WESTERN NEW ENGLAND UNIVERSITY - 2012 Self Study

New England Association of Schools and Colleges

Cover design by Madeline Boushie and Simone Enright, College of Business, Class of 2013

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Institutional Characteristics Form Revised September 2009

This form is to be completed and placed at the beginning of the self-study report:

Date February 10, 2012

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

☐ State

☐ City

☐ Other

(Specify) ________________

Private

☒ Independent, not-for-profit

☐ Religious Group

(Name of Church)__________________________

☐ 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 (see charter)

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

☐ Less than one year of work

☐ At least one but less than two years

☐ Diploma or certificate programs of at least two but less than four years

☒ Associate degree granting program of at least two years

☒ Four- or five-year baccalaureate degree granting program

☒ First professional degree

☒ Master's and/or work beyond the first professional degree

☐ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)

☒ A doctor of philosophy or equivalent degree

☐ Other doctoral programs ___________

☐ Other (Specify)

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

☐ Occupational training at the crafts/clerical level (certificate or diploma)

☒ Occupational training at the technical or semi-professional level (degree)

☐ Two-year programs designed for full transfer to a baccalaureate degree

☒ Liberal arts and general

☒ Teacher preparatory

☒ 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	2472	393	2865
Part-time student headcount	201	663	864
FTE	2547	740	3287

b) Number of students (headcount) in non-credit, short-term courses: Not Applicable

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

Program	Agency	Accredited since	Last Reviewed	Next Review
JD	A.B.A.	1978	2006	2013
BSME, BSEE, BSIE, BSBME	A.B.E.T.	1971	2005	2012
BSBA, MBA, MSA	A.A.C.S.B.	2003	2008	2013

BSW	C.S.W.E.	1984	2006	2014
Secondary Ed.	Mass. Bd. of Education	1967	2011	2017
Elementary Ed.	Mass. Bd. of Education	1998	2011	2017
MEEE	Mass. Bd. of Education	2003	2011	2017
PharmD	A.C.P.E.	Pre-Candidacy Status		

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 MS in Applied Behavior Analysis		18.2 20.1
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 program	Degree level	% on-line	FTE
Business Administration	Masters	100%	58.3
Accounting	Masters	100%	20.7

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
Embanet	Online	Master of Ed. In Curriculum and Instruction	Masters	36

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.

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

Please see the 2011-2012 catalogue at: http://www1.wne.edu/assets/24/WNEC_2011-12_sm.pdf

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Kevin Delbridge	Chairman	2009
President/CEO	Anthony Caprio	President	1996
Executive Vice President	Not Applicable		
Chief Academic Officer	Jerry Hirsch	Provost/VP for Academic Affairs	1998
Deans of Schools and Colleges (insert rows as needed)	Saeed Ghahramani	Dean, Coll. of Arts & Sci.	2000
	Arthur Gaudio	Dean, School of Law	2001
	Julie Siciliano	Dean, Coll. of Business	2006
	Hossein Cheraghi	Dean, Coll. of Engineering	2008
	Evan Robinson	Dean, Coll. of Pharmacy	2008
Chief Financial Officer	William Kelleher	VP for Finance & Admin.	2008
Chief Student Services Officer	Jeanne Hart-Steffes	VP for Student Affairs/Dean of Students	2009
Institutional Research and Planning	Richard Wagner	Dir. Of Inst. Research & Planning	2008
Assessment	Lorraine Sartori	Coord. Of Assessment	2008
Development	Beverly Dwight	VP for Advancement	2003
Library	Priscilla Perkins	Dir. of D'Amour Library	2005
Chief Information Officer	Scott Coopee	Asst. VP for Info. Tech.	2009
Continuing Education	Not Applicable		
Grants/Research	Matthew VanHeynigen	Dir. of Foundation Rel.	2008
Admissions	Charles Pollock	VP for Enrollment Mgt.	2001
Registrar	Rodney Pease	Dir. of Student Admin. Services	1995
Financial Aid	Kathleen Chambers	Assoc. Dir./Financial Aid Specialist	1996
Public Relations	Barbara Campanella	VP for Marketing and External Affairs	2001

Alumni Association	Katherine Pappas	Dir. of Alumni Relations	2006
Other	Richard Keating	Vice President for Strategic Initiativese	2009
	Gregory Michael	Exec. Director of Human Res. & the CareerCenter	2004
	Kerri Jarzabski	Dean of First-Year Stud. and Students in Transition	2010
	Cheryl Smith	General Counsel	2000

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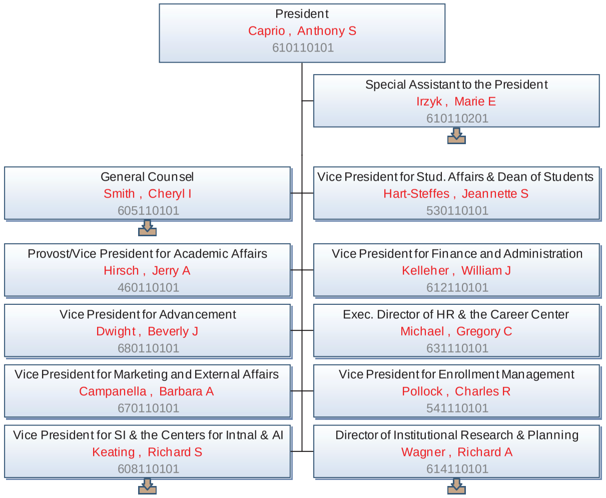
Office of the President



President
Caprio , Anthony S
610110101

Special Assistant to the President
Irzyk , Marie E
610110201

General Counsel
Smith , Cheryl I
605110101

Vice President for Stud. Affairs & Dean of Students
Hart-Steffes , Jeannette S
530110101

Provost/Vice President for Academic Affairs
Hirsch , Jerry A
460110101

Vice President for Finance and Administration
Kelleher , William J
612110101

Vice President for Advancement
Dwight , Beverly J
680110101

Exec. Director of HR & the Career Center
Michael , Gregory C
631110101

Vice President for Marketing and External Affairs
Campanella , Barbara A
670110101

Vice President for Enrollment Management
Pollock , Charles R
541110101

Vice President for SI & the Centers for Intnal & AI
Keating , Richard S
608110101

Director of Institutional Research & Planning
Wagner , Richard A
614110101

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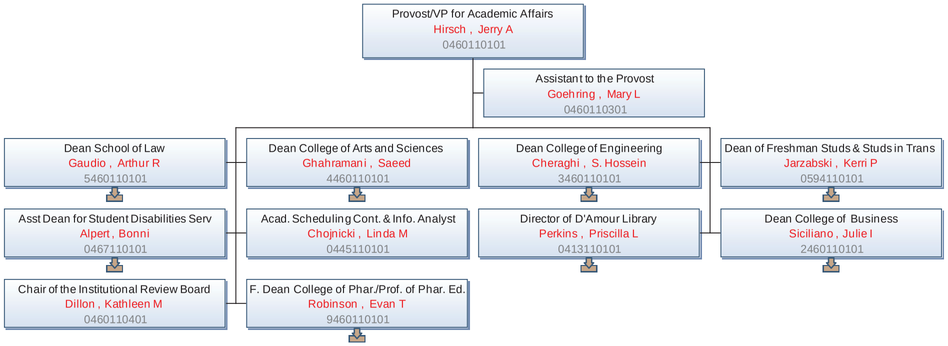
Academic Affairs



Provost/VP for Academic Affairs
Hirsch , Jerry A
0460110101

Assistant to the Provost
Goehring , Mary L
0460110301

Dean School of Law
Gaudio , Arthur R
5460110101

Dean College of Arts and Sciences
Ghahramani , Saeed
4460110101

Dean College of Engineering
Cheraghi , S. Hossein
3460110101

Dean of Freshman Studs & Studs in Trans
Jarzabski , Kerri P
0594110101

Asst Dean for Student Disabilities Serv
Alpert , Bonni
0467110101

Acad. Scheduling Cont. & Info. Analyst
Chojnicki , Linda M
0445110101

Director of D'Amour Library
Perkins , Priscilla L
0413110101

Dean College of Business
Siciliano , Julie I
2460110101

Chair of the Institutional Review Board
Dillon , Kathleen M
0460110401

F. Dean College of Phar./Prof. of Phar. Ed.
Robinson , Evan T
9460110101

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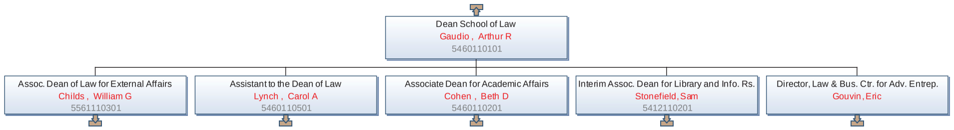
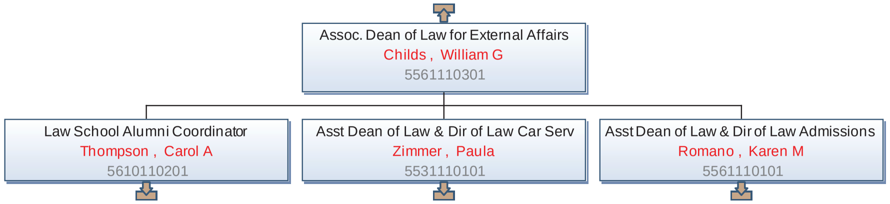
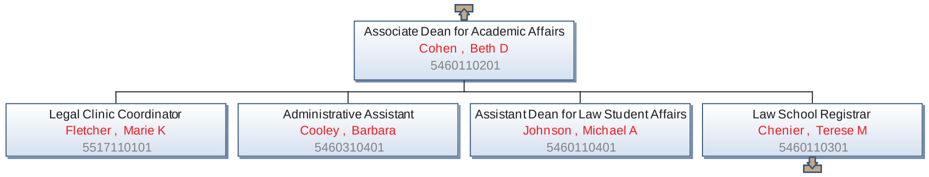

Dean School of Law
Gaudio , Arthur R
5460110101
Assoc. Dean of Law for External Affairs
Childs , William G
5561110301
Assistant to the Dean of Law
Lynch , Carol A
5460110501
Associate Dean for Academic Affairs
Cohen , Beth D
5460110201
Interim Assoc. Dean for Library and Info. Rs.
Stonefield, Sam
5412110201
Director, Law & Bus. Ctr. for Adv. Entrep.
Gouvin, Eric


Assoc. Dean of Law for External Affairs
Childs , William G
5561110301
Law School Alumni Coordinator
Thompson , Carol A
5610110201
Asst Dean of Law & Dir of Law Car Serv
Zimmer , Paula
5531110101
Asst Dean of Law & Dir of Law Admissions
Romano , Karen M
5561110101



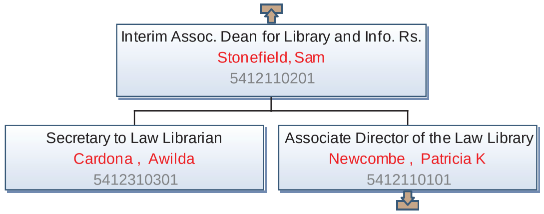
Associate Dean for Academic Affairs
Cohen , Beth D
5460110201

Legal Clinic Coordinator
Fletcher , Marie K
5517110101

Administrative Assistant
Cooley , Barbara
5460310401

Assistant Dean for Law Student Affairs
Johnson , Michael A
5460110401

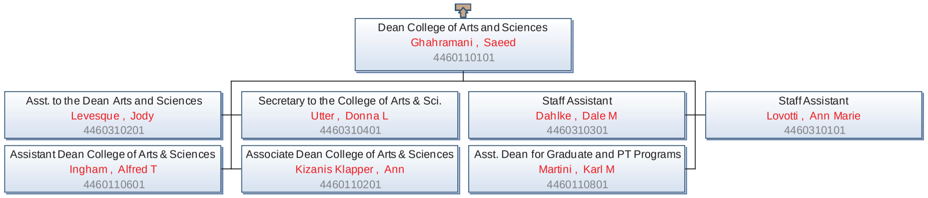
Law School Registrar
Chenier , Terese M
5460110301

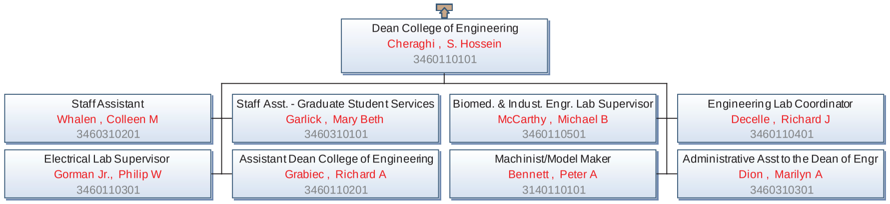


Interim Assoc. Dean for Library and Info. Rs.
Stonefield, Sam
5412110201

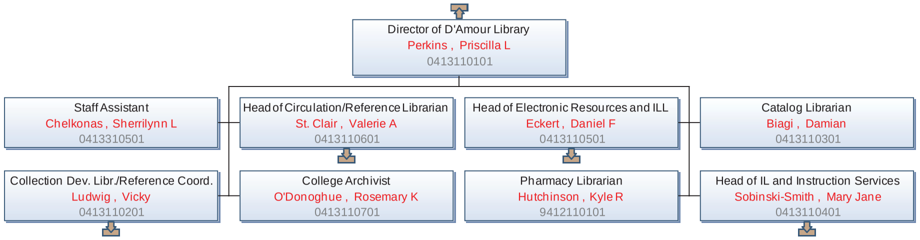
Secretary to Law Librarian
Cardona , Awilda
5412310301

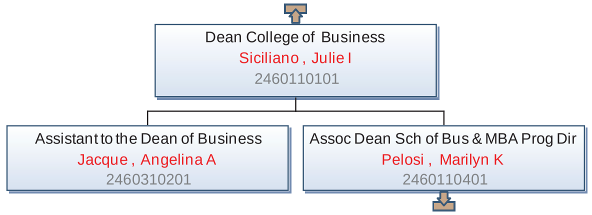
Associate Director of the Law Library
Newcombe , Patricia K
5412110101

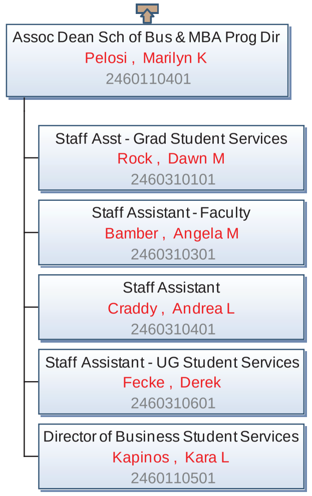

Dean College of Arts and Sciences
Ghahramani , Saeed
4460110101
Asst. to the Dean Arts and Sciences
Levesque , Jody
4460310201
Secretary to the College of Arts & Sci.
Utter , Donna L
4460310401
Staff Assistant
Dahlke , Dale M
4460310301
Staff Assistant
Lovotti , Ann Marie
4460310101
Assistant Dean College of Arts & Sciences
Ingham , Alfred T
4460110601
Associate Dean College of Arts & Sciences
Kizanis Klapper , Ann
4460110201
Asst. Dean for Graduate and PT Programs
Martini , Karl M
4460110801

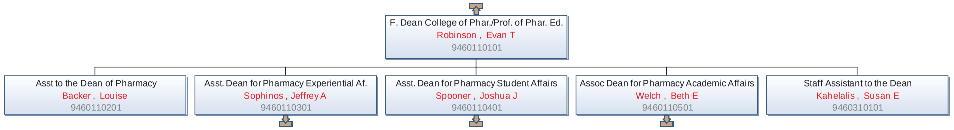

Dean College of Engineering
Cheraghi , S. Hossein
3460110101
Staff Assistant
Whalen , Colleen M
3460310201
Staff Asst. - Graduate Student Services
Garlick , Mary Beth
3460310101
Biomed. & Indust. Engr. Lab Supervisor
McCarthy , Michael B
3460110501
Engineering Lab Coordinator
Decelle , Richard J
3460110401
Electrical Lab Supervisor
Gorman Jr., Philip W
3460110301
Assistant Dean College of Engineering
Grabiec , Richard A
3460110201
Machinist/Model Maker
Bennett , Peter A
3140110101
Administrative Asst to the Dean of Engr
Dion , Marilyn A
3460310301


Dean of Freshman Studs & Studs in Trans
Jarzabski , Kerri P
0594110101
Manager of First Year Program Services
Fatse , Beth D
0594110301
Academic Support Specialist
Lynch , Julie M
0594110401
Academic Support Specialist
Reeverts , Tally
0594110501
Director of First Year Student Development
Steinbach, Stacey

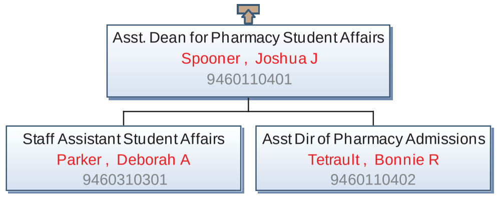

Director of D'Amour Library
Perkins , Priscilla L
0413110101
Staff Assistant
Chelkonas , Sherrilynn L
0413310501
Head of Circulation/Reference Librarian
St. Clair , Valerie A
0413110601
Head of Electronic Resources and ILL
Eckert , Daniel F
0413110501
Catalog Librarian
Biagi , Damian
0413110301
Collection Dev. Libr./Reference Coord.
Ludwig , Vicky
0413110201
College Archivist
O'Donoghue , Rosemary K
0413110701
Pharmacy Librarian
Hutchinson , Kyle R
9412110101
Head of IL and Instruction Services
Sobinski-Smith , Mary Jane
0413110401

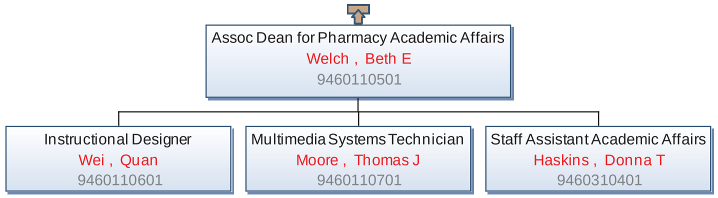

Dean College of Business
Siciliano , Julie I
2460110101
Assistant to the Dean of Business
Jacque , Angelina A
2460310201
Assoc Dean Sch of Bus & MBA Prog Dir
Pelosi , Marilyn K
2460110401


Assoc Dean Sch of Bus & MBA Prog Dir
Pelosi , Marilyn K
2460110401
Staff Asst - Grad Student Services
Rock , Dawn M
2460310101
Staff Assistant - Faculty
Bamber , Angela M
2460310301
Staff Assistant
Craddy , Andrea L
2460310401
Staff Assistant - UG Student Services
Fecke , Derek
2460310601
Director of Business Student Services
Kapinos , Kara L
2460110501


F. Dean College of Phar./Prof. of Phar. Ed.
Robinson , Evan T
9460110101
Asst to the Dean of Pharmacy
Backer , Louise
9460110201
Asst. Dean for Pharmacy Experiential Af.
Sophinos , Jeffrey A
9460110301
Asst. Dean for Pharmacy Student Affairs
Spooner , Joshua J
9460110401
Assoc Dean for Pharmacy Academic Affairs
Welch , Beth E
9460110501
Staff Assistant to the Dean
Kahelalis , Susan E
9460310101


Asst. Dean for Pharmacy Experiential Af.
Sophinos , Jeffrey A
9460110301
Staff Assistant Experiential Affairs
Moore , Joanne
9460310201
Asst Dir for Experiential Affairs
Wurm , Kathleen A
9460110302


Asst. Dean for Pharmacy Student Affairs
Spooner , Joshua J
9460110401
Staff Assistant Student Affairs
Parker , Deborah A
9460310301
Asst Dir of Pharmacy Admissions
Tetrault , Bonnie R
9460110402


Assoc Dean for Pharmacy Academic Affairs
Welch , Beth E
9460110501
Instructional Designer
Wei , Quan
9460110601
Multimedia Systems Technician
Moore , Thomas J
9460110701
Staff Assistant Academic Affairs
Haskins , Donna T
9460310401

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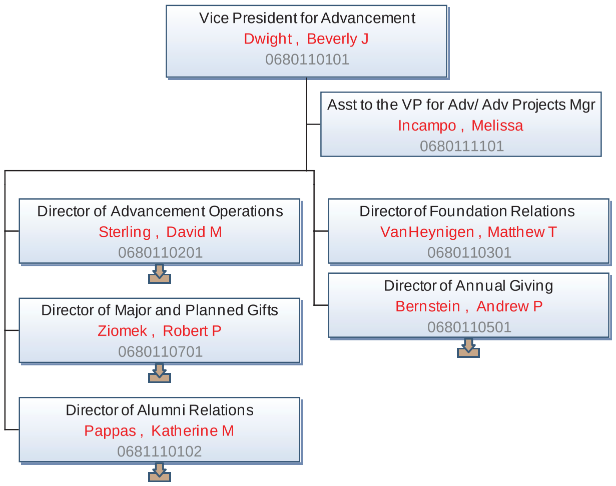
Advancement



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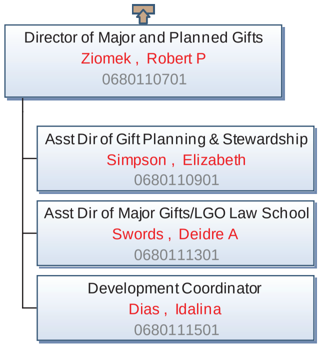
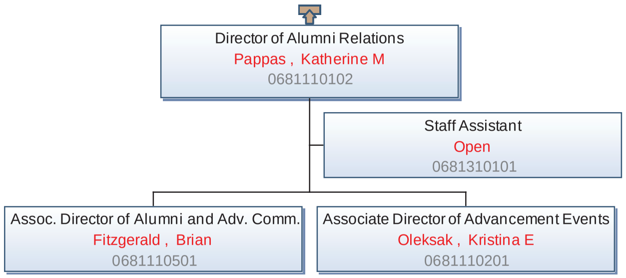


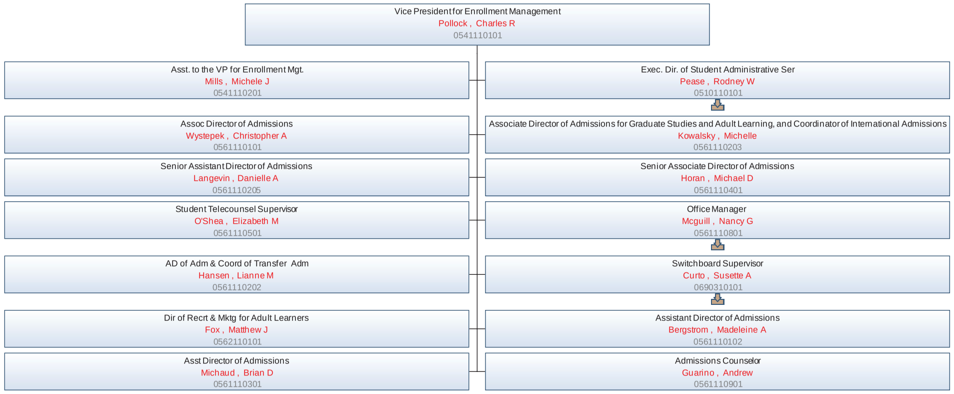
Director of Major and Planned Gifts
Ziomek , Robert P
0680110701
Asst Dir of Gift Planning & Stewardship
Simpson , Elizabeth
0680110901
Asst Dir of Major Gifts/LGO Law School
Swords , Deidre A
0680111301
Development Coordinator
Dias , Idalina
0680111501

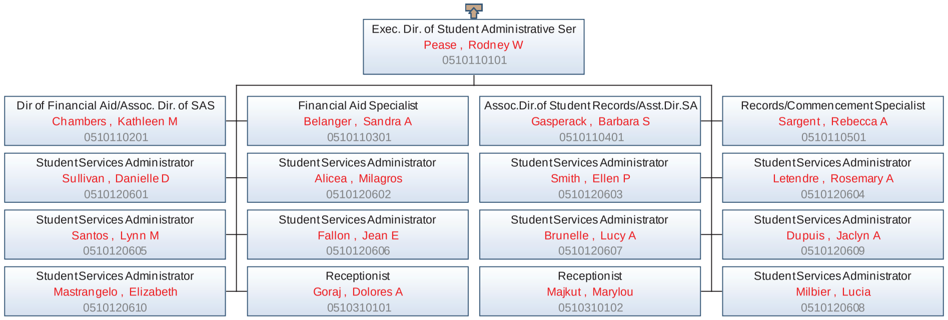


Director of Alumni Relations
Pappas , Katherine M
0681110102
Staff Assistant
Open
0681310101
Assoc. Director of Alumni and Adv. Comm.
Fitzgerald , Brian
0681110501
Associate Director of Advancement Events
Oleksak , Kristina E
0681110201

Last Modified 7/8/2011

Enrollment Management





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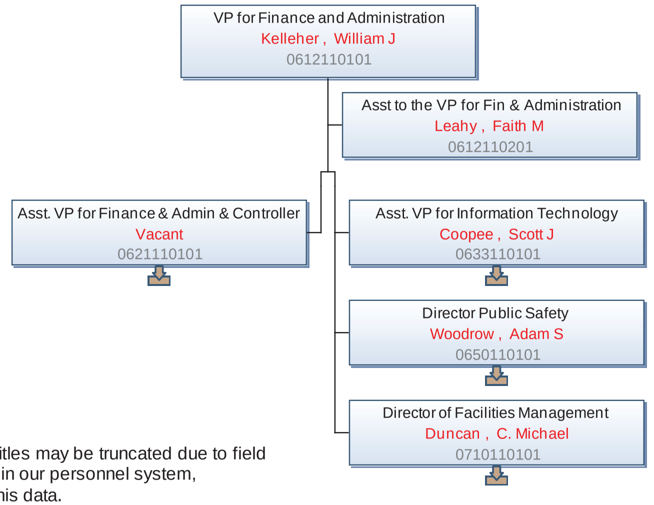
Finance Administration



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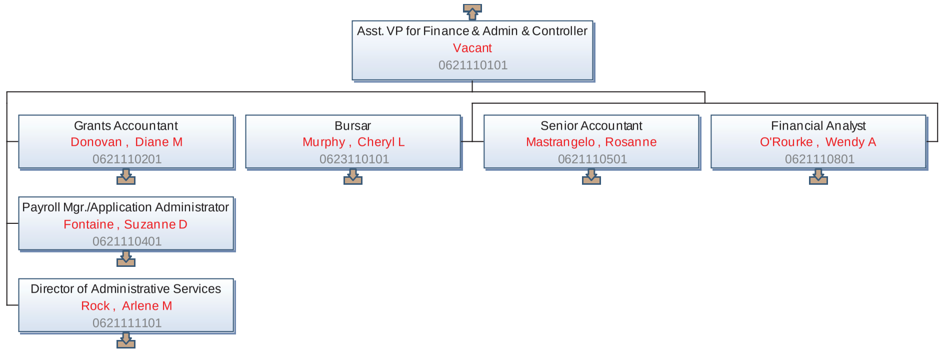
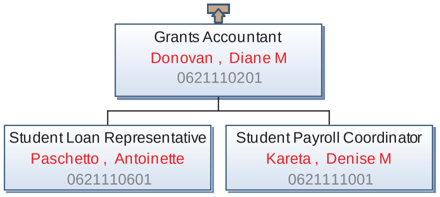
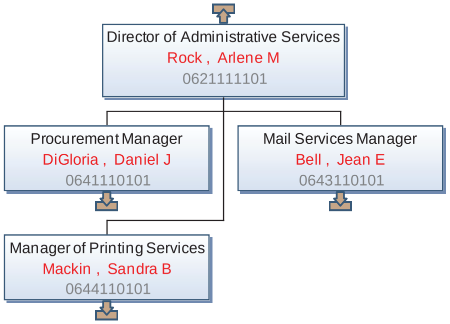
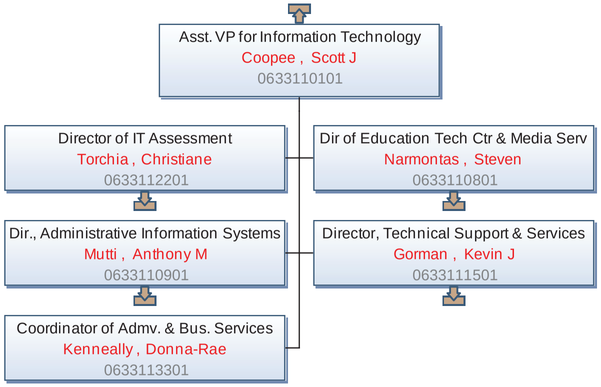


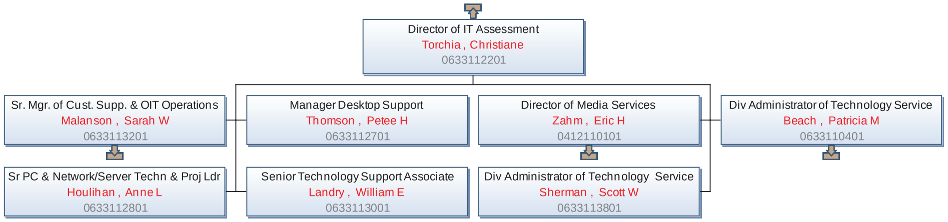


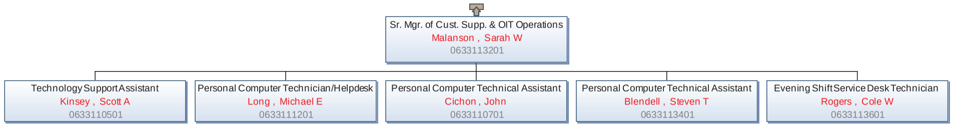
Grants Accountant
Donovan , Diane M
0621110201
Student Loan Representative
Paschetto , Antoinette
0621110601
Student Payroll Coordinator
Kareta , Denise M
0621111001

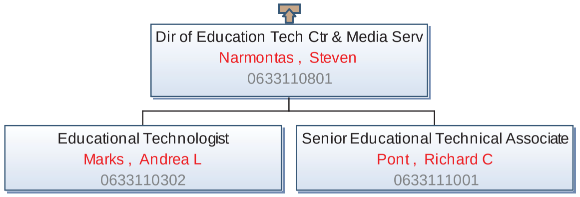


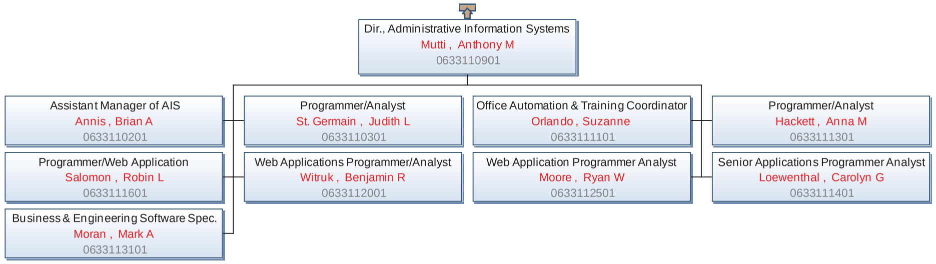
Director of Administrative Services
Rock , Arlene M
0621111101
Procurement Manager
DiGloria , Daniel J
0641110101
Mail Services Manager
Bell , Jean E
0643110101
Manager of Printing Services
Mackin , Sandra B
0644110101

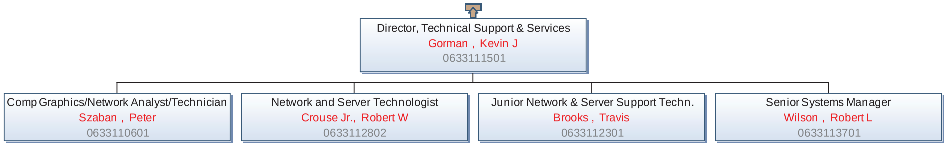

Asst. VP for Information Technology
Coopee , Scott J
0633110101
Director of IT Assessment
Torchia , Christiane
0633112201
Dir of Education Tech Ctr & Media Serv
Narmontas , Steven
0633110801
Dir., Administrative Information Systems
Mutti , Anthony M
0633110901
Director, Technical Support & Services
Gorman , Kevin J
0633111501
Coordinator of Admv. & Bus. Services
Kenneally , Donna-Rae
0633113301

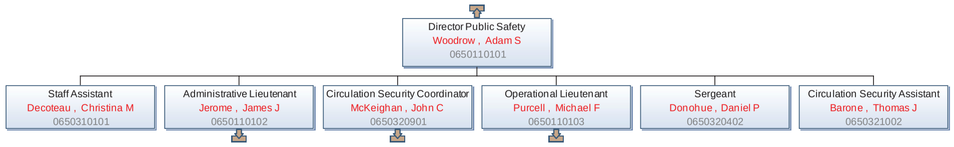

Director of IT Assessment
Torchia , Christiane
0633112201
Sr. Mgr. of Cust. Supp. & OIT Operations
Malanson , Sarah W
0633113201
Manager Desktop Support
Thomson , Petee H
0633112701
Director of Media Services
Zahm , Eric H
0412110101
Div Administrator of Technology Service
Beach , Patricia M
0633110401
Sr PC & Network/Server Techn & Proj Ldr
Houlihan , Anne L
0633112801
Senior Technology Support Associate
Landry , William E
0633113001
Div Administrator of Technology Service
Sherman , Scott W
0633113801


Sr. Mgr. of Cust. Supp. & OIT Operations
Malanson , Sarah W
0633113201
Technology Support Assistant
Kinsey , Scott A
0633110501
Personal Computer Technician/Helpdesk
Long , Michael E
0633111201
Personal Computer Technical Assistant
Cichon , John
0633110701
Personal Computer Technical Assistant
Blendell , Steven T
0633113401
Evening Shift Service Desk Technician
Rogers , Cole W
0633113601

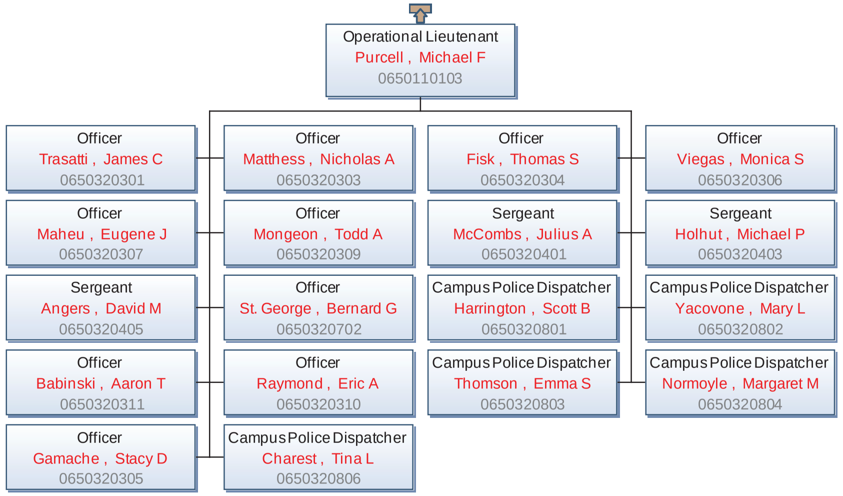

Dir of Education Tech Ctr & Media Serv
Narmontas , Steven
0633110801
Educational Technologist
Marks , Andrea L
0633110302
Senior Educational Technical Associate
Pont , Richard C
0633111001

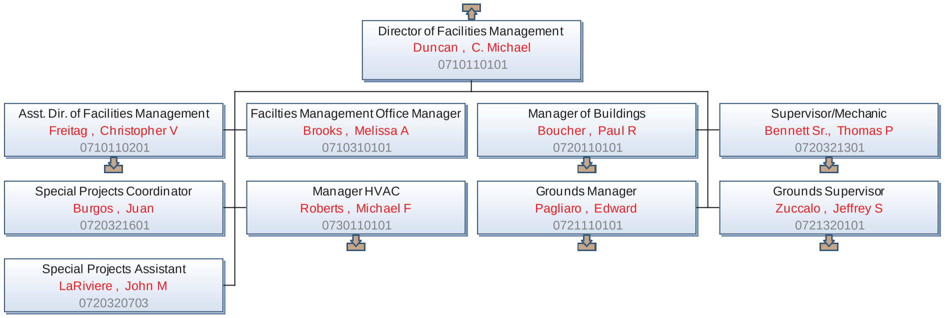

Dir., Administrative Information Systems
Mutti , Anthony M
0633110901
Assistant Manager of AIS
Annis , Brian A
0633110201
Programmer/Web Application
Salomon , Robin L
0633111601
Business & Engineering Software Spec.
Moran , Mark A
0633113101
Programmer/Analyst
St. Germain , Judith L
0633110301
Web Applications Programmer/Analyst
Witruk , Benjamin R
0633112001
Office Automation & Training Coordinator
Orlando , Suzanne
0633111101
Web Application Programmer Analyst
Moore , Ryan W
0633112501
Programmer/Analyst
Hackett , Anna M
0633111301
Senior Applications Programmer Analyst
Loewenthal , Carolyn G
0633111401

