 1,313 |
| Academic support | 12,218 | — | 12,218 | 13,737 |
| Residence, dining, and other auxiliary services | 17,262 | — | 17,262 | 16,970 |
| Management and general | 20,093 | — | 20,093 | 17,394 |
| Total operating expenses | 106,396 | — | 106,396 | 107,699 |
| Change in net assets from operations | 3,572 | — | 3,572 | (583) |
| Nonoperating: | | | | |
| Contributions | — | 607 | 607 | 2,398 |
| Long-term net investment income (note 7) | 12,349 | 10,385 | 22,734 | 124 |
| Long-term investment gains utilized in operations (note 8) | (2,273) | — | (2,273) | (1,280) |
| Net asset released from restriction (note 15) | — | (1,726) | (1,726) | (1,677) |
| Change in value of split-interest agreements | — | 165 | 165 | (23) |
| Other nonoperating activity | — | 45 | 45 | (1,132) |
| Change in net assets from nonoperating activities | 10,076 | 9,476 | 19,552 | (1,590) |
| Change in net assets | 13,648 | 9,476 | 23,124 | (2,173) |
| Net assets, beginning of year | 85,850 | 41,301 | 127,151 | 129,324 |
| Net assets, end of year | $ 99,498 | 50,777 | 150,275 | 127,151 |

See accompanying notes to financial statements.

WESTERN NEW ENGLAND UNIVERSITY

Statement of Activities

Year ended June 30, 2020

(Dollars in thousands)

| | Without donor restrictions | With donor restrictions | 2020 Total |
|---|---|---|---|
| Operating revenues and other support: | | | |
| Revenues: | | | |
| Tuition and fees, net of financial aid | $ 79,278 | — | 79,278 |
| Residence and dining, net of financial aid | 18,149 | — | 18,149 |
| Net student revenue | 97,427 | — | 97,427 |
| Federal, state, and private grants | 4,457 | — | 4,457 |
| Income and gains from long-term investments utilized (note 8) | 1,280 | — | 1,280 |
| Contributions | 925 | — | 925 |
| Other income | 1,241 | — | 1,241 |
| Other auxiliary services | 109 | — | 109 |
| Net assets released from restriction (note 15) | 1,677 | — | 1,677 |
| Total revenues and other support | 107,116 | — | 107,116 |
| Expenses (note 16): | | | |
| Instruction | 40,619 | — | 40,619 |
| Student support | 17,666 | — | 17,666 |
| Student aid | 1,313 | — | 1,313 |
| Academic support | 13,737 | — | 13,737 |
| Residence, dining, and other auxiliary services | 16,970 | — | 16,970 |
| Management and general | 17,394 | — | 17,394 |
| Total operating expenses | 107,699 | — | 107,699 |
| Change in net assets from operations | (583) | — | (583) |
| Nonoperating: | | | |
| Contributions | — | 2,398 | 2,398 |
| Long-term net investment income (note 7) | 138 | (14) | 124 |
| Long-term investment gains utilized in operations (note 8) | (1,280) | — | (1,280) |
| Net assets released from restriction (note 15) | — | (1,677) | (1,677) |
| Change in value of split-interest agreements | (7) | (16) | (23) |
| Other nonoperating activity | (1,180) | 48 | (1,132) |
| Change in net assets from nonoperating activities | (2,329) | 739 | (1,590) |
| Change in net assets | (2,912) | 739 | (2,173) |
| Net assets, beginning of year | 88,762 | 40,562 | 129,324 |
| Net assets, end of year | $ 85,850 | 41,301 | 127,151 |

See accompanying notes to financial statements.

**WESTERN NEW ENGLAND UNIVERSITY**

Statements of Cash Flows

Years ended June 30, 2021 and 2020

(Dollars in thousands)