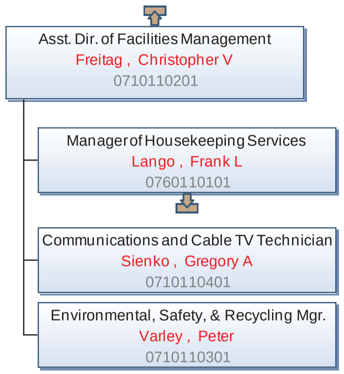

Director, Technical Support & Services
Gorman , Kevin J
0633111501
Comp Graphics/Network Analyst/Technician
Szaban , Peter
0633110601
Network and Server Technologist
Crouse Jr., Robert W
0633112802
Junior Network & Server Support Techn.
Brooks , Travis
0633112301
Senior Systems Manager
Wilson , Robert L
0633113701

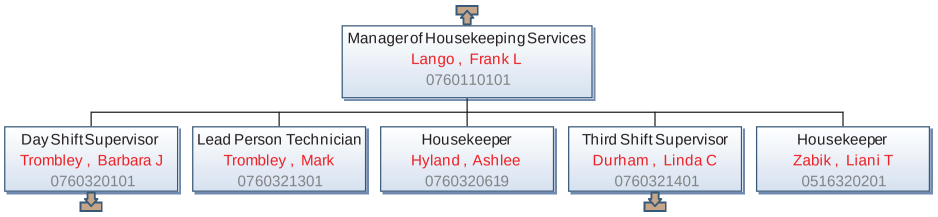

Director Public Safety
Woodrow , Adam S
0650110101
Staff Assistant
Decoteau , Christina M
0650310101
Administrative Lieutenant
Jerome , James J
0650110102
Circulation Security Coordinator
McKeighan , John C
0650320901
Operational Lieutenant
Purcell , Michael F
0650110103
Sergeant
Donohue , Daniel P
0650320402
Circulation Security Assistant
Barone , Thomas J
0650321002

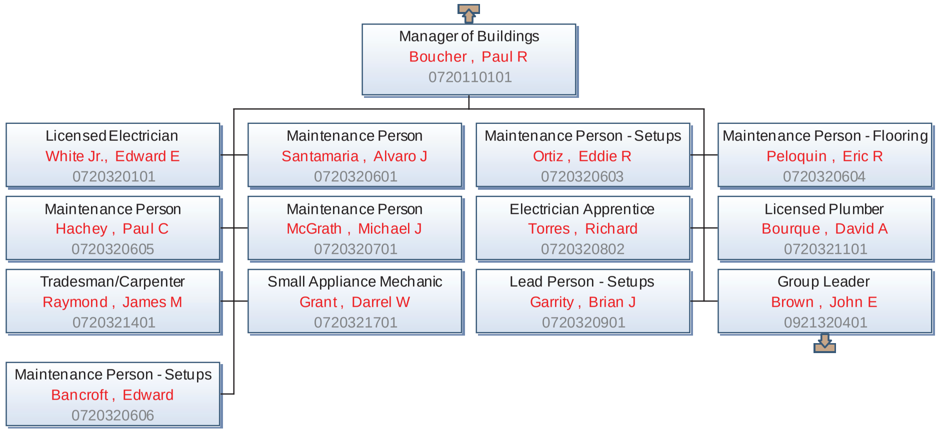

Circulation Security Coordinator
McKeighan , John C
0650320901
Circulation Security Assistant
Champiny , Erin K
0650321601
Asst. Circulation Security Coordinator
Kutt , Jacinth M
0650321801
Circulation Security Assistant
Nkansah , Linus
0650321201
Circulation Security Assistant
Clark , Richard A
0650321401
Circulation Security Assistant
McNally , Nicholas T
0650321701
Circulation Security Assistant
Valois , Brian C
0650321003
Circulation Security Assistant
Charest , Tina L
0650321302


Operational Lieutenant
Purcell , Michael F
0650110103
Officer
Trasatti , James C
0650320301
Officer
Matthess , Nicholas A
0650320303
Officer
Fisk , Thomas S
0650320304
Officer
Viegas , Monica S
0650320306
Officer
Maheu , Eugene J
0650320307
Officer
Mongeon , Todd A
0650320309
Sergeant
McCombs , Julius A
0650320401
Sergeant
Holhut , Michael P
0650320403
Sergeant
Angers , David M
0650320405
Officer
St. George , Bernard G
0650320702
Campus Police Dispatcher
Harrington , Scott B
0650320801
Campus Police Dispatcher
Yacovone , Mary L
0650320802
Officer
Babinski , Aaron T
0650320311
Officer
Raymond , Eric A
0650320310
Campus Police Dispatcher
Thomson , Emma S
0650320803
Campus Police Dispatcher
Normoyle , Margaret M
0650320804
Officer
Gamache , Stacy D
0650320305
Campus Police Dispatcher
Charest , Tina L
0650320806

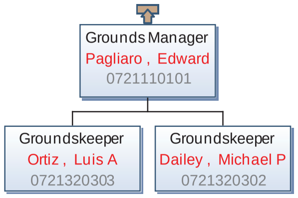

Director of Facilities Management
Duncan , C. Michael
0710110101
Asst. Dir. of Facilities Management
Freitag , Christopher V
0710110201
Facilties Management Office Manager
Brooks , Melissa A
0710310101
Manager of Buildings
Boucher , Paul R
0720110101
Supervisor/Mechanic
Bennett Sr., Thomas P
0720321301
Special Projects Coordinator
Burgos , Juan
0720321601
Manager HVAC
Roberts , Michael F
0730110101
Grounds Manager
Pagliaro , Edward
0721110101
Grounds Supervisor
Zuccalo , Jeffrey S
0721320101
Special Projects Assistant
LaRiviere , John M
0720320703


Asst. Dir. of Facilities Management
Freitag , Christopher V
0710110201
Manager of Housekeeping Services
Lango , Frank L
0760110101
Communications and Cable TV Technician
Sienko , Gregory A
0710110401
Environmental, Safety, & Recycling Mgr.
Varley , Peter
0710110301


Manager of Housekeeping Services
Lango , Frank L
0760110101
Day Shift Supervisor
Trombley , Barbara J
0760320101
Lead Person Technician
Trombley , Mark
0760321301
Housekeeper
Hyland , Ashlee
0760320619
Third Shift Supervisor
Durham , Linda C
0760321401
Housekeeper
Zabik , Liani T
0516320201


Manager of Buildings
Boucher , Paul R
0720110101
Licensed Electrician
White Jr., Edward E
0720320101
Maintenance Person
Santamaria , Alvaro J
0720320601
Maintenance Person - Setups
Ortiz , Eddie R
0720320603
Maintenance Person - Flooring
Peloquin , Eric R
0720320604
Maintenance Person
Hachey , Paul C
0720320605
Maintenance Person
McGrath , Michael J
0720320701
Electrician Apprentice
Torres , Richard
0720320802
Licensed Plumber
Bourque , David A
0720321101
Tradesman/Carpenter
Raymond , James M
0720321401
Small Appliance Mechanic
Grant , Darrel W
0720321701
Lead Person - Setups
Garrity , Brian J
0720320901
Group Leader
Brown , John E
0921320401
Maintenance Person - Setups
Bancroft , Edward
0720320606


Manager HVAC
Roberts , Michael F
0730110101
HVAC Technician
Brown , Patrick S
0730320201
HVAC Technician
Corder , Derrick D
0730320202
HVAC Technician
Casey , Daniel B
0730320203
HVAC Technician
Kosinski , Edwin L
0730320204
HVAC Apprentice
Archambault , Gerald G
0730320205



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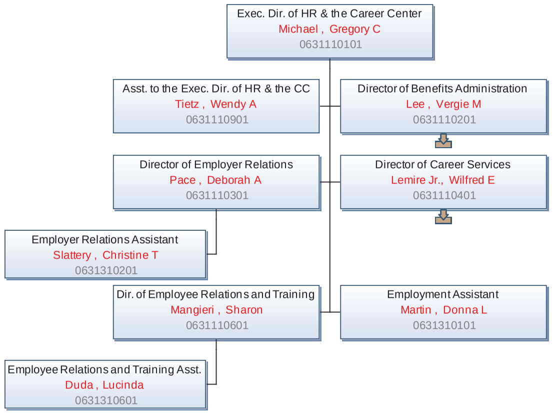
Human Resources & Career Center



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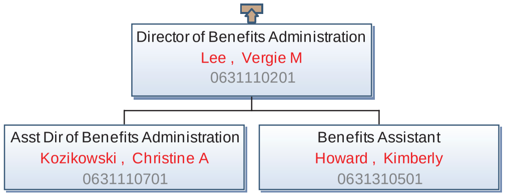
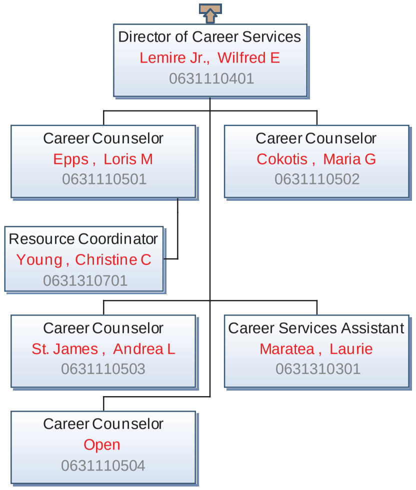
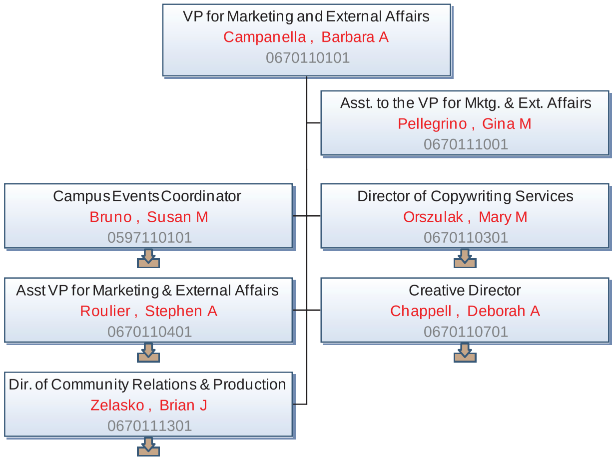

Director of Benefits Administration
Lee , Vergie M
0631110201
Asst Dir of Benefits Administration
Kozikowski , Christine A
0631110701
Benefits Assistant
Howard , Kimberly
0631310501


Director of Career Services
Lemire Jr., Wilfred E
0631110401
Career Counselor
Epps , Loris M
0631110501
Career Counselor
Cokotis , Maria G
0631110502
Resource Coordinator
Young , Christine C
0631310701
Career Counselor
St. James , Andrea L
0631110503
Career Services Assistant
Maratea , Laurie
0631310301
Career Counselor
Open
0631110504

Last Modified 7/15/2011

Marketing & External Affairs



VP for Marketing and External Affairs
Campanella , Barbara A
0670110101

Asst. to the VP for Mktg. & Ext. Affairs
Pellegrino , Gina M
0670111001

Campus Events Coordinator
Bruno , Susan M
0597110101

Director of Copywriting Services
Orszulak , Mary M
0670110301

Asst VP for Marketing & External Affairs
Roulier , Stephen A
0670110401

Creative Director
Chappell , Deborah A
0670110701

Dir. of Community Relations & Production
Zelasko , Brian J
0670111301

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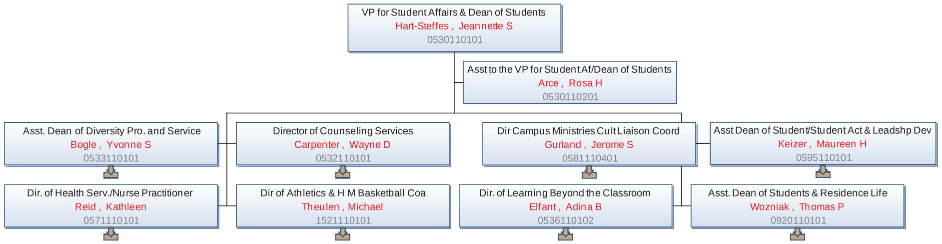
Student Affairs



VP for Student Affairs & Dean of Students
Hart-Steffes , Jeannette S
0530110101

Asst to the VP for Student Af/Dean of Students
Arce , Rosa H
0530110201

Asst. Dean of Diversity Pro. and Service
Bogle , Yvonne S
0533110101

Director of Counseling Services
Carpenter , Wayne D
0532110101

Dir Campus Ministries Cult Liaison Coord
Gurland , Jerome S
0581110401

Asst Dean of Student/Student Act & Leadshp Dev
Keizer , Maureen H
0595110101

Dir. of Health Serv./Nurse Practitioner
Reid , Kathleen
0571110101

Dir of Athletics & H M Basketball Coa
Theulen , Michael
1521110101

Dir. of Learning Beyond the Classroom
Elfant , Adina B
0536110102

Asst. Dean of Students & Residence Life
Wozniak , Thomas P
0920110101

NOTE: Some titles may be truncated due to field size limitations in our personnel system, the source of this data.

Director of Counseling Services
Carpenter , Wayne D
0532110101

Coord. of Alcohol & Drug Education Serv.
Detenber , Lore A
0532110301

Staff Assistant
Ingram , Louise
0581310101

Counselor
Salky , Nan
0532110401

Counselor
Shuman, Amy
0532110201

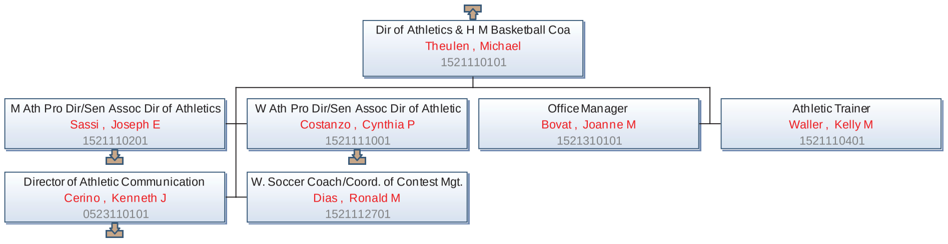
Dir Campus Ministries Cult Liaison Coord
Gurland , Jerome S
0581110401

Catholic Liaison
Hanifin , Sheila
0581110201

Protestant Minister
Johnson , Tracy A
0581110301

- Asst Dean of Student/Student Act & Leadshp Dev
Keizer , Maureen H
0595110101
  - Art Gallery Curator
Jenks , Patricia L
0595110501
  - Band Instructor
Levine , Theodore B
0595110601
  - Sr. Associate Director of Student Activities
Martin , Ian A
0595110201
  - Student Activities Operations Manager
Murphy , Erin N
0595110701
  - Program Coordinator
Rogalski , Laura M
0595110301

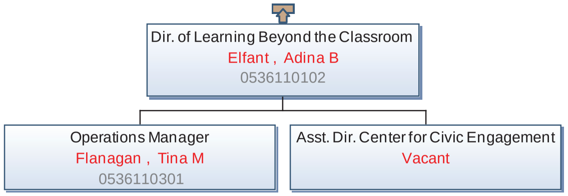
- Dir. of Health Serv./Nurse Practitioner
Reid , Kathleen
0571110101
  - Nurse Practitioner
McGrath , Michelle L
0571110402
  - Assc Dir of Hlth Svcs/Dir Clinical Care
Paquette , Mary T
0571110201
  - College Physician
Raman , T.Krishnan
0571110301
  - Nurse Practitioner/Student Hlth Ins Admin
Soltys , Kathleen E
0571110202
  - Nurse Practitioner/Health Educator
Dansereau , Lauren
0571110403
  - Office Manager/Medical Assistant
Laboy , Marilyn
0571110501


Dir of Athletics & H M Basketball Coa
Theulen , Michael
1521110101
M Ath Pro Dir/Sen Assoc Dir of Athletics
Sassi , Joseph E
1521110201
W Ath Pro Dir/Sen Assoc Dir of Athletic
Costanzo , Cynthia P
1521111001
Office Manager
Bovat , Joanne M
1521310101
Athletic Trainer
Waller , Kelly M
1521110401
Director of Athletic Communication
Cerino , Kenneth J
0523110101
W. Soccer Coach/Coord. of Contest Mgt.
Dias , Ronald M
1521112701


M Ath Pro Dir/Sen Assoc Dir of Athletics
Sassi , Joseph E
1521110201
Asst Athletic Dir/Compliance Coordinator
Sullivan , Erin L
1521110701
Head Men's Lacross Coach/PE Instr
Klepacki , John T
1521111101
Head Men's Baseball Coach & Coord of PE
LaBranche , Matthew J
1521111301
Head Men's Golf Coach
Downes , Arthur W
1521111701
H Ftbl Coa/PE Instr/Asst Str & Cond Coa
Emery , Keith A
1521112301
Head Ice Hockey Coach
Heffernan , Greg
1521112501
Head Wrestling Coach
Nieves , Anibal
1521112001
Athletic Administration Assistant
Proulx , David J
1521112901
Head Men's & Women's Cross Country Coach
Walsh , Brian F
1521112101

- W Ath Pro Dir/Sen Assoc Dir of Athletic
  Costanzo , Cynthia P
  1521111001
  - HW BB Coa/Well Sched/Asst Str & Cond Coa
    Chaszar , Nicole M
    1521110501
  - Head Softball Coach/Equipment Room Dir.
    Mayhew , Lori A
    1521110801
  - H Women's Lacrosse Coach/Aquatics Coord.
    Klepacki , Aimee D
    1521110901
  - Head M & W Tennis Coach & Outreach Coord
    Kolins , Jennifer O
    1521111201
  - Head Women's Swim Coach
    Arvanites , Andrea L
    1521111401
  - H FH Coach/FC/H Strength & Cond Coach
    Kelly , Sarah K
    0535110301
  - Assistant Athletic Trainer
    Cloutier , Erin G
    1521112401
  - Staff Assistant
    Luciano , Michele A
    1521310401
  - Head Athletic Trainer
    Vallee , Michael A
    1521110301
  - Head Volleyball Coach/PE Instructor
    Stothart , Bret
    1521112602
  - Athletic Maintenance Manager
    Kearney , Stephen M
    1521310201

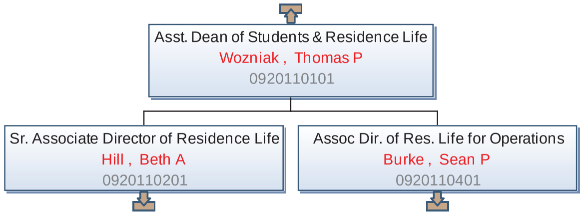
- Director of Athletic Communication
  Cerino , Kenneth J
  0523110101
  - Athletic Communications Assistant
    Pettinicchi , Matthew S
    0523110201



Dir. of Learning Beyond the Classroom
Elfant , Adina B
0536110102

Operations Manager
Flanagan , Tina M
0536110301

Asst. Dir. Center for Civic Engagement
Vacant



Asst. Dean of Students & Residence Life
Wozniak , Thomas P
0920110101

Sr. Associate Director of Residence Life
Hill , Beth A
0920110201

Assoc Dir. of Res. Life for Operations
Burke , Sean P
0920110401

PREFACE

Western New England University's self-study process began in April of 2010 with the appointment of cochairs. During May, they and the Coordinator of Assessment worked with the Provost to create Unit Study Groups to address the eleven *Standards of Accreditation*. The chair of each Unit Study Group would serve on the Steering Committee along with the cochairs of the self-study, the Coordinator and Assistant Coordinator of Assessment, the Provost, and the Director of Institutional Research and Planning. Suggestions were submitted to the Provost for the various chairs and group members by the self-study cochairs. The Steering Committee met in May 2010 to plan the meetings for the 2010-2011 academic year and to set the deadline for each Study Group to submit a first draft to the Steering Committee via the *Manhattan* classroom set up for the NEASC effort. An email was sent to the members of the community listing the Steering Committee and asking for volunteers to fill gaps in some of the Study Group memberships.

The Unit Study Groups began to meet over the summer of 2010. Some changes were necessary in Unit Study Group chairs and members for various reasons. Reports were submitted based on a continuously evolving schedule of Steering Committee meetings. More Steering Committee meetings were needed than originally anticipated. At a given meeting a new Unit Study Group draft would be discussed, a revision of an earlier draft would be discussed, or both would occur. These meetings occurred throughout the 2010-2011 academic year, ending in a flurry of May 2011 meetings. Revision of some sections continued into the summer. The cochairs, the Director of Institutional Research and Planning, and the Provost spent the summer and fall working on finishing the individual reports and reanalyzing each section to make sure that all Standards were covered and that various topics were appropriately placed in Discussion, Appraisal, and Projection subheadings. The Director of Institutional Research and Planning supplied data to update the DataFirst forms. In the fall, changes were made in the document to update to the 2010-2011 academic and fiscal year and to the fall 2011 semester for enrollment data. The complete draft was then sent to the University community for comments in January 2012, followed by completion of the self-study materials and submission to NEASC in February.

WESTERN NEW ENGLAND UNIVERSITY
NEASC SELF-STUDY

Steering Committee:

Judy Cezeaux – Cochair
Professor of Biomedical Engineering, Engineering

Janelle Goodnight – Cochair
Associate Professor of Marketing, Business

Lorraine Sartori – Coordinator of Assessment
Professor of Physical and Biological Sciences, Arts and Sciences

Jo Rodriguez – Assistant Coordinator of Assessment
Director of Math Center, Arts and Sciences

Jerry Hirsch – Provost and Vice President for Academic Affairs

Richard Wagner – Director of Institutional Research and Planning

Unit Study Group Chairs:

Sandy Chessey – Assistant Vice President for Finance and Controller – replaced by Bill Kelleher – Vice President for Finance and Administration
Scott Coopee – Assistant Vice President for Information Technology
Dan Hatten – Associate Professor of Physics, Arts and Sciences
Denine Northrup – Professor of Psychology, Arts and Sciences – replaced by Chip Rhodes – Associate Professor of English, Arts and Sciences
Priscilla Perkins – Director of D'Amour Library
Harvey Shrage – Professor of Business Law, Business
David Stawasz – Assistant Vice President for Marketing Communications
Jeanne Steffes – Vice President for Student Affairs and Dean of Students
Sheralee Tershner – Professor of Neuroscience, Arts and Sciences – replaced by John Coulter, Professor of Accounting, Business
Mary Vollaro – Associate Professor of Mechanical Engineering, Engineering

Unit Study Group Membership:

Standards 1 and 2 (Mission and Purposes, Planning and Evaluation)
Chair: Sheralee Tershner, Professor of Neuroscience, Arts and Sciences
Replaced by: John Coulter, Professor of Accounting, Business
Jack Greeley, Professional Educator of Management, Business
Denise Gosselin, Associate Professor of Criminal Justice, Arts and Sciences
Kathy Pappas, Director of Alumni Relations

Standard 3 (Organization and Government)
Chair: Harvey Shrage, Professor of Business Law, Business

Marc Dawson, Professor of History, Arts and Sciences
Curt Hamakawa, Assistant Professor of Sport Management, Business
Douglas Battema, Associate Professor of Communication, Arts and Sciences
Cheryl Smith, General Counsel

Standard 4 (Academic Programs)
Chair: Dan Hatten, Associate Professor of Physical Sciences, Arts and Sciences
Richard Keating, Vice President for Strategic Initiatives and Internationalization
Beth Elam, Professor of Marketing, Business
Beth Cohen, Associate Dean for Academic Affairs, Law
Thomas Keyser, Professor of Industrial Engineering, Engineering
Adina Elfant, Director Learning Beyond the Classroom, Student Affairs
Mary Jane Sobinski-Smith, Head Information Literacy, D'Amour Library

Standard 5 (Faculty)
Chair: Denine Northrup, Professor of Psychology, Arts and Sciences
Replaced by: Chip Rhodes, Associate Professor of English, Arts and Sciences
Jennifer Beineke, Associate Professor of Mathematics, Arts and Sciences
Sharianne Walker, Professor of Sport Management, Business
Alex Wurm, Associate Professor of Physical Science, Arts and Sciences
Eric Gouvin, Professor of Law, Law
Bart Lipkens, Associate Professor of Mechanical Engineering, Engineering
Ted Wesp, Associate Professor of English

Standard 6 (Students)
Chair: Jeanne Steffes, Vice President for Student Affairs and Dean of Students
Catherine Plum, Associate Professor of History, Arts and Sciences
Melissa Knott, Assistant Professor of Management, Business
Kara Kapinos, Director of Business Student Services, Business
Bonni Alpert, Director of Student Disability Services, Academic Affairs
Stuart Warner, Assistant Bursar, Finance and Administration
Charlie Pollock, Vice President for Enrollment Management
Michael Johnson, Assistant Dean for Students, Law

Standard 7 (Library and Other Information Resources)
Chair: Priscilla Perkins, Director, D'Amour Library
Rob Gettens, Assistant Professor of Biomedical Engineering, Engineering
Patricia Newcombe, Associate Director Law Library, Law
John Baick, Professor of History, Arts and Sciences
Steve Narmontas, Director Educational Technology Center, Finance and Administration

Standard 8 (Physical and Technological Resources)
Chair: Scott Coopee, Assistant Vice President for Information Technology, Finance and Administration
Lanny Spotts, Professor of Marketing, Business
Kourosh Rahnamai, Professor of Electrical Engineering, Engineering
Michael Duncan, Director of Facilities Management, Finance and Administration

Heidi Ellis, Associate Professor of Computer Science and Information Technology, Arts and Sciences
Linda Chojnicki, Academic Schedule Controller, Academic Affairs
Ian Martin, Associate Director Student Activities

Standard 9 (Financial Resources)
Chair: Sandy Chessey, Assistant Vice President for Finance and Controller
Replaced by: Bill Kelleher, Vice President for Finance and Administration
Steve Northrup, Associate Professor of Electrical Engineering, Engineering
Chris Hakala, Professor of Psychology, Arts and Sciences
Loring Carlson, Professor of Accounting, Business
Evan Robinson, Dean, College of Pharmacy

Standard 10 (Public Disclosure)
Chair: David Stawasz, Assistant Vice President for Marketing Communications
Cyndi Costanzo, Associate Director Athletics, Student Affairs
Matt Fox, Director of Recruiting and Marketing for Adult Learners, Enrollment Management
Bert Rosenman, Assistant Professor of Physical and Biological Sciences, Arts and Sciences

Standard 11 (Integrity)
Chair: Mary Vollaro, Associate Professor of Mechanical Engineering, Engineering
Tim Vercelloti, Associate Professor of Political Science, Arts and Sciences
Rodney Pease, Director of Student Administrative Services, Enrollment Management
Yvonne Bogle, Assistant Dean Diversity Programs and Services, Student Affairs
Greg Michael, Executive Director Human Resources and Career Center

INSTITUTIONAL OVERVIEW

Western New England University is considerably different from Western New England College in 2002. It is far more than the recent change in name. (This document will attempt to refer to the entire institution as the University and the component academic units as the Colleges (except for the School of Law, which retains the name “School”), but the self-study chapters were in early draft form before the name change took effect on July 1, 2011 and most of the attached documents will retain the old names.)

The changes have occurred through extensive planning under the leadership of President Anthony S. Caprio. The *Strategic Plan of 1998* was updated and modified in 2003 and followed by a new *Strategic Plan* with a modified Mission Statement in 2008, so the changes have been evolutionary except where influenced by unexpected external forces.

The University continues its commitment to quality student learning in programs for full-time students and for adult learners, its original population. Synergies between Colleges and between academic affairs and student affairs have been emphasized. All major measureable goals in the 1998 Plan were achieved. The 2008 Plan has eight major “Directions”: (1) Development of the whole student, (2) Academic excellence of undergraduate education, (3) Increased focus on excellence in graduate and professional education, research, and scholarship, (4) Internationalization, (5) Diversity and pluralism, (6) Physical and operational environment, (7) Integrated collaborative partnerships and alliances within campus and beyond, and (8) Change institutional status to University. In 2009, the new position of Vice President for Strategic Initiatives and Internationalization was created.

The University has improved quality indicators for its incoming full-time students. In 2002, the entering freshmen (688) had SATs of 1051 (two exams) and GPA’s of 3.04, and were part of a group of 2185 full-time undergraduate students. In 2010, the 743 freshmen had SATs of 1074, GPAs of 3.25 and there were 2506 full-time undergraduates. Two new residence halls have been added (Commonwealth and Southwood) to increase the residential population, and existing residence halls have been upgraded. Housing has been provided for Law students and for incoming Pharmacy students. An addition has been built on D’Amour Library to provide multi-media classrooms, a television studio, and facilities for information literacy, and all classrooms on campus have been upgraded to state-of-the-art multi-media capabilities. A wing has been added to the Blake Law School Center to provide increased library and administrative space. A new Welcome Center houses Enrollment Management. It also originally housed the Department of Graduate Studies and Continuing Education before these functions were distributed to Enrollment Management and the individual Colleges. The latter space then provided temporary facilities for the developing College of Pharmacy and some functions of the Office of Marketing and External Affairs. As of 2011, almost all of the operations of the Office of Marketing and External Affairs have moved to the Welcome Center. A new Center for the Sciences and Pharmacy was opened in January 2011 to provide classrooms, laboratories, and offices for Pharmacy, the Biological and Physical Sciences, Neuroscience, and Psychology, including the Ph.D. in Behavior Analysis, and Student Health Services. The Campus Center was renovated. Athletic facilities have been upgraded, including a synthetic turf field with stands for football, field hockey, and lacrosse, new softball and baseball fields with dugouts and stands, and new intramural fields.

A $20 million Comprehensive Campaign called “Transformations” was successfully concluded in 2008 at the $24 million dollar level. This provided additional endowed funds for financial aid and money directed toward some of the building projects mentioned above. It also provided seed money to establish the Law and Business Center for Advancing Entrepreneurship. The Campaign also helped solidify the concept of Annual Giving, which has continued at a much higher level than prior to the Campaign.

New academic initiatives have proliferated, while other programs have been revised or discontinued. Two themes have been the addition of graduate programs and the establishment of “4+1” programs where a student can complete all requirements for a bachelor’s degree and a master’s degree in five years (plus occasionally an additional summer or two). All of these programs have been designed so that the student can take three graduate courses in the senior year without waiving any of the undergraduate or graduate degree requirements for the individual degrees. Examples of the latter include B.Arts and Sciences/Master of Business Administration (M.B.A.), B.Engineering/M.B.A., and some more obvious arrangements such as B.Engineering/M.S.in Engineering Management, /M.S.Electrical Engineering, /M.S.Mechanical Engineering, and /M.S.Engineering, B.S.Business Administration (B.S.B.A.)/M.B.A. and B.S.Business.Administration in Accounting/M.S.Accounting (M.S.A.). Other combinations include a joint J.D./M.B.A. program, a joint M.S.E.M./M.B.A. program, and an accelerated B.S.Biomedical Engineering/J.D. combination.

New graduate programs include the M.A. in English for Teachers, the M.A. in Mathematics for Teachers, the M.Ed. in Elementary Education, the M.Ed. in Curriculum and Instruction, the M.S. in Applied Behavior Analysis, and the M.S. in Engineering. An M.S. in Policing has recently been approved by the Board of Trustees to begin in fall 2012. The College of Arts and Sciences degrees for teachers were the first master’s degrees for that College. Mechatronics concentrations were introduced in the M.S.M.E. and M.S.E.E. degrees. Concentrations in Forensic Accounting and in Tax Accounting were created in the M.S.A. degree and the M.S.A. was revised to conform to new C.P.A. requirements. A Sport concentration was introduced into the M.B.A. degree, but was discontinued this fall. The M.B.A. program was revised twice, the latter creating a situation where all courses are offered in a 100% online format with optional scheduled supplementary face-to-face sessions. All graduate courses were switched to an annual schedule of four eleven-week terms.

Several more advanced degree programs were begun. The Ph.D. in Behavior Analysis was instituted as the University’s first doctoral program. As such it required review by the Commonwealth of Massachusetts Department of Higher Education and underwent “Substantive Change” review by NEASC before it could begin. The program has now graduated its first doctoral students and received a subsequent positive review by NEASC. A Ph.D. in Engineering Management has been approved by the Massachusetts Department of Higher Education in March 2011 and has been approved by NEASC as a “Substantive Change” on November 18,2011. The LL.M. in Estate Planning and Elder Law was established and has thrived with full classes over the last six years. An LL.M. in Closely-Held Businesses has just completed review by the Massachusetts Department of Higher Education and, since it would be 100% online, is being submitted to NEASC as a “Substantive Change” now along with presenting the earlier LL.M. in a 100% online mode.

The creation of the College of Pharmacy is the result of about five years of planning. The Pre-Pharmacy and Pre-Physician Assistant agreements with Massachusetts College of Pharmacy and Health Sciences had been discontinued by mutual agreement in 2004. The subsequent decision to begin our own College of Pharmacy was approved by the Board of Trustees in 2007. The program has since undergone a series of external reviews. Initial review by the Massachusetts Department of Higher Education was followed by successful Pre-Candidacy review by A.C.P.E., the pharmacy accrediting association. The first class of 75 students began in the fall semester of 2011. The next step in accreditation, Candidacy, will involve a scheduled team visit in April 2012. In connection with the plans for the College of Pharmacy, our Pre-Pharmacy program began to admit students again in fall 2009.

At the baccalaureate level, the following degrees were instituted: a 100% online B.B.A. baccalaureate completion degree, a B.S. in Forensic Biology, a B.S. in Forensic Chemistry, a B.A. in Law and Society, a B.A. in Creative Writing, a B.A. in Applied Economics (subsequently discontinued), a B.S.B.A. in Arts and Entertainment Management, a B.S. in Integrated Professional Science Studies (with 6 concentrations), a B.S. in Sustainability (with 4 concentrations), a B.S. in Neuroscience, a B.S. in Information Technology (split off from the B.S. in Computer Science), “green” concentrations in Mechanical Engineering and in Electrical Engineering, a B.A. in Political Studies (subsequently discontinued), and a change in degree from “Computer Information Systems” to “Business Information Systems.” Curriculum revisions included the first four semesters in all Engineering majors, the Computer Science major, the Mathematics major, the English major, the Philosophy major, the History major, the Accounting major, the Criminal Justice major, and the Sociology major, many as the result of Program Review processes (see later). Minors were instituted in Media Studies, Women’s Studies, African American Studies, International Business, Entrepreneurship, Fine Arts, Music, Theater, Social Work, Sustainability Management, Athletic Coaching, Information Technology, Media, Computer Forensic Science, and Sustainability. The B.A. in American Studies was discontinued, as was the Manufacturing option in the Industrial Engineering major. A B.S.B.A. in Entrepreneurship and one in Pharmaceutical Business and a B.S. in Civil Engineering are scheduled to begin in fall 2012.

A Massachusetts-mandated Department of Higher Education review of “Quinn Bill eligibility” of all degree programs in Criminal Justice resulted in irreconcilable differences between the University and that Department. As the result, the University decided to phase out off-campus programs at both the bachelors and masters levels and to withdraw from the State’s review of those programs. The on-campus Bachelor of Criminal Justice successfully passed that review and subsequent ones by the State. The phase-out resulted in the closure of all of the off-campus sites by 2009. A new off-campus instructional location was established at the New England Center for Children in Southborough, MA, in connection with the Ph.D. in Behavior Analysis and approved by NEASC in conjunction with approval of that degree program. This is now the University’s only off-campus location, which now also includes the Master of Science in Applied Behavior Analysis. Both of these programs are administered through the Department of Psychology of the College of Arts and Sciences on the main campus.

All academic programs are subject to Program Review on a five-year cycle. The review involves a self-study, approval by the department, and a visit and analysis from an external reviewer. After the first five-year cycle, the Faculty Senate Program Review Committee proposed changes in materials to be contained in the self-study. These were implemented in a second five-year cycle, which is still in progress. The Program Review process is working reasonably well, as shown by the many changes in existing curricula mentioned previously.

In 2003, a new set of General Education Requirements (called "College-Wide Requirements") took effect. In addition to the usual requirements, two different requirements were implemented. In keeping with the Mission Statement, each student was required to take a three-credit course integrating liberal and professional points of view on a particular topic. Each student was also required to complete two Learning Beyond the Classroom experiences, each encompassing at least fifteen hours of experience and a reflection paper of at least 1000 words relating the experience to classroom knowledge and each experience involving a faculty or staff mentor. An Office of Learning Beyond the Classroom was implemented in Student Affairs to assist and monitor these experiences and to coordinate volunteer activities in the surrounding communities and, through Alternative Spring Break, around the country.