| | | 2021 | 2020 |
|---|---|---|---|
| Cash flows from operating activities: | | | |
| Change in net assets | $ | 23,124 | (2,173) |
| Adjustments to reconcile change in net assets to net cash provided by operating activities: | | | |
| Depreciation and amortization | | 8,042 | 8,415 |
| Realized loss on sale of equipment | | — | 2 |
| Net unrealized and realized (gain) loss on long-term investments | | (22,422) | 554 |
| Contributions restricted for long-term investment | | (1,323) | (4,405) |
| Change in: | | | |
| Investments held in trust by others | | (165) | 10 |
| Accounts and pledges receivable | | (454) | 939 |
| Prepaid expenses and other assets | | (626) | 811 |
| Loans receivable | | 951 | 736 |
| Accounts payable and accrued expenses | | 3,601 | 1,385 |
| Deposits, deferred revenue, and other liabilities | | 1,050 | 511 |
| Government grants refundable | | (438) | (400) |
| Net cash provided by operating activities | | 11,340 | 6,385 |
| Cash flows from investing activities: | | | |
| Purchases of plant and equipment | | (4,011) | (3,733) |
| Proceeds from maturity and sale of long-term investments | | 4,421 | 5,172 |
| Purchases of long-term investments | | (5,055) | (6,155) |
| Net cash used in investing activities | | (4,645) | (4,716) |
| Cash flows from financing activities: | | | |
| Contributions restricted for long-term investment | | 1,323 | 4,405 |
| Change in deposits under bond indenture | | — | 450 |
| Payments on finance leases | | (82) | (153) |
| Payments of long-term debt | | (1,855) | (915) |
| Net cash (used in) provided by financing activities | | (614) | 3,787 |
| Net increase in cash and cash equivalents | | 6,081 | 5,456 |
| Cash and cash equivalents at beginning of year | | 23,612 | 18,156 |
| Cash and cash equivalents at end of year | $ | 29,693 | 23,612 |
| Supplemental data: | | | |
| Interest paid | $ | 4,404 | 4,489 |
| Noncash investing and financing activity: | | | |
| Plant and equipment purchases included in accounts payable | | 283 | 60 |

See accompanying notes to financial statements.

## (1) Organization

Western New England University (the University) is a private, nonsectarian, coeducational university 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 programs and first-professional opportunities, in Arts and Sciences, Business, Engineering, Law, Pharmacy and Health Sciences, which includes a Doctor of Occupational Therapy program. There are 233 full-time faculty members in the University's four Colleges and one School.

The University annually enrolls approximately 3,700 students: 2,500 full-time undergraduates, 365 in full- and part-time programs in the School of Law, and 310 full-time students in the College of Pharmacy and Health Sciences, and a variable number in part-time undergraduate or graduate degree programs offered on campus. The University attracts students from approximately 39 states and 23 foreign countries. There are more than 48,000 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.

### *(b) Net Asset Classes*

The accompanying financial statements present information regarding the University's financial position and activities according to two classes of net assets: without donor restrictions and with donor restrictions.

Without donor restrictions: Net assets are not subject to donor stipulations restricting their use but may be designated for specific purposes by the University or may be limited by contractual agreements with outside parties.

With donor restrictions: Net assets are subject to donor stipulations that expire with the passage of time, can be fulfilled by actions pursuant to the stipulations, or which may be perpetual.


(Continued)

Changes in net assets are classified as operating and nonoperating. Nonoperating changes in net assets are net realized and unrealized gains and losses on long-term investments, less amounts distributed for operating purposes, and reclassifications of net assets received in prior periods and contributions with donor restrictions. All other unrestricted activity is reported as operating without donor restrictions.

Net assets associated with endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

### *(c) 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. 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.

### *(d) Revenue Recognition*

All unconditional contributions, donations, legacies, and gifts are recorded as revenue when received or when a promise to give is received. Contributions with donor-imposed restrictions, including unconditional promises to give, are reported in net assets with donor restrictions and are recognized as revenue when or as the University satisfies performance obligations by rendering promised goods or services. Restricted gifts that impact more than one reporting period are recognized as increases in net assets with donor restrictions and are released to net assets without donor restrictions when the donor restrictions, or time restrictions, are satisfied.

Student revenue consists of charges for tuition and fees, residence, and dining and are recorded as revenue during the year in which the related services are rendered. Such revenue is presented at transaction prices, which are determined based on standard published rates for the services provided. Tuition and fees are net of any scholarships and aid awarded by the University to qualifying students. The amount of revenue per student varies based on the specific programs in which the student is enrolled, as well as whether the student lives on campus. Scholarships and aid awarded for tuition and fees and residence amounted to $54,175 and $52,318 at June 30, 2021 and 2020, respectively.

Contributions of cash or other assets that must be used to acquire long-lived assets are reported in net assets without donor restrictions, provided the long-lived assets are placed in service in the same reporting period; otherwise, the contributions are reported as net assets with donor restrictions until the assets are acquired and placed in service.

### *(e) Cash and 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, except those held as long-term investments.



(Continued)

### *(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 that 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 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.