The General Education Requirements (now General University Requirements) were divided into five groups so that they could be analyzed over a five-year period. The Coordinator of Assessment assumed the responsibility to work with the faculty to develop assessable expectations for each specific requirement, materials to be submitted for each requirements, rubrics for the evaluations, and the selection, training, and scheduling of faculty to perform the annual assessments. When the first five-year period was completed, an evaluation was performed of the entire process with the participation of the Faculty Senate Assessment Committee, changes were made, and a second five-year pass through the requirements began (see Standard 4). At this point in time, the Faculty Senate has appointed a committee to decide whether the requirements themselves should be modified or changed significantly.

In addition to these two groups of assessment activities, each department submits an annual report on its assessment activities to the Coordinator of Assessment, who collects them and submits a summary of them to the Provost. Faculty have accepted the responsibility for articulating learning outcomes in their syllabi along with accumulating assessment evidence. This is becoming a normal part of faculty annual evaluations and tenure and promotion procedures. New faculty members are introduced to assessment concepts during New Faculty Orientation and subsequent luncheons meetings. The University also engages in more global assessment techniques, using vehicles such as NSSE, CIRP, and Your First College Year (YFCY).

The University's Fifth-Year Interim Report details the steps taken to consolidate Graduate Education, Continuing Education, and Off-Campus Programs in one office on the main campus. With the closure of the off-campus instructional sites and administrative offices, the decision was made to eliminate this consolidated central office for the graduate education and continuing education functions and to decentralize its operations to the Colleges themselves, with the marketing and enrollment management functions delegated to a new position in Enrollment Management. This decentralization also coincided with the creation of a new accelerated program for adult learners involving six- to eight-week modular courses primarily presented in hybrid or 100% online formats.

The University continues to be accredited by AACSB (all business degrees), ABET (all undergraduate engineering degrees), ABA and AALS (the J.D. degree), CSWE (the undergraduate degree in Social Work), and the Massachusetts Department of Education (all teacher-preparation degrees), and has achieved Pre-Candidacy status in Pharmacy.

The University created an Office of Institutional Research in 2002 headed by a director, added an additional researcher in 2008, and, also in 2008, repositioned the Director as responsible for Institutional Research and Planning and reporting directly to the president. As such, the office has become the central repository for assessment data and provides invaluable assistance in all assessment activities, including generation of surveys, creation of sampling methodologies, and assuming responsibility for the Graduating Senior Survey and surveys of alumni. The office also played the key role in the recent transition from College to University, coordinating all aspects from signage to the University website.

In the area of technology, the Office of Information Technology was restructured in 2009 and both Internal and External Advisory Boards were created. The University is currently transitioning email systems to Outlook Exchange and Learning Management Systems from *Manhattan*, a homebred product, to Desire2Learn. The Echo 360 Lecture Capture System is being introduced, replacing several other products. The use of Elluminate (now part of Blackboard as Collaborate, but referenced here throughout as Elluminate) is being expanded on the campus beyond the LL.M. usage in the School of Law.

"DATA FIRST" FORMS

GENERAL INFORMATION

Institution Name: Western New England University

OPE Code: ? 2226

Carnegie Classification: ? Master's M

			Annual Audit	
			Certified: Yes/No	Qualified Unqualified
Financial Results for Year Ending:	?	06/30		
Most Recent Year	?	2011	Yes	Unqualified
1 Year Prior		2010	Yes	Unqualified
2 Years Prior		2009	Yes	Unqualified

Budget / Plans		
Current Year	Fiscal Year	2012
Next Year	Fiscal Year	2013

Contact Person: ? Dr. Jerry A. Hirsch

Title: Provost and VP for Academic Affairs

Telephone No: 413-782-1247

E-mail address jerry.hirsch@wne.edu

NOTES:

Western New England officially became a university on July 1, 2011.

WNE was classified as a Master's L through 2010. Change is classification resulted primarily from the closure of the off-campus Criminal Justice programs.

Standard 1. Mission and Purposes

DESCRIPTION

The mission statement was approved by the Board of Trustees, along with the 2009-2018 *Strategic Plan*, in September 2008. It is presented along with the *Strategic Plan* in a document that is available for download, as well as in the 2011-12 *University Catalogue* (p. 6). Additionally, it appears in all major campus buildings and is available as a printed brochure.

The prelude to the mission statement provides a summary of whom and what we are: a comprehensive private institution with reputation for excellence in teaching and scholarship and a commitment to service. The University awards undergraduate, masters and doctoral degrees in various departments from among our Colleges of Arts and Sciences, Business, Engineering, and Pharmacy, and the School of Law. Western New England University is one of only a few U.S. comprehensive institutions enrolling under 5,000 students recognized with national and international accreditations at the highest levels in law, business, engineering, and social work. Located in Springfield, Massachusetts, we serve students predominantly from the northeastern U.S., but also enroll students from across the country and around the world. The majority of our full-time undergraduates (approximately 72% in fall 2011; 88% of first-time freshmen) reside on campus.

The mission, values, and vision statement of Western New England represents the core of what we represent as a community, the activities in which we engage, and the future we seek to bring about. It reflects the broad nature of our academic programs and highlights the comparatively small size of the institution relative to others with such a broad array of colleges. It begins with a description of who we are as an institution and the degrees awarded by the various Colleges within the University. Our national and international accreditations in the areas of business, engineering, law, and social work are noted. It also describes the students that we primarily serve, and the campus environment.

The mission statement then focuses on the primacy of the student at Western New England, specifically noting “an unwavering focus and attention to each student’s academic and personal development, including learning outside the classroom.” The University’s primary purpose is to provide an outstanding education supported by faculty with excellent disciplinary knowledge and a commitment to teaching and professional development. There is also an emphasis on the development of student abilities in leadership and decision-making, with a focus on both the local and global community.

The core value of excellence in teaching, research, and scholarship underscores the primary purpose of the institution and further commitment to faculty having the highest academic credentials and national recognition in their field. Student-centered learning as a core value means that we are committed to small class sizes, personalized student-faculty relationships, and student engagement both within and beyond the classroom. A sense of community means that all individuals are valued, and that there is a spirit of common purpose and ownership of the Western New England environment. Cultivation of a pluralistic society shows an institutional commitment to enhancing the communities we serve. A 2009 Economic Impact Study showed that the total annual economic impact of Western New England is $209 million in Hampden

County, where our campus is located. The total impact in the ‘Knowledge Corridor’ (an area including Hampshire, Hampden, Franklin and Hartford counties) is $260 million. Over $28 million in financial aid is annually provided to students, with more than $1 million of this going to students from Springfield.

Integrated liberal and professional learning has long been a hallmark of Western New England. One of our principal advantages is that we have the structure necessary to be a university, but are small enough to reap the benefits of a college. There are many formal linkages and collaborative activities between the different Colleges and the School of Law, and our commitment to academic, professional, and community service is a visible manifestation of the sense of community noted above. The final core value of stewardship for our campus represents commitments whose next steps are detailed in many other sections of this self-evaluation.

Our mission statement is accompanied by a vision statement that offers a vision of the critical strategic initiatives to be undertaken by Western New England from now until our centennial in 2019. Our general commitment is summarized well by the statement that “we must continue to develop as a comprehensive institution offering an integrated program of liberal and professional undergraduate and graduate education while establishing ourselves in a position of regional leadership and national recognition.”

The mission statement has led to the development of eight specific strategic directions, which are examined in detail within Standard 2. It is clear from the linkage of the mission statement to the strategic initiatives that the institution intends that the objectives outlined in the mission statement be actively utilized to guide activities and curricular development.

In addition to the University mission statement, each of the individual Colleges (Arts and Sciences, Business, Engineering, Pharmacy), and the School of Law have their own mission statements that are based on the University statement but that focus more specifically on their individual College or School. Many of the support units, such as the Office of Alumni Relations, D’Amour Library, Student Administrative Services, the Office of First Year Students & Students in Transition, Marketing and External Affairs, and Advancement have their own mission statements that are logical extensions of the University’s mission and which focus the activities of the unit.

APPRAISAL

The University’s mission guides program development, resource allocation, support unit activities, and facilities planning (e.g., the *Facilities Master Plan*). The mission defines the distinctive nature of the University, including its longstanding tradition of blending liberal and professional learning. It sets forth learner-focused goals that are in line with changing societal, technological, and educational environments.

The mission statement is reviewed as part of developing the University *Strategic Plan*, a process that takes place fully once every ten years. Specific initiatives that stem from the mission, whether at the University or College level, tie to mission in order to ensure that the values embodied in the mission are maintained. The process by which the *Strategic Plan* was developed is described in the narrative to Standard 2. However, there is no separate process by which the mission statement is periodically reviewed or revised.

PROJECTIONS

The process by which the Western New England mission statement is reviewed and revised is linked to the cycle of the University's strategic planning process. Absent unexpected changes in circumstance, this process is expected to remain in place. The appropriate length of time for regular reviews of College/School mission statements to take place should be determined by the faculty of the Colleges under the direction of the Deans.

INSTITUTIONAL EFFECTIVENESS

The preceding description and appraisal demonstrate an institution with a carefully crafted commitment to considerable self-reflection in regard to who it is and what it should be doing. Tying the review and revision of mission to the strategic planning process ensures regular attention is paid to the mission, and also that the initiatives tie to the mission. The discussion and review of Standard 2 on planning shows that Western New England makes significant use of the mission statement with regard to planning and resource allocation.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

SEE NEXT PAGE

Document	URL	Date approved by the governing board
Institutional Mission Statement	http://www1.wne.edu/aboutus/index.cfm?selection=doc.584	12/9/2008

Mission Statement published	URL	Print publication
1 Catalogue	http://www1.wne.edu/assets/24/WNEC_2011-12_sm.pdf	No
2 Academic Programs Bulletin	**Printable version of bulletin is contained in Workroom under Standard 11**	Yes
3 Strategic Plan	http://assets.wne.edu/10/WNE_StrategicPlan2.pdf	Yes

Related statements	URL	Print Publications
1 Strategic Plan	http://assets.wne.edu/10/WNE_StrategicPlan2.pdf	Yes
2 Facilities Master Plan	http://assets.wne.edu/10/FacilitiesMasterPlanExecSummary09.pdf	Yes
3. College Of Business Mission	http://www1.wne.edu/business/index.cfm?selection=doc.925	
4. College of Engineering Mission	http://www1.wne.edu/engineering/index.cfm?selection=doc.8322	
5. College of A&S Mission	https://www1.wnec.edu/artsandsciences/?dropmenu=prospective	Yes
6. College of Pharmacy Mission	http://www1.wne.edu/pharmacy/index.cfm?selection=doc.8408	
7. School of Law Mission	**See Workroon under Standard 1**	

NOTES:

The Academic Programs Bulletin is an abbreviated version of the full catalogue that does not contain course listings, directory information, etc.

Copies of the institutional mission statement are hung in all the major academic and administrative buildings of the campus.

Copies of the diversity statement are hung in all the major academic and administrative buildings of the campus.

Mission Statement

Who We Are

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

Our Mission

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

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

Our Core Values

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

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

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

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

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

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

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

Our Vision for Approaching Our Second Century

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

Standard 2. Planning and Evaluation

DESCRIPTION

Planning

The formal strategic planning process at Western New England results in a new overall strategic plan once a decade, looking forward ten years in time. There is also a five-year review that takes place halfway through each planning cycle. The development of each new plan is linked with the review and revision of our institutional mission statement, affording the opportunity for deep self-reflection about who we are, where we stand internally and externally, and where we want to go in the future.

The *Strategic Plan* adopted by the Board of Trustees in December 2008 gives eight strategic directions for Western New England to pursue through 2018. Each is noted in turn and summarized below.

Direction One: *Focus on multiple aspects of the development of the whole student.* This seeks to go beyond classroom education and traditional coursework to broaden the range of areas in which students at Western New England are able to develop as individuals while at the institution.

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.* This is a continuation from the previous strategic plan, and is indeed at the heart of any educational institution committed to continuous improvement. Of primary importance to this strategic direction is the recruitment and retention of top quality faculty members, administration, and support staff.

Direction Three: *Increase our focus on excellence in graduate and professional education, research, and scholarship, calling on our strength as a comprehensive institution.* This calls for increased emphasis on our graduate and professional programs, which will continue to require top-quality faculty who can both teach and pursue active research agendas in their disciplines. There is also a focus for increased emphasis on interdisciplinary graduate and professional programs.

Direction Four: *Promote and support Western New England's distinctive vision for internationalization throughout our entire community.* The strategic initiatives in this section follow the five major recommendations made by the Task Force on Internationalization. This recognizes the increasingly global nature of the world and the need for educated individuals to understand multiple international and cultural perspectives. It also calls for more international experiences for faculty and students, and for increasing international student enrollments.

Direction Five: *Develop and practice our vision of diversity and pluralism on campus.* This calls for increased emphasis in diversity with regard to ethnicity, gender, geographic origin, life circumstance, physical and intellectual ability, political inclination, race, religion, sexual orientation, and socio-economic status.

Direction Six: *Build upon a physical and operational environment that will support our status as a pre-eminent comprehensive institution.* This seeks significant increases in the technology available to all members of the campus community, further enabling us to enhance educational initiatives in order to educate students in more ways. There is also an emphasis on both the maintenance and expansion of our physical facilities, the latter with an eye toward sustainability.

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.* This is externally focused, a recognition that interaction with parties outside the institution can only serve to strengthen the quality of the educational experience provided by Western New England. Increased involvement on the part of our alumni and the City of Springfield can offer significant contributions in terms of knowledge sharing and mentoring to students, among other things.

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 goal arose from recognition that we had the structure of a university, but the name of a college. There are five different Colleges/Schools at Western New England: Arts and Sciences, Business, Engineering, Law, and Pharmacy. Institutions with such multiple areas of focus are more commonly known as universities, and it was considered to be time for our name to 'catch up' with who we are as an institution and where we are going. There is the additional benefit of the word 'university' being more attractive to international students, which should prove beneficial in our successful pursuit of Strategic Direction Four (internationalization).

The individual Colleges, with the exception of the College of Arts and Sciences, as well as the School of Law have their own strategic plans and are expected to achieve the initiatives outlined within them. They have ongoing strategic planning processes in place make use of them in guiding the allocation of resources and efforts in accomplishing their initiatives. Such efforts are not only a required part of maintaining their respective external accreditations, but are undertaken in the spirit of continuous improvement with respect to involvement with external stakeholders, the development of faculty intellectual capital and the generation of knowledge, and to the achievement of student learning. The College of Arts and Sciences does not at present have a strategic planning process, but instead references the *Strategic Plan* of the University for guidance. The College of Business develops a new strategic plan every three years, and has recently developed one that covers 2011 – 2014. The College of Engineering also has a strategic plan in place that covers the period 2009 – 2014. The College of Pharmacy has an Academic Master Plan that serves as their strategic planning document. The School of Law approved a new strategic plan in September 2011.

In July of 2008, the Office of Institutional Research was renamed to be the Office of Institutional Research and Planning (OIRP), reporting directly to the President. An Institutional Research Analyst position was added to the office in September of 2008.

As contained in its mission statement, the role of the OIRP is to analytically support the planning, academic, administrative, and assessment functions of the University with timely, accurate, and forward looking information. OIRP is a University-wide research and planning resource. The range of assistance presented is very broad—ranging from financial aid modeling to space analyses and alumni surveying. OIRP broadly informs, but does not make, campus policy. As such, OIRP is necessarily unbiased and does not publicly support or endorse particular viewpoints within ongoing campus debates. Instead, the Office strives to provide appropriate information and context to campus decision makers and stakeholders.

Informed by Western New England's first *Strategic Plan,* the University embarked on its largest and first-ever comprehensive campaign, *Transformations: The Campaign for Western New England College,* on July 1, 2003, with an overall goal set and attained of $20 million. Marketing and External Affairs maintains regular contact with all departments, especially the undergraduate and graduate enrollment areas and the Office of Strategic and Academic Initiatives, with regard to lead generation, online marketing, data mining, and web optimization. Collaboration is strong in order to coordinate an integrated recruitment and retention process and to create and nurture a culture that is consistent with our brand.

Evaluation

Enrollment Management maintains data on admissions, student characteristics, enrollment, retention, and degrees awarded. This includes information on applications and acceptances. Student Administrative Services maintains data on financial aid awarded, as well as registration information. These data are censused by OIRP and used generally to plan future operations and programs, or to revise policy and procedures. For example, characteristics of students who struggle academically can be identified and interventions can be formulated.

A Retention Group was appointed by the President in 2005 to identify, describe, and advise ways to address campus-wide retention issues at Western New England. The goals were to identify causes of attrition, suggest and conduct additional research, and to broadly outline possible methods of increasing retention rates. A final report was completed in 2007. New retention efforts are currently being explored under the joint leadership of Student Affairs and Academic Affairs.

Evaluation of student learning at both the academic program and University levels is described in Standard 4. Student learning is also assessed through self-reported evaluations in the National Survey of Student Engagement (NSSE), the Senior Survey, and other periodic survey administrations (e.g., Noel-Levitz SSI).

APPRAISAL

Planning

The process that led to the creation of the current mission statement and *Strategic Plan* took place over a one-year period (academic year 2007-08), involving 13 open campus community meetings, 23 biweekly Strategic Planning Committee meetings, survey data obtained from 788 undergraduate students, and focus groups from each graduate program.

Strategic Planning Team membership was diverse, drawing from many different constituencies. Faculty, administration, trustees, staff, and students were all represented in the 24-person group. Additional input was obtained from two Task Forces commissioned by President Caprio, one on Internationalization and one on Technology. The membership of the 15-person

Internationalization Task Force was comprised of faculty from each of the Colleges, as well as the Dean and Assistant Dean of the College of Arts and Sciences. The membership of the 16-person Technology Task Force was comprised of one faculty member from each College, one undergraduate student, as well as representatives from Athletics, the Office of Information Technology, Finance and Administration, Student Activities, Human Resources and the Career Center, D'Amour Library, the Law Library, Student Administrative Services, Enrollment Management, Marketing and External Affairs, and Advancement.

In addition to the Task Forces, input was obtained in the form of recommendations from other standing University committees such as the Facilities Management Committee, as well as from Strategic Planning Subcommittees on Sustainability, Diversity, and University Status.
Progress has been made toward the successful execution of many parts of the *Strategic Plan*. Movement toward the achievement of initiatives in Direction Five was advanced through the creation of the Diversity Design Committee, which supplements the existing Office of Diversity Programs and Service and the Student Affairs Diversity Taskforce. Overall the number of full-time minority undergraduates has increased from 198 in fall 2007 to 375 in fall 2011. The recruitment of diversity faculty and staff members has been less successful. At present the campus has only one full-time faculty member self-identifying as Hispanic, and seven international faculty members. In total, 15.1% of faculty are US minorities or international scholars. Less than 40% (38%) of our full-time faculty are women, an issue generally related to Business, Engineering, and Pharmacy; there is comparative balance in Law and Arts and Sciences. Minority staff represent 5% of our exempt (professional) workforce and 20% of our non-exempt (classified) workforce.

In support of Strategic Direction Three, Western New England has added many new graduate programs over the past several years, including: combined business and law degree programs (J.D./M.B.A. and J.D./M.S.A.), combined engineering and business degree program (M.S.E.M./M.B.A.), concentration in the Master of Science in Accounting (in both Taxation and Forensic Accounting and Fraud Investigation), Master of Arts in English for Teachers, Master of Arts in Mathematics for Teachers, Master of Science in Applied Behavior Analysis, Master of Education in Elementary Education, Master of Education in Curriculum and Instruction, and a Mechatronics concentration available in both the Master of Science in Electrical Engineering and Master of Science in Mechanical Engineering.

In addition to these new programs and concentrations at the Master's level, we have also added the College of Pharmacy, which will award the Pharm.D. degree. The College of Arts and Sciences has added a Ph.D. in Behavior Analysis, and the College of Engineering has added a Ph.D. in Engineering Management.

The addition of a new graduate college, as well as many new programs and concentrations in recent years, represents a strong institutional commitment to excellence in graduate and professional education. The development of two research doctorates also evidences a commitment to excellence and a new direction.

There has been significant activity in support of Strategic Direction Four. To date, the International Programs Coordinating Council has examined various options for enhancing language opportunities on campus, has worked toward encouraging expansion of curriculum with regard to diversity and internationalization, and established a subcommittee to develop plans for the Office of International Programs. In addition, the College of Business has developed a Sophomore Experience Abroad program, with 16 sophomores spending the fall 2011 in London, taking one course at Richmond University and four College of Business core courses taught by full-time faculty from Western New England, each of whom travels to London to teach a course of three weeks' duration. Students have spent semesters abroad in places such as Florence and Rome in Italy, Bond University in Australia, Dublin and Galway in Ireland, Madrid, Paris, Tel Aviv and Semester at Sea, among others. Faculty development and research grant proposals increasingly involve international travel. There have also been short travel courses to locations including England, China, Italy, South Africa, Greece, and Guatemala. The University has added a Study Abroad FAQ page to its website. We also offer an International Studies major, an International Business minor (and major for fall 2012), an International Breakfast Speaker Series, The Arthur and Rebecca Marshall Human Relations and Human Issues Lectures, and lectures sponsored by the Center for International Sport Business.

Strategic Direction Eight became a reality on July 1, 2011, when the institution formally became Western New England University. We have begun to attract international graduate students, and anticipate additional international graduate student enrollment effective with the fall 2012 graduate term and the launch of our full-time Master of Business Administration (M.B.A.) program. The full-time M.BA. program is also a sign of success with Strategic Directions Three and Four in the *Strategic Plan* (increased emphasis on graduate and professional programs and internationalization).

Since its inception, the Office of Institutional Research (and later Planning) in 2002 has worked to create census and other research files to further the analytical capacity of the University both with regard to reporting and planning. Significantly more data are collected and disseminated throughout the institution than was the case prior to the creation of the OIRP. Senior Surveys and 1-, 3-, and 5-year Alumni Surveys are now an annual process. The office also houses longitudinal and survey data from a number of standard sources including the CIRP Freshman Survey, Noel-Levitz SSI, and NSSE. In general, the OIRP functions as both a data collection and data dissemination office.

The Director of OIRP sits as a standing member of the Budget Advisory Committee, the Institutional Review Board, and Senior Staff. Additionally, the Director was cochair and founder of the University's Sustainability Council, and is an ex officio member of several standing committees including the Diversity Design Committee, the University Attainment Committee, the International Programs Coordinating Council, and the External IT Advisory Board. The Director's membership on these committees serves two primary purposes: to develop and maintain knowledge of the data needs of the institution, and to be able to acquire, gather, and provide information to these constituencies in order to enable them to better achieve their objectives.

Concluding on June 30, 2008, *Transformations: The Campaign for Western New England College* was deemed a success, with the $20 million goal exceeded by 15%. More than $23 million was raised from 8,400 donors in support of a variety of initiatives broken down into four key areas: financial aid endowment, academic quality, student enrichment, and The Fund for Western New England College.

Highlights included securing the largest outright gifts ever received by the institution, with four gifts of $1 million or higher (two from individuals, one from a family foundation, and one from a corporation) happening in the Leadership Phase of the Campaign. During the course of the Campaign, eighty new named scholarships were created, as was the Law and Business Center for Advancing Entrepreneurship. The Blake Law Center was expanded and renovated, including a new 10,500 square-foot wing. A 6,000 square-foot addition was built onto D'Amour Library, and the educational technology within the library was also enhanced. In addition, many laboratories and classrooms across the campus were provided with new educational technology. Renovations and improvements were made to the St. Germain Campus Center, both the George E. Trelease Memorial Baseball Park and the Golden Bear Multi-purpose Turf Stadium were constructed, and improvements were made to other athletic outdoor facilities.

Seventy percent of Campaign donors were alumni of the University, with 38% making their first-ever gift. Collectively, the Board of Trustees contributed 23.3% of the goal ($5.4 million). Two-thirds of the total dollars raised came from donors outside the greater Springfield region. The "Family" segment of the Campaign, led by current and former faculty and staff, yielded $717,000 given by 484 donors. Corporate giving represented 22% of the goal and exceeded $5.1 million, and foundation grants totaled $3.1 million. Planned gifts accounted for 15% of total dollars raised. To date, more than 95% of all Campaign pledges have been paid, with only $692,000 still due, and a remarkably low write-off rate of less than one percent of all pledges deemed uncollectable.

The Office of Marketing and External Affairs evaluates the progress of the institution as it relates to its marketing efforts in a number of ways. All Division managers are required to submit an annual report of each area's activities, with an analysis of progress both within the division and of the institution. In addition, the division daily monitors key metrics of marketing activity through measurements and analytics from external sources that assess performance, such as media placement outcomes with specific regard to enrollment activity; exposure from advertising and publicity efforts through social media, internal and external media coverage; and assessment of partnerships and alliances that are formed and cultivated.

Marketing and External Affairs also conducts periodic focus groups and surveys of current and prospective students, alumni, parents, and community leaders to assess effectiveness of all marketing efforts and to inform future marketing strategies and messaging.

Evaluation

The primary output of the Retention Group's 2007 recommendations was the creation of an Academic Success Center, housed in the Office of the Dean of First Year Students & Students in Transition. Two Academic Support Specialists have been hired to provide academic support to currently enrolled students through peer tutoring efforts, the supplemental instruction program, the Writing Center, and the Math Center. This commitment of two dedicated personnel has served to strengthen our efforts at meeting the academic needs of students by helping to ensure their continued enrollment at the institution.

From the most recent NSSE data set available (2009), observations regarding statistically significant differences (relative to selected peer and aspirant institutions) are presented. To enable a focus on the largest differences, only those that are significant at p < .01 are discussed. The discussion is categorized around the sections of the NSSE data presentation.

First-year Western New England students report less involvement with group projects than students at peer institutions, and they are more likely to use email to communicate with their instructors. They are also more likely to have prepared two or more drafts of an assignment before submitting it. Seniors report greater use of electronic media in completing course assignments, and they receive more prompt feedback from faculty than students at peer institutions. They were, however, less likely to have worked with classmates outside of class to prepare class assignments. Seniors also had fewer serious conversations with someone of a different race, religion, or political orientation.

First-year students find that their coursework encourages them more to apply theories or concepts to practical problems or in new situations. Seniors have fewer assigned books in their courses. First-year students and seniors have more written reports that are less than five pages in length. First-year students also report having been less likely to attend an artistic event in the past year. Both first-year and senior students were less likely to have enrolled in foreign language coursework or to have studied abroad than students in comparable institutions.

On a very positive note, first-year students and seniors report significantly better relationships with faculty members and administrative personnel. Relationships such as these are an important part of what is promised to prospective students during the admissions process.

Senior students indicate they spend less time preparing for class than do students at peer institutions. They do, however, say that Western New England better assists them in coping with non-academic responsibilities, as well in providing the support needed to thrive socially.

Western New England students find that we provide a better broad general education, with first-year students also noting that this extends to writing clearly and effectively. Both first-year and senior students also feel that the University encourages them to speak more clearly and effectively. Seniors report a greater sense of understanding themselves, and of being given encouragement to develop a personal code of values and ethics. The quality of academic advising was rated as higher for first-year and senior students than comparison institutions.

The institution holds individual level CIRP Freshmen Survey response data for all years 1998 through 2011, inclusive. Considerable data are therefore available to help support institutional planning and other initiatives. By means of illustration, the following discussion, based on general trends in our CIRP data, is organized around three main themes: (1) students' decision to attend Western New England, (2) financial aid and financing considerations, and (3) learning and social behaviors with respect to retention.

CIRP data indicate that Western New England students are more likely than the national norm to apply to five or more other institutions. We are slightly below the national norm as our students' first choice of where to attend. Over 95% of respondents say that the academic reputation of our school is 'somewhat' or 'very' important to them. Respondents place a slightly lower emphasis than the national norm on both the importance of our students getting good jobs after graduation and of whether our graduates gain admission to top graduate schools. Institutional size is considered very important by more of our students than the norm. The perceived importance of national rankings continues to increase among our students. Western New England students also indicate a slightly higher importance on the campus visit in the decision of which school to attend.

With regard to financial aid and financing considerations, students' responses tend to substantially underestimate combined student/family borrowing and modestly underestimate total grant aid. They show less concern for being able to finance their education relative to the norm, though the importance of financial assistance and the cost of attendance continue to increase.

Western New England students offer a higher self-reported need for tutoring or remedial work in English, reading, and math relative to the norm. Student behaviors regarding transfer to another college, satisfaction with their institution, participation in study abroad, and changing of major or career choice are consistent with norms. They show a lower propensity to socialize with someone from another racial or ethnic group, as compared with students from other similar institutions.

PROJECTIONS

Planning

The Colleges that have strategic plans will continue to develop them on regular cycles of recursion. The timing of these cycles is not meant to indicate that revisiting of the plans is done solely because of the external accreditation, but rather because those bodies have determined that these are the appropriate intervals at which to reconsider internal and external factors that affect both current and future challenges and opportunities facing the Colleges.

Additional opportunities for graduate and professional education will be explored by each of the Colleges and the School of Law.

The information contained in the Appraisal section shows a significant increase in internationally focused activity. The International Programs Coordinating Council will develop an information booklet to better inform and support faculty and students who want to engage in international efforts, including developing additional faculty-led international student experiences.

The Diversity Design Committee will continue to meet regularly to develop additional initiatives related to diversity, including consideration of teaching initiatives in this regard. Employment searches will continue to consider qualified candidates that bring diversity to our community.

The OIRP remains challenged by its goals of increased data centralization and encouraging the use of data resources in campus planning. Greater campus-wide knowledge of, and access to, the information that is now available, would be beneficial and will be facilitated by efforts to replace homegrown IT systems with an Enterprise system starting in 2013. The Office expects that increased use of benchmarking and adoption of institution-wide performance measures tied to strategic budgeting will encourage greater use of data resources in both department, College, and University-level planning.

As is a "best practice" immediately following a major campaign, heavy emphasis is placed on stewarding existing donors, ensuring that relationships built during the effort remain intact and that pledges still due are collected. With the University's second *Strategic Plan* in place, fundraising efforts are underway in support of the broad initiatives outlined in the Plan. Particular emphasis is being placed on raising money for faculty and undergraduate research, scholarship aid for students, and continuing physical plant improvements. With the University at the threshold of its centennial in 2019, discussions are beginning to take place as to the shape, size, and form of a next fundraising milestone that will conclude during the centennial celebration of Western New England.

Marketing and External Affairs will continue to pursue both traditional and alternative avenues to reach out to the wider community, including increased use of social media. They will also keep working to improve the University website in a number of ways, and will continue to produce multimedia stories about Western New England, its students, and its programs.

Evaluation

Funds will be allocated to initiatives to help with the retention of second-year students. This population is at risk of choosing to transfer to other institutions to complete their major field of study, and these efforts should help to hold steady or increase the number of matriculated students that choose to remain at Western New England.

We will continue to collect and analyze NSSE, CIRP, and other relevant data to identify strengths and weaknesses of the student experience at Western New England, using the results obtained in conjunction with other information in order to inform strategic and tactical planning.

INSTITUTIONAL EFFECTIVENESS

The broad spectrum of planning activity outlined and described in the narrative support for this Standard shows that Western New England is strongly committed to both self-reflection and a careful consideration of the external environment and other factors that affect us strategically and tactically in all facets of our life as an academic institution. We gather relevant data in support of our initiatives, and have a regular system of program review of each major, in addition to other assurance of learning activities that take place in our Colleges and School. The recent transition to University status has served to further energize our commitment going forward, as we approach our centennial.

Standard 2: Planning and Evaluation

Plans	Year of completion	Effective dates	URL or folder number
Strategic Plans			
Immediately prior strategic plan	1998	1999-2008	**See Workroom documents under Standard 2**
Current Strategic Plan	2008	2009-2018	http://assets.wne.edu/10/WNE_StrategicPlan2.pdf
Next strategic plan	2018	2019-2029	**Not applicable at this time**
Other institution-wide plans			
Master plan (Facilities)	2008	2008-2017	http://www1.wne.edu/aboutus/index.cfm?selection=doc.604
		also	http://assets.wne.edu/10/FacilitiesMasterPlanExecSummary09.pdf
Academic plan	2008	2008-2017	http://assets.wne.edu/10/WNE_StrategicPlan2.pdf
Financial plan			**See Workroom documents under Standard 9**
Technology plan	Various	Various	**See Workroom Documents under Standard 2: Technology Plans**
Enrollment plan	2011	For Fall '12	**See Workroom Documents under Standard 2: Admission Annual Reports**
Development plan	2011	2011-2019	**See Workroom Documents under Standard 2: Strategic Plans**

Plans for major units (e.g.,departments, library)

1 College of Business Strategic Plan	2011	2011-2014	http://www1.wne.edu/business/index.cfm?selection=doc.6363
2 College of Engineering Strategic Plan	2008	2009-2014	http://www1.wne.edu/engineering/index.cfm?selection=doc.8329
3 School of Law Strategic Plan	2011	2011-	**See Workroom documents under Standard 2: Strategic Plans**
4 College of Pharmacy Strategic Plan	2011	2011-	http://www1.wne.edu/assets/154/College_of_Pharmacy_Academic_Master_Plan.pdf
5 College of Arts and Sciences Strategic Plan	n/a	n/a	**A&S takes guidance from the University's Stratetic Plan**
4 WNEC Police Emergency Response Plan	2011	2011-	http://assets.wne.edu/28/Emergency_Response_Plan.pdf

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Evaluation

Academic program review

Program review system (colleges and departments). System last updated:	**March 8, 2007**
Program review schedule (e.g., every 5 years)	**Every 5 years**

Sample program review reports (name of unit or program)

	URL
1 **See Workroom Documents under Standard 4:**	**n/a**
2 **Academic Program Reviews**	
3	
4	
5	

System to review other functions and units

Program review schedule (every X years or URL of schedule)	**Variable**

Sample program review reports (name of unit or program)

1 **See Workroom Documents under the various**
2 **appropriate standards**
3
4

Other significant evaluation reports (Name and URL or Location)

	Date
1 **See Workroom Documents under the various**	
2 **appropriate standards.**	
3	
4	

NOTES:

The School of Law considers some aspects of its strategic plan to be sensitive regarding its marketing intentions and therefore does not post it on the website.

The College of Arts and Sciences currently utilizes the University Strategic Plan for guidance.

Standard 3. Organization and Governance

DESCRIPTION

Board of Trustees

The Board of Trustees meets quarterly to address broad questions of institutional mission and effectiveness. Board committees meet at least quarterly to fulfill their respective roles. The Board's Executive Committee meets at least once between each meeting of the full Board. Items such as the annual budget, the annual audited financial statements, investment policies, new academic programs, tenure approval, student life initiatives, facilities planning and construction, advancement matters and the appointment of new trustees are subject to regular review. Additionally, the Board has a clear view of the University's mission, and regularly questions the effectiveness of both newer initiatives and older ventures. The President reports to the Board twice a year regarding the progress toward fulfilling the *Strategic Plan* and strategic goals. Each December the President gives a "State of the University" report to the trustees concerning such issues as finances and enrollment. All those reporting directly to the University's President and representatives of the faculty and students are regular observers at Board meetings; members of the President's Senior Staff serve a staff function to Board committees.

Since 1999, the University has had a law alumnus sitting on the Board for a two-year term. This position has fostered the collaboration between of the School of Law and the Colleges of the University. Additionally, one recent graduate of an undergraduate College is appointed to serve a one-year term, and an Alumni Trustee is elected to serve one two-year term.

In 2001, the Board approved a Statement of Expectations to delineate Board duties and responsibilities. The Statement serves as an informal evaluation tool to measure Trustee performance. In fall 2011, a process was implemented such that each new Trustee is assigned a mentor. In addition, a primary function of the Committee on Trustees, to be renamed the Governance Committee, is to review each Trustee prior to reappointment to another three-year term. The President, the Chair of the Board of Trustees, and the Chair of the Committee on Trustees meet to evaluate trustees and provide input on individual trustee performance to the members of the Committee on Trustees.

In recent years, the Board has created several committees to assist with the functioning of the University. In 2007, the Board created the Investment Committee as a standing committee. The Investment Committee had previously been a sub-committee of the Finance Committee. Also in 2007, the Audit Committee of the Board was created to be responsible for the oversight and engagement of independent public accountants. The sub-committee on Compensation to the Executive Committee was approved by the Board on September 21, 2010. This committee was created to annually review the President's salary, as well as to review the compensation of Senior Staff (i.e., those reporting directly to the President). The sub-committee on Compensation is also charged with "review of the President's performance" and "along with the President establish[ing] goals for the following fiscal year" to be communicated to the Executive Committee. The process includes a review session between the President and the Chairman of the Board.