Alternative 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 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


(Continued)

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 at June 30, 2021 or 2020.

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

The costs of providing the various programs and other activities have been summarized on a functional basis in the statements of activities. These costs include direct and indirect costs that have been allocated, on a consistent basis, among the programs and supporting services benefited. Note 16 summarizes the University's functional expenses by natural classification.

### *(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 dates of the financial statements and the reported amounts of revenues and expenses during the reporting periods. Actual results could differ from those estimates.

### *(l) Reclassifications*

Certain reclassifications have been made to the prior-year amounts in order to conform to the current-year presentations.

## (3) Recent Accounting Pronouncements

Accounting Standards Update (ASU) No. 2016-02, *Leases (Topic 842)*, issued by the Financial Accounting Standards Board (FASB) in February 2016, requires statement of financial position recognition of lease assets and lease liabilities with a term exceeding 12 months. Effective July 1, 2020, the University adopted this ASU and its practical expedients prospectively. The University's adoption did not have a material effect on the University's financial statements.



(Continued)

## (4) Liquidity

The financial assets and liquidity resources available within one year for general expenditure, such as operating expenses, scheduled principal payments on debt, and capitalized construction costs not financed with debt, as of June 30 were as follows:

| | 2021 | 2020 |
|---|---|---|
| Financial assets: | | |
| Cash | $ 23,213 | 17,917 |
| Accounts and loans receivable, net | 1,872 | 2,118 |
| Pledge payments available for operations | 121 | 180 |
| Long-term investments available for operations | 19,077 | 11,125 |
| Subsequent year endowment appropriation | 3,672 | 3,918 |
| Other unrestricted invested funds | 446 | 266 |
| Total financial assets available within one year | $ 48,401 | 35,524 |

The University has $28,484 and $23,354 in funds designated by the Board of Trustees to function as endowment, which can be made available for general expenditure with approval from the Board, subject to investment liquidity provisions as of June 30, 2021 and 2020, respectively. The Board of Trustees approved a change to the investment policy, in light of the financial challenges posed by the COVID-19 pandemic, to allow a temporary increase to the spending distribution rate, to be approved on an annual basis. The approved change increased the spending rate on the general-purpose portion of the endowment fund to 10% for fiscal years 2021 and 2022, which is included in the endowment appropriation above. The University has $5,668 and $4,785 within cash and cash equivalents that is subject to donor restrictions as of June 30, 2021 and 2020, respectively. Funds subject to donor restrictions are an available resource provided those restrictions are met by actions of the University or the passage of time. An additional liquidity resource includes a line of credit for $7,500, with a maturity date of March 22, 2022.


(Continued)

## (5) Accounts and Pledges Receivable

Amounts receivable consist of the following at June 30:

| | | 2021 | 2020 |
|---|---|---|---|
| Accounts receivable: | | | |
| Student | $ | 2,720 | 1,633 |
| Other | | 1,178 | 388 |
| Less allowance for doubtful accounts | | (750) | (705) |
| | | 3,148 | 1,316 |
| Pledges receivable | | 1,346 | 2,807 |
| Less allowance for doubtful accounts and present value discount | | (66) | (149) |
| | | 1,280 | 2,658 |
| Total accounts and pledges receivable, net | $ | 4,428 | 3,974 |

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

| | | 2021 | 2020 |
|---|---|---|---|
| Less than one year | $ | 633 | 1,136 |
| One to five years | | 713 | 1,671 |
| | $ | 1,346 | 2,807 |

Pledges are discounted at rates ranging between .07% and 2.25%.

Fundraising expenses for the years ended June 30, 2021 and 2020 totaling $836 and $911, respectively, have been classified as management and general expenses in the statements of activities.

## (6) Loans Receivable

Loans receivable consist of the following at June 30:

| | | 2021 | 2020 |
|---|---|---|---|
| Student loans | $ | 2,988 | 3,804 |
| Less allowance for doubtful accounts | | (797) | (662) |
| Total loans receivable, net | $ | 2,191 | 3,142 |



(Continued)

## (7) Investments and Fair Value

The University maintains a pooled investment fund for purposes of maximizing investment return. 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.

At June 30, 2021 and 2020, the carrying values of the University's cash and cash equivalents; receivables; accounts payable and accrued expenses; and deposits, deferred revenue, and other liabilities 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 NAV or its equivalents as a practical expedient to estimate fair value, the University uses a 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, for which little or no market data is available.

The following table summarizes the valuation of investments as of June 30, 2021:

| Investment | Quoted prices in active markets (Level 1) | Significant other observable inputs (Level 2) | Significant unobservable inputs (Level 3) | Investments measured at NAV or equivalent | Total |
|---|---|---|---|---|---|
| Long-term investments: | | | | | |
| Cash equivalents | $ 218 | — | — | — | 218 |
| Fixed income securities – bonds | 7,297 | — | — | — | 7,297 |
| Equity investments – stocks | 52,574 | — | — | — | 52,574 |
| Equity investments – long/short | — | — | — | 9,746 | 9,746 |
| Hedge | — | — | — | 14,722 | 14,722 |
| Real assets | 6,237 | — | — | — | 6,237 |
| Total long-term investments | 66,326 | — | — | 24,468 | 90,794 |
| Other assets: | | | | | |
| Investments held in trust by others | — | — | 901 | — | 901 |
| | $ 66,326 | — | 901 | 24,468 | 91,695 |



(Continued)

The following table summarizes the valuation of investments as of June 30, 2020:

| Investment | Quoted prices in active markets (Level 1) | Significant other observable inputs (Level 2) | Significant unobservable inputs (Level 3) | Investments measured at NAV or equivalent | Total |
|---|---|---|---|---|---|
| Long-term investments: | | | | | |
| Cash equivalents | $ 341 | — | — | — | 341 |
| Fixed income securities – bonds | 7,279 | — | — | — | 7,279 |
| Equity investments – stocks | 36,730 | — | — | — | 36,730 |
| Equity investments – long/short | — | — | — | 7,089 | 7,089 |
| Hedge | — | — | — | 11,530 | 11,530 |
| Real assets | 4,769 | — | — | — | 4,769 |
| Total long-term investments | 49,119 | — | — | 18,619 | 67,738 |
| Other assets: | | | | | |
| Investments held in trust by others | — | — | 736 | — | 736 |
| | $ 49,119 | — | 736 | 18,619 | 68,474 |

There were no changes in methodologies used at June 30, 2021 or 2020, and there were no transfers among levels during the years ended June 30, 2021 or 2020.

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:

| | 2021 | 2020 |
|---|---|---|
| Fair value at beginning of year | $ 736 | 746 |
| Unrealized gains (losses) | 165 | (10) |
| Fair value at end of year | $ 901 | 736 |



(Continued)

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

| | 2021 | 2020 |
|---|---|---|
| Nonoperating: | | |
| Interest and dividends (pooled) | $ 312 | 678 |
| Net realized gains on sale of investments | 1,833 | 1,525 |
| Net unrealized gains (losses) on investments | 20,589 | (2,079) |
| Total long-term net investment income | $ 22,734 | 124 |

Interest and dividends are presented net of manager fees of $250 and $236 for the years ended June 30, 2021 and 2020, respectively.

Hedge funds are redeemable with the funds or limited partnerships at NAV under the original terms of the subscription agreement and/or partnership agreements. The investments' fair values as of June 30, 2021 are shown below by their redemption frequency.

| | Daily | Monthly | Quarterly | Total | Days' notice |
|---|---|---|---|---|---|
| Cash equivalents | $ 218 | — | — | 218 | 1 |
| Fixed income securities – bonds | 7,297 | — | — | 7,297 | 1–7 |
| Equity investments – stocks | 52,574 | — | — | 52,574 | 1–7 |
| Equity investments – long/short | — | 9,746 | — | 9,746 | 30 |
| Hedge | — | — | 14,722 | 14,722 | 65 |
| Real assets | 6,237 | — | — | 6,237 | 2 |
| Total | $ 66,326 | 9,746 | 14,722 | 90,794 | |

## (8) Endowment

The University's endowment consists of 235 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 (quasi-endowment). 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*

The University has interpreted the Massachusetts-enacted version of the Uniform Prudent Management of Institutional Funds Act (UPMIFA) as allowing the University to appropriate for expenditure or accumulate so much of an endowment fund as the University determines as prudent for the uses, benefits, purposes, and duration of which the endowment fund is established, subject to the intent of the donor as expressed in the gift instrument. Unless stated otherwise in the gift instrument, the assets in an endowment fund shall be donor-restricted assets until appropriated for expenditure. In


(Continued)

accordance with UPMIFA, the University considers the following factors in determining appropriate spending levels from donor-restricted endowment funds:

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
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 donor-restricted amount will remain intact. This perspective is aligned with the accounting standards definition that donor-restricted funds are those that must be held in perpetuity even though the historic-dollar-value may be invaded on a temporary basis. Unless otherwise stated in the gift instrument, the assets in the endowment fund shall be donor-restricted net assets until appropriated for expenditure.