In September 2009, the Board revised its Conflict of Interest Policy to reflect new federal requirements. All Board members are expected to adhere to the Conflict of Interest Policy.

The President's Senior Staff is comprised of 10 individuals who directly report to the President: General Counsel, Vice President for Academic Affairs/Provost, Vice President for Advancement, Vice President for Marketing and External Affairs, Vice President for Strategic Initiatives & Centers for International & Academic Initiatives, Director of Institutional Research and Planning, Vice President for Student Affairs and Dean of Students, Vice President for Finance and Administration, Executive Director of Human Resources and Career Center, and Vice President for Enrollment Management. Senior Staff usually convenes twice a month to discuss both current issues and strategic initiatives. Customarily, on an annual basis, the President and Vice President of the undergraduate Student Government Association meet with Senior Staff to discuss issues relative to the student body.

Changes in Senior Staff since the mid-term report include the hiring of William J. Kelleher as Vice President of Finance and Administration in July 2008 and Jeanne Hart-Steffes as Vice President of Student Affairs and Dean of Students in July 2009. In addition, Richard Keating, Vice President of Strategic Initiatives & Centers for International & Academic Initiatives, was hired in July 2009 to lead the University's strategic initiatives in internationalization and certificate development. The Director of Institutional Research and Planning was elevated to Senior Staff in July 2008. Organizational charts have been provided to detail the University's administrative operations.

Provost, Deans, Chairs and Faculty

The Deans oversee the operation of the various academic departments in their respective Colleges/School. They are responsible for planning and executing programs to achieve the mission of their College/School. Each Dean is responsible for the hiring, development and retention of faculty and administrative staff. They serve as the link between the College/School and the upper level of the University's administration. Deans have also been engaged in securing internal and external resources in support of their mission, developing community outreach programs, and establishing articulation programs with other institutions. The Dean of the College of Business is also responsible for maintaining AACSB accreditation, the Dean of the College of Engineering is responsible for maintaining ABET accreditation, and the Dean of Arts and Sciences is responsible for maintaining the certification of the Social Work and Education programs, and the Dean of the School of Law is responsible for maintaining ABA accreditation. In all cases, the Deans are responsible for maintaining academic standards within their College, including issues of academic honesty; overseeing the strategic planning of their College; and supervising curriculum assessment and continuous improvement of academic programs. Additionally, each Dean is responsible for submitting an annual budget to the Provost's office and administering the approved budget.

The Deans' oversight of the work of the departments occurs in part through regular meetings with Department Chairs and informal meetings with individual Department Chairs as the need arises. These meetings are designed to ensure that the chairs are following through on both strategic initiatives and curricular and day-to-day operational activities. In this context, issues pertinent to the planning and effective operation of the College – including enrollment, recruitment, outreach, budget, retention, and resource needs for achieving the mission of the College and University – are discussed.

The College of Arts and Sciences has one Associate Dean and two Assistant Deans. The College of Business has one Associate Dean, and the College of Engineering has one Assistant Dean. The Associate and Assistant Deans support their respective Deans in all activities, but mostly relating to registration, graduation, recruitment, undergraduate and graduate student retention, program accreditation, and any other management duties and responsibilities assigned by the Dean. Examples of the duties of the Associate/Assistant Deans include guiding Chairs in preparing undergraduate and graduate classes based on scheduling criteria, priorities, enrollment, and program development goals; facilitating the integration of appropriate technologies and methodologies into the teaching/learning process; overseeing new full-time and adjunct faculty orientation; and supervising staff training and coordinating staffing needs.

The School of Law has three Associate and three Assistant Deans, while the College of Pharmacy employs one Associate and two Assistant Deans.

According to the Faculty Handbook, “the performance of all faculty members, tenured, tenure-track, and non-tenured, is reviewed annually by their Department Chair and Dean.” Faculty submit self-evaluation reports, student evaluations, and portfolios as part of the evaluation process. In addition, tenure-track faculty members and faculty seeking tenure and/or promotion submit their materials to the appropriate Peer Review Committee. Annual reviews provide a basis for decisions about reappointment, promotion, tenure, and salary. As part of the annual review process, untenured faculty members meet with his or her Department Chair and Dean. The Dean reviews the faculty member’s dossier and the recommendations of the Peer Review Committee and the Department Chair, and submits such with her/his own separate recommendation to the Provost.

Senior faculty – those tenured faculty with the rank of professor or associate professor with at least thirteen (13) years of teaching or academic administrative service at the University -- and faculty with equivalent experience submit abbreviated annual reviews to their Department Chairs, who prepare a written evaluation that is provided to the Dean. A full performance evaluation review, including a meeting among the Dean, the Chair, and the senior faculty member in question, will only be scheduled under specific circumstances described in the Faculty Handbook.

The Deans have regular informal communication with each other and hold monthly meetings to exchange ideas. During these meetings, the Deans discuss potential collaborative projects between the Colleges that are consistent with the mission of the University and each of the Colleges.

Although the Deans do not have regularly scheduled standing meetings with the Provost, they have a direct channel of communication with the Provost. The Provost provides the Deans with unlimited opportunity to discuss issues through an open-door policy. Deans also may have immediate access to the Provost via face-to-face meetings, telephone, or e-mail.

Faculty Senate

The Faculty Senate is a representative body of the Colleges of Arts and Sciences, Business and Engineering. Each College elects four senators and the entire faculty of these Colleges elect a group of four at-large senators. The Provost is an *ex-officio* member of the body. The Chair of the Senate is elected annually, with the position circulating equally among the three undergraduate Colleges. The School of Law and College of Pharmacy do not currently have representation in the Senate; the School of Law by choice, and College of Pharmacy by virtue that it is still under development.

The Faculty Senate has a number of standing committees, each of which is chaired by a Senator. Faculty also serve on these committees and are appointed by the Senate on the recommendation of the Nomination and Rules Committee. These committees are responsible for ensuring the continued academic integrity of the curriculum through program reviews and the approval of new programs within the three Colleges. The Admission and Retention Committee is responsible for considering retention issues. The Personnel Committee makes recommendations for salary increases to the campus-wide Budget Advisory Committee (BAC). Since the last review, the Senate eliminated the Graduate Council and folded its functions into a restructured Committee on Academic Standards. In addition, the Senate recently established a committee to consider issues of online course delivery. Other Senate committees oversee program reviews, personnel issues, University-wide requirements and other administrative issues.

Budget Process

The Budget Advisory Committee (BAC) drafts the operating budget for the University on an annual basis. Since its inception in 1997, the BAC has met during the fall semester, beginning in late September, in order to develop a budget that is submitted first to the President (usually in late December) and then to the Board of Trustee's Finance Committee in January, the Executive Committee in February, and the full Board in March. In principle, if the budget is rejected at any stage, the BAC will hold additional meetings until it develops a budget that is accepted by the full Board; however, this has not happened since the BAC was created. The BAC consists of the Senior Staff other than the President of the University and the General Counsel for the University, four classified staff members, and seven faculty members – two each from the Colleges of Arts and Sciences, Business, and Engineering, plus two from the School of Law – who are appointed by the President. Pharmacy will gain representation once they are fully incorporated within the operational budget. Senior Staff are permanent members of the committee; faculty and staff serve three-year terms before being rotated off the committee. The BAC is chaired by the Vice President for Finance and Administration. Each member is expected to serve as a member of the greater University community rather than as a representative of a specific constituency. As described previously, the Personnel Committee of the Faculty Senate makes recommendations to the BAC regarding faculty compensation.

The BAC evaluates the costs and revenues anticipated by the institution in the upcoming fiscal year. With respect to costs, each department (academic and non-academic) is allocated a sum equal to the salaries of employees in their department, plus their budget from the previous fiscal year, and any additional expenses approved by the BAC in the previous budget cycle. Proposals for any new expenses not covered by existing budgets – such as additional faculty lines, new equipment, additional promotional monies, etc. – are submitted to the Vice President in charge of that area; in the case of academic departments, Chairs forward their new expenditure requests to their respective Deans, who prioritize the requests and send that list forward to the Vice President for Academic Affairs. Each Vice President in turn prioritizes the requests submitted by their subordinates. These requests are then funded according to their perceived urgency and/or utility to the University and according to how much new expenditure the BAC believes would be prudent to fund. It is important to note that only those requests deemed most necessary by the Vice Presidents are brought forward for consideration by the entire BAC. Salary increases are also recommended by the BAC and determined by the trustees, with the money allocated to such increases competing with the requests for new expenditures. Traditionally, the Personnel Committee of the Faculty Senate submits a recommendation for the percentage increase in faculty salaries; the Faculty Senate makes a recommendation based on the Personnel Committee's figures to the BAC; and the BAC takes that recommendation into account when determining increases for faculty, administration, and staff salaries.

Revenues are estimated by projecting enrollment trends and weighing the impact of institutional changes that would affect enrollment, as well as adjusting the rates of tuition, room and board, student fees, investment income, and any other potential revenue streams.

In the fall of 2010, the BAC appointed for the first time a set of subgroups to address four key components of the budget in greater depth: strategic initiatives; enrollment planning; tuition planning; and budget request review and recommendations. The enrollment planning and tuition planning subgroups were charged with carefully evaluating potential changes in their respective areas that would materially affect revenue forecasts; the strategic initiatives subgroup was charged with developing routes for achieving goals established in the University's *Strategic Plan* that may incur additional short-term costs while yielding positive long-term revenues; and the budget request review and recommendation subgroup was charged with reviewing the complete list of new expenditure requests and the salary increase proposal submitted by the Faculty Senate for the purposes of prioritizing those new expenses. These subgroups enabled members of the BAC to explore those areas in greater depth.

At the academic department level, Chairs directly supervise most of their department budgets. Money allocated to full-time and adjunct faculty salary, personnel benefits, and federally-funded work-study positions for students is understandably beyond the ability of Chairs to trim, supplement, or otherwise adjust; similarly, a department's telephone budget is not overseen by the Chair but instead funded through a mechanism beyond the purview of the Chair. All other aspects of the department's budget – including funds for conference travel and professional development, official entertainment functions, office supplies and instructional supplies, equipment, and books and art materials – are supervised directly by the Chair. The Chair is required to approve all expenses from these budgets, and may shift money from one fund to another within the budget on either a temporary (current fiscal year) or permanent basis, with approval of their Dean. Any money not spent at the end of a fiscal year (i.e., June 30) is returned to the University's budget rather than carried over into the department's budget for the next fiscal year. Departments occasionally run deficits; however, it appears that in the vast majority of cases, these deficits are related to the hiring of adjunct faculty needed to teach courses rather than to excessive discretionary spending on the part of Chairs. Significant changes or additions to a department's budget must be approved by the appropriate College Dean and/or through the University-wide budget process outlined above.

Off-Campus Programs

All of the University's previously operating off-campus programs have been discontinued, consistent with the University's move toward consolidation of its academic programs to the home campus. The doctoral program in Behavior Analysis offered in conjunction with the New

England Center for Children in Southborough is an on-campus program with off-campus components. Thus the phase-out of the Off-Campus Program Division, including the elimination of its director and staff and the closing of central and satellite offices, has been completed.

Law School Integration

Since the arrival of the current Dean of the School of Law in 2001, collaboration between this professional graduate School and the University's other academic units has noticeably increased. Examples of interdisciplinary partnerships include creation of the Law and Business Center for Advancing Entrepreneurship in 2005, the J.D./M.B.A. degree program, the Biomedical Engineering/Law program, and joint programming of the Institute for Legislative and Governmental affairs (School of Law) and the Center for International Sport Business (College of Business). In addition, law faculty members are well represented on a number of University committees, task forces, and councils that affect the greater campus community, including the Strategic Planning Committee and the Budget Advisory Committee. Further, and as noted elsewhere, a seat on the Board of Trustees is specifically designated for a School of Law alumnus.

APPRAISAL

Board of Trustees

In June-July 2010, each member of the Board of Trustees completed an online survey to assess what the Board does well and to identify issues that the Board might approach in a better fashion. Thirty-two of the 36 continuing trustees responded to the surveys. The results revealed that 91% of those responding indicated that they strongly agreed/agreed that the Board "effectively carries out its responsibilities for overseeing fiscal resources." (The other responses were neutral – no one disagreed.) Some members thought too much decision making took place in committees. However, those expressing that view appeared to recognize that expertise was likely to reside at the committee level and not at the full Board level. The members indicated that the trustees were more concerned with being kept informed than the role of the committees in the decision making process. After findings of the survey were received, the Board concluded that there was neither compelling evidence of dissatisfaction nor any need to overhaul the Trustee's governance structure.

To enhance communications between the Administration and the Board, two classrooms in the University's learning management system are accessible to the trustees. One is for all trustees. The other is for the Audit Committee. Through the classrooms, the trustees are able to access basic information about the University, such as financial information, enrollment, admissions, staffing, persistence, and financial aid – as well as a summary institutional dashboard. Additionally the classrooms allow for the immediate dissemination of information, in a secure and uniform way, in the event of a crisis requiring board awareness.

Provost, Deans, Chairs and Faculty

The governance structure includes all levels of input into academic decision-making. Consistent with the mission of the University to foster a sense of community and Direction Seven of the *Strategic Plan*, the University and each College seeks the input of all stakeholders, including outside stakeholders. However, under the structure, the faculty is in a position to review and approve academic programs.

Similarly, consistent with the University's mission to achieve "excellence in teaching and research," each faculty member – irrespective of whether or not he or she is tenured -- is evaluated by his or her Chair annually. The tenure-track faculty evaluation process protects against bias by having the Peer Review Committee of each College and the Chair supervising the faculty member submit separate reviews of each tenure-track faculty member to the appropriate Dean.

The Deans of Arts and Sciences, Business, and Engineering have developed an ongoing relationship that has fostered collaborative initiatives and generally consistent approaches to governance. Similarly, the "open door" policy of the Vice-President of Academic Affairs/Provost has allowed the Deans easy access to the Provost to allow for efficient and productive operation of their respective Colleges.

The new programs created and implemented over the last several years testify to the success and efficiency of the governance structure. The fact that each program has proceeded through several levels of review and approval is evidence of the efficacy of the governance process.

There continues to be overlap between the responsibilities of some Senate committees and campus-wide Presidential task forces. For instance, the Senate has a Committee on Diversity, which coexists with the Presidentially appointed Diversity Design Committee. Currently, the President appoints all members of the task forces and the standing committees established under the *Strategic Plan*, including the faculty representatives, without consulting the Senate.

The present composition of the Faculty Senate poses challenges to developing a sense of inclusion across the three Colleges represented. Because of its larger faculty population, Arts and Sciences consistently holds all the at-large seats and therefore a working majority within the body. In some ways, this situation has led many faculty in Business and Engineering to prefer that actions and decisions be taken by the administration rather than an Arts and Sciences-dominated Senate.

The challenge to include the School of Law and College of Pharmacy into the governance process, the concern of the faculty of the College of Engineering and the College of Business that the current allocation of voting rights gives the College of Arts and Sciences the ability to prevail or to block certain matters, and the ongoing concern that presidential task forces sometimes operate parallel to Faculty Senate committees requires the development and implementation of a revised governance structure.

The transition from college to university status prompted the institution and the faculty of all Colleges to review the structure of faculty governance. As noted above, the current Faculty Senate only has representatives from the Colleges of Arts and Sciences, Business, and Engineering. The School of Law and College of Pharmacy currently do not participate in the Senate. The Faculty Senate has appointed an ad hoc committee to review the possibility of creating a new governance structure.

Budget Process

At the University level, the BAC provides opportunities for faculty, staff, and administration to exercise some oversight over the University's overall budget. However, the BAC also typically takes the established budget for each department as a starting point for all budget discussions – meaning that there is no comprehensive review or oversight of all budget expenditures. The only known exception to this process is in the event a position is vacated, in which case a lower-salaried employee may be hired – resulting in a decrease in the budget for salary and benefits in that department. This is true for faculty as well as classified staff and administrative hires. In times of significant economic turmoil, such as that experienced during the economic downturn in the autumn of 2008, each Vice President may be requested to return a percentage of their budget on a temporary basis; these funds have then been restored at the beginning of the next budget cycle. As a result, it is difficult for the BAC to ascertain whether or not the funds are deployed optimally. The BAC's role is effectively limited to setting the percentage by which tuition and room and board will be increased; determining the amount of money designated for raises awarded to University personnel (as well as how that money should be allocated, which typically is as an across-the-board percentage given to all personnel, as a pool distributed on the basis merit, or a combination of those two options); and – as a result of the creation of the Budget Request Review subgroup in 2010 – approving increases to the budget for particular expenditures. In essence, the committee's work often boils down to pitting increases in tuition and room and board against increased salaries and new expenses.

Members of the University's faculty have also occasionally voiced displeasure at what they perceive to be their marginalization on the BAC. While faculty and classified staff comprise 11 members of the 23-person committee, they are each appointed for three-year terms on the BAC before rotating off and being replaced by a colleague. The complexity of the University's budget also means that faculty and classified staff typically spend much of their first year on the BAC learning how the budget operates, rather than participating fully in the process; this effectively cuts their useful time on the committee to two years. On the other hand, the other 12 members of the committee are permanent, and only one (the Provost/Vice-President for Academic Affairs) directly represents the academic departments of the University. Furthermore, while all members of the committee are charged with representing the interests of the University as a whole, there is some suspicion – particularly among faculty – that this does not occur and that the BAC's decisions are weighted disproportionately in favor of administrators' preferences. In addition, there is no agreement between the administration and the Faculty Senate Personnel Committee on the benchmarks to be used to evaluate faculty compensation in comparison to that at other institutions.

It is also worth noting that there is no student representation on the BAC. This means that students – whose tuition funds a great deal of the University's expenses – are unable to provide input into the budget process. Additionally, no representative from the College of Pharmacy has been appointed to the BAC as of fall 2011, although that College began offering graduate courses in the fall of 2011.

At the Deans' level and the department level, the budget process is fairly transparent and provides Deans and Department Chairs with sufficient flexibility in all areas with the exception of salaries and benefits. However, it also should be understood that departments that do not exhaust the lines their annual budget under their control must cede any net surplus at the end of the fiscal year; consequently, some departments will spend all available funds in a fiscal year, whether or not the expenditures are (strictly speaking) necessary, rather than return unused funds. This discourages departments from creating a “rainy day” fund or using savings that might be accrued over a period of time for a more vital expense. In addition, at least one Dean has questioned the wisdom of cutting a College’s salary budget when a faculty member departs, rather than allowing the Dean of that College to use any difference between a lower-salaried new faculty member and the higher-salaried departed faculty member to alleviate disparities in pay among other faculty in that College.

Off-Campus Programs

The decision to discontinue virtually all off-campus programs was made in response to a combination of factors, including concerns relative to school accreditation (e.g., AACSB), Commonwealth of Massachusetts requirements relative to Quinn Bill-qualified criminal justice programs, and long-term strategic and economic interests of the University.

Law School Integration

Traditionally and historically, the School of Law has operated semi-autonomously as a professional graduate school that at the same time is subject to the governance authority of the University. These practices have been explained to be consistent with other schools of law affiliated with a college or university. At Western New England University, this perception – if not reality – of distance is exacerbated by the School of Law being physically located in a wholly self-contained building at one corner of the 215-acre campus. On a positive note, under the tenure of the current Dean, conscious efforts have been made to mitigate this impression. Thus, recent years have seen School of Law faculty regularly participating on University committees and task forces, establishment of joint degree programs, a joint faculty appointment in law and entrepreneurship, and collaborative initiatives involving speakers and cross-mentoring/advising of students.

PROJECTIONS

Board of Trustees

The Committee on Trustees should continue to review how to encourage more robust engagement at full Board meetings. Since issues are vetted thoroughly at the committee level, the use of classrooms within the University’s learning management system should be continued to keep the full Board informed of the work of each Board committee.

Provost, Deans, Chairs and Faculty

Although the School of Law and other Colleges have collaborated in a variety of programs, including the Law and Business Center and the J.D./M.B.A., the inclusion of the School of Law into the Faculty Senate has not taken place. With the expected accreditation of the College of Pharmacy, a similar challenge will exist to include the College of Pharmacy faculty into the existing Faculty Senate structure. At the same time, the faculty of both the School of Law and College of Pharmacy appear unsure of the relevance of the Senate to their School/College. The transition to university status renders a review of the current Faculty Senate structure appropriate and necessary. The newly appointed ad hoc committee of the Faculty Senate should review the governance structure of other similarly situated academic institutions in considering the most appropriate faculty governance structure(s) for the University.

In a similar vein, as the institution develops innovative new programs, all new academic programs must be required to proceed through the established governance processes. It will be particularly necessary to define what constitutes a program requiring submission for approval. For example, does a change in the method (online, condensing course time, location of course delivery) of course delivery require approval – and by which body or bodies? This matter must be a priority for the Faculty Senate and the respective professional schools (Pharmacy and Law).

Budget Process

As suggested in the above sections, adjustments must be made to some of the University's budget practices. First, the wisdom of continuing the process of bringing forward budgets for every department year after year without examination must be brought into question. The University should consider adopting the practice of reviewing existing as well as new budget priorities to assess obsolescence, and potentially trimming existing budgets to reduce waste, on a periodic basis. In addition, a review of the entire compensation system for administrative, classified, and non-classified employees should be conducted. Such a review should consider information of appropriate comparisons and benchmarks. The BAC should also consider adopting a more intensive and detailed examination of the budget so that all members of the committee can see where and how the University is allocating resources. This may also be accompanied by a mechanism offering additional flexibility in the budget process, especially with respect to allocating money for salary increases – so that those may be targeted to employees most in need of increased salaries.

The University should investigate altering the composition of the BAC. Potential changes include adding equal representation for the College of Pharmacy; finalizing the implementation of the approved proposal for increasing the length of terms served by faculty and classified staff to four or five years; and/or adding at least one student representative (perhaps for a two-year term, in order to allow students some opportunity to gain an understanding of and have a voice in the budget process.

At the department level, it might be helpful if departments could engage in long-term budgetary planning. The current system does not allow for the carryover of funds and therefore confines a department from engaging in planning for long-term innovative programs. This would enable departments to engage in more careful long-term planning, especially with respect to purchasing equipment or making significant one-time investments. It is worth noting that this practice may also come into conflict with any charge to the BAC made in line with the recommendations above designed to reduce waste; if the BAC is granted such a charge, it should also devise a mechanism to allow departments to protect any intentionally unspent funds if this latter recommendation is adopted.

The Faculty Senate Personnel Committee and the administration should work together to decide upon reasonable benchmarks for faculty salaries that can be employed as mutually agreed upon guiding principles in the budget process. Possible benchmarks could include a new list of comparable institutions, percentile data as published by a national organization (AAUP, CUPA), historical data on the growth in new faculty salaries, or a combination of these.

Law School Integration

Since it is unclear what outcome is desired from a fuller integration of the School of Law into the academic and social fabric of the greater University community, and given that integration efforts have been made in good faith and are ongoing, it is probably acceptable that this current posture be maintained for the time being. The physical isolation of the School of Law is neither uncommon to other schools of law that function as standalone entities, nor is this phenomenon unique to schools of law (schools sometimes acquire reputations as "silos" owing solely to their being housed in separate buildings). Further, professional schools with graduate-only programs are different from schools that primarily serve undergraduate students, and therefore are not easily assimilated into an environment with a predominantly undergraduate population. Importantly, the collegiality among the Deans of the respective Colleges at Western New England University is such that an atmosphere of receptivity favoring collaboration prevails, and it is expected that ongoing and new initiatives will contribute to a closer and strengthened relationship between the School of Law and other constituent members of the greater University community.

INSTITUTIONAL EFFECTIVENESS

Overall, the governance structure of the University has been effective. The Board of Trustees has been operating efficiently in making important decisions, including but not limited to the decision to seek University status for the institution. Similarly, the Faculty Senate has operated at a sufficiently high level to make important decisions, and to oversee the program review process. The Colleges and departments within the University have a structure in place that has encouraged the creation and implementation of new programs and collaborative programs. Finally, the BAC has operated in a manner that has led to recommendations that have placed the University in a solid financial position during a difficult economic period in the United States.

Although our appraisal of the overall governance structure has demonstrated that it is functioning and generally efficient, recommendations to strengthen certain areas of governance have been made. In general, the recommendations involve improved methods of communications between and among stakeholders, and the inclusion of certain stakeholders in the governance process or increasing the role of certain stakeholders in the governance process. It is the hope that these recommendations will safeguard the academic integrity of programs, ensure the decision-making role of the faculty in decisions involving academic programs, and ensure that decisions are made in a timely and efficient manner.

Standard 3: Organization and Governance

Attach a copy of the institution's organization charts

****SEE SELF-STUDY AND WORKROOM STANDARD 3**

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

Name of the related entity n/a

URL connection documenting relationship n/a

Governing board

URL connection to by-laws **See Workroom Under Standard 3**

URL listing names and affiliations http://www1.wne.edu/aboutus/index.cfm?selection=doc.2177

Board committees	URL or document name for meeting minutes
a. Executive Committee of the Board of Trustees	
b. Academic Affairs Comm. of the Board of Trustees	**Meeting Minutes for the Board of**
c. Audit Committee of the Board of Trustees	**Trustees and its Committees are not**
d. Development Committee of the Board of Trustees	**publicly posted.**
e. Finance Committee of the Board of Trustees	
f Investment Committee of the Board of Trustees	**Sample Minutes may be found in the**
g. Student Affairs Committee of the Bd. Of Trustees	**Workroom under Standard 3**
h. Committee on Trustees	

Major institutional committees or governance groups*	URL or document name for meeting minutes
a. Faculty Senate	**See Workroom under Standard 3**
b. Student Senate	**See Workroom under Standard 3**
c. Student Bar Association	
d. Budget Advisory Committee	**See Workroom under Standard 3**
e. Institutional Review Board	**See Workroom under Standard 11**

*Include faculty, staff, and student groups

Standard 3: Organization and Governance (Locations)

Campuses, Branches, Locations, and Modalities (See definitions, below)

	City	State or Country	Date Initiated
Main campus	Springfield	MA	1959
Other principal campuses	None		
Branch campuses	None	n/a	n/a
Other instructional locations	NECC	MA	2008

Distance Learning, e-learning	Date initiated
First on-line course	Fall 1997
First program 50% or more on-line	Aug 2002
First program 100% on-line	Aug 2002

Distance Learning, other

Modality	Date initiated
n/a	

NOTES:

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

Definitions

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

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

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

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

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

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

Standard 4. The Academic Program

DESCRIPTION

Western New England University offers undergraduate, graduate, and professional degree programs that are consistent with the University mission statement and that emphasize a blend of liberal and professional education. All undergraduate students must fulfill a core set of general education requirements through the general University requirements in addition to courses for their particular degree program. Bachelor's degrees are earned by completing at least 122 credit hours in a structured program, though undergraduate degrees in engineering and certain other degree programs can require up to 132 credit hours.

The objectives and requirements for each degree program are published in the Academic Programs book and the online catalogue. These objectives include specification of the knowledge, intellectual skills, and methods of inquiry to be acquired by the students. Programs have a coherent design, with the upper-level courses building upon foundations developed in the introductory courses. This is reflected in the published course prerequisites. The undergraduate general University requirements provide breadth (at least 40 credit hours); and a sequence of courses in the major provide depth in the discipline. Most programs have a capstone course. Each course also has published objectives in the course syllabus. In the Colleges of Business and Engineering, each department has a matrix that indicates which course(s) in the major accomplish which program objective. Many of the departments in the College of Arts and Sciences have also developed similar matrices. Thus, the course objectives are tied to the objectives of the major.

Any academic department can initiate proposals for course and curriculum additions, deletions, or other changes. These proposals are sent for evaluation to the Curriculum Committee of the appropriate College. The Committee's recommendations are brought to the respective College faculty for further discussion, and recommendations are sent to the Dean of that College. The Dean reviews these proposals and sends them to the Provost for further evaluation and appropriate action. New degree programs, after being approved by the appropriate College, are forwarded to the Undergraduate Curriculum Subcommittee or Graduate Curriculum Subcommittee of the Academic Standards Committee of the Faculty Senate as appropriate for review and recommendation to the Senate. The Senate votes to recommend either approval or disapproval of the new program. The final decision is up to the Academic Affairs Committee of the Board of Trustees, or, if a new degree type, through the Academic Affairs Committee to the full Board of Trustees. All new programs must submit an evaluation of resources needed. These requests are subsequently considered by the Budget Advisory Committee. Thus far, all approved new programs have received funding for new faculty, marketing, and operations, as needed.

Beginning in 2001-2002, all academic departments began to follow a systematic program review process for all programs. Reviews are scheduled in five-year cycles, with three to four programs reviewed each year. In this process, each department assesses the goals, outcomes, resources, and current demand for each of its degree programs. This assessment is sent to an external reviewer and to the appropriate Dean for comment, who then sends the review to the Provost and the Program Review Committee of the Faculty Senate. The Program Review Committee sends its recommendation to the Faculty Senate, which sends its recommendation to the Provost for his action. Some of the factors in the recommendations are the availability of resources, faculty expertise, and relevance to the University's mission. About one third of the course content of each degree program consists of the General University Requirements. Student learning in these core courses is also assessed on a five-year cycle with between three and eleven programs reviewed each year (see below).

When any of these processes results in the suspension or elimination of a program, or changes in the requirements of a program, students who are enrolled at that time are able to complete the program and earn a degree. The necessary courses are scheduled, even if the enrollment in these courses is lower than is ordinarily acceptable. In some cases, students are permitted to take appropriate courses as substitutes for discontinued courses. These substitutions are approved by the Chairs of each department and the Assistant Deans of each College. The substitution is recorded on the student's degree audit, and a copy is kept in the student's record.

Faculty are encouraged to generate proposals for new degree programs through their academic departments and Colleges. The Vice President for Strategic Initiatives & Centers for International & Academic Initiatives assists faculty in developing viable business plans and assists in coordinating proposals with academic and non-academic constituencies, developing partnerships, and arranging for market research.

The President approves all program eliminations or major revisions, with recommendations from the Provost. The Dean of the College that houses the program develops a thorough phase out or, in the case of changes, a revision plan that places primary consideration on students currently in the program. The cost involved in phasing out, including running course sections with enrollment that would not normally be authorized, is calculated into the plan.

A listing of new programs, eliminated programs, and revised programs may be found in the Institutional Overview to this Self-study.

In cases where the University requires the use of academic support services or facilities outside of its direct control the University negotiates memoranda of agreement with the controlling organizations for their use. These memoranda are reviewed by members of the President's staff, including the General Counsel, the Provost, the Vice President for Strategic Initiatives & Centers for International & Academic Initiatives, and the Vice President for Student Affairs. Agreements that involve significant sums of money are signed by officers of the University.

The University has taken responsibility for all aspects of student education. These include all instructional programs; selection, approval, and promotion of faculty; evaluation of student progress; registration and student records; admission and retention; and program assessment. Through the annual reporting system of each Chair and Dean, there is an organized approach to identifying areas for improvement, budgeting, and planning for the implementation of institutional mission and objectives.

Undergraduate Degree Programs

Undergraduate degrees are offered through the College of Arts and Sciences, the College of Business, and the College of Engineering. Each degree program consists of general education courses, courses for the major, and electives. Majors may be disciplinary or interdisciplinary in nature. Major requirements consist of introductory, intermediate and advanced level coursework and pre-requisites for courses are listed in the *University Catalogue* and the Schedule of Classes. The University, through its various Colleges and School, offers a number of accelerated degree programs to allow students the opportunity to complete their undergraduate degree and a graduate degree through merged curricula. All degree requirements are available through the Academic Programs book and the online *University Catalogue*, and students can access their degree audits online. Degree programs are designed to give students strong foundational knowledge, as well as in-depth study in a particular major and some majors have incorporated capstone courses and internships into their requirements. The number of credits required to complete a major will vary by College, as well as by discipline; therefore the number of electives for the students will also vary greatly from major to major.

General Education

At Western New England University, all undergraduate students in a bachelor's degree program complete at least forty semester hours in General University Requirements. The requirements are grouped into three categories—Academic, Personal Development and Learning Beyond the Classroom—with the Academic category then separated into the areas of foundations and perspectives of understanding. The foundations are mathematical analysis, oral and written communication, critical thinking, computer competence, and information literacy. The perspectives are natural science, social/behavioral science, history, cultural studies, ethics, aesthetics, and integrated liberal and professional. The Personal Development category includes a First-Year Seminar and Physical Education, Health, and Recreation. For assessment purposes, the academic areas (foundations and perspectives) and Personal Development were set up on a five-year review cycle. Learning Beyond the Classroom was reviewed for four consecutive years (2005-08), and starting in 2013 will be assessed once every five years.

Information literacy training involves two instructional sessions in each First-Year Seminar followed by an instructional session in both First-Year English I and II. Upper level discipline-specific information literacy is provided through each major at the discretion of the department and the faculty with the Information Literacy librarians assisting in the identification of courses and assignments. (See Standard Seven.)

Under the direction of the Coordinator of Assessment, systematic direct assessment of student learning through the General University Requirements has become the institutional norm since 2005. The first part of the process involves identification of the courses designed to meet each of the target competencies. Faculty teaching these courses are gathered to discuss the process and what type of information needs to be submitted. For each year of the assessment cycle, a statistically representative sample of students across courses and sections are identified by the Office of Institutional Research and Planning. Instructors are notified which students in a particular section of a course will be included in the sample, so that student work can be collected throughout the semester. During each summer, a team of faculty members assesses the evidence of student learning submitted by the instructors, using rubrics developed for each particular target competency. The faculty assessment team analyzes the results and compiles a report which is distributed to the Provost, the Faculty Senate and the relevant faculty. Follow-up meetings are held with the instructors who submitted student evidence to review the results. Evidence from the assessment informs developments and changes in the respective courses or programs.

The assessment schedule for General University Requirements has been the following:

	Cycle	Year	Areas Reviewed
1.	I	2005	Communication, Critical Thinking, Information Literacy, Personal Development, and Learning Beyond the Classroom
2.	I	2006	Mathematical Analysis, Natural Science Perspective, and Learning Beyond the Classroom
3.	I	2007	Cultural Studies Perspective, ILP Perspective, and Learning Beyond the Classroom
4.	I	2008	Historical Perspective, Social and Behavioral Sciences Perspective, and Learning Beyond the Classroom
5.	I	2009	Ethical Perspective, Aesthetics Perspective, and Computer Competence
6.	II	2010	Communication, Critical Thinking, Information Literacy, and Personal Development
7.	II	2011	Mathematical Analysis, and Natural Science Perspective

In addition, because reading and writing are closely linked, the English Department administers the Nelson-Denny standardized reading test during the fall and spring semesters each year to monitor critical reading skills in the first year.

Major or Concentration

The University offers over forty undergraduate majors within the Colleges of Arts and Sciences, Business, and Engineering. Admissions criteria vary by major program and are established by consultations involving the Provost, the Vice President for Enrollment Management, and the Faculty Senate Committee on Admissions and Retention. Decisions on “borderline” students involve the Vice President for Enrollment Management and the Dean of that College. Undergraduate students within a major or area of concentration undertake a progression of properly sequenced courses with clearly defined learning objectives that build from the foundations level to an advanced level developing the knowledge and skills necessary for that major or area of concentration. For each undergraduate program within the University, the program learning objectives and the sequence of courses pass through an extensive development and review process. In general, the departmental faculty develops and the College Curriculum Committee, College faculty, Dean, Faculty Senate, Provost and Board of Trustees evaluate and approve all new programs, with professional and national input incorporated through association standards and program accreditation such as AACSB for Business, ABET for Engineering, CSWE for Social Work, and the Massachusetts Department of Education for Education.

The program sequence of courses and learning objectives and undergraduate majors are clearly articulated within the *University Catalogue* as well as in the *Academic Programs Bulletin*. The curricula are designed to provide an in-depth understanding of an area of knowledge or practice, its methods, and theories, its principal information sources, and its interrelatedness with other areas. All undergraduate students must complete six credits of English and six credits of mathematics with grades of C- or better.

The development of learning outcomes is integral in the creation of courses, whether held on-campus or online, within each program. Faculty initiate the new course development process in their department, where they define learning outcomes for each course which are mapped to the learning objectives of the program. Course proposals then pass through a review process similar to that of programs, where courses are reviewed, evaluated and approved by the department through normal channels to the Provost. Individual course syllabi articulate specific learning outcomes for each course in the sequence, identifying the knowledge mastery, information resources, methods, and theories pertinent to an area of study. Each department and College collects and archives all syllabi pertinent to their areas. Each student within the course receives a copy of the syllabus or is directed to it online.

For programs that are designed to provide professional training the relationship between academic curriculum and field practice is articulated through the specific learning outcomes in the qualifying documents or contracts for the field experience. For example, Education students, in coordination with their field practicum, must successfully fulfill the Massachusetts Department of Education's *Preservice Performance Assessment* which addresses the guidelines for professional standards for teachers acknowledged by the student, supervising faculty and supervising practitioner. The faculty member who directs a practicum or internship keeps abreast of student progress through periodic reports from the field representative as well as student written progress reports or journals and a final paper.