Endowment net assets consisted of the following at June 30, 2021 and 2020:

| | | | With donor restrictions | | |
|---|---|---|---|---|---|
| 2021 | | Without donor restrictions | Original gift | Accumulated gains | Total |
| Quasi | $ | 28,484 | — | — | 28,484 |
| Donor restricted | | — | 30,019 | 12,830 | 42,849 |
| | $ | 28,484 | 30,019 | 12,830 | 71,333 |

| | | | With donor restrictions | | |
|---|---|---|---|---|---|
| 2020 | | Without donor restrictions | Original gift | Accumulated gains | Total |
| Quasi | $ | 23,354 | — | — | 23,354 |
| Donor restricted | | — | 29,626 | 4,015 | 33,641 |
| | $ | 23,354 | 29,626 | 4,015 | 56,995 |



(Continued)

Changes in endowment net assets for the fiscal years ended June 30, 2021 and 2020 were as follows:

| | Without donor restrictions | With donor restrictions | Total |
|---|---|---|---|
| Balance, June 30, 2020 | $ 23,354 | 33,641 | 56,995 |
| Interest and dividends, net of fees | 101 | 142 | 243 |
| Realized/unrealized gains | 7,273 | 10,207 | 17,480 |
| Contributions | — | 393 | 393 |
| Distributions | (2,244) | (1,534) | (3,778) |
| Balance, June 30, 2021 | $ 28,484 | 42,849 | 71,333 |

| | Without donor restrictions | With donor restrictions | Total |
|---|---|---|---|
| Balance, June 30, 2019 | $ 24,560 | 32,123 | 56,683 |
| Interest and dividends, net of fees | 243 | 307 | 550 |
| Realized/unrealized losses | (197) | (325) | (522) |
| Contributions | — | 3,007 | 3,007 |
| Distributions | (1,252) | (1,471) | (2,723) |
| Balance, June 30, 2020 | $ 23,354 | 33,641 | 56,995 |

### *(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 as reductions in net assets with donor restrictions and aggregated zero and $285 as of June 30, 2021 and 2020, respectively. Future market gains will be used to restore this reduction in 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.

### *(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 achieve diversity among capital markets and within capital markets, by investment discipline and management style. The Committee designs a


(Continued)

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, hedge funds, and real assets 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 calculated under a total return policy, which permits the University to spend 5% of the average market value of the endowment assets for the previous thirteen quarters as determined annually on December 31. Allowed spending of endowed funds totaled $3,778 and $2,723 for the years ended June 30, 2021 and 2020, respectively. Total spending from the University's net asset funds, including those not endowed, for the years ended June 30, 2021 and 2020, was as follows:

| | 2021 | | |
|---|---|---|---|
| | Without donor restrictions | With donor restrictions | Total |
| Spending from endowment | $ 2,244 | 1,534 | 3,778 |
| Other spending | 29 | — | 29 |
| | $ 2,273 | 1,534 | 3,807 |

| | 2020 | | |
|---|---|---|---|
| | Without donor restrictions | With donor restrictions | Total |
| Spending from endowment | $ 1,252 | 1,471 | 2,723 |
| Other spending | 28 | — | 28 |
| | $ 1,280 | 1,471 | 2,751 |

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.



(Continued)

## (9) Investment in Plant

Plant assets consist of the following at June 30:

| | | 2021 | 2020 | Estimated useful lives |
|---|---|---|---|---|
| Land | $ | 4,526 | 4,526 | — |
| Buildings | | 215,635 | 214,868 | 30–60 Years |
| Improvements | | 13,655 | 13,574 | 10–20 Years |
| Equipment | | 61,517 | 59,184 | 3–10 Years |
| Construction in progress | | 965 | 170 | — |
| | | 296,298 | 292,322 | |
| Less accumulated depreciation | | (151,642) | (143,600) | |
| | $ | 144,656 | 148,722 | |

Depreciation expense amounted to $8,300 in 2021 and $8,673 in 2020.

## (10) 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 donor-restricted net assets. The present value of the future payments is estimated to equal the current fair value of these investments and, accordingly, 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 $901 and $736 as of June 30, 2021 and 2020, respectively. The income from these investments is restricted for scholarships.



(Continued)

## (11) Bonds and Capital Leases Payable

| | 2021 | 2020 |
|---|---|---|
| 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 65.6% of the one-month LIBOR rate plus 1.7%. The bond matures in 2028 and is secured by a mortgage on the S. Prestley Blake Law Center. | $ 2,209 | 2,479 |
| Massachusetts Development Finance Agency (MDFA) Revenue Bonds, Series 2015, which are exempt from federal taxes, bear interest at rates ranging from 2% to 5% and matures annually through 2045. The bonds are secured by a mortgage on all the University's core campus, including The Center for Sciences and Pharmacy. | 32,800 | 33,485 |
| Massachusetts Development Finance Agency (MDFA) Revenue Bonds, Series 2018, which are exempt from federal taxes, bears interest at rate of 5% and matures annually through 2048. The bonds are secured by a mortgage on all the University's core campus, including the University Commons. | 54,950 | 55,850 |
| Bonds payable | 89,959 | 91,814 |
| Unamortized bond premium | 7,867 | 8,171 |
| Bond issuance costs | (1,125) | (1,171) |
| Total bonds payable, net | 96,701 | 98,814 |
| Obligation under capital leases | — | 82 |
| Total bonds and capital leases payable | $ 96,701 | 98,896 |



(Continued)

The following is a schedule of bonds payable as of June 30, 2021 over the next five years and thereafter by the University:

| Year ending June 30: | | |
|---|---|---|
| 2022 | $ | 1,942 |
| 2023 | | 2,039 |
| 2024 | | 2,136 |
| 2025 | | 2,244 |
| 2026 | | 2,352 |
| Thereafter | | 79,246 |
| Total | $ | 89,959 |

The 2008, 2015, and 2018 Bond Series indentures require the maintenance of certain financial covenants. In addition, the University has pledged all revenues and has granted the issuer a security interest in tuition receipts and tuition receivables.

## (12) Line of Credit

The University has an uncollateralized line of credit with a bank in the amount of $7,500 as of June 30, 2021 and 2020. The line of credit bears interest, which is variable at a rate per annum equal to the *Wall Street Journal* prime rate. A commitment fee equal to 0.25% of the original principal amount of the note is payable each year on the anniversary date of the line. No borrowings against this line were outstanding at June 30, 2021 or 2020.

## (13) Retirement Plan

The University maintains a 403(b) contributory retirement plan with 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 2021 and 2020 amounted to $2,022 and $3,110, respectively.



(Continued)

## (14) Net Assets

Net assets as of June 30 consisted of the following:

| | 2021 | |
|---|---|---|
| | Without donor restrictions | With donor restrictions |
| Undesignated | $ 19,472 | — |
| Plant | 47,955 | — |
| Loan | 1,216 | — |
| Other | — | 574 |
| Facilities | — | 3,006 |
| Academic support | 1,765 | — |
| Student support | 606 | 2,059 |
| Life insurance and charitable remainder trust | — | 1,537 |
| Scholarships and awards | — | 752 |
| Endowment net assets: | | |
| Scholarships and awards | 28,484 | 41,115 |
| Faculty development | — | 294 |
| Other | — | 1,440 |
| Total | $ 99,498 | 50,777 |

| | 2020 | |
|---|---|---|
| | Without donor restrictions | With donor restrictions |
| Undesignated | $ 8,699 | — |
| Plant | 49,826 | — |
| Loan | 1,807 | — |
| Other | — | 450 |
| Facilities | — | 2,973 |
| Academic support | 1,719 | — |
| Student support | 445 | 2,067 |
| Life insurance and charitable remainder trust | — | 1,361 |
| Scholarships and awards | — | 809 |
| Endowment net assets: | | |
| Scholarships and awards | 23,354 | 32,366 |
| Faculty development | — | 144 |
| Other | — | 1,131 |
| Total | $ 85,850 | 41,301 |



(Continued)

## (15) Net Assets Released from Restrictions

Net assets were released as follows for the years ended June 30:

| | | 2021 | 2020 |
|---|---|---|---|
| With donor restrictions satisfied: | | | |
| Student aid | $ | 1,687 | 1,598 |
| Instruction and research | | 18 | 59 |
| Other institutional activities | | 21 | 20 |
| Total | $ | 1,726 | 1,677 |

## (16) Functional Expenses

The statements of activities present expenses by functional classification. The University also summarizes its expenses by natural classification. The University's primary program service is academic instruction. Expenses reported as student support and residence, dining, and other auxiliary services are incurred in support of this primary program activity.