In the past decade, the University has created many "five-year" accelerated baccalaureate and master's degree combinations. In each instance, the student satisfies all requirements for both degrees and all prerequisites for the master's degree. The same is true for the "3+3" program involving a baccalaureate degree and a J.D. degree, which is of long standing at the University. The School of Law has similar "3+3" programs with St. Joseph's College, Springfield College, and Assumption College. In each "3+3" arrangement, the student receives a bachelor's degree from the undergraduate institution on completing the first year of Law School.

Graduate Degree Programs

Graduate and Professional programs are offered through the College of Arts and Sciences, the College of Business, the College of Engineering, the School of Law, and the College of Pharmacy.

The College of Arts and Sciences offers the following graduate degrees: Master of Arts in English for Teachers, Master of Arts in Mathematics for Teachers, Master of Education in Elementary Education, Master of Education in Curriculum and Instruction, Master of Science in Applied Behavior Analysis, Doctor of Philosophy in Behavior Analysis.

The College of Business offers the following graduate degree programs: Master in Business Administration, Master in Business Administration Sport, Master of Science in Accounting, J.D./M.B.A. Combined Degree Program with the School of Law.

The College of Engineering offers the following graduate programs: Master of Science in Electrical Engineering, Master of Science in Mechanical Engineering, Master of Science in Engineering, Master of Science in Engineering Management, Master of Science in Engineering Management/M.BA. Combined Degree Program. The College of Engineering also offers two graduate Certificate Programs, the Greenbelt Certification and the Lean Systems Certification. A Ph.D. in Engineering Management is expected to begin in 2012.

In addition to the J.D. program, the School of Law also offers three professional joint degree programs. The Law School together with the College of Business offers a joint J.D./M.B.A. program. The Law School also offers a joint J.D./M.S.W. with Springfield College School of Social Work as well as Law School also offers a joint J.D./M.R.P. with the University of Massachusetts, Amherst. The Law School has added seven areas of concentration including Business Law, Criminal Law, Estate Planning, International and Comparative Law, Public Interest Law, Real Estate, and Concentration in Gender & Sexuality. The School of Law also offers an LL.M. program in Estate Planning and Elder Law. An LL.M program in Closely Held Businesses is expected to begin in the fall of 2012.

All dual or joint graduate and professional degrees meet the requirements for each individual degree and thus meet Commission standards.

The College of Pharmacy offers the Doctor of Pharmacy degree. The College of Pharmacy was awarded Pre-candidate accreditation status by the Accreditation Council for Pharmacy Education in January 2011, permitting the founding class to be admitted and start coursework in August 2011.

The M.S. in Applied Behavioral Analysis and the Ph.D. in Behavior Analysis are primarily conducted at the University's only off-campus instructional site, the New England Center for Children in Southborough, MA.

All of the graduate degree programs offered require that students have a solid academic foundation in the desired field. These requirements include certain prerequisites, minimum G.P.A. requirements, entrance exams, and/or certain baccalaureate degrees. Additionally, all of the graduate degree programs offered require advanced course work that includes core, foundational requirements and may include seminar, practicum, and/or skills training. Some graduate degree programs also include methods of training for students to reach proficiency and licensure in their related field.

Each graduate program has resources beyond those required for an undergraduate program in the same field. Each specifies the unique nature of the program offerings as well as the practical need for each specialization. An examination of the programs reveals that the majority of the graduate programs are practice-oriented. These involve a comprehensive survey of the field followed by a more detailed coursework. Examination of course syllabi suggests that graduate students are exposed to a progression of courses addressing increasingly difficult coursework, literature surveys, theory, and research methods. Most require a capstone course or project. All master's degrees require 30-36 credits of coursework. The University's graduate programs are heavily slanted toward professional practice and this emphasis is shown in both the programs and the scholarly expectations.

Each of the graduate programs has slightly different admission requirements. Several programs in the College of Arts and Science require the GRE examination. Programs in the College of Business require the GMAT examination, J.D. programs in the School of Law require the LSAT examination, and the College of Pharmacy requires the PCAT examination. All programs across the University require a minimum acceptable undergraduate grade point average and require transcripts from a student's undergraduate degree-granting institution. All programs also require letters of recommendation and a copy of the applicant's current resume. Each program has specific undergraduate courses required for admission, especially if the baccalaureate degree is not in the specific discipline of the graduate program.

Graduate student expectations are specific to each program and are determined by the corresponding departmental faculty. The departmental faculty is also responsible for specific program criteria (curricular and other required scholarly activities). The combination of courses and requirements in each program ensure students have the skills required for professional practice. The Provost, Deans, Department Chairs and Program Coordinators are responsible for the periodic assessment of each of the graduate programs within the program review cycle. The Provost, Deans, Department Chairs, Program Coordinators and departmental faculty are responsible for the appropriateness of the names of all degrees and other forms of academic recognition including the content and duration of each program. They are also responsible for the required and elective course offerings and the timely offering of courses.

Integrity in the Award of Academic Credit

The evaluation of student learning or achievement and the award of credit is based upon clearly stated criteria that reflect learning objectives and are consistently and effectively applied and are appropriate to the degree level at which they are applied. Faculty must include clearly state learning objectives and assessment criteria in all course syllabi. The Department Chair and Dean have an opportunity to review these at the faculty member's annual review, to assess how course learning objectives reflect the program, College, and University objectives, and to make suggestions if necessary.

The policies concerning the award of academic credit are clearly articulated in the *University Catalogue*. One credit usually corresponds to 50 minutes of classroom instruction over a 15-week semester. Laboratories, practica, internships, etc., are evaluated accordingly. Hours are adjusted for the graduate courses offered on 11-week terms. The academic content of each course offered at the University is reviewed at the time of its creation. The University does not award any credit for remedial work intended to prepare the student for collegiate study. However, undergraduate students may satisfy up to 30 credit hours of their degree requirements through demonstration and documentation of prior learning.

Academic honesty is demanded in all student work. The University's policy on academic integrity is stated in the *University Catalogue* and is expanded upon in the *Student Handbook* and the Academic Integrity Booklet given to each student upon enrollment. Students are instructed on what constitutes plagiarism and how to avoid it in their freshman composition course and first-year seminar course. A violation of the academic integrity policy results in an academic honesty hearing and may result in disciplinary action. Multiple violations may result in dismissal of the student.

Institutional requirements for continuation in, termination from, or re-admission to its academic programs are clearly stated and publicly available in the *University Catalogue*. The Academic Standards Committee of the Faculty Senate meets twice a year and serves as an appeals committee for undergraduate students who have been suspended or dismissed for academic reasons (2011-12 *University Catalogue*). Each of the graduate and professional schools has a committee which serves a similar function for their students. Students have constant access to their progress toward degree attainment through an online ASAP access portal, which includes midterm and final course grades.

The University has expanded program offerings via distance learning and through our Accelerated Degree Program (ADP). The ADP and the Bachelor of Business Administration completion program (BBA) courses are offered in the form of summer semester courses (6 weeks or 8 weeks), and 8 week courses during the normal school year. The ADP offers five different undergraduate degrees. Furthermore a small number of courses is offered during the Winterim term (10 days full time). Faculty in the Colleges of Arts and Sciences and Business and the Deans assure that the learning outcomes for online, hybrid, and accelerated courses are similar to traditional courses and that the assessment mechanisms measure student achievement similarly, yet recognize the variations in the types of assignments with various modalities.

The University has limited, but expanding, programs offered via electronically-mediated communication or at the additional instructional location. In both instances, the programs emanate pedagogically and administratively from their respective Colleges on the main Springfield campus. This is a major change for the University, which disbanded the Off Campus Programs Office in 2009. The program directors, who are full-time faculty, and the Deans assure the program outcomes replicate programs offered on campus via traditional instructional methods.

The dissolution of the Off Campus Programs Office was a major effort by the University to consolidate curriculum, administration, and instruction at the School (now College) level. The various Colleges allow for release time for the academic directors, and through our partnership with Embanet Compass Knowledge Group, the University now has access to a team of instructional designers who work closely with our full-time faculty for the M.Ed. in Curriculum and Instruction to develop online courses for that program. A Director of Recruiting and Marketing for Adult Learners in Enrollment Management provides centralized marketing and admissions functions for graduate students and part-time undergraduate students. The professional schools have their own individual enrollment management operations.

In an attempt to ensure that distance education students are appropriately identified, each student registering for a 100% online course is assigned a unique user name and password to access the University's Learning Management System.

Transfer credits for students transferring into each of the Colleges is evaluated using a number of guides, the degree audit for the appropriate curriculum, the *University Catalogue*, articulation agreements, and review by Department Chairs for courses that may be curriculum specific. All policies for academic requirements are posted on the degree audit. Each College works closely with the other Colleges within the University to evaluate transfer credits to ensure that transferred courses are equivalent. Normally credit is allowed for each course that is equivalent to a corresponding course at Western New England University provided a grade of C- or above is earned. Up to 70 credits are acceptable in transfer from two year colleges and up to 90 credits from four year institutions. Articulation agreements and transfer guides for community colleges are regularly updated. Transfer counselors at feeder schools are given Joint Admissions User Manuals so that students can plan their curricula for the maximum transfer credits.

The College of Business is guided by AACSB standards for accepting upper level credits –which states no more than 2 upper level courses may be accepted from non-AACSB accredited institutions. The College of Business only accepts core courses from AACSB accredited institutions, and has a strict adherence of the transfer policy for students currently enrolled and for those students admitted with existing transfer credits. Additional transfer credits may be applied to graduation requirements.

No more than six credit hours of transfer credit can be accepted at the graduate level. Neither professional program routinely accepts transfer credits, although the School of Law will accept one year of work from another ABA-accredited program.

Assessment of Student Learning

The University's curriculum (including the General University Requirements) reflects the University's Mission Statement in its attention to the students' academic and personal development. Expectations for student learning are clearly stated in the *University Catalogue*, and are reflected in College and program learning objectives.

The Program Review Guidelines were revised in March 2007. Each department conducts a Program Review which involves two successive years. Copies of Program Reviews are archived in the Provost's office. The assessment portions of the Program Review involve the following:

Assessment of the Major Program

A. The learning outcomes are stated.
B. A description of how the program assesses its instructional effectiveness and student growth relative to each of the program outcomes is required. Measures that determine how successful the program is in meeting the educational objectives are provided.
C. An explanation of any major changes in the last five years as a result of the assessment process is included.

Assessment of General Education within the Major

A. The department is required to identify where in the upper level courses of the major that the General Education foundation competencies (Mathematical Analysis; Critical Thinking; Written and Oral Communication; Computer Competency and Information Literacy.) can be measured.
B. Faculty collect and submit the evidence of General Education foundation competencies. As a department, they evaluate the effectiveness of student learning in their major program and make recommendations for possible change.

The Program Review includes direct and indirect assessments, as well as a review by an external evaluator. All programs use the results of the Program Review to identify strengths and weaknesses of the program, to identify areas for change, and to ultimately implement revisions to the major program.

The undergraduate majors in the College of Engineering are reviewed during their accreditation by ABET and this satisfies all elements of the program review process. Graduate programs in the College of Engineering are not accredited by ABET, and therefore are assessed as part of the five year program review cycle. The graduate degree programs in Business are assessed as part of the Association to Advance Collegiate Schools of Business (AACSB) accreditation process for the College of Business and do not require a separate program review. Undergraduate Business programs are assessed as part of the five year program review cycle. The School of Law is accredited by the American Bar Association. The College of Pharmacy currently has pre-candidate accreditation status through ACPE.

Faculty are required to include clearly stated learning objectives and assessment criteria in all course syllabi. The Department Chair and Dean have an opportunity to review these at the faculty member's annual review, to assess how course learning objectives reflect the program, College/School, and University objectives, and to make suggestions if necessary.

At the course level, faculty are required to review student learning assessments as they relate to course learning objectives in each course and identify areas for improvement in their annual reviews. Course learning objectives are drawn from major program learning objectives, College program learning objectives, and institutional learning objectives, as well as focusing on specific content mastery. Every Department Chair is required to develop an Annual Assessment Report for their Dean and the Assessment Coordinator of the College. These reports are summarized for the Provost.

The institution is proactive in seeking and using a variety of quantitative and qualitative tools to understand the experiences and learning outcomes of its students. Increased focus on gaining feedback from alumni, employers and other outside stakeholders helps in the description and assessment of student learning. Direct assessment is routinely conducted at the institutional, College, program and course levels. Indirect assessment is also routinely conducted at all levels. Some of the sources include the Graduating Senior Survey, the Alumni Survey, the National Survey of Student Engagement (NSSE), and the Annual Assessment Reports.

Newly hired faculty members are contacted during the summer before the start of the fall semester. They receive a letter from the Coordinator of Assessment which contains a link to our assessment resources. Additionally, at the start of the fall semester, new faculty members attend a luncheon to learn more about assessment at the University.

All tenure-track faculty hires must have the doctoral degree in the appropriate discipline or a related relevant area. In a few practice-oriented disciplines where the doctorate is not normally granted, the appropriate master's degree is required. The doctoral degree is required for full-time faculty teaching in a graduate program. These graduate faculty are often granted released time for scholarly work. If so, the scholarly expectations exceed those for faculty exclusively involved in undergraduate programs. For example, newly hired College of Business graduate faculty are expected to produce three publications in peer-reviewed journals and two conference presentations in the first five years in order to receive one course released time each semester. After the first five years, the standard is two journal publication and three conference presentations every five years. School of Law and College of Pharmacy faculty have smaller teaching loads and greater scholarly expectations, especially since all full-time Pharmacy faculty are on twelve-month contracts. Faculty in Ph.D. programs have teaching loads and scholarly expectations paralleling those in the two professional schools, plus receive additional recognition based on the number of students mentored and number of student dissertations completed.

The University has filed several substantive change requests with the Commission. Approved requests include the implementation of the Ph.D. in Behavior Analysis, offering the M.B.A. and

M.S.A. degrees 100% online, creating a contract with Embanet to offer the M.Ed. in Curriculum and Instruction with their assistance, and implementing the Ph.D. in Engineering Management.

APPRAISAL

The academic program assessment process at Western New England University has matured over the last several years and continues to do so. It provides useful information about how we satisfy our objectives set forth in the General University Requirements. The faculty members are becoming more and more involved in this five-year cycle of review and improvement. Additionally, the five-year cycle of program review to assess the overall success of our degree programs has hit its stride. The review cycles provide useful feedback to both faculty and the administration that is used to make adjustments where needed to improve student learning.

Closure of all off-campus sites for discontinued Criminal Justice programs has been completed with minimal inconvenience to students still involved in these programs. In 2009, the University closed the last off-campus Criminal Justice location at Devens, MA.

The first five-year General Education cycle was mainly about the process, developing and revising the rubrics, communicating with faculty, and making sure that assignments were designed appropriately so that students have the opportunity to truly demonstrate the target competency. Now that we are in the second five-year cycle, we are beginning to see improvement in student learning in many areas assessed, and we have been able to identify those areas that still need improvement.

When faculty score student evidence, we use a 4 point scale (4=thorough, 3=adequate, 2=limited, 1=weak, 0=unscorable). Each piece of evidence is scored by at least two faculty members. An overall score of 2.5 or better is considered "adequate". Early in the assessment process, a summer faculty assessment team set as a goal 75% of student work scored as "adequate or better" for each of the target competencies. The summary results from the summer of 2010 are shown in the table below.

Competency		**2010 Data**	
		Mean	**% scored 2.5 or better**
Written Communication	1) Structure	2.66	72.9%
	2) Thesis	2.62	70.6%
Information Literacy	Competency 1	2.83	72.0%
	Competency 2	2.13	48.1%
Critical Thinking		2.50	62.3%
Oral Communication	1) Content	3.44*	84.1%*
	2) Delivery	3.46**	92.9%**
Personal Development		3.00	85.7%
PEHR	1) Wellness	3.07	89.0%
	2) Health	2.35	46.4%

* Mean including zeroes was 2.86. (% scored 2.5 or better was 69.9%.)
**Mean including zeroes was 2.46. (% scored 2.5 or better was 65.8 %.)

A comparison of the foundations course assessments performed in 2010 to those performed in 2005 indicates marked improvement in student performance in most areas as well as greatly improved faculty understanding and involvement in the process.

Additional evidence in support of our general education program comes from the 2009 National Survey of Student Engagement data. Students are asked "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in acquiring a broad general education?" The available responses were 4 = very much, 3 = quite a bit, 2 = some, and 1 = very little. Ninety-four percent of our first-year students had a favorable response (defined as choosing either "very much" or "quite a bit"), and 92% of our seniors responded favorably. Our mean scores (3.39 for first-year students and 3.48 for seniors) were significantly higher than the mean scores at other New England private schools, selected peer institutions, and nationally, as seen in Figure 4.1. Earlier administrations of the National Survey of Student Engagement established a pattern of results which were verified by later administrations, both for first-year students and for seniors.

Within the program review processes, surveys and external reviewer comments affirm the overall effectiveness of the masters programs. Student satisfaction is high in all of them. As with the undergraduate programs, the program review processes have resulted in programmatic changes in the majority of programs.

Examining program syllabi, student journal publications, student conference publications and doctoral dissertations clearly show that the graduates of the Ph.D. program in Behavioral Analysis have independent research capabilities and have contributed to the body of knowledge in their field. A NEASC focused visit in 2010 for the Ph.D. in Behavioral Analysis indicates successful achievement of its purposes.

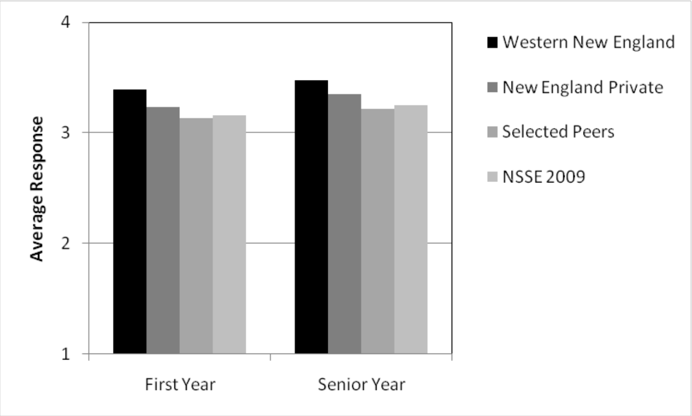

Fig. 4.1 NSSE Data for "Acquiring a Broad General Education"

Programs in the School of Law, and the Colleges of Engineering, Pharmacy and Business are evaluated for content and duration based on program/degree names by outside accrediting bodies. Several programs in the College of Arts and Science are also evaluated by outside accrediting bodies while the reminder of the programs are evaluated using self-assessment and the use of an outside reviewer for evaluation. All evaluations include appropriateness of academic recognition, content and length.

Department Chairs and Program Directors currently set the schedule of courses with input from the Assistant/Associate Deans regarding available time slots. The schedule of courses, with few exceptions, ensures that students have the opportunity to graduate in published program lengths. In the event of a student requiring a course which has not been offered in a reasonable time frame, the student works with the Department Chair and Assistant/Associate Deans to find an acceptable solution on a case by case basis. Solutions include identifying appropriate course substitutions or identifying an appropriate course that may be transferred from another institution.

Online degree audits clearly indicate which requirements students have completed, and which requirements have not yet been fulfilled. Additional support is offered through reminders from the Learning Beyond the Classroom staff, the Career Center staff for those students required to complete an academic internship, and through Early Advisory Reports available to students and academic advisors through the Office of the Dean of Freshman Students & Students in Transition.

Courses offered in abbreviated time periods include the same content, contact hours and assessment as when the courses are offered at the normal 15 week semester pace. The ADP and BBA degrees have the same course content and credit requirements as the same degree offered at the traditional pace. Time for analysis and reflection are necessarily more limited than in programs offered on the traditional timescale, but sufficient opportunity is provided.

Much research remains as the University grapples with what constitutes acceptable quality in electronically mediated communication and how that quality compares with traditional classroom instruction. Where the same course is offered using different instructional modalities, it is the responsibility of the Department Chair and Dean to ensure comparability.

The Colleges and School within the University have direct academic and administrative oversight over all degree programs, graduate, professional, and undergraduate. Thus, full-time faculty have direct control over all curricular and pedagogical issues for all degree programs at the University.

Significant attention is paid to consistent evaluation of transfer credits. Collaboration between Admissions and the Colleges works well in adhering to standards for transfer acceptance. International transfer credits continue to be a challenge. Translations and number of credit equivalents are inconsistent. The standards from country to country vary. This process is done with a greater uncertainty than that of traditional American coursework. The Law School currently requires that transcripts be translated prior to submission, but the other Colleges do not.

Articulation agreements with local community colleges are set up to guide students and advisors of the equivalent courses that should be taken. Detailed operating procedures are followed to ensure appropriate evaluation and coding of transfer credits. The process is consistent and seamless for all undergraduate programs.

Since every department must assess its major programs as well as the foundations of the General Education requirements as part of the Program Review or an accreditation review, we have noticed an increased sense of faculty ownership of the assessment process.

As stated above, every Department Chair is required to develop an annual assessment report for their Dean and the Assessment Coordinator of the University. The reports submitted by the chairs have improved greatly in recent years. The College of Engineering conducts ongoing assessment activities as required for ABET. The College of Business uses a variety of direct and indirect assessment instruments. In the College of Arts and Sciences, both the Social Work Department and the Education Department must comply with accrediting or licensing standards. The Department of Social Work has developed an extensive assessment plan to comply with the new CSWE standards. Likewise, the Education Department must meet licensing standards. This requires detailed evidence be provided to show how the standards are met. Also, all education students must pass the MTEL tests which evaluate their professional knowledge, and all of the seniors complete portfolios that contain evidence that they have met the requirements.

Some departments use portfolio assessment of program objectives. For example, the Department of Communication report lists the six core areas in which students should gain proficiency, includes the rubric used to score these areas by consensus of the faculty, and includes the analysis of the findings. Other departments use exams to measure student learning. For example, Forensic Chemistry majors were given two assessment examinations. The first was a comprehensive examination covering topics such as crime scene processing and investigation, evidence, criminal procedure, and ethical decision making processes. The average score on the comprehensive examination was 75%, and in general, the GPA within the major correlated with the assessment score. The second exam that was used was for the chemistry component of the Forensic Chemistry assessment. It was an exam from the American Chemical Society, and there is a positive correlation between major GPA and overall chemistry assessment exam performance.

Other departments have developed multi-year assessment plans. For example, the Computer Science and Information Technology Department held an assessment retreat during which the faculty created a three-year assessment plan. For the 2009-2010 year, they created rubrics for each program objective and then assessed the items collected against the rubrics. In addition the department used senior surveys. While many departments have developed thoughtful annual assessments, a few departments still have limited assessment methods.

PROJECTIONS

The second cycle of the General Education assessment will be completed in 2014 under the direction of the Coordinator of Assessment. As part of the annual process, courses designated as satisfying the general education competencies will continue to be evaluated to see if they do, in fact, include the appropriate target competencies and should continue to be so designated. Additionally, improvements in student learning will be analyzed and the results will be disseminated as part of our continuous assessment loop.

The Office of Institutional Research and Planning will administer the National Survey of Student Engagement again in spring 2012.

The University will be implementing a new Learning Management System for academic year 2012-2013 to aid in the delivery of online courses. One of the requirements for the University was that the system must contain assessment tools to measure student performance. Simultaneously, a Faculty Senate committee has been tasked to develop a set of institutional quality standards for courses offered through electronically-mediated instruction. These initiatives are all in line with the University's *Strategic Plan,* specifically Direction Two, Academic Excellence, "Sustain academic quality throughout the curriculum [by providing] the highest level of available technology."

Under the direction of the Provost, the Coordinator of Assessment will continue to work with those departments who need help developing and improving a comprehensive annual assessment plan.

In the assessment of the general education results, the areas of critical thinking and information literacy are analyzed in terms of first-year student courses as foundations. Both of these areas should also be assessed at the senior level. The Library has used an instrument called SAILS to evaluate information literacy with some success with non-freshmen (see Standard 7). All undergraduate program reviews contain a section analyzing the General Education foundations as developed within the major. These reports have not been evaluated systematically. It would therefore be appropriate for the Assessment Coordinators to perform a systematic analysis of Program Review documents to see whether these sections provide useful information regarding student learning.

The Collegiate Learning Assessment has been used by many colleges and universities as a test of critical thinking, analytic reasoning, problem solving, and written communication. While there are questions about the effective administration of this instrument and about its applicability to students such as those in Engineering, it seems clear that critical thinking might be developed using ill-structured problems such as the CLA "performance tasks". Dealing with ill-structured problems also challenges students to improve their ability to make an argument and their ability to evaluate the reasonableness of an argument. At the same time, student responses to such problems provide an opportunity to improve written communication skills. The Faculty Senate ad hoc Committee on New General Education Requirements should discuss whether these approaches should be included within a new set of requirements and, if desirable, how this might be done.

The rubrics used in the assessment of general education learning have essentially been developed in-house. The Association of American Colleges and Universities through their Valid Assessment of Learning in Undergraduate Education (VALUE) project has developed a set of rubrics to assess student learning in the various individual pieces of their Essential Learning Outcomes. The Assessment Coordinators and the Faculty Senate ad hoc Committee on New General Education Requirements should investigate whether the VALUE rubrics might be useful with a new set of requirements and/or in the department-based annual assessments.

Electronic portfolios are now commercially available in a variety of formats, including a possible module for our new Learning Management System Desire2Learn (Kodiak). The Assessment Coordinators, the Faculty Senate ad hoc Committee on New General Education Requirements and the Director of the Educational Technology Center should investigate whether e-portfolios would provide a useful vehicle to accumulate assessment materials for the General Education area and for Program Review processes. The AAC&U VALUE project also suggests that e-portfolios provide an excellent vehicle for students to become aware of their progress and to accept responsibility for the development of their learning.

INSTITUTIONAL EFFECTIVENESS

The University has established a systematic process for examining and evaluating courses and programs. This is done on the departmental, school, and institutional levels. The assessment models are designed to be summative and assist departments in making programmatic improvements.

Course evaluations are done at the end of each semester, and results are analyzed by individual faculty members and then reviewed by the Department Chair and the Dean.

Each department prepares an annual assessment report of student learning, which is submitted to the Coordinator of Assessment with summaries submitted to the Provost.

General education requirements are assessed each summer by a team of faculty members. The general education assessment process is well established at our institution and is on its second five-year assessment cycle.

The requirements specific to each degree program are assessed via the internal program review process or external accreditation processes. The University will complete the current cycle of internal program review in 2013.

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

FTE and Headcount Enrollments by location and modality

Fall 2011 For Fall term*, as of census date

Degree Level/ Location & Modality	Main campus FTE	Other Campus FTE	Branches FTE	Other Locations FTE	Overseas locations FTE	On-Line FTE	Total FTE	Unduplicated Headcount Total	**Degrees Awarded, last year**
Associates	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0
Bachelors	2,521.7	0.0	0.0	0.0	0.0	17.8	2,539.5	2,673	611
Masters	199.3	0.0	0.0	0.0	0.0	25.3	224.7	508	136
Clinical doctorates (e.g., Pharm.D., DPT, Au.D.)	75.0	0.0	0.0	0.0	0.0	0.0	75.0	75	0
Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	n/a
M.D., J.D., DDS	408.0	0.0	0.0	0.0	0.0	0.0	408.0	437	148
Ph.D.	18.0	0.0	0.0	0.0	0.0	0.0	18.0	32	4
Total Degree-Seeking	3,222.0	0.0	0.0	0.0	0.0	43.1	3,265.1	3,725	899
Non-matriculated students	7.5	0.0	0.0	0.0	0.0	0.0	7.5	0	n/a
Visiting Students	22.6	0.0	0.0	0.0	0.0	0.0	22.6	36	n/a

									Certificates awarded, last year
Students seeking certificates**	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0

*For programs that are not taught in the fall, select another term for reporting and use the institution's census date.

**Include only Title-IV eligible certificates. In column J indicate the number of certificates awarded last year.

NOTES:

WNE certificates are not Title-IV eligible. However, these students are included in graduate student enrollments and Standard Six Enrollment data as noted. Other enrollment totals for Fall 2011 therefore equal 3729.

On-line undergraduates are all in the BBA program.

On-line Master's students are enrolled through Embanet. See Self-Study Standard 4 for description of programs.

Standard 4: The Academic Program (Enrollment by UNDERGRADUATE Major)

Student Headcount by Academic Major

	For Fall Term, as of Census Date	3 Years Prior (FY2009)	2 Years Prior (FY 2010)	1 Year Prior (FY 2011)	Current Year (FY 2012)	Goal for next Year (FY 2013)
Certificate						
?	Certificates are post-Bachelors and included in					
	graduate enrollment					
	Total	-	-	-	-	-
Associate						
?	Liberal Studies	4	2	1	-	-
?	Undeclared					
	Total	4	2	1	-	-
Baccalaureate						
?	Accounting	170	188	192	173	180
	BA Liberal Studies	25	18	15	12	10
	Bachelors of Business Administration	47	50	48	37	40
	General Biology	47	64	85	94	95
	Molecular Biology	10	4	1	-	-
	Business Information Systems	10	19	11	15	15
	Biomedical Engineering	35	38	58	75	75
	BS Law Enforcement	70	61	14	9	-
	Chemistry	21	18	23	20	20
	Computer Information Systems	13	9	3	1	-
	Criminal Justice	156	174	166	206	220
	Communication (including concentrations)	97	105	95	106	110
	Computer Science (including concentrations)	36	32	35	34	35
	Economics	12	11	11	8	10
	Elementary Education (including concentrations)	60	59	65	50	50
	Electrical Engineering (including concentrations)	90	94	89	90	90
	English (including Creative Writing)	52	52	49	50	50
	Engineering (Exploratory Engineering)	34	28	37	56	55
	Exploratory Business	129	99	94	77	80
	Exploratory (A&S)	163	175	151	136	130
	Forensic Biology	18	16	23	27	30
	Forensic Chemistry	27	29	25	22	20
	Finance	105	85	85	86	90
	General Business	126	115	90	94	90
	History	48	39	34	22	20

Industrial Engineering	27	31	30	19	20
Integrated Liberal Studies	40	36	44	36	35
International Studies (including concentrations)	10	8	6	4	5
Information Technology	45	36	38	28	30
Law and Society	12	17	20	34	35
Mathematics	22	18	19	17	15
Mechanical Engineering	149	157	184	188	190
Management	141	127	116	107	100
Sport Management	262	213	189	156	150
Marketing	61	50	51	48	40
Marketing, Communication/Advertising	82	75	72	59	50
Neuroscience	--	--	--	6	10
Non-Degree Undergraduate	28	23	28	31	30
Philosophy	10	10	8	5	5
Political Science	42	54	50	41	40
Political Studies	2	1	1	-	-
Pre-Pharmacy Studies	n/a	48	90	103	110
Psychology	198	168	186	184	190
Sociology	1	3	5	6	5
Social Work	39	40	37	42	40
Secondary Education	20	40	59	54	60
Sustainability (including concentrations)	--	--	2	5	5
Other					
Undeclared (Included in Exploratory Curricula)	See	Above			
Total	2,792	2,737	2,734	2,673	2,680
Total Undergraduate	2,796	2,739	2,735	2,673	2,680

NOTES:

All data are for October 15th enrollments.

Standard 4: The Academic Program (Enrollment by GRADUATE Major)

Student Headcount by Graduate Program

?

	For Fall Term, as of Census Date	3 Years Prior (FY2009)	2 Years Prior (FY 2010)	1 Year Prior (FY 2011)	Current Year (FY 2012)	Goal for next Year (FY 2013)
	Master's					
?						
	Law -- LLM	72	83	83	70	75
	MA in English for Teachers	28	31	24	27	25
	MA in Math for Teachers	24	29	16	16	15
	MED Curriculum and Instruction	-	-	12	40	45
	MBA (includes Sports Management)	100	111	101	111	115
	Masters in Education for Elem. Education	34	41	28	25	25
	MS Accounting (including concentrations)	46	48	51	52	55
	MS Applied Behavior Analysis	-	-	45	75	75
	MS Electrical Engineering	6	4	4	5	5
	MS Criminal Justice	3	1	-	-	-
	MS Engineering	4	4	2	2	2
	MS Engineering Management	19	30	37	39	40
	MS Mechanical Engineering			4	13	15
	Total	336	382	407	475	492
	Doctorate					
?	Behavior Analysis	14	22	28	32	35
	Engineering Management (Begins 2012)	n/a	n/a	n/a	n/a	7
	Total	14	22	28	32	42
	First Professional					
?	Law -- JD	572	552	521	437	380
	PharmD	n/a	n/a	n/a	75	150
	Total	572	552	521	512	530
	Other					
?	Non - Degree Graduates	2	5	22	33	30
	Certificate in Applied Behavior Analysis	-	7	9	4	-
	Certificate in Engr. Mgt. Quality Control	1	-	1	-	-
	Post BA TIMELI Licensure		3	3	-	-
	Non-Degree Evening Law	1	-	-	-	-
	Total	4	15	35	37	30
	Total Graduate	926	971	991	1,056	1,094

NOTES:

Certificates are included here although not Title-IV eligible.

Standard 4: The Academic Program (Credit Hours Generated)

Credit Hours Generated by Department
or Comparable Academic Unit

?
?

Undergraduate

	3 Years Prior (FY 2009)	2 Years Prior (FY2010)	1 Year Prior (FY 2011)	Current Year (FY 2012)	Goal for next Year (FY 2013)
? Arts and Sciences					
Communication	3,468	3,319	2,926	2,973	3,000
Computer Science and Information Tech	1,564	1,495	1,567	1,677	1,700
Criminal Justice and Sociology	4,864	4,753	4,365	4,656	4,800
Economics	2,872	2,918	3,019	2,430	2,500
Education	478	406	370	375	400
English	6,191	5,609	5,881	6,108	6,100
History and Political Science	4,629	4,287	4,084	3,830	3,900
Humanities	4,400	4,142	4,063	4,314	4,300
Mathematics	6,175	5,844	6,638	6,543	6,800
Neuroscience	-	-	-	51	100
Physical and Biological Sciences	5,439	6,508	7,855	8,822	8,800
Psychology	5,744	5,472	5,956	5,966	6,100
Social Work	619	607	609	744	750
Other A&S or Indepartmental	6,822	7,029	7,257	6,869	7,000
Business					
Accounting and Finance	4,470	4,383	3,756	3,774	3,500
Business Information Systems	3,576	3,216	2,913	2,748	2,600
Management	2,466	2,073	1,974	1,977	1,950
Marketing	2,133	1,791	1,701	1,479	1,450
Sport Management	1,008	946	632	735	750
Other Business or Indepartmental	5,327	4,874	4,075	3,714	4,000
Engineering					
Biomedical Engineering	287	334	315	489	550
Electrical and Computer Engineering	1,217	1,803	1,999	1,893	1,900
Industrial Engineering	455	616	696	466	500
Mechanical Engineering	1,742	1,941	2,250	2,452	2,300
Other Engineering or Indepartmental	1,908	1,766	1,392	1,783	1,400
Total	77,854	76,132	76,293	76,868	77,150

Graduate

	3 Years Prior (FY 2009)	2 Years Prior (FY2010)	1 Year Prior (FY 2011)	Current Year (FY 2012)	Goal for next Year (FY 2013)
Arts and Sciences					
Education	354	370	747	798	800
English	531	468	426	450	450
History and Political Science	-	78	-	66	-
Mathematics	294	291	171	170	170
Psychology	336	468	1,236	1,195	1,200
Other A&S or Interdepartmental	33	51	39	90	50
Business					
Accounting and Finance	909	1,050	1,107	897	900
Business and Information Systems	342	384	423	400	400

Management	366	453	579	580	580
Marketing	78	105	183	180	180
Sport Management	3	12	93	12	-
Other Business or Indepartmental	618	588	618	600	600
Engineering					
Electrical and Computer Engineering	75	27	39	57	60
Mechanical Engineering	-	21	51	72	80
Engineering Management	348	405	594	396	400
Law	19,843	19,509	18,831	14,817	12,500
Pharmacy	-	-	-	2,772	5,550
Total	24,130	24,280	25,137	23,552	23,920

NOTES:

Data are aggregated according to departmental organization in FY2010, except for dept additions. Other and indepartmental credit hours are those offered through course prefixes not assigned to individual departments. Because of the timing of the review, some FY12 credit hours for graduate credits are estimated, and undergraduate credits will not exclude anticipated spring withdrawals.

Standard 5. Faculty

DESCRIPTION

There are sufficient full-time, part-time and adjunct faculty within the University to fulfill their responsibilities, including advising, research, and shared governance as described in the Law Faculty, Pharmacy Faculty, and Faculty Handbooks.

Western New England University fills clearly defined tenure-track faculty positions with individuals possessing terminal degrees appropriate to the field and level of assignment, evidence or potential for scholarship, and a vita that demonstrates an appropriate combination of creative activities, ability to teach, relevant professional experience, training, or other credentials. In addition to traditional full-time faculty, the University has the category of Professional Educator (PE), which is on a renewable, non-tenure track contract. Professional Educator and Executive-in-Residence positions require at least a master's degree. Normal faculty workloads are 12 credit hours of course work per semester. Compared with fall 2005, the number of full-time faculty (including Law and Pharmacy) has increased from 164 to 205 in the fall 2011. The number of full professors increased from 57 to 75 in the fall 2011. Tenured faculty (only associate and full professors) constituted 56% of full-time faculty in fall 2011 as compared to 62% in fall 2005. Women made up 35% of full-time faculty in fall 2005 and 38% in fall 2011. Diversity data for faculty are found in Standard 2.

The University utilizes part-time and adjunct faculty appointed as Lecturers, Senior Lecturers, and as Executives in Residence by Deans. Deans or Department Chairs as appropriate work with adjuncts/part-time faculty for performance assessment. Adjunct Faculty and Adjunct Law Faculty Handbooks define roles and responsibilities for an adjunct. Terminal degrees are preferred, master's degrees are generally acceptable, and bachelor's degrees are acceptable when there is specialized expertise or experience. Adjuncts teach on a semester basis, with no guarantees of renewal, and generally do not pursue scholarly activity or participate in University activities outside the classroom. Adjuncts submit teaching evaluations as a basis for review and reappointment. The number of adjunct instructors decreased due to the closing of off-campus programs and in 2011 was 132 adjuncts (compared to 156 in 2005). The School of Law has approximately thirty adjuncts per year. In addition, an average of 24 full-time staff members teaches one or more courses each year, and the Exempt Employee Handbook defines their responsibilities. The University does not employ graduate assistants.

When there is an open full-time faculty position, a search/personnel committee is created composed of faculty within the department/School in which a faculty position is available, with one additional faculty member from outside the department/School whose expertise is relevant to the position. A Department Chair (Colleges) or Dean (Law School) is responsible for the search. Governance rules of the Law School additionally require a sixty per cent vote of the faculty in order to authorize the Dean to extend an offer of a faculty position. The University President decides on the following recommendations by the Search/Personnel Committee, and the Department Chair and/or Dean and Vice President for Academic Affairs issues the formal letter of appointment. The Office of the Vice President for Academic Affairs issues all contracts for staff with academic responsibilities. Full-time faculty (tenured and untenured) in the Colleges and the Law School sign nine-month contracts annually. College of Pharmacy faculty sign 12-month contracts.

Supporting documentation that includes the reason for the recommendation as well as the concerns of dissenting committee members is required for a recommendation to hire. Departments are required to consider staffing profiles that are representative of University diversity goals in accordance with the *Strategic Plan*, and that will expose students to a faculty with a broad range of intellectual and professional perspectives. The University advertises in national publications, and candidates are judged on their abilities in compliance with the non-discriminatory requirements of the law.

The annual review process allows for fair and equitable evaluation of faculty performance and serves as a tool for continuous improvement of professional performance of the faculty. Regularly reviewed and revised Faculty Handbooks detail the process for annual faculty review and criteria for use of and definitions of evaluative ratings. All faculty members undergo annual performance evaluations; however, senior faculty members with 13 years of continuous tenure-track service may follow an abbreviated review process.

The annual review process requires faculty members to prepare a dossier that includes self-evaluation in categories of Teaching (55-65%), Professional Development/Research/Scholarship (15-35%), and Governance/University Service/Advising (10-30%). Faculty members allocate their own personal weighting to each category and report the allocations as part of review documents. Criteria represent the mission of the University as a teaching institution where scholarship, University service and advising are valued. Ratings are highly meritorious, meritorious, acceptable, or unacceptable. Faculty dossiers includes a current vita, student evaluations or summaries of evaluation of all courses taught, syllabi for all courses taught, a sample of course assignments, problem-sets, papers, and examinations or other graded work.

Through the annual faculty review process and through Program Review (see section below on Teaching and Advising) faculty are engaged and informed in ensuring that content and methods of instruction meet desired academic and professional standards and expectations that facilitate student learning. In Professional Development/Research/Scholarship, the faculty member must provide evidence of intellectual activities or related professional development engagement in accordance with appropriate Faculty Handbook definitions (see section below on Scholarship, Research, and Creative Activity). Governance/University Service/Advising requires evidence of service on appropriate University, College/School, and department committees. Faculty members inform the Dean and Chair of their plans and/or work in progress for each of the review categories for the following year, and in some cases, present multiyear plans.

The review process begins with faculty members submitting their materials to the Department Chair or Dean (see Annual Review Flowchart) and where appropriate to a Peer Review Committee. Faculty Handbooks clearly state that the burden of proof for evaluation rankings is on the evaluators. The final resulting appraisal documentation by the Dean and if appropriate, Chair, are then signed by the faculty member and a summary evaluation is forwarded to the Provost. The Dean uses these evaluations as part of the merit pay portion of salary recommendations and presents this recommendation to the Provost for submission to the President. The provost receives all annual reviews and forwards the president requests for promotion and tenure. The president reports to the Board of Trustees through the Academic Affairs Committee on applications for tenure. In the sixth year (unless otherwise indicated), the tenure dossier (guidelines available through the Provost's and Deans' Offices) is prepared and submitted. When a Chair requests tenure or promotion, the Dean may select a different Chair from a comparable discipline for a recommendation.

The organization of each College and the Law School and the current structure of the Faculty Senate as well as Budget Advisory Committee (BAC) reflect a variety of faculty governance and appointments at the College/School and University levels (see standard 3 for more detailed discussion). The addition of the College of Pharmacy has initiated interest in a new organizational and governance structure for the Faculty Senate, and the Provost has appointed a committee to investigate and report on a new model of faculty senate by May 2012.

Through Faculty and Adjunct Handbooks, the faculty personnel services contract, and a letter of agreement from the Dean, the University establishes the terms and conditions of faculty and adjunct employment. All handbooks provide a clear statement of expectations, processes and deadlines for timely compliance with appropriate faculty processes. Full-time faculty comply with these terms and conditions through the annual review process detailed above. Only full-time faculty handbooks completely provide guidelines that detail responsible and ethical faculty action, procedures for grievances, and dismissal. The University prints and distributes policy statements and guidelines related to conduct and ethical behavior through other media including manuals, e.g., Sexual Discrimination/Conduct Policy Statement, the University web site, and/or other statements issued directly from the Human Resources Office, Office of the Dean of Students or Office of the President.

Based on data provided by the Office of Institutional Research and Planning, the Faculty Senate Personnel Committee submits an annual report to the BAC that provides a data analysis of the salaries of Arts and Sciences, Business, and Engineering faculty as compared to salaries at peer institutions. The definition of peer groups is currently under revision. The Benefits Committee, with faculty representation, annually reviews the benefits provided by the University.

Adjunct salaries have increased twice in recent years. The range of adjunct pay is now $2,500 - $3,900 for a three-credit course. Full-time faculty may teach Summer and Winterim courses at a salary range determined by faculty rank and teaching experience similar to the adjunct range. Full-time faculty in Business and Arts and Sciences may generally teach no more than one overload section per semester, although Arts and Sciences make allowances when there is expertise and need. The College of Engineering does not allow overloads for full-time faculty.

Professional development opportunities include internal and external funding for faculty. These include faculty opportunities for development grants; summer research grants; sabbatical leaves; release time for research and special administrative assignments; annual travel allotments to attend professional meetings, conferences, or short courses; a tuition reimbursement program for courses leading to degrees; reimbursement for professional societies membership fees; on-campus seminars such as the Wellen Davison seminar, the Clason Lecture series, the Speakers Series of the Law and Business Center for Advancing Entrepreneurship, and “Share the Learning: Generating Faculty Dialogue on Teaching Practices” workshop series; and in-house technology courses and one-on-one technology instruction. Faculty provide evidence of their progress such as reports, proposals, or published papers at the end of release time, such as for course release or sabbaticals. All faculty handbooks describe professional development opportunities, which are also announced through timely campus-wide emails.

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 various sources including the University web site, *Student Handbook*, and individual Colleges/School may adopt additional codes of conduct, such as the College of Business Code of Ethics or the Law School's "Statements of Good Practice" issued by the AALS. There are clear procedural guidelines, spelled out in all faculty handbooks, for complaints of violation of faculty misconduct.

Teaching and Advising

The University requires Five-Year Program Reviews for all University academic programs, stipulating that they conform to a standardized review format, including description and appraisal in light of program objectives and student learning assessment data. These reviews also require faculty to ensure the content and methods of instruction meet generally accepted academic and professional standards and expectations. These materials are then forwarded to the Program Review Committee, which reports to the Faculty Senate. This committee shares its report with the department under review, the Dean, and Provost.

Each faculty member identifies appropriate methods of instruction and the scholarly and creative student achievement in Course Objectives on course syllabi. These Course Objectives are a requirement for each course, as stated in all faculty handbooks. All courses are required to have student evaluations, although the format varies. Each College/School approves all forms.

Professional development opportunities for faculty are discussed above. A precise description of the technological equipment, support and services available to faculty is included in Standard 8. The role of the Educational Technology and Training (ETT) group, which supports the University's Learning Management System (LMS) and other classroom technologies, is described in Standard 7 and 8. In addition, Colleges and the Law School are often assigned a staff technician assisted by a student worker.

The University continues the practice of students' first advisor being their Freshman Seminar faculty member. In the past few years, the overall advising process has become more computerized, as juniors and seniors may now register themselves online with their advisors' permission. The "Early Advisory Notification System" continues to provide systematic and timely online methods for notifying faculty advisors of potential difficulties with student course work and attendance. Work during SOAR (Summer Orientation and Registration) continues to provide invaluable information on incoming first-year students to faculty and peer advisors. Programs within the Office of First Year Students & Students in Transition have been expanded to assist students on probation. Student Disability Services now has an online presence to inform advisors and faculty of enrolled students with disabilities who require accommodations. Individual Colleges or departments and the Law School have created additional programs or documents to assist in advising, such as the "General University Requirements and A&S Requirements: A Guide for Advisors" distributed to Arts and Sciences Faculty," or a mandatory three performance review meetings with Engineering advisors each semester in the first year.

The booklet “Academic Integrity at Western New England University” is available online at the Academic Affairs website with an emphasis on plagiarism and writing papers. There is also a section in the Arts and Sciences Bulletin, fall 2011. There is no section on academic integrity in the Faculty Handbook, and there no mention of an All-University Disciplinary Board (although the Law Faculty Handbook does address academic integrity). Such sections are contained in the “*Student Code of Conduct*” in the *Student Handbook.*

Scholarship, Research, and Creative Activity

All faculty handbooks state that faculty are expected to perform professional development and/or scholarship as part of their tenure requirement and annual review. Professional development is defined as any activity that improves the faculty member’s teaching methods, teaching effectiveness, or knowledge of the discipline. Scholarship is defined as an activity that uncovers new knowledge and is expected to result in a publication or conference proceeding. Each College/School and/or department further establishes criteria as is deemed appropriate to external accreditation standards, e.g. ABET, AACSB, ABA, CSWE. The individual discipline may further define appropriate standards for acceptable scholarship. As noted above, faculty may weight scholarship and professional service from 15 to 35% of the total faculty time. Faculty are also encouraged to write external grants.

Professional development activities may include serving as an officer in a professional organization, reading journals, attending or participating in seminars, visits for the purpose of professional study, professional consulting, taking courses, developing or revising new courses, developing or experimenting with new instructional material and methods, and writing articles on teaching methods for publication in journals or presentation at conferences.
Scholarship activities may be basic, pedagogical or applied. Other examples of scholarship are patents, book reviews, textbooks, software, grant proposals, novels, short stories, essays, etc. As mentioned above, faculty demonstrate scholarly activity during annual reviews in accordance with their handbooks and further definitions by various college/school accreditations and disciplinary considerations.

The physical resources to support faculty and student research include the library (see Standard 7), laboratories, and offices (see Standard 8) provided to faculty. Faculty can apply for equipment and instrumentation funds to support research through department funds, as well as through the annual general University budget process. Technological resource support includes personal computers for each faculty and internet access. Administrative resource support includes the position of Director of Foundation Relations, accountants in the Controller’s Office, program directors, secretaries, clerical staff, laboratory technicians, employees in Information Technology, the Writing Center, the Math Center, Printing Services, Audio/Visual Services, and Librarians. The College of Arts and Sciences employs an assistant to the Dean, five staff assistants, and three laboratory technicians. The College of Business has a secretary to the Dean, a staff assistant, and three secretaries. The College of Engineering has an administrative assistant to the Dean, two staff assistants, a laboratory coordinator, two laboratory supervisors, and a machinist/model maker. The Law School also provides secretarial support for all faculty and student research assistants upon request. The Provost of the University, the Deans of Colleges/School, and Chairs of Departments, as well as various Faculty Senate committees and subcommittees involved in faculty research, scholarship, and creative activities provide further academic resources.

The Director of Foundation Relations and the Controller's office provide support for the external grant process. A standardized process is now in place to develop the proposed budget for the grant. The University has negotiated overhead rates with the Federal Government. For internal approval of an external grant application, the principal investigator needs to obtain seven signatures, including those of the Chair of the department, Dean of the College/School, Advancement Office, Controller's Office, Provost, division Vice President, and the President. The University-wide Faculty Development Subcommittee of the Faculty Affairs Committee of the Faculty Senate screens requests for faculty development grants, and the University-wide Scholarship and Research Subcommittee of the Faculty Affairs Committee of the Faculty Senate screens requests for summer research.

Currently, faculty do not exercise a substantive role in the development and administration of research policies and practices. Finance and Administration and Advancement develop and administer research policies and practices. Policies and procedures related to research, including ethical considerations and considerations of academic freedom, 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 animals or human subjects.

APPRAISAL

Guidelines and expectations of employment are disseminated to faculty through all faculty handbooks and annual faculty contract. Conditions and processes have been established in accordance with Massachusetts and Federal law as is overseen by University Counsel. Where issues or concerns arise related to faculty employment, the Deans work with the Provost and the University Counsel where appropriate to clarify or resolve the matter. A faculty committee is devoted to addressing issues surrounding faculty handbooks, including participation in the revision process when necessary. For the Colleges of Arts and Science, Business and Engineering, a committee of the Faculty Senate addresses issues. In the School of Law and the College of Pharmacy, the Faculty Affairs committee maintains the handbooks. Changes to all handbooks are discussed and implemented through the cooperative efforts of the faculty, administration, and the Board of Trustees. However, all faculty handbooks need to be more consistent with FMLA guidelines across the Colleges and Law School.

While the orientation for full-time faculty includes introduction to the regularly reviewed and updated faculty handbooks, the *Adjunct Handbook* is outdated (1996), not used consistently between Colleges, and its existence is largely unknown to the campus community. There is no formal annual evaluation process for adjuncts in the Colleges. SSI data also indicates that the University is significantly lower in student satisfaction relative to other four-year institutions on perceptions of adjunct faculty being competent as classroom instructors. However, the Law School provides the *Law Adjunct Faculty Handbook* to new adjuncts at the beginning of their first semester, pair adjuncts with a full-time faculty member mentor, orient the adjunct to the University at an annual dinner, and add new adjuncts to a listserv for confidential communication with other faculty and administration on issues affecting teaching. Further, the Law School provides adjuncts Student-Choice Teaching Awards.

The University advertises full-time positions in appropriate publications and registers for online job listservs in appropriate fields. Qualifications for all full-time faculty positions are assessed during the recruitment process and during annual evaluations of full-time faculty. The advertising of a given position includes a cost benefit analysis to determine the appropriate scope and focus. In addition, a Faculty Senate Human Relations Committee has input. However, active recruitment of diverse candidates varies widely across Colleges and the School of Law.

Faculty-student ratios improved from 19-1 to 16-1 since the last assessment period. The School of Law's most recent report to the American Bar Association noted a student/faculty ratio of 12.7 to 1. NSSE (2009) data revealed that of our first-year (FY) students in study, 93% rated their relationship with faculty members positively (mean=5.87). This percentage compares favorably with the national percentage of 73% (mean=5.21). Similarly, 92% of our seniors rated their relationship with faculty positively (mean=6.00), compared with the national average of 79% (mean=5.42). The University's average numbers have increased for both FY and senior students, while national numbers have decreased since 2005. Additionally, results from NSSE (2009) indicated that 74% of FY students indicate that they frequently get prompt verbal or written feedback from faculty members, and 50% at least occasionally spend time with faculty members on activities other than coursework. By their senior year, 32% of students have done research with a faculty member and 89% at least occasionally discuss career plans with faculty (11% never talk with faculty members about career plans).

The overall percentage of courses taught by adjunct faculty has remained relatively constant over the last few years. In academic year 2009-2010 this figure was 27.9%. By College/School, Engineering had the smallest percentage of courses taught by adjunct faculty at 7%. In Business, the percentage was 22% and in the Law School, it was 26%. The percentage of adjunct-taught sections was highest in Arts and Sciences at 32%, which also affects the experience of students in Business and Engineering Colleges who complete their General University requirements though courses in Arts and Sciences. Required FY courses are taught by adjuncts at a higher percentage than those in Arts and Sciences overall. Additionally, seven Law faculty (with overloads amounting to 21 credit hours) and only one Business professor (of four allowed, with the overload amounting to a course per term) taught overloads 2010-2011, however, 124 overloads were taught in Arts and Sciences in 2010-2011 and no overloads were taught in the College of Engineering in 2010-2011.

The faculty annual review process is implemented equitably and fairly across the University. Individual faculty members have the opportunity to raise questions or concerns about their performance. They are also able to work with the Dean and/or Chair to identify areas of concern and to receive constructive feedback designed to assist them in their own professional development. Since the time of the last self-study, criteria for faculty evaluation were changed. Previously, faculty members were evaluated on four criteria categories:

- Teaching
- Professional Development/Research/Scholarship
- Governance/University Service
- Advising

The Advising category was added to the Governance/University Service category to help remove perceived inequities in advising workload.

Faculty salaries were increased by 3% (starting in February 2011) for the 2011-2012 academic year. Concerns regarding salary increases in recent years, overall perceived inequality of salaries between the different Colleges/School, and salary compression in middle ranks were institutionally addressed by a Presidentially appointed workgroup during the summer of 2011. This workgroup proposed adjustments for mid-career faculty in the College of Arts and Sciences where the significant problems existed, and those adjustments have been implemented. Campus-wide increases for tenure and promotion were also implemented. Relative to Law Faculty recruitment, salary and benefit packages for entry-level faculty is generally competitive with other schools.

While the University's Dental Plan is optional, the most recent faculty survey indicates that there is insufficient faculty interest in formalizing the plan. For maternity leave, the University complies with federal FMLA guidelines stipulating that those eligible for maternity leave can take from 6-12 weeks of paid leave.

Teaching and Advising

The new Program Review format and cycle for the Colleges began in the 2007-2008 academic year and has proven an effective, periodic measure of program effectiveness and foundation for program revision and expansion, as is the biennial Law School Survey of Student Engagement (LSSSE) program review process.

Questions on the Noel Levitz Student Satisfaction Inventory (SSI) from April 2007 address the instruction the students are receiving from the University. Overall, student satisfaction with the University's "Instructional Effectiveness" is 5.37 (significantly higher than the average for four-year private institutions at the .05 level). Other areas where students were significantly (at .01 level or better) more satisfied with the University compared to other four-year private institutions include a faculty member caring for the student as an individual, instruction in the student's major field being "excellent," there being a good variety of courses provided on campus, faculty being available after class and during office hours, and institutional commitment for students with disabilities.

According to the SSI data, areas where the University is comparable to other four-year private institutions based on student satisfaction scores were: faculty being fair and unbiased in their treatment of individual students, the commitment to academic excellence on campus, the quality of instruction a student receives in most of their classes being excellent, the academic support services adequately meeting the needs of students, faculty providing timely feedback about a student's progress in a course, faculty being knowledgeable in their field, faculty taking into consideration student differences as they teach a course, and institutional commitment for commuters.

For various "mental activities" rated 1=very little to 4=very much, NSSE results indicated that for memorizing, analyzing, and synthesizing, first-year (FY) students were slightly above and seniors were slightly below averages for other New England private institutions, yet neither result was statistically significant. For "making judgments," both FY students and senior responses were above average, with FY results being statistically significant. For "applying," both FY student and senior responses were above average, with FY results being statistically significant.

There is an inequity in the distribution of labor for advising. Based on the retention study conducted in fall 2007 seven individuals, of whom two are administrators and one is a department chair, did 19.1% of undergraduate advising, while another three individuals did another 10.6% of advising. Additionally, students were not always advised consistently by those with the appropriate academic expertise: 11.5% of juniors and 8.9% of seniors had an advisor that is not a full-time faculty member by AAUP definitions, 19% of first-years had an advisor who is not faculty in their major (although this has dropped significantly from 30% in 2006), 25% of non-exploratory freshmen had an advisor who is not faculty in their declared major (this has dropped significantly from 38% in 2006), and 8% of seniors have an advisor who is not faculty in their major. An advising handbook would also be useful.

However, the student view of academic advising at the University is very positive in general. Noel-Levitz Student Satisfaction Inventory (SSI) data indicates students are significantly more satisfied with academic advising relative to other four-year private institutions, academic advisors being concerned about a student's success as an individual, academic advisors helping to set goals to work toward, and academic advisors being knowledgeable about requirements in a student's major. The National Survey of Student Engagement (NSSE) supports SSI data. First-year student ratings of quality of academic advising were comparable to other four-year institutions, and seniors rated academic advising as significantly more positive relative to other four-year institutions.

An advising problem may exist with part-time, evening, and older, returning learners. Noel-Levitz SSI indicates that while not statistically significant, student satisfaction with the institution's commitment to part-time students is less than the average for four-year private institutions. Satisfaction with commitment to evening students and older, returning students is significantly lower the average for four-year private institutions. Issues with advising may be contributing to these low numbers.

Although there are standard procedures concerning academic integrity, the versions differ slightly. For example, where one document refers to the Provost, another refers to the Vice President for Student Affairs. The Honor Code in the Law School is narrowly drawn, the result of a less precise version that existed prior to the adoption of the current version in the late 1990s. There is also some confusion among faculty about the policy and procedures. No clear description of an All-University Disciplinary Board and its procedures and appeals process is distributed to the faculty in general. In addition, there are no explicit guidelines for academic integrity and the use of technology and the Internet.

Scholarship, Research, and Creative Activity

College of Engineering faculty published 5 journal articles and 24 conference proceedings in 2008-2009, 4 journal articles and 25 conference proceedings in 2009-2010, and 5 journal articles and 20 conference proceedings in 2010-2011. College of Business faculty published 16 journal articles and had 19 conference proceedings and/or presentations 2008-2009, 17 journal articles, 2 case publications, 2 books, 3 published arbitration decisions, and 30 conference proceedings and/or presentations 2009-2010, and 16 peer reviewed articles, 3 books, 2 case studies, and 27 conference proceedings and/or presentations in 2010-2011. The College of Arts and Sciences compiled the following list of creative activities, scholarship and research: 10 books, 6 book chapters, and 10 book reviews; 21 creative activities, 43 refereed journal articles, and 185 presentations, workshops, and conference proceedings 2008-2009, 4 books, 23 book chapters and expository articles, and 8 book reviews; 19 creative activities, 51 refereed journal articles, and 121 presentations, workshops, and conference proceedings 2009-2010, and 5 books, 11 book chapters, and 11 book reviews; 35 creative activities, 37 refereed journal articles, 153 presentations, workshops, and conference proceedings 2010-2011. School of Law faculty published 26 journal articles, had 7 books/book chapters/book reviews, 81 presentations, 9 editorial essays/legal opinions, and 8 “other” category scholarship activities in 2008-2009. In 2009-2010, School of Law faculty had 16 articles, 5 books/book chapters/book reviews, 32 presentations, 5 editorial essays/legal opinions, and 4 “other” category scholarship activities. The College of Pharmacy scholarly record was not relevant until 2011-2012, as the College had primarily administrators (although some did publish).

In 2010-2011, Arts and Sciences granted 19 semester-long course releases (7 fall, 12 spring) for research. The College of Business typically grants one course release per semester to Academically Qualified (AQ) faculty (29 faculty 2009-10 and 29 2010-11), where the College of Business Peer Review Committee monitors AQ status annually. The College of Engineering granted 3 course releases for research with no denied requests. One Law faculty member had course relief for one semester for a special project, resulting in a published article. The College of Pharmacy faculty loads are under a different system (see College of Pharmacy Faculty Handbook), thus no formal course release is allowed unless it is grant-related.

The number of internal grants stabilized around 23 grants annually awarded during the 2007 to 2009 academic years, and then increased this past year to 28 grants awarded, representing an increase of about 30%. The Law School Dean has increased the number and value of summer research grants to the point where he awarded fourteen in each of the past two years. The number of external grants also increased significantly the last two years. The number of sabbaticals (excluding Law and College of Pharmacy Faculty) granted relative to the number of applications has also increased the last two years.

PROJECTIONS

The role of adjunct handbooks as legally binding/non-binding documents should be clarified and revised for the entire campus, and then regularly used. Adjunct evaluations across Colleges and the Law School should be standardized to allow for a more credible assessment of adjuncts. The University will need to re-evaluate and re-classify its position on graduate teaching assistants to account for new doctoral/graduate programs that support teaching fellows.

In addition to continuing to increase diversity in our student body and faculty, we need to increase diversity in academic, administrative, and staff leadership positions.

The President appointed in 2011 a Salary Equity Task Force to investigate faculty salaries, including disparities across Colleges and the Law School and alternative “benchmarks” to replace the process previously used by the Faculty Senate Personnel Committee.

Teaching and Advising

In March 2011, the Provost announced the creation of The Center for Teaching and Learning (CTL). "The Center will provide a focus for efforts and discussions related to teaching and student learning on our campus. Activities of the Center include faculty workshops on topics related to teaching and learning. The focus of the Center is to provide faculty with access to information that will help guide effective instruction and ultimately maximize student learning in our classrooms."

The Online Course committee is preparing a Student Online Course Delivery Survey to supplement preliminary results from a similar faculty survey in order to understand concerns with online courses and to be able to advocate for resources and policies that facilitate the delivery of credible and integrity-based online courses.

The University Committee on Advising and Registration is addressing issues pertaining to transfer students and is looking at advising in part-time graduate programs.

An Ad Hoc Committee on Academic Honesty has been created, and is in the process of developing a faculty survey to facilitate review and revision of Academic Integrity policies. Law faculty should consider beginning the process of updating the Honor Code; especially in light of how modern communication and computer technology have changed how students interact.

Scholarship, Research, and Creative Activity

More uniformity in the format of the annual report by the various Colleges would be beneficial, as it would allow for a much easier analysis and review. Annual reports of departments and Colleges/School should be shared with all faculty.

If the administration is inclined to put more emphasis on excellence in research and scholarship, as stated in Direction Three of the *Strategic Plan*, then external research funding should increase, and it will be necessary for a more clear structure be implemented so faculty can easily be involved in this process. Given increased costs, travel funds should be evaluated relative to their ability to support faculty travel.

As outlined in Direction Three of the *Strategic Plan*, additional release time and increased financial and physical resources should be provided to encourage faculty to engage in research and scholarship.

There are concerns over administrative support provided for the Colleges/School and the adequacy of the space required for research. Further research into these concerns should be undertaken.

Providing faculty with a substantive role in the development and administration of research policies and practices would be a valuable step forward especially in light of Direction Three of the *Strategic Plan*, "Increase our focus on excellence in research and scholarship." Streamlining the process of submitting an external grant application is necessary.

INSTITUTIONAL EFFECTIVENESS

Measures of student satisfaction and the experience of faculty in and out of the classroom each year support the claims we make to incoming students: that their professors care about students' success and will work tirelessly to help them achieve it. A record of success in research, publication and other professional activities complements faculty teaching across the Colleges/School and disciplines, all of which ensures that students experience their course subjects as part of an up-to-date, actively evolving field of study. Faculty support the recruitment of their colleagues, the procedures by which faculty are evaluated, and take advantage of support given to their professional development, all of which sets the stage for their measurable success.

However, meeting the University's goals regarding faculty diversity will require a University-wide commitment to recruiting a more diverse range of candidates. Lastly, while the total number of adjunct appointments has dropped in the last decade – in part through the closure of off-campus programs – the current level of reliance on adjunct instructors merits active re-evaluation as we implement our *Strategic Plan*. In the College of Arts and Sciences, where the percentage of courses taught by adjuncts is highest at 32%, particular attention should be given to the reliance on adjuncts to cover core, general education courses that are crucial to the initial experience of all undergraduate students at the University.

Standard 5: Faculty (Rank, Gender, Salary)

Faculty: Rank, Gender, and Salary

?

			3 Years Prior (FY 2009)		2 Years Prior (FY 2010)		1 Year Prior (FY 2011)		Current Year (FY 2012)		Next Year (FY 2013)	
		?	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty		?										
Professor	Male		49	-	54	-	52	-	50	-	50	-
	Female		20	-	20	-	19	-	25	-	25	-
Associate	Male		33	-	31	-	31	-	32	-	30	-
	Female		16	-	22	-	26	-	21	-	25	-
Assistant	Male		21	-	23	-	29	-	33	-	40	-
	Female		22	-	21	-	21	-	25	-	30	-
Instructor	Male		10	88	10	78	8	82	12	86	12	80
	Female		9	41	7	35	8	46	7	46	7	45
Other	Male		-	-	-	-	-	-	-	-	-	-
	Female		-	-	-	-	-	-	-	-	-	-
Total	Male		113	88	118	78	120	82	127	86	132	80
	Female		67	41	70	35	74	46	78	46	87	45
Total Faculty												
Professor			69	-	74	-	71	-	75	-	75	-
Associate			49	-	53	-	57	-	53	-	55	-
Assistant			43	-	44	-	50	-	58	-	70	-
Instructor			19	129	17	113	16	128	19	132	19	125
Other			-	-	-	-	-	-	-	-	-	-
Total			180	129	188	113	194	128	205	132	219	125

Salary for Academic Year		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Professor	Minimum	68,425	See	64,252	See	63,771	See	69,200	See	See	See
	Mean	106,208	Notes	108,126	Notes	105,908	Notes	107,230	Notes	Notes	Notes
Associate	Minimum	57,134		56,722		55,845		60,337			
	Mean	76,765		76,179		77,687		79,999			
Assistant	Minimum	42,410		42,410		42,834		40,000			
	Mean	67,058		67,456		69,651		71,651			
Instructor	Minimum	40,000		41,600		40,000		43,000			
	Mean	50,280		53,899		52,366		48,960			
Other	Minimum										
	Mean										

NOTES:

AAUP definitions for faculty are used above. Although we have deans and other administrators with faculty status, they hold 12 month positions and do not use faculty titles. Inclusion of these individuals obscures analysis of faculty numbers and compensation trends -- the main purpose of the table. Adjuncts are compensated on a per course basis varying by College and the number of courses taught. "Salary" information is therefore not applicable. A summary of adjunct compensaton may be found in Standard 5. FY2013 salaries by rank cannot be meaningfully estimated at this time. Increases can be expected to be commensurate with the budget expenditure projections described in Standard Nine.

Standard 5: Faculty (Degrees and Assignments)

Highest Degree, Teaching Assignment

?	3 Years Prior (FY 2009)		2Years Prior (FY 2010)		1 Year Prior (FY 2011)		Current Year (FY 2012)		Next Year (FY 2013)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Highest Degree Earned: Doctorate										
Professor	67		72		69		73	-	73	
Associate	49		53		56		52	-	54	
Assistant	40		41		49		56	-	68	
Instructor	3	56	2	51	1		3	66	3	60
Other	-		-							
Total	159	56	168	51	175	-	184	66	198	60
Highest Degree Earned: Master's										
Professor	2		2		2		2	-	2	
Associate	-		-		1		1	-	1	
Assistant	3		3		1		2	-	2	
Instructor	15	67	14	60	14		14	61	14	60
Other	-		-							
Total	20	67	19	60	18	-	19	61	19	60
Highest Degree Earned: Bachelor's										
Professor	-		-		-		-	-	-	
Associate	-		-		-		-	-		
Assistant	-		-		-		-	-		
Instructor	1	4	1	2	1		2	5	2	5
Other	-		-							
Total	1	4	1	2	1	-	2	5	2	5
Highest Degree Earned: Professional License										
Professor										
Associate										
Assistant										
Instructor										
Other										
Total	-	-	-	-	-	-	-	-	-	-

?

Fall Teaching Load, in credit hours

		FY 2009 FT	FY 2009 PT	FY 2010 FT	FY 2010 PT	FY 2011 FT	FY 2011 PT	FY 2012 FT	FY 2012 PT	FY 2013 FT	FY 2013 PT
Professor	Maximum	24		18		24		23		24	
	Median	10.5		9		10		9		10	
Associate	Maximum	21		21		34		26		24	
	Median	12		10		11		11		11	
Assistant	Maximum	18		18		22		27		22	
	Median	9		11		9		9		9	
Instructor	Maximum	19		24		25		22		22	
	Median	12		12		12		11		12	
Other	Maximum										
	Median										

Explanation of teaching load (if not measured in credit hours):

Standard 5: Faculty (Appointments and Departures)

Faculty Appointments, Tenure, Departures, and Retirements

	3 Years Prior (FY 2009)		2 Years Prior (FY 2010)		1 Year Prior (FY 2011)		Current Year (FY 2012)		Next Year (FY 2013')	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
# of Faculty Appointed										
Professor	-		2		-		-		-	
Associate	2		4		1		1		1	
Assistant	12		9		18		14		20	
Instructor	3		2		3		5		5	
Other										
Total	17	-	17	-	22	-	20	-	26	-
# of Faculty in Tenured Positions										
Professor	67		71		68		72		70	
Associate	44		46		45		42		50	
Assistant	-		-		-		-			
Instructor	-		-		-		-			
Other										
Total	111	-	117	-	113	-	114	-	120	-
# of Faculty Departing										
Professor	1		-		4		1			
Associate	5		3		1		-			
Assistant	5		1		4		4			
Instructor	2		4		2		1			
Other									7	
Total	13	-	8	-	11	-	6	-	7	-
# of Faculty Retiring										
Professor	3		3		3		2			
Associate	-		-		1		1			
Assistant	-		-		-		-			
Instructor	-		-				1			
Other					-		-		5	
Total	3	-	3	-	4	-	4	-	5	-

NOTES:

AAUP definitions are used. Therefore pror year plus new appointments minus departures/retirements do not necessarily add to the next year number as deans rotate and sabbaticals are considered in counts.

Adjunct Faculty teach on a per course basis with semester to semester appts. Data for this section do not apply as all adjunct faculty are technically appointed each time their contract is renewed, they are not tenure track positions, and do not retire from the University. See prior sheets for annual fall counts. Rank distribution for FY13 retirements/departures are not assumed.

Standard 5: Faculty (Numbers)

Number of Faculty by Department or Comparable Unit

	3 Years Prior (FY 2009)		2 Years Prior (FY 2010)		1 Year Prior (FY 2011)		Current Year (FY 2012)		Next Year (FY 2013)	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit)										
College of Arts & Sciences		62.0		56.0		74.0		76.0		78.0
Communications	6.0		6.0		6.0		6.0		7.0	
Comp. Sci. and Info. Tech	2.5		3.5		3.5		3.5		3.5	
Criminal Justice & Sociology	7.0		7.0		6.0		8.0		8.0	
Economics	6.0		6.0		5.0		5.0		5.0	
Education	3.0		3.0		3.0		3.0		3.0	
English	14.0		13.0		13.0		14.0		14.0	
History and Political Science	12.0		12.0		12.0		13.0		13.0	
Humanities	4.0		4.0		5.0		6.0		6.0	
Mathematics	11.5		11.5		11.5		11.5		11.5	
Neuroscience	n/a		n/a		n/a		2.0		2.0	
Physical/Biological Sciences	13.0		15.0		16.0		19.0		19.0	
Psychology	10.0		11.0		11.0		10.0		10.0	
Social Work	3.0		3.0		3.0		3.0		3.0	
College of Business		21.0		14.0		13.0		14.0		14.0
Accounting and Finance	9.0		11.0		11.0		11.0		11.0	
Business Info. Systems	7.0		6.0		6.0		7.0		7.0	
Business/Law	0.5		0.5		0.5		0.5		0.5	
Management	7.0		8.0		8.0		7.0		7.0	
Marketing	5.0		5.0		5.0		5.0		5.0	
Sports Management	5.0		5.0		5.0		5.0		5.0	
College of Engineering		6.0		6.0		7.0		6.0		8.0
Biomedical Engineering	3.0		4.0		4.0		4.0		4.0	
Elec. & Comp. Engineering	7.0		7.0		7.0		7.0		7.0	
Industrial Engineering	4.0		4.0		4.0		5.0		7.0	
Mechanical Engineering	7.0		7.0		7.0		7.0		9.0	
Civil Engineering	n/a		n/a		n/a		n/a		1.0	
College of Pharmacy	-	n/a	2.0	n/a	10.0	n/a	13.0	-	22.0	-
School of Law	33.5	26.0	33.5	27.0	31.5	31.0	29.5	32.0	28.5	25.0
Other		-		1.0		3.0		4.0		4.0
Off-Campus		14.0		9.0		n/a		n/a		n/a
Total	180	129	188	113	194	128	205	132	219	129

NOTES:

Most adjinct faculty are assigned to Colleges/Schools rather than individuals departments. All part-time faculty included here are adjunct faculty teaching on a per course basis. 'Other' includes adjunct faculty not assigned to a particular College or School (e.g., teaching in multiple departments). 'Off-campus' faculty are no longer applicable.