Operation and maintenance of plant and depreciation expenses are allocated based on square footage. Interest expense is allocated based on the functional purpose for which the debt proceeds were used. Expenses by both their nature and their function for the years ended June 30, 2021 and 2020 are as follows:

| | 2021 | | | | | |
|---|---|---|---|---|---|---|
| | Instruction | Student support | Academic support | Residence, dining, and other auxiliary services | Management and general | Total |
| Salaries and w ages | $ 25,382 | 8,231 | 6,410 | 2,530 | 9,266 | 51,819 |
| Employee benefits | 8,617 | 2,615 | 2,142 | 896 | 2,960 | 17,230 |
| Supplies, services, and other | 2,316 | 3,621 | 2,701 | 7,638 | 7,277 | 23,553 |
| Depreciation and amortization | 1,251 | 1,595 | 766 | 3,974 | 456 | 8,042 |
| Interest | 1,609 | 214 | 199 | 2,224 | 134 | 4,380 |
| Grants to students | — | 1,372 | — | — | — | 1,372 |
| | $ 39,175 | 17,648 | 12,218 | 17,262 | 20,093 | 106,396 |



(Continued)

| | 2020 | | | | | |
|---|---|---|---|---|---|---|
| | Instruction | Student support | Academic support | Residence, dining, and other auxiliary services | Management and general | Total |
| Salaries and w ages | $ 26,062 | 8,647 | 6,991 | 2,421 | 8,544 | 52,665 |
| Employee benefits | 9,032 | 2,771 | 2,419 | 889 | 3,074 | 18,185 |
| Supplies, services, and other | 2,583 | 4,361 | 3,323 | 7,201 | 5,138 | 22,606 |
| Depreciation and amortization | 1,309 | 1,669 | 801 | 4,158 | 478 | 8,415 |
| Interest | 1,633 | 218 | 203 | 2,301 | 160 | 4,515 |
| Grants to students | — | 1,313 | — | — | — | 1,313 |
| | $ 40,619 | 18,979 | 13,737 | 16,970 | 17,394 | 107,699 |

## (17) 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.

## (18) Risks and Uncertainties – Pandemic

In December 2019, an outbreak of a novel strain of coronavirus (COVID-19) emerged globally, and in March 2020, the World Health Organization recognized COVID-19 as a pandemic. Although it is not possible to reliably estimate the length or severity of this outbreak and hence its financial impact, the University could be materially and possibly adversely affected by the risks, or the public perception of the risks, related to the outbreak of COVID-19. As a result of the pandemic, the University experienced disruption to its ability to provide in-person education to its students most notably in the year ended June 30, 2020, when the campus suspended in-person education. The most significant financial statement impact during the years ended June 30, 2021 and 2020 was the decline in residence and dining revenues. The duration and intensity of the impact of COVID-19 on the University's operations are uncertain and will depend on future developments, including the duration and spread of the outbreak.

## (19) Subsequent Events

The University evaluated subsequent events for potential recognition or disclosure through October 15, 2021, the date on which the financial statements were issued.

# APPENDIX D
# Memo Confirming No Auditor's Management Letter

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

Telephone +1 860 522 3200
Fax +1 860 297 5555
kpmg.com

December 6, 2021

Ms. Julie LeBeau
Controller
Western New England University
1215 Wilbraham Road
Springfield, MA 01119

Dear Ms. LeBeau,

KPMG LLP was engaged to audit Western New England University's June 30, 2021 financial statements. As requested, I'm confirmed that KPMG LLP did not issue a management letter as part of the June 30, 2021 audit.

Should you have any further questions, please let me know.

Yours Truly,

Scott Warnetski

Partner

KPMG LLP, a Delaware limited liability partnership and a member firm of the KPMG global organization of independent member firms affiliated with KPMG International Limited, a private English company limited by guarantee.