Standard 6. Students

DESCRIPTION

The University continues to focus its education on the **development of the whole student.** This commitment was reaffirmed and strengthened with the approval of the *Strategic Plan* in December 2008. Direction One of the *Strategic Plan* outlines a "focus on the multiple aspects of the development of the whole student" in order to develop citizen leaders who have the competencies, leadership and critical thinking skills to be successful.

Admissions

The University has an Enrollment Management Division that includes the Admissions Office and Student Administrative Services (SAS). The Admissions Office admits undergraduate students who meet the academic qualifications specified by the Provost/Vice President of Academic Affairs or by the individual Colleges. Applications of students whose academic indicators fall below these qualifications, but within specified ranges, are sent to the Colleges for review by the College's Dean for an admission decision. The Admissions Office admits only students who we believe demonstrate they can be successful in our environment; however, some students are accepted conditionally. A description of the admissions process, along with admissions requirements for undergraduate students, is available and in the 2011 – 2012 *University Catalogue* (pp. 11-12) and on the University Admissions website. The University began using the ***Common Application™*** and the ***Universal Application™*** for undergraduate students entering for the 2011-12 academic year.

The Admissions Office, with assistance from the Office of Diversity Programs and Services, has made attempts to recruit a more ethnically diverse student body, including increased recruitment of international students. There has been a renewed energy to recruit international students to campus. The President formed the International Programs Coordinating Council to assist these efforts. The University is still working through growing pains regarding communication, academic and personal orientation to campus and the area. The University has become a member of the American International Recruitment Council, and subscribes to its standards of best practice in international student recruitment.

Placement tests in Math and Writing are given to all incoming undergraduate students to place students in the appropriate courses. Some students with lower academic indicators are required to participate in a College Success Coaching Experience course (LA 195), a ten-week series of academic skill presentations and one-on-one coaching. There is also monitoring to see how they are progressing in other courses. Attendance is tracked for this course, as well as mid-term and final GPAs and retention statistics.

In the case of graduate applicants to the Colleges of Arts and Science, Business, or Engineering, the admissions requirements for each graduate degree program are specified on the individual program websites. Applications and supporting materials are submitted to the individual College for consideration. The Dean's office makes the decision on admissibility and notifies the student accordingly. The School of Law and College of Pharmacy maintain their own Admissions Offices and procedures. The School of Law admissions procedure is outlined on the School of

Law's admissions webpage while that for the College of Pharmacy is given on both the College of Pharmacy's admissions requirements webpage.

Enrollment goals are set each year for full-time undergraduates by the Budget Advisory Committee based upon a financial aid/revenue model. Prior to fall 2010, the University employed a Scannell-Kurz financial aid model, including both merit and need-based components. Beginning in fall 2010, the University adopted a Noel-Levitz model utilizing a more refined matrix with a goal of both increasing the entering class size and achieving a more refined understanding with regard to its discount rate while maintaining the quality of incoming students.

Retention and Graduation

Retention and graduation data are collected and tracked by the Office of Institutional Research and Planning. The Budget Advisory Committee utilizes the retention data to set budget priorities. Retention and graduation rates are published on the FAQs page of the Office of Admissions website.

Student Services

A description of the nature, extent and availability of student services is available on the Western New England's Division of Student Affairs' homepage.

Academic support for undergraduate students begins during the Summer Orientation and Registration (SOAR) Program and continues until graduation. The Office of **First Year Students & Students in Transition** engages students in their transition to a new environment that starts either in the first year or at subsequent stages for transfer students. Students and parents opt to take part in a two day, overnight program. Students attend the first class meeting of their First Year Seminar course, register for fall classes, and participate in workshops on introduction to college life. Parents also participate in a full complement of workshops including adapting to the role of a college parent.

The transition of students into college life is facilitated by upper class students, known as first-year seminar assistants, provide support in assisting first-year students in the transition to college in the First-Year Seminar courses offered by each undergraduate College. The instructor of this course serves as the academic advisor for at least their first year of study. Additionally, a peer advisor program is set up to assist first-year and transfer students who are matched with upper class mentors for their first year of study.

Students at all levels have access to peer tutoring, the supplemental instruction program, academic progress monitoring, the Writing Center, the Math Center, Science Center and library for help with academic needs.

The Academic Support Center, staffed by two Academic Support Specialists, was started to respond to the growing need to provide academic support to students. In fall 2010, the Academic Support Center started a new program for drop-in tutoring for the more popularly requested courses in order to handle the volume of requests for some of the introductory courses.

The Office of **Diversity Programs and Services** assists students from underrepresented populations and international students' transition. This office is staffed by a fulltime Assistant Dean of Diversity Programs and Services, a support staff member and graduate and student staff members. An early arrival and mentoring program is provided, giving students the opportunity to connect with an upper-class student mentor and establish themselves on campus. An International Student Coordinator, reporting to the Vice President for Strategic and Academic Initiatives, was hired for fall 2011 to support international students on campus.

Student Disability Services (SDS) is responsible for the research, coordination and implementation of strategic initiatives, under the mandates of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, as amended, and state and College policies. The network of assistance consists of faculty advisors, peer advisors, resident advisors and support staff. The Law and Pharmacy Schools' strategies and services to this population mirror those services and procedures of the Office of Student Disability Services. Procedures for applying for accommodations as well as a listing of services available are described on the University's SDS webpage.

The Office of **Residence Life** is overseen by the Assistant Dean of Students/Director of Residence Life. There is a graduated style of housing in the stock; traditional-style corridor living, suite-style and townhouse and apartment living options. Law and graduate students have been added to the housing mix and have been assigned to a cluster in the Gateway Village complex.

Health care on campus is provided by **Health Services** as well as **Counseling and Mental Health Services**. Health Services offers all students comprehensive direct health care. It is staffed with board certified nurse practitioners, a physician on-site two hours per week, and a physician assistant specializing in orthopedic care. Patient records are managed through an electronic medical record system and there is no charge for students to be treated. Health Services additionally manages mental health problems, working in concert with Counseling and Mental Health Services to meet the needs of the individual student. The counseling office has four licensed, professional staff members, which include a full-time director who holds a Ph.D., a full-time counselor, a full-time alcohol and drug educator/counselor, and a part-time counselor. The services of a psychiatrist for direct patient care and consultation is also available. There is one staff assistant for the office.

The University's **Financial Aid** is administered by the SAS office. SAS mailings and its website seek to present clear information and options pertaining to successful and responsible financial attendance at the University. Students are provided with clear and timely information about debt before borrowing. Each borrower takes part in entrance counseling. Programs introduced in SOAR in 2011 on "Financial Wellness" and "Golden Bear Business" assist students/families with a variety of financial issues, including loan options. In addition, each student has a personal representative in SAS that follows that student during their entire University career to track and assist them with their financial portfolio.

The Office of **Student Activities and Leadership Development**, with three full-time professional staff, monitors and facilitates the cocurricular activities program. The Assistant Dean of Students/Student Activities and Leadership Development works as the advisor to the Student Senate, the elected representative body of the undergraduate students that serves as the voice of students and advocate for student interests. The Student Senate nominates students to serve on various governance bodies, including Board committees, the Food Service Committee, and a recently-created Student Affairs Committee under the auspices of the Vice President for Student Affairs/Dean of Students. In addition, the Student Senate's Executive Board meets with members of the University President's senior staff at least once a year to discuss issues of relevance to the student body.

Students at the **Law School** are engaged in many activities sponsored by a number of student organizations. The largest and leading organization is the Student Bar Association (SBA), an autonomous organization that is self-governed. Each student pays a mandatory student fee which supports a student activity fund managed by the SBA. The SBA does much of its work through various committees, and recently created and has begun to administer small scholarship funds.

The **CareerCenter** staff assists undergraduate students and alumni with career planning, occupational exploration, job search strategies, graduate school decision-making, and internships. Details on the services available can be found on the Career Center webpage. The Law School has developed a strong Career Services Office and conducts a broad range of well-designed programs including: seminars on resume-writing, interviewing and networking; and individual counseling and resume reviews. More information on the services provided is available on the School of Law Career Services website.

The Department of **Athletics** through its recreation and wellness programming strives to provide comprehensive and diverse opportunities to encourage holistic wellness that will continue throughout the life of each student. Since 2002, the University has also added/improved all of its outdoor facilities to support intercollegiate and intramural sports. New facilities include an all-purpose field turf stadium, baseball field and softball park. The University offers 19 NCAA-sponsored Division III intercollegiate sports and two non-NCAA sponsored sports for men and women. The Athletic Department offers student leadership opportunities via the Student Athlete Advisory Committee (SAAC) and Captains Council. The Alumni Healthful Living Center (AHLC) serves as the hub for all athletic, recreational, and intramural programs. The AHLC houses a small comprehensive fitness center, strength-training area, gym, track, pool, and multi-purpose areas.

The University has identified, publishes widely, and implements an appropriate set of clearly defined ethical standards to guide student conduct. Standards for student conduct are published annually in the undergraduate *Student Handbook* and, for resident students in particular, The Resident Student Housing Agreement. Law students are bound by Honor Code provisions, procedures and scope as detailed in the *Law School Student Handbook* and are also available on the Office of Student Affairs webpage. The standards for student conduct for the College of Pharmacy are described in the *College of Pharmacy Student Handbook.* Each of the student handbooks also outlines grievance procedures.

The University has established policies related to the release of student information modeled on the American Association of College Registrars and Admissions Officers guidelines. This information includes the transcript and certain documentation that relate to notations on the transcript. The policy clearly categorizes information in terms of "public," "education related," and FERPA-covered records, and serves to protect the privacy of parents, students, and third parties. Access to records is carefully described in each of the undergraduate, Law, and

Pharmacy student handbooks. Student academic and financial records are secured in the Student Information System (SIS) that is password protected and student conduct records are secured in a locked space in the Dean of Students Office. The campus is compliant with and responsible to its information release policies, FERPA and HIPAA, respectively.

APPRAISAL

Admissions

For 9 out of the last 10 years, the University has met its undergraduate enrollment goals as shown in Figure 6.1. The University has seen an increase in the number of applications, entering class sizes, and academic quality of incoming students. The adoption of the ***Common Application***™ and other admissions efforts have significantly increased the number of undergraduate applications. While this trend is favorable, (approximately a 19% increase) it has also created major staffing problems in processing the additional applications. The change in the financial aid model from the Scannell-Kurz model to the Noel-Levitz model helped to increase the 2010 entering class size by 70 students, raised the Critical Reading and Math SAT by 12 points, raised the high school GPA by 0.09, and resulted in a NACUBO discount rate of 42.1% for new students. The additional efforts for recruiting of minority students have led to a steady increase in the percent of minority students in the entering class (Figure 6.2).

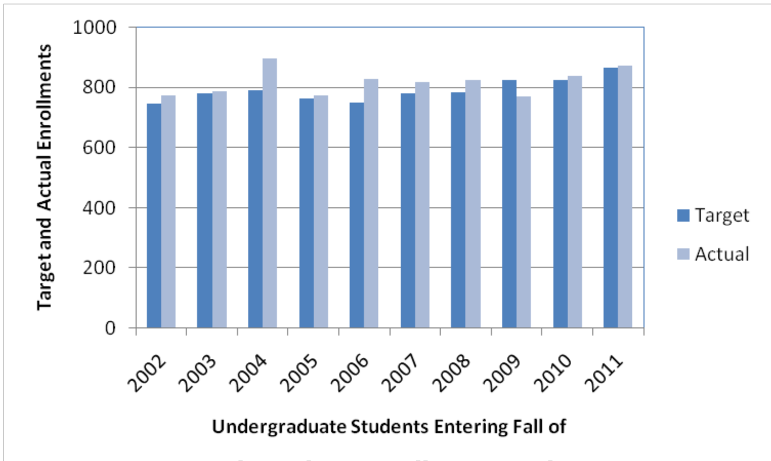

Fig. 6.1 Undergraduate Enrollment Trends

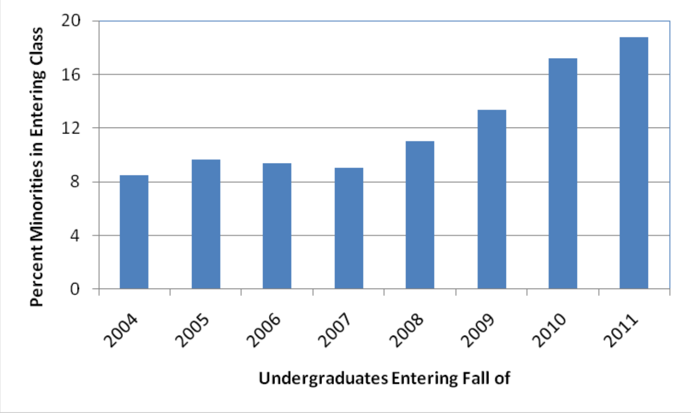

Fig. 6.2 Undergraduate Minority Enrollment Trends

In addition to increasing undergraduate enrollments, the academic qualifications of the incoming students have improved, as measured using high school GPA. This trend is illustrated in Figure 6.3. Note that there has not been a concomitant increase in mean composite SAT scores over the same time interval.

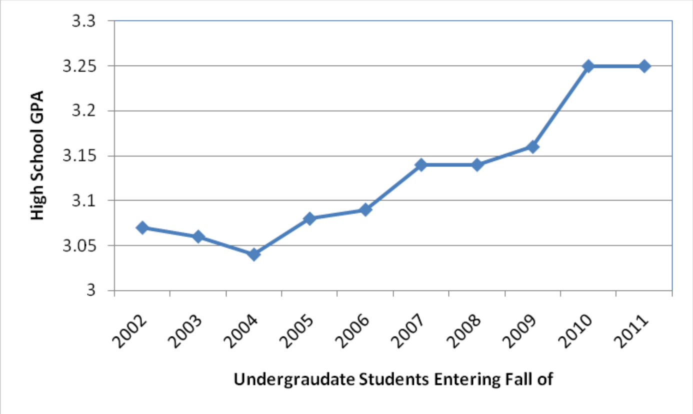

Fig. 6.3 Mean High School GPA of Entering Class

Retention and Graduation

Figure 6.4 shows that the overall retention rate from the first to second year has remained steady at approximately 75% for the last several years. Minority retention rates lag behind those for the overall student population, but are improving. Minority graduation rates, however, continued to lag behind as shown in Figure 6.5.

Diversity remains a criterion the University seeks with a goal to recruit and retain a student body including 15% students of color. This past year's entering undergraduate class included nearly 19% students of color. Six-year graduation rates, however, follow the trend of the four-year data; the six year graduation rate for minority students entering in fall 2005 was 42.9% and the six year graduation rate for non-minority students entering that fall was 56.4%.

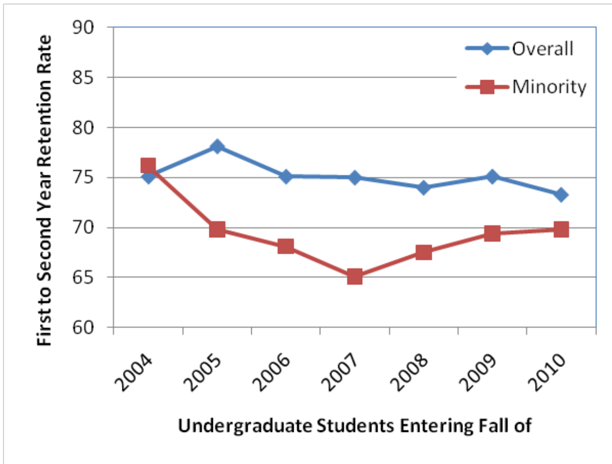

Fig. 6.4: Undergraduate Retention Rates

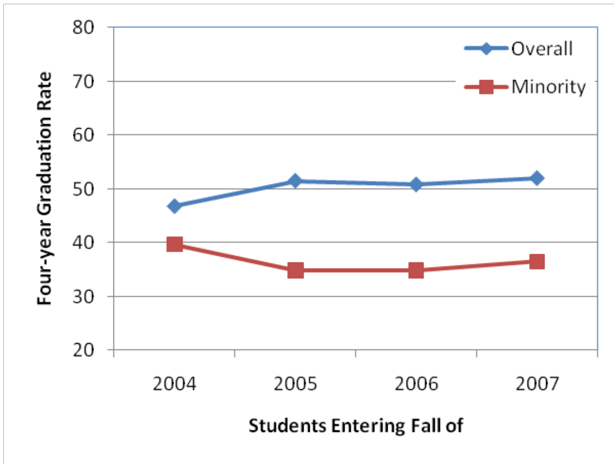

Fig. 6.5: Four-Year Graduation Rates

Student Services

Peer Tutoring Services, the Early Advisory System, Academic Progress Monitoring, and the Supplemental Instruction Programs are evaluated on a semester basis. According to the Supplemental Instruction Survey, given both at the beginning of the semester and at the end, students who attended the sessions found them helpful. Students who attend Supplemental Instruction sessions tend to increase their grade by a half letter. Demand for peer tutoring services, as measured by the number of requests for weekly individual tutoring appointments received and serviced by the Academic Support Center and the Math Center, has more than doubled over a four year period, from 190 individual tutoring appointments in the 2005-6 academic year to 424 appointments in the 2009-10 academic year. Over the same time period, the annual number of total tutoring sessions held either in the Writing Center or the Math Center tripled, from approximately 1,000 in 2005-6 to over 3,000 in 2009-10. In fall 2008, 30 students requested tutors for Biology, Chemistry, Economics and Physics. In fall 2010, 66 students requested tutors for the same courses. In response to the increased demand, the number of peer tutors has been increased, and the University has provided the necessary funding to pay the tutors and meet the needs of the students requesting support services. The Math Center has more tutoring hours available for both individual appointments and walk-in tutoring. At the end of each semester students who requested tutors are asked to complete a Peer Tutoring Evaluation.

The evaluation asks questions regarding their specific tutor as well as the questions about the program overall. The students at Western New England who have used the peer tutoring services seem satisfied with the help they have received. Approximately 95% of the students using peer tutoring have reported that they would use the tutoring program again and would recommend the tutoring program to other students. Students have shared that my tutor "made me feel more comfortable with the material and helped me improve studying habits that also reflected on exams" and "My tutor was very helpful to my understanding of the subject matter. I did better than I expected to do."

Typically 95% of first-year students participate in the SOAR program, most with at least one parent. Students and parents are surveyed after every SOAR session. Each year, the results of this survey are published and are shared with participating stakeholders. Students remarked that the 2011 SOAR Program prepared them to begin college and rate the overall quality of the program as a 4.43 on a 5 point scale with 5 being "exceeded expectations." The facilities and staff for SOAR can sustain the University's current enrollment and interest.

The Office of **Residence Life** has an extensive yearly assessment calendar. Each fall all residents have the opportunity to complete a "Quality of Life" survey with a series of questions on the following topics: residence facilities, community development, student conduct, and resident advisor performance. In the spring of 2008 Residence Life conducted several assessments based on the Council for the Advancement of Standards (CAS) model. The CAS model suggests several different formats to seek out information (focus groups, questionnaires, results of other surveys, etc.) for departmental evaluation and subsequent recommendations. Based on the results, the staff wrote the "Development of a Residence Life Ten Year Plan, 2009-2018". In fall 2010 a Campus Housing Withdrawal Form was created to provide student feedback on a variety of statements as well as some open-ended narratives about their student satisfaction as a resident student. Student feedback has led to priority setting in the annual budget proposal process.

University Health Services assesses patients intermittently via the Health Services Satisfaction Survey and it has been given for approximately 10 years. The survey asks questions about customer service, wait time, clinical and professional responses and willingness to return. Results of the survey are shared with staff and changes are made as needed. The majority of students rated their Health Service experience as a "5" (the highest score available). The students who did score one particular question lower (mean of a "3") asked whether they were made to feel welcome upon entering the department. As a result of the survey, a change is reception staff has resolved that as an issue. Also, it was learned from the survey that the average waiting times are under 15 minutes. During the fall 2010 semester there were 21 health education programs in the residence halls, nine orientation programs as well as guest lecturing in 24 freshman personal health classes.

There has been an increase of 79% caseload for the alcohol and drug education services between 2006-2007 and 2010-2011 with 86 clients seen by the alcohol and drug counselor in 2010-2011, and a 30% increase in the overall counseling client load (2005-2006: 139 clients; 2009-2010: 181 clients). Alcohol and Drug Education Services collects Client Satisfaction Surveys and obtained responses from 25 students. A summary of results follows: 81% have fewer problems related to alcohol and other drug use compared to before coming to counseling at Alcohol and Drug Education Services (i.e. blackouts, missed classes, injury, etc.), 68% stated counseling has helped decrease the quantity of alcohol/drugs used, 60% have chosen to abstain using alcohol or other drugs since starting alcohol and drug counseling, 96% were mandated to go to counseling at Alcohol and Drug Education Services and 53% continued to go voluntarily after the initial required meetings, and 100% would recommend Alcohol and Drug Education Services to others.

During the 2010-2011 academic year, there were 200 men's and 205 women's events scheduled and our student-athlete participant numbers include 315 men and 149 women. Given our current male to female student ratio 6:4 (respectively) we are in full compliance with Title IX. The number of students-athletes, 464, represents approximately 19% of the fulltime undergraduate population.

The **Department of Athletics** participates in the NCAA Division III sponsored self-study that assesses a broad array of topics from recruitment, sportsmanship, institutional control and accountability of athletics program finances, drug education and testing to campus support and school spirit. The last self-study was undertaken two years ago. Each season student-athletes evaluate their coaches and their athletic cocurricular experience. The 2010-2011 survey revealed that 90% of student-athletes rated the importance of athletics in their overall experience as a 7 or greater on a scale of 1-10 (10 being the highest positive score) and additionally 82% of student-athletes rated their overall experience as a 7 or greater on a scale of 1-10). In addition student-athlete suggestions may be included in the formal, college evaluation process of the coaches. Recreation and intramural programs are reviewed annually; in 2009-2010 there were 1200 participants. During fall 2010, 800 students participated in intramurals. Presently, males still dominate the numbers of participants in intramurals, although the numbers of females is steadily increasing. Overall increase of participation of female participants rose from 20 female participants in fall 2009 to 72 female participants in fall 2010. In spring 2011, 818 students participated in intramurals, 74 of them were female participants. Overall numbers for the year are as follows: 1618 total participants; 1472 males and 146 females. Because of increased participation and interest, it is becoming increasingly difficult to meet all student needs. The AHLC (indoor) facility is currently used to its maximum and several program offerings and open recreation times are limited because of its usable size.

In 2010 the Student Senate distributed a sports club survey that was completed by more than 1200 students indicating interest in variety of sports clubs. At present there are at least seven requests that have come forward from students who would like to create a sports club (e.g., rugby, women's wrestling and ultimate Frisbee). Currently there is not a sufficient infrastructure and resources to proceed. The Assistant Dean of Students/Student Activities and Leadership Development and Director of Athletics have created a proposal for a more robust student club and recreation sports program. This dilemma (lack of sport clubs) has also been considered a retention issue. Many students come to Western New England with the hopes of playing varsity sports. As our varsity teams continue to become more competitive, the likelihood of cuts is apparent. However, there exists a gap in the recreational programming area to possibly retain these students and we need to emphasize this New England region more for off campus recreational opportunities and competition at the club sports level.

The Office of Student Activities and Leadership Development conducts a survey during the spring semester that focuses on programmatic feedback for the year. It offers us the opportunity to find out to what extent our Marketing outreach success and also includes gathering student opinion on campus traditions, selection of entertainment. Last year the Quality of Life survey was posted in *Manhattan* classrooms for two weeks in April in addition to a follow-up survey evaluating marketing outreach and our new efforts in the social media arena. The Quality of Life survey identifies the top programs and campus traditions. This year as in years past, Spring Event, Midnight Madness and Class Council programs rank as the top three. In addition to the survey results, selection of campus entertainment is often assessed through our student delegates attending the regional National Association of Campus Activities. Students learn advanced programming skills as well as critically evaluate entertainers on the college circuit. Students also can give us direct feedback on future programs, marketing strategies, including social media. This year, the marketing survey was on line for two weeks in March and reached a representative sample of the resident and commuter population. The top responses to the effectiveness of Marketing programs included, *Manhattan* classrooms (rather than general e-mails), Friend, Facebook all scoring 5 out of 5. Interestingly, the "human touch" or paper method of marketing received low scores in effectiveness such as table tents, faculty/staff and the electronic newsletter from the office (score 3) Bulletin Boards, Event promotions and alternative marketing techniques such as ceiling mobiles all received scores of 4. There are also a few questions on the value of the student handbook and other office resources including hours of operation for support services around campus. Students also can give us direct feedback on future programs, marketing strategies including social media.

The overall effectiveness of student leadership programs is strong. One can gauge the effectiveness by the competency and strength of our student leaders as they move through the stages of leadership in the many organizations and leadership opportunities. Students value the programs and series and often will list them as "accomplishments or honors" on their resumes and their participation is noted in presentation remarks about our students at numerous awards ceremonies. Students have the opportunity to progress through a four year cocurricular leadership program that begins during their first semester of their first year through graduation. Students can also nominate themselves to be a part of the leadership programs and events throughout their tenure at the University. The coordination of activities of clubs and meeting times has become difficult, given the growing numbers. Present issues include academic classes scheduled during the community hour, increased liability consciousness, and transportation complications.

The President, Provost/Vice President for Academic Affairs, Vice President for Student Affairs/Dean of Students, Dean of First Year Students & Students in Transition, and their respective staffs are instrumental in creating an atmosphere of openness and accessibility that promotes and welcomes student engagement. Students appear content with the extent of their access to the policy-making and policy-influencing organs of the University community. As noted above, student participation in the relevant governance structures is appreciable, and this formal engagement has grown in scope and number over time. Significantly, there has been no sign of student disaffection over the lack of opportunities to participate in governance, and the avenues of communication between students and the administration appear generally satisfactory. In addition, the student body has an unfiltered and virtually unfettered platform of communication to the campus community via its student news publication, *The Westerner*; the student-run radio station, WNEK-FM; and the student closed-circuit TV club, GBTV.

The **Law School** has developed a strong **Career Services Office** and conducts a broad range of well-designed programs including: seminars on résumé-writing, interviewing and networking; and individual counseling and resume reviews. The Office surveys graduates yearly in accordance with the National Association for Law Placement guidelines. The Career Services

Office provides summaries of these surveys and reports to the faculty and the American Bar Association, the accreditation agency. These summaries will be available at the time of the visit. The Law School recognizes that study outside the Law School classroom can be a valuable part of the law school experience and permits students to enroll in at least one faculty-supervised externship during their law school career.

Career service programming is continually assessed through evaluation surveys included in the students' information packets. Time is provided at the end of the session for the evaluation to be completed by the students. Evaluations are carefully reviewed and changes are often made to the program based on the student feedback. The internship program's effectiveness is gauged by the use of three separate evaluations. Students evaluate the quality of their experience. The internship site supervisor evaluates the student's performance and the internship faculty sponsor evaluates the overall effectiveness of the experience based on their academic standards.

The Cooperative Institutional Research Program Survey (CIRP) is given each year to all incoming undergraduate students. This questionnaire provides students' interests and backgrounds. Information has been taken from these surveys and given to each area as a catalyst for improvement. We present the findings at new faculty and staff orientation and parts are also presented in Division of Student Affairs fall orientation meetings. The CIRP study suggests that we are more of a regional institution with students from the surrounding rural more than urban areas with aspirations for being a national university with students coming from every corner of the world. Other efforts include functional area specific practice standards with the Student Affairs based Council for the Advancement of Standards benchmarks (CAS), semester case reviews for complex student issues and situations, and annual reports in the Division of Student Affairs which are collected at the conclusion of each academic year and based in the current *Strategic Plan*. Goals are measured and new goals/objectives are set for the next year.

Western New England participates in the NSSE (National Survey of Student Engagement). The NSSE 2009 report suggests, among other things, that Western New England first-year students and seniors participate in cocurricular activities approximately 6-10 hrs/week and that seniors participate for more time each week. Since the 2005 NSSE survey the number of hours that first-year students participate in cocurricular activities went up for first-year students and was down slightly for seniors. The survey will be administered again in spring 2012.

There is also a Western New England University Senior Survey distributed each year that evaluates their undergraduate experiences; in 2011 the survey was completed by 419 seniors, approximately 75% of the senior class. According to the survey more than 85% of those who completed community service while at Western New England told us that as a result of that experience that they are more likely to continue to participate in community service after graduation. Approximately 77% of seniors listed "somewhat satisfied" or "very satisfied" with their overall non-academic experience at Western New England and finally, regarding their "confidence in my [their] professional skills that will lead to an entry level position" seniors ranked on a scale of 1-5, 5 being the highest, a "4" or a "5" rating 84.4% of the time.

PROJECTIONS

A better means of processing undergraduate application materials will need to be developed for the future. Document imaging will not occur for several years, so funding was approved for

2011-12 for additional part-time, professional assistance. The number of student employees in the Admissions Office will be increased and more students will be trained to assist with the more complex functions of the office. An additional clerical position will be necessary within a few years.

The Dean of First Year Students & Students in Transition, the Vice President for Student Affairs/Dean of Students, Student Administrative Services staff and other senior administrators will continue to meet to develop strategies to increase the retention and graduation rates of minority students.

Residence Life staff actively support the need for improved living arrangements as well as a community center in the Gateway Village apartment complex. As mentioned in the *Facilities Master Plan,* Gateway Village is in need of significant renovation or more likely new construction that will need to be phased in over the next several years.

The Assistant Dean of Student Disability Services will continue to work closely with relevant Campus offices and personnel (i.e., Academic Affairs, Finance and Administration, Student Affairs, the Office of Information Technology and Facilities Management) to assess access needs, potential barriers and the necessary resources to ensure an appropriate level of participation in the University's activities and programs for students with disabilities. A regularly scheduled review of different services should ensure that improvements are being made in a systematic and thoughtful way.

The SDS office plans to make use of an online assessment package, offered by the Association of Higher Education and Disability (AHEAD), which is designed to provide Disability Service Offices with 360 degree feedback from key stakeholder groups (students with disabilities, faculty, campus administrators) on campus. AHEAD will host the instruments on a secure server, provide the data collection, cleaning, and summative reporting.

A serious look at indoor and outdoor recreational space is warranted in the near future given the growth and interest of these programs at Western New England.

In the Western New England *Strategic Plan* one of the directives calls for the creation of a coordinating office for international programs and services.

Career Center staff will need to continue to expand its electronic capabilities with the assistance of the Office of Information Technology. Email is heavily utilized to review and edit resumes, cover letters, and personal statements. More contemporary electronic resources; Facebook, Twitter and Flickr may be considered as more user friendly/versatile for the student population.

The University will increase and enhance the Math Center tutoring program.

Given the increase in interest for recreation and wellness on campus there is some concern that, as the residential population increases and more students are on campus on weekends, facilities and staffing may be strained to keep pace. Expanded building hours, services, and staffing are crucial. "Late Night at the Rock," offered every Friday and Saturday evening as an alternative to the local bar scene, needs to be more of a priority. A review of the community hour may be needed to ensure that it is open for the campus as a vehicle to help build community, especially as efforts are made to create a connected, engaged commuter and international population continue. Significant resources have also been secured for developing leaders within the paid and voluntary roles of resident assistant and peer advisors, residence and hall council's representatives.

The establishment of new clubs should continue to be monitored so as to have the active clubs and organizations reflective of the current student body.

The results of the client satisfaction surveys suggest a continued and increased need for Alcohol and Drug Education on campus.

If the number of new undergraduate students continues to grow, and/or interest in attending SOAR increases, more staffing may be needed and facilities may need to be modified to accommodate the number of attendees.

INSTITUTIONAL EFFECTIVENESS

The University uses a variety of assessment instruments to ensure the quality of services provided to our students. In addition, admissions and retention data are used for institutional planning. Since the last accreditation visit, the University has been able to raise the academic profiles of incoming students, and this trend will hopefully continue. As we continue to aspire and achieve the goals that are outlined in the 2008-2019 *Strategic Plan*, especially the transition to University status, Western New England is planning to continue to intentionally develop global citizens who have the skills necessary to be productive leaders in our world.

Standard 6: Students (Admissions)

Student Admissions Data (Fall Term)

?

Credit Seeking Students Only - Including Continuing Education

		2 Years Prior (FY 2010)	1 Year Prior (FY 2011)	Current Year (FY 2012)	Next Year Forward (FY 2013)	2 Years Forward (FY 2014)
Freshmen - Undergraduate	?					
Completed Applications	?	4,769	4,882	5,792	5,900	5,900
Applications Accepted	?	3,861	3,935	4,625	4,700	4,700
Applicants Enrolled	?	689	743	756	780	780
% Accepted of Applied		81.0%	80.6%	79.9%	79.7%	79.7%
% Enrolled of Accepted		17.8%	18.9%	16.3%	16.6%	16.6%
Percent Change Year over Year						
Completed Applications		-	2.4%	18.6%	1.9%	0.0%
Applications Accepted		-	1.9%	17.5%	1.6%	0.0%
Applicants Enrolled		-	7.8%	1.7%	3.2%	0.0%
Average of Statistical Indicator of Aptitude of Enrollees: (Define Below)	?					
GPA / Composite SAT		3.16 / 1062	3.25/1074	3.25/1067	3.25/1070	3.25/1070
Transfers - Undergraduate	?					
Completed Applications		346	334	385	390	390
Applications Accepted		195	209	244	250	250
Applications Enrolled		81	97	116	126	126
% Accepted of Applied		56.4%	62.6%	63.4%	64.1%	64.1%
% Enrolled of Accepted		41.5%	46.4%	47.5%	50.4%	50.4%
Master's Degree (Traditional post-BA)	?					
Completed Applications		76	157	171	205	215
Applications Accepted		64	132	109	130	137
Applications Enrolled		57	112	84	100	106
% Accepted of Applied		84.2%	84.1%	63.7%	63.4%	63.7%
% Enrolled of Accepted		89.1%	84.8%	77.1%	76.9%	77.4%
LLM (post-JD Master's Degree)	?					
Completed Applications		68	74	66	70	70
Applications Accepted		66	74	66	69	69
Applications Enrolled		42	41	33	42	42
% Accepted of Applied		97.1%	100.0%	100.0%	98.6%	98.6%
% Enrolled of Accepted		63.6%	55.4%	50.0%	60.9%	60.9%
First Professional Degree - All Programs	?					
Completed Applications		1,696	1,561	1,610	1,570	1,570
Applications Accepted		914	789	739	740	740
Applications Enrolled		181	168	184	165	165
% Accepted of Applied		53.9%	50.5%	45.9%	47.1%	47.1%
% Enrolled of Accepted		19.8%	21.3%	24.9%	22.3%	22.3%
Doctoral Degree	?					

Completed Applications	24	21	21	20	20
Applications Accepted	10	10	10	10	10
Applications Enrolled	8	10	10	10	10
% Accepted of Applied	41.7%	47.6%	47.6%	50.0%	50.0%
% Enrolled of Accepted	80.0%	100.0%	100.0%	100.0%	100.0%

NOTES:

Law admissions data come from Law school and do not necessarily reflect OIRP census files.

LLM applications include Spring data as they represent a substantial proportion of entering students

First Professional data include Pharmacy information for FY12 forward.

Masters application data for FY12 do not include all spring data as term does not start until April.

Standard 6: Students (Enrollment)

Student Enrollment Data (Fall term, census date) ?