# APPENDIX E
# List of Supporting Documents in Electronic Workroom

# List of Supporting Documents in Electronic Workroom

## Standard One: Mission and Purposes

A Call to Action for Our Second Century: Purpose Statements 2020
Strategic Direction: Management Council 2021
WNE Mission Statement and Core Values

## Standard Two: Planning and Evaluation

A Call to Action for Our Second Century: Purpose Statements 2020
Academic Vision and Planning 2015
Adopted Tactics 2021-2022
Annual Plan of Work 2021-2022
Assessment of Academic Affairs: Karim Report 2020
Budget Advisory Committee: Memo 2021
Business Continuity Plan
CGAS Plan: Center for Graduate and Advanced Studies
CGAS Review: Final Report 2017
Computer Science Program Review
Delbridge Career Center External Review
Departmental Assessment Reports 2021
Distance Education Expedited Review (DEER) Report 2022
Enrollment Management Strategic Plan
Faculty COVID19 Survey
Fall Opening Plan 2020
MAMT Program Review
Math Program Review
NSSE20 Snapshot WNEU
OIT Strategic Plan
Online Course Performance Analysis
Pandemic Effect Task Force Reports
PharmD Distance Pathway: Academic Master Plan
PhD EMGT Program Review
Report of Decision Support Working Group
Ruffalo Noel Levitz Advising Report
School of Law Strategic Plan
Staying Safe Staying Golden: Fall 2020 Reopening Plan
Strategic Direction
Strategic Direction and Background
Strategic Direction: Management Council 2021
Strategic Planning: Academic Affairs 2019
Student COVID19 Survey
Student Disability Services Program Review
WNE Application for Online Remote Education

## Standard Three: Organization and Governance

Folder: Faculty Senate Minutes
Folder: Student Senate Minutes
Folder: Trustee Subcommittees Minutes
Assessment of Academic Affairs: Karim Report 2020
Board of Trustees: Retreat Agenda 2021
Strategic Direction: Management Council 2021
Trustee Bylaws
Trustee Handbook
Trustee Rickson's Communications to WNE
University Faculty Senate Bylaws 2021
University Senate and Faculty Council Bylaws 2017
WNE Charter: Articles of Amendment October 2021

## Standard Four: The Academic Program

Folder: Program Reviews
Folder: Syllabi
AACSB Letter 2020
ABA Letter May 2021
ABA Letter October 2021
ABA Letter December 2021
ABET Accreditation Letter 2018
Accreditation Cycles
ACOTE Accreditation Letter 2019
ACPE Accreditation Letter 2021
ACPE Accreditation Team Report 2021
Application for Online Remote Education
Business Continuity Plan
CSWE Accreditation Letter 2014
Department Assessment Report Template
DESE Review Report 2019
Disaster Recovery Plan
Program Review Working Group (PRWG) Phase 1 Metrics
PRWG Phase 1 Report

## Standard Five: Students

Center for the Arts Feasibility Study
CGAS Review: Final Report
Enrollment Goals 2021-2025
Enrollment Goals Summary
Life Skills Mentoring Data for FY Athletes
Nelson Denny with Placement Test Comparisons
Nelson Denny 2013 to 2017 Comparisons
SAS Annual Report

## Standard Six: Teaching, Learning, and Scholarship

Faculty Advising Loads
Faculty Research Excerpts from Annual Deans' Reports
Faculty Scholarship and Research Activities
Law Faculty Handbook

## Standard Seven: Institutional Resources

Business Continuity Plan
COPHS Faculty Handbook
Disaster Recovery Plan
Donor Bill of Rights
Donor Recognition Policy
Enrollment Management Dashboard:5 Year Summary
Exempt Employee Handbook
Gift Counting Policy
Gift in Kind Policy
Law library and Information Resources
Naming Guidelines and Minimums
NECHE Financial Screening Results 2021
Non-discrimination Policy
Non-Exempt Employee Handbook
OIT Strategic Plan
Planned Giving Policy Guidelines
Search Committee Guidelines
Trustee Handbook
WNE Charter: Articles of Amendment October 2021

## Standard Eight: Educational Effectiveness

Candidate Advising
Departmental Assessment Report Template
PharmD Creative Thinking Outcomes Data
PharmD Leadership Outcomes Data
PharmD Professionalism Outcomes Data
PharmD Self Awareness Outcomes Data
Summary of Dept Assessment Reports 2021
WNE Improvement Plan II: Final DESE Response

## Standard Nine: Integrity, Transparency, and Public Disclosure

Application for Online & Remote Education
Campus Security and Fire Report 2021
Conflict of Interest Policy
COPHS Student Handbook
Discrimination Harassment Policy
Exempt Employees Handbook

Faculty Handbook
Intellectual Property Policy
Law Faculty Handbook
Law Student Handbook
Non-Exempt Employee Handbook
Student Handbook
Trustee Handbook