Credit-Seeking Students Only - Including Continuing Education

			2 Years	1 Year	Current	Next Year	2 Years
			Prior	Prior	Year	Forward	Forward
			(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)
UNDERGRADUATE		?					
First Year	Full-Time Headcount	?	733	795	796	823	825
	Part-Time Headcount	?	30	6	5	5	6
	Total Headcount		763	801	801	828	831
	Total FTE	?	744.0	797.1	798.0	825.0	827.0
Second Year	Full-Time Headcount		614	617	633	644	665
	Part-Time Headcount		16	19	14	14	15
	Total Headcount		630	636	647	658	680
	Total FTE		620.0	623.5	638.5	649.5	670.0
Third Year	Full-Time Headcount		576	559	519	539	548
	Part-Time Headcount		76	49	36	38	39
	Total Headcount		652	608	555	577	587
	Total FTE		605.0	580.6	533.3	551.5	561.0
Fourth Year	Full-Time Headcount		539	535	524	477	495
	Part-Time Headcount		131	127	115	115	120
	Total Headcount		670	662	639	592	615
	Total FTE		591.0	585.3	569.3	515.5	525.0
Unclassified	Full-Time Headcount	?	1	-	-	-	-
	Part-Time Headcount		23	28	31	25	24
	Total Headcount		24	28	31	25	24
	Total FTE		8.0	7.7	7.5	8.0	8.0
Total Undergraduate Students							
	Full-Time Headcount		2,463	2,506	2,472	2,483	2,533
	Part-Time Headcount		276	229	201	197	204
	Total Headcount		2,739	2,735	2,673	2,680	2,737
	Total FTE		2,568.0	2,594.3	2,546.6	2,549.5	2,591.0
% Change FTE Undergraduate			na	1.0%	-1.8%	0.1%	1.6%
GRADUATE		?					
	Full-Time Headcount	?	396	386	393	421	470
	Part-Time Headcount	?	575	605	663	673	680
	Total Headcount		971	991	1,056	1,094	1,150
	Total FTE	?	674.0	728.6	741.9	777.7	830.4
% Change FTE Graduate			na	8.1%	1.8%	4.8%	6.8%
GRAND TOTAL							
Grand Total Headcount			3,710	3,726	3,729	3,774	3,887
Grand Total FTE			3,242.0	3,322.8	3,288.5	3,327.2	3,421.4
% Change Grand Total FTE			na	2.5%	-1.0%	1.2%	2.8%

NOTES:

Includes non-degree and certificate students. Excludes visiting CCGS students.

Full-time undergraduates are counted as one FTE regardless of additional credit hours. Part-time undergraduate, Law, and LLM FTEs are based on 15 credit hours. Other part-time graduate program FTEs are based on 9 credit hours.

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

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

http://www1.wne.edu/admissions/faq/?selection=doc.86

Fiscal year ends month & day (06/30)	2 years prior	Most recently completed year	Current budget	Next year forward (goal or projection)	Two years forward (goal or projection)
?	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)
? **Student Financial Aid**					
Total Federal Aid	$30,346,381	$31,707,315	$30,774,589	$31,100,000	$31,100,000
Grants	$3,666,431	$4,145,814	$3,955,165	$4,000,000	$4,000,000
Loans	$25,526,604	$26,322,412	$25,519,424	$26,000,000	$26,000,000
Work Study	$1,153,346	$1,239,089	$1,300,000	$1,100,000	$1,100,000
Total State Aid	$340,923	$348,827	$336,226	$330,000	$330,000
Total Institutional Aid	$28,958,021	$32,996,378	$35,840,108	$36,209,000	$39,106,000
Grants	$28,958,021	$32,996,378	$35,840,108	$36,209,000	$39,106,000
Loans	$0	$0	$0	$0	$0
Total Private Aid	$8,827,159	$8,898,217	$7,660,168	$8,500,000	$8,700,000
Grants	$772,331	$847,420	$704,014	$700,000	$700,000
Loans (All known private loans)	$8,054,828	$8,050,797	$6,956,154	$7,800,000	$8,000,000
Student Debt					
Percent of students graduating with debt					
Undergraduates	76%	79%	est. 80%	est. 81%	est. 82%
Graduates (Law only)	96%	93%	est. 93%	est. 93%	est. 93%
Average amount of debt for students with debt					
Undergraduates	$ 33,762	$ 34,939	$ 36,668	$ 37,500	$ 38,400
Graduates (Law only)	$ 96,565	$ 109,778	$ 110,000	$ 110,000	$ 110,000
Percent of First-year students in Developmental Courses*					
English as a Second/Other Language	0%	0%	0%	0%	0%
English (reading, writing, communication skills)	0%	0%	0%	0%	0%
Math	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%

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

NOTES:

Institutional grant aid includes tuition exchange and tuition remission although these are employee benefits for accounting purposes.

Federal grant aid includes ROTC scholarships. However, such aid is financially recorded as an account receivable.

Federal loan aid excludes parent and PLUS loans.

Aid for FY10 and FY11 is year-end student data. FY12 aid is awarded aid and will be higher in most categories than FY12 year-end figures due to mid-year attrition. Work study is estimated and includes institutional overmatch.

Undergraduate debt includes Perkins, subsidized, and unsubsidized loans. Excludes MEFA loans normally assigned to parents.

Law debt is as reported to the ABA.

For comparability, aid figures are aggregated from OIRP census files, and may therefore differ from budget figures provided through Finance and Administration in Standard 9.

Standard 7. Library and Other Information Resources

DESCRIPTION

Resources and Access

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." In 2005, D'Amour Library was expanded by a three-story, 6,000 square foot addition. The Law Library, which is housed in the Blake Law Center, was expanded in 2008 to include portions of all three floors of the main building, increasing overall library space by 8,535 square feet to 41,202 square feet in 2008. As part of the renovation, the Law Library added considerable soft seating and converted one of its floors to a Quiet Study Zone, where no cell phones or face-to-face conversations are permitted, addressing issues brought up in LibQUAL+ in 2005.

D'Amour Library now provides 130 computer workstations, including 23 iMacs, to students throughout its three levels, an increase of 182.6 percent since 2002. The Law Library has 55 computer workstations available to students throughout the three levels of the Library, an increase of 50% with the 2008 expansion/renovation. Students in both libraries appear to have adequate (based on a lack of complaints via 2007 and 2010 LibQUAL+ surveys or library Suggestion boxes) access to printing, scanning, and photocopying. Each library contains computer classrooms used by the librarians for instruction and by students for their general computing needs. All public workstations have a full complement of academic software to support coursework with the exception of engineering-specific software packages that are not available in either library but are available in Sleith engineering computer labs. In addition to numerous network jacks located throughout each library, a wireless network is available, allowing students who bring their personal laptops to the libraries to access the Internet and the libraries' digital resources.

The size of the D'Amour collections at the end of FY11 was 133,288 volumes. The Law collection contains 230,000 print volumes as well as a very strong microform collection that grows by approximately three percent each year. The collections of both libraries now contain a high percentage of digital content. As the bandwidth available has grown more faculty video content is delivered via Internet streaming. The Law Library established a digital scholarly repository to store, disseminate, and preserve text and video produced by the Law School community, using the Digital Commons platform, in summer 2009.

The choice of access over ownership of journals has meant that the amount of D'Amour Library monies spent on subscriptions to online databases and individual journal subscriptions has risen from 27.8% of all materials funds in FY02 to 54.2% in FY11. The number of the Library's subscriptions to web-based aggregated subject databases that are available to all University students has increased from 53 in 2002 to 74 in 2011. Together with 118 subscriptions to individual electronic journals, these databases provide the entire campus community with access to over 49,600 unique journal titles with the percentage of full-text content growing yearly.

To support the expanding law curriculum as well as to take advantage of the research potential of electronic content, the number of web-based Law Library databases has increased from 14 in 2002 to 161 in 2010 with the number of accessible online journals increasing to 42,600. The majority of these resources are available to all students and faculty, although the licenses of several law databases forbid access by non-law students and faculty. The number of microform and print journal subscriptions held by the Law Library remains substantial, totaling 1,773 in 2011.

Information and Technological Literacy

D'Amour Library offers a developmental information literacy program based on the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards. The heart of the program is the First-Year Information Literacy Program that consists of four modules delivered in the first-year seminar classes (LA 100, Business 101, and Engineering 102) and in the first-year English courses (see First-Year Program). Beyond D'Amour Library's first-year program, the responsibility for the development of information literacy skills lies primarily within each major. These efforts are discussed as part of the University's program review process (see Standard 4). To assist with these efforts, the information literacy librarians work with faculty to identify courses and assignments at all class levels that will reinforce and further develop the information literacy skills. In 2009, the librarians developed a matrix that identifies the various competencies of information literacy at multiple levels and shared it with several of the academic departments.

The Law Library has an active, multi-faceted instruction program. The Library provides an orientation to all incoming law students, and librarians are involved in providing research assistance and class lectures to students in the First-Year Legal Research and Writing (LR&W) Program, also working with the LexisNexis and Westlaw representatives teaching first-year students online research methods. As requested by faculty, librarians provide subject-specific presentations in upper-level courses requiring extensive research and writing. The Law Library offers three "Jump Start Your Research" programs that focus on an area that first-year students are working on, and each spring the Library offers a "Bridge to Practice" class for law students who are graduating, taking a summer associate position, or who want to enhance their skills and gain additional knowledge.

Both D'Amour and Law Library librarians also focus on providing extensive research services for faculty in support of their scholarly publishing. The Associate Dean for Library and Information Sources contacts new Law faculty when they are hired and they are visited by a personal librarian liaison upon arrival on campus. The Law Library also has become involved in the construction and maintenance of web pages for law-related activities, such as Law Review, Moot Court, and writing competitions. The services offered to faculty by the D'Amour librarians are less formal than those of the Law Library, as the online availability of so many resources tends to make the faculty very self-sufficient. However, services offered include an orientation for all new faculty each fall semester and on-demand one-on-one consultations.

All of the librarians have the appropriate library science professional degree for their positions; three of the law librarians possess law degrees. Several librarians also have earned additional degrees: three D'Amour librarians and one law librarian hold subject master's degrees. An upgraded Law librarian position now focuses on the provision of faculty services and a pharmacy librarian was hired in 2010.

Support for classroom technology is provided by the Office of Information Technology (OIT), which maintains a central help desk from 8AM to 8PM Monday through Friday. While a number of professional OIT staff maintain classroom computers, projectors and A/V equipment, an OIT subgroup called Educational Technology and Training (ETT) provides faculty with training and support for the innovative and effective use of educational technology. While the primary mission of ETT is to support and encourage the use of the University's learning management system, the group has significant impact on the use of several other key classroom technologies.

ETT created and maintained the *Manhattan* Virtual Classroom, the primary learning management system used at the University through 2011. Transition to the new learning management system, "Desire2Learn," commenced fall 2011. While ETT no longer develops enhancements for *Manhattan*, *Manhattan* is still supported as ETT trains faculty in the use of "Desire2Learn" during the upcoming academic year. Full implementation of the new LMS will begin in fall 2012. In addition, ETT aids in the identification, selection, implementation and support of other classroom technologies and applications. Examples include Elluminate, a web conferencing system used to deliver the online LL.M. Program in Estate Planning and Elder Law, and ***BBFlashBack™***, screen recorder software used by the School of Business' M.B.A. and MSA programs. Most law faculty elect to use The ***WestEducation Network™*** (TWEN), which is a course management system provided by the Westlaw legal research service. Westlaw and Law School's librarians support TWEN.

ETT staff work closely with any faculty member seeking assistance with online teaching. Examples of assistance provided include training in the use of University-supported learning management systems, best practices coaching, training and support in the use of screen casting software, creation of videos in the TV studio, working with librarians to obtain copyright clearance for commercial videos, assisting with the creation and use of test banks, delivering a standard student evaluation survey, and creating HTML content. Online students can contact an ETT staff member directly via email or telephone if they have any problems using the course technology.

ETT also provides support for Communication courses in television production and broadcasting in the TV studio located in D'Amour Library. The studio is also available to any faculty member interested in creating a video to support their teaching. Other ETT services include analog to digital media conversions, help with screen casts, web-conferencing, surveys, data conversion, and the use of multimedia classrooms.

APPRAISAL

Resources and Access

D'Amour Library and the Law Library are essential to the mission of the University. Each library collaborates with each other and with other areas of the University, such as OIT relative to enhancements in the shared Innovative Interfaces' Millennium library system or new technology for students, faculty for collection development, instruction, or research, various Colleges to co-sponsor Athenaeum events, or Student Senate in providing space for academic student activities.

Financial support provided has grown sufficiently for the libraries to keep pace with the majority of the needs of the expanding curriculum. In FY11 the University made substantial monies available for the purchase of materials to support the new College of Pharmacy with the promise of these funds increasing as the new curriculum develops. Budgets are sufficient to fund the cultural events offered by the D'Amour Library's Athenaeum Lecture and Arts series as well as to support professional development opportunities for the libraries' staffs.

Each library is open at least 100 hours per week during the fall and spring semesters. The libraries staff their respective in-person and virtual reference desks between 44.5 (Law) and 60 (D'Amour) hours per week. Links to the virtual service appear in WILDPAC, the shared online catalog, and on the libraries' websites where users will also find information on the libraries' Twitter accounts and the Law Library's Facebook presence. The Law Library's reference statistics show an increase in the number of questions asked over the past two years of 20 percent. At D'Amour Library, the number of requests for technical assistance increased 81% between 2006 and 2011, rising from 262 to 917; while the number of research questions has varied over the same period, ranging from 753 to 917 per year. The total number of reference transactions decreased 11.9% in FY11, reflecting a national trend.

The growing electronic collections that are available from on- and off-campus are especially helpful to online and hybrid programs such as Applied Behavior Analysis and the LL.M., but the student population as a whole makes substantive use of them as well. Since FY07, there has been greater consistency in the reported data, lending more reliability to the analysis that indicates an 83.4% increase in overall database use from FY07 to FY11 (see D'Amour Library Annual Report). The average total of full-text retrievals for all of 38 databases for which D'Amour Library has this information was 84,237 articles in FY10 and FY11. The Law Library does not have corresponding data, but in FY11, it began the systematic collection of vendor-supplied usage reports, where available.

Both D'Amour Library and the Law Library have robust interlibrary loan services that utilize the vast OCLC Resource Sharing network and the Ariel software program enabling the libraries to transmit documents in digital format, often in under 48 hours from the time of the request. The number of requests handled by D'Amour Library has increased for each of the past four years, topping 2,500 in FY11. In FY11, off-campus Applied Behavioral Analysis doctoral students placed 71% of the 1,259 D'Amour requests attributed to psychology students and faculty; the majority through the Library's Article Linker embedded in the databases. In FY11, six new psychology journals were added to D'Amour Library's electronic journal subscriptions because of the high number of requests placed for their articles in 2009 and 2010.

Over the past six years, collaboration between the libraries added several functionalities to WILDPAC that increased its utility to users and to staff; for example, the abilities to renew materials online, place holds, and compile a multiple search bibliography. The most wide-reaching enhancement was the implementation in 2010 of Encore, a new search interface utilizing many web 2.0 features.

Since fall 2007, D'Amour Library has expanded and strengthened the University's archives that are housed in the Library. Much progress has been made on outreach and collection development as well as on the re-organization of the materials. However, fiscal constraints on the University's budget have postponed the expansion of the physical archival space as well as digitization efforts.

Information and Technological Literacy

D’Amour Library has established a strong information literacy program. The number of instruction sessions has grown from 128 in 2002 to 222 in 2011, an increase of 73.4%. Since fall 2005, there has been 100% participation in the First-Year Information Literacy Program. However, the Standardized Assessment of Information Literacy Skills (SAILS) administered in fall 2009 to students in all four undergraduate classes revealed that the students’ information literacy skills are not developing consistently throughout their four years. The combined overall score of all participating Western New England University students met the institutional benchmark for the lower order skills (using finding tool features, selecting finding tools, retrieving sources, and documenting sources) measured in the survey. However, their overall score for the four higher order skills (developing a research strategy, understanding economic, legal, and social issues of information, searching, and evaluating sources) did not. Departments that incorporated assignments and opportunities to practice information literacy competencies in their curriculum along with advanced library sessions tended to do better on SAILS than those that did not, thus indicating the value of both practice and instruction throughout the curriculum.

In the Law School Survey of Student Engagement, which is given biennially, in the 2009 and 2007 surveys, 83% and 88% of students respectively responded that the Library met or exceeded expectations in library assistance provided. Additionally, the percentage of students who responded that the technology provided met or exceeded expectations rose from 67% in 2007 to 81% in 2009. Students who attend “Jump Start Your Research” programs also provide positive feedback. For the Law Library’s “Bridge to Practice” classes, feedback from students has been very positive. Requests for in-class presentations by librarians, at the invitation of faculty, have been increasing. In the first two months of FY2011, the librarians had already fulfilled requests for six such classes, more than the Library has ever completed in an entire semester.

The D’Amour Library Techno-Smarts series, which offers lunchtime workshops designed to introduce the campus to new applications and resources, has met with a mixed response from the campus community. The sessions dealing with new technological tools usually draw larger audiences than those discussing new resources. Several of these workshops offered by D’Amour Library are done in collaboration with the staff of Office of Information Technology or with faculty members.

Since 2006, over 75% of the graduating senior respondents to the University’s annual Senior Survey have indicated that they are either “very satisfied” or “satisfied” with both the library facilities and with the library services. D’Amour Library’s administrations of the LibQUAL+ survey in April 2007 and in April 2010 provided similar results. However, as they did in 2007, the students’ responses to the LibQUAL+ survey in 2010 indicated that the Library still does not have an adequate number of computers, individual and group study rooms, or hours and access to the entire library. The 2007 and 2010 LibQUAL+ surveys’ comments also pointed to specific problems that the Library could and did address immediately such as cell phone noise, access to the color printer, markers for the study room whiteboards, more Macintosh computers in the editing room, and weekend hours for the Late Night program. They also pointed to issues for which there are not immediate fixes, such as enhanced technology in the study rooms and more resources for specific disciplines.

Since fall 2006, D’Amour Library has collected headcount data Monday through Friday evenings from 6:00 p.m. to closing and all weekend. The data indicates that students make substantial use of the Library during these hours, with counts increasing from 27,259 in FY06 to 67,280 in FY11. While much of the use involves the computer resources housed in the building, the use of study tables has also increased substantially, from 8,908 to 30,409, over the same period (see D’Amour Library Annual Report). Circulation has increased in each of these years as well, although students’ use of print materials remains low, averaging less than two titles per student since FY06.

The Law Library and D’Amour Library promote the idea of “library as place” in order to support student learning beyond the classroom. Both libraries have leisure collections. For example, the D’Amour library DVD collection in FY11 had student checkouts numbering 9,221 that was a 28.6 percent increase over FY09 (see D’Amour Library Annual Report). In 2006, D’Amour Library expanded its successful Athenaeum lecture series to include concerts and performances by the theatre classes (see Athenaeum Series). Known as the Athenaeum Arts series, the Library has hosted numerous faculty recitals on Friday evenings in its large classroom as well as student “improv” performances in the Clarke Reading Room. Both have developed loyal followers over the years as indicated in the five-year NEASC report.

Although adoption of *Manhattan* by faculty has always been voluntary, use of the system grew steadily after its initial introduction. For example, an assessment done for the College of Business’ AACSB accreditation application for fall 2003 revealed that 31 out of 33 of full-time Business faculty used *Manhattan* to support 111 out of 130 course sections. As another indicator of the recent growth in the use of a learning management system, University-wide counts of the number of virtual classrooms supporting fall semester undergraduate courses for the years 2005 through 2010 respectively were 478, 517, 562, 591, 617, and 639. *Manhattan* has been widely used by students, faculty and administrators to support general communication and file exchange for clubs, committees, and residence halls. For example, there were over 600 non-academic *Manhattan* classrooms during fall 2010.

However, the continued use of *Manhattan* was not viable in the support of the University mission. The 2008 Task Force Report on Information Technology initiative stated a need to “provide state of the art classroom technology,” and the initiative was further institutionalized as part of Direction Six of the University’s *Strategic Plan* 2009-2018. In response, a committee (named the “Initiative 7” or “I7” committee) charged with assessing classroom technology met January through May 2010. A survey to all full-time and adjunct faculties in 2010 indicated about 50% of the faculty “agreed” or “strongly agreed,” and about 28% were “neutral,” when asked whether it is in the University’s best interest to switch from *Manhattan* to a more sophisticated LMS, and during 2011, “Desire2Learn” was selected by a separate committee. Training for Desire2Learn (named Kodiak in the campus implementation) and replacement of *Manhattan* commences 2011-2012. A five classroom pilot implementation of Echo 360 is in process during the fall 2011 semester while the College of Business is the beneficiary of the expansion in the use of Elluminate.

To address the concerns of the I7 committee that educational technologies were implemented unevenly across the campus, the organizational structure and focus of the educational technology support group was changed in September 2010. The support group, now titled “Educational Technology and Training,” will have a staff of educational technologist/trainers who will deliver regularly scheduled technology workshops and demonstrations every week throughout the fall and spring semesters, and an educational technology website containing documentation, how-to videos, and workshop schedules. In addition, an experienced IT trainer from the Administrative Information Systems OIT subgroup was re-assigned to ETT to develop and deliver technology workshops for faculty. ETT now consists of a director who is also actively involved in training and support, two educational technologist/trainers, and one educational technology support specialist who will continue to support the TV studio, provide video editing services for faculty, and help with LMS support. It is notable that the University's support for instructional technology does not yet include an Instructional Designer or similar pedagogy specialist. A standing Faculty Senate committee of faculty was formed spring 2010 to review and make recommendations pertaining to the staffing, student eligibility, implementation, delivery, and assessment of online instruction. Two ETT staff members, including the director, are ex-officio members of that committee.

PROJECTIONS

The information literacy librarians of D'Amour Library will develop a plan of action, by the end of 2012, to expand and enhance information literacy in the disciplines. SAILS will continue to be used biennially to access information literacy development in students. D'Amour Librarians will identify information research techniques, skills, and resources for online tutorial development to support online and on-campus student learning by fall 2013. The librarians of both libraries will collaborate with OIT, faculty, and staff on an ongoing basis to offer workshops on new technologies and resources so that the campus community remains informed.

The undergraduate students' requests for longer hours for D'Amour Library pose logistical and fiscal issues that will be investigated by the D'Amour Library director and the appropriate staff members of Facilities in 2011-2012. To respond to the growing need for computers, supporting peripherals, and technology support as well as for more collaborative workspaces, a learning commons will be created in D'Amour Library. The Library will collaborate with the Office of Information Technology and with Facilities to plan the new commons in FY12 - FY13.

The Law Library's digital scholarly repository will expand under the guidance and management of the law librarians. Under the direction of the University archivist, the University archives housed in D'Amour Library will expand to include "born-digital" documents as well as print and media items and the digitization of its print collections will begin by FY14 to ensure the preservation of important University documents and artifacts.

Regularly scheduled LMS workshops in support of the change to Desire2Learn will be offered throughout the 2011-12 academic year. The ETT staff will survey attendees at the end of each session will assess the efficacy of those workshops and make changes as appropriate. Faculty will be encouraged to propose additional workshop topics via the evaluation instrument as well.

The ETT director will determine appropriate data collection and analysis methods to use to track the use of the new LMS on a regular basis, and with staff will work on the Faculty Senate Online Course Development Committee to determine appropriate responses to faculty and online student needs identified by the Committee on an on-going basis.

INSTITUTIONAL EFFECTIVENESS

As described above, the libraries have multiple means of measuring their institutional effectiveness that include:

- Vendor-generated usage data for electronic resources
- Google analytics for website use
- Circulation data for library-owned collections from the Millennium library system
- OCLC interlibrary loan data
- Reference desk data
- User comments left in each library’s suggestion box
- Annual administration of the pre- and post-information literacy tests
- SAILS information literacy assessments
- LibQUAL+ library user satisfaction surveys
- Undergraduate Senior Surveys
- Law School Surveys of Student Engagement
- Law librarian evaluations of presentations

The effectiveness of instructional technology has been less method-oriented; however, surveys conducted by special committees such as the I7 Committee, reports such as the 2008 Task Force Report on Information Technology, as well as data on the use of *Manhattan*, have been useful in indicating strengths and weaknesses.

Although work remains to be done, both libraries provide resources and training critical for the effective functioning of faculty, students, and staff. D’Amour and the Law Library are more coordinated in their efforts and provide cost effective and consistent delivery of information sources for students, faculty, and staff. Data supports the effectiveness of both libraries relative to information literacy instructional efforts for first-year students, and both libraries are working to extend these efforts to all curricular levels. With the implementation of a new LMS and the standardization of instructional technology for web-conferencing and lecture capture, instructional technology will be able to implement more consistent data collection to better highlight areas of excellence and improvement.

Standard 7: Library and Other Information Resources (D'Amour Library)

	3 years prior	2 years prior	Most recently completed year	Current year (actual or projection)	Next year (goal)
	(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)
Expenditures/FTE student					
Materials	$ 175	$ 176	$ 220	$ 238	$ 230
Salaries & Wages	$ 203	$ 207	$ 225	$ 226	$ 220
Other operating	$ 54	$ 64	$ 70	$ 65	$ 65
Collections					
Total print volumes	125,935	127,745	133,350	135,300	136,600
Electronic books	4,503	5,015	5,338	5,675	6,025
Print/microform serial subscriptions	80	74	85	85	80
Full text electronic journals	38,785	41,234	43,978	44,400	44,500
Microforms	188,252	188,264	188,276	188,288	188,300
Total media materials	5,499	6,711	6,616	7,120	7,600
Personnel (FTE)					
Librarians -- main campus	7.0	7.0	8.0	8.0	8.0
Librarians -- branch campuses					
Other library personnel -- main campus	4.5	4.8	4.8	4.8	4.8
Other library personnel -- branch campus					
Library Instruction					
Total sessions -- main campus	206	219	222	225	250
Total attendance - main campus	3879	3706	3880	4775	4700
Total sessions -- branch campuses					
Total attendance -- branch campuses					
Reference and Reserves					
In-person reference questions	1646	1499	1355	1410	1430
Virtual reference questions	261	210	150	60	60
Traditional Reserves					
courses supported	176	177	213	200	190
items on reserve	1583	1914	2086	2000	1900
E-Reserves					
courses supported	283	273	360	403	410
items on e-reserve	1231	1648	1659	1824	1850
Circulation (do not include reserves)					
Total/FTE student	9	9	10	9	9
Total full-text article requests	76196	71854	89449	89600	90500
Number of hits to library website	363063	285915	475713	485220	494925
Student borrowing through consortia or contracts	1857	2189	2284	2375	2500
Availability/attendance					
Hours of operation/week main campus	100	100	100	100	100
Hours of operation/week branch campuses					
Gate counts/year -- main campus	220356	225866	242700	249250	256720
Gate counts/year -- average branch campuses					

URL of most recent library annual report:	http://www1.wne.edu/library/index.cfm?selection=doc.9492
URL of Information Literacy Reports	

NOTES:

FY2011 and forward numbers include additional expenses for Pharmacy Librarian and expenditures although technically part of the College of Pharmacy budget.

Cells G-H 7: Based on materials expenditures reported on the ACRL Annual Surveys for FY09 & FY10.

Cells G-H 8: Based on salaries and wagers reported on the ACRL Annual Surveys for FY09 & FY10.

Cells G-I 8: Wages paid to library student assistants are included.

Cells G-H 9: Based on operating expenditures reported on the ACRL Annual Surveys for FY09 & FY10.

Cells G-H, 12-16: As reported on the ACRL Annual Surveys for FY09 & FY10.

Cell G43: Figure from usage statistics for seven databases.

Cell H43: Figure from usage statistics for 33 databases.

Cell I43: Figure from usage statistics for 33 databases, including pharmacy-related databases.

Cell J43: Figure from usage statistics for 41 databases, including pharmacy-related databases.

Standard 7: Library and Other Information Resources (Law)

	3 years prior	2 years prior	Most recently completed year	Current year (actual or projection)	Next year (goal)
	(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)
Expenditures/FTE student					
Materials	$ 2,021	$ 2,273	$ 2,178	$ 3,182	$ 3,443
Salaries & Wages	$ 1,376	$ 1,648	$ 1,380	$ 1,592	$ 1,782
Other operating	$ 236	$ 224	$ 255	$ 454	$ 508
Collections					
Total print volumes	132,431	134,610	137,537	139,700	141,000
Electronic books	0	0	0	0	0
Print/microform serial subscriptions	N/A	1,773	1,819	1,036	1,000
Full text electronic journals	40,444	42,607	44,895	48,517	51,000
Microforms	223,989	230,613	234,211	237,107	240,000
Total media materials	1,031	1,097	1,198	1,270	1,350
Personnel (FTE)					
Librarians -- main campus	7.0	8.0	8.0	6.0	6.0
Librarians -- branch campuses	N/A	N/A	N/A	N/A	N/A
Other library personnel -- main campus	7.0	7.0	7.0	7.0	7.0
Other library personnel -- branch campus	N/A	N/A	N/A	N/A	N/A
Library Instruction					
Total sessions -- main campus	N/A	N/A	19	28	28
Total attendance - main campus	N/A	N/A	250	781	730
Total sessions -- branch campuses	N/A	N/A	N/A	N/A	N/A
Total attendance -- branch campuses	N/A	N/A	N/A	N/A	N/A
Reference and Reserves					
In-person reference questions	1968	2383	1696	1354	1300
Virtual reference questions	N/A	N/A	N/A	284	300
Traditional Reserves					
courses supported	N/A	N/A	N/A	N/A	N/A
items on reserve	N/A	4702	5600	6630	6300
E-Reserves					
courses supported	26	22	25	24	23
items on e-reserve	715	739	792	816	805
Circulation (do not include reserves)					
Total/FTE student	6	7	7	8	8
Total full-text article requests	N/A	N/A	N/A	N/A	N/A
Number of hits to library website	50283	N/A	110350	100594	120000
Student borrowing through consortia or contracts	312	307	312	536	550
Availability/attendance					
Hours of operation/week main campus	103	103	103	103	103
Hours of operation/week branch campuses	N/A	N/A	N/A	N/A	N/A
Gate counts/year -- main campus	N/A	N/A	N/A	N/A	N/A
Gate counts/year -- average branch campuses	N/A	N/A	N/A	N/A	N/A

URL of most recent library annual report: N/A
URL of Information Literacy Reports N/A

Standard 7: Library and Other Information Resources (Information Technology)

	3 years prior	2 years prior	Last year	Current year (goal or projection)	Next year goal
	(FY 2009)	(FY 2010)	(FY 2011)	(FY 2012)	(FY 2013)
Number (percent) of students with own computers					
? **Course management system**	Manhattan 3.2 -- College Developed LMS**				
Number of classes using the system					
Classes on the main campus	1308	1332	1372	1375	1390
Classes offered off-campus	5	4	0	0	0
Distance education courses	143	167	133	150	170
Bandwidth					
on-campus network	10G	10G	10G	10G	10G
off-campus access					
commodity internet	65mbps	210mbps	355bps	500bps	700bps
Internet2	n/a	n/a	n/a	n/a	n/a
wireless protocol(s)	b/g/n	b/g/n	b/g/n	b/g/n	b/g/n
Network					
Percent of residence halls connected to network					
wired	100%	100%	100%	100%	100%
wireless	5%	5%	5%	5%	5%
Percent of classrooms connected to network					
wired	100%	100%	100%	100%	100%
wireless	approx 5%	approx 5%	5%	15%	20%
Public wireless ports	approx 250	approx 250	approx 250	approx 300	approx 300
Multimedia classrooms (percent)					
Main campus	100%	100%	100%	100%	100%
Branches and locations	n/a	n/a	n/a	n/a	n/a
IT Personnel (FTE)					
Main campus	32.6	32.6	38.0	38.0	38.0
Branch campuses	0.0	0.0	0.0	0.0	0.0
Dedicated to distance learning	2.0	2.0	4.0	4.0	4.0
Software systems and versions					
Students	Internally Developed Software				
Finances	Internally Developed Software				
Human Resources	KRONOS				
Advancement	Millennium				
Library	Millennium				
website management	Cyclone Interactive with Internally Modified Code				
portfolio management	n/a				
interactive video conferencing	Elluminate (Acquired July 2010 by Blackboard -- now part of Collaborate)				
digital object management	n/a				

NOTES:

**Western New England University is in the process of converting its LMS from Manhattan to Desire2Learn (campus implementation known a Kodiak)

Lecture capture uses ECHO360.

Standard 8: Physical and Technological Resources

DESCRIPTION

Of Western New England University's 215 acres, 74 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.

In 2007, the University contracted with a professional facilities master-planning firm for revisions and completion of the master plan and charged an Information Technology Task Force to identify and consider technology needs for the institution over the next five years. The University incorporated ten goals identified by the Task Force into the overall *Strategic Plan* for 2009-2018. Specific priorities of the 2007 updated *Facilities Master Plan* included five short-term, eight mid-term, and five long-term initiatives ranging from renovations and reallocation of space to new construction of academic and residential buildings (see Priorities of the *Facilities Master Plan*). The University successfully concluded its first-ever comprehensive fundraising campaign in June 2008 with $23.2 million raised in gifts and pledges against a goal of $20 million to help fund these initiatives.

Capital projects relative to technological resources have featured space transformations, particularly in FY 2011, when the University completed significant foundational technology upgrades for the network core as well as a new academic building. A high-speed fiber network and internet services connected all five universities and colleges of the Cooperating Colleges of Greater Springfield (CCGS) together in a redundant loop as of 2010. Within the University, three separate computer rooms (in three separate buildings) that reside on two separate power grids provide high availability and redundant architectures for critical services, and generator power for failover purposes supports two of the server rooms.

The campus has multi-gigabit network backbone and either 1 Gb or 100 Mb wired connection points in all academic, student, and administrative buildings. Wireless networks exist in most major common areas and residential and academic buildings on campus. Office of Information Technology (OIT) also provides virtual private network services for campus member access to electronic resources from off-campus locations. The majority of classrooms have standard equipment including an instructor's workstation housing a Windows 7 desktop computer and a DVD/VHS or DVD / Blu-ray player, a ceiling mounted data projector, a motorized screen, and flush ceiling mounted speakers. Computer labs are state-of-the-art with all computers having wired network connections available. Some labs having more specialized uses such as the Electrical, Industrial, Biomedical, and Mechanical Engineering Labs located in Sleith Hall are dedicated for use by engineering majors (see Classroom and Public Tech Inventory).

The University's policies of "Acceptable Use of Technical Resources" are on the OIT web pages. OIT sends all first-time user students, faculty, and staff extensive information about accounts and network usage policy when OIT creates accounts, and easily accessed web pages provide information with usage instructions, rules, and current legal and security issues with guidelines for compliance and references to sources of further information.

Facilities Management, consisting of over 125 employees, maintains all physical resources of Western New England University. Facilities Management 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. OIT has a staff of 40 full-time employees broadly organized into the following groups: Educational Technology and Training (ETT), Customer Support and Operations, Administrative Information Systems, Technical Services and Support, and Administrative and Business Services. The University moved Media Services under Customer Support and Operations to allow ETT to concentrate on the provisions of service and partnership with faculty for the development of programmatic and individual training in the utilization of technology. OIT sponsors training workshops with topics determined by faculty/staff surveys, maintains a Service and Help Desk, and provides a broad range of administrative applications to support the University's business functions.

The University has established an Environmental Safety and Recycling Office within Facilities Management to ensure that the University remains in full EPA and OSHA compliance. The University continues to be an active member of the New England Region One Regulatory Compliance Consortium. In addition, each year the University budgets approximately $112,000 to continue progress toward the goal of 100% ADA compliance (see ADA Accomplishments and Future Plans) with our most recent ADA Report and Work Order Analysis completed FY10.

The Department of Public Safety (DPS) continues to be responsible for all aspects of campus security on the grounds of Western New England University and provides public awareness and safety programming for students, facility, and staff. DPS awareness and safety programs are multi-media and are provided through e-mails, safety flyers, on campus displays, hands on demonstrations, and information provided on the DPS website. As part of involvement in the update and design of facilities for security, DPS has increased exterior lighting on campus, added a new external broadcasting e2Campus system known as "All Campus Alert", and added 28 new surveillance cameras and new software systems for recording cameras and improving records management. In 2005, after extensive study of and deliberation over current crime trend statistics, as well as data obtained from the International Association of University Law Enforcement Administrators (IACLEA), the University's senior administration and the Executive Committee of the Board of Trustees approved the issuance of firearms to the University's specially trained 14 Sworn Police Officers.

APPRAISAL

Annual operating and capital budget allocations along with sound management programs are in place to ensure that all University facilities remain in excellent condition. Facilities fulfilled 6558 work orders in the 2010-11 Academic Year, 697 of which Facilities considered urgent. The average time to complete an open work order is 3.1 days; with urgent orders having an average completion of 2.2 days. A Facilities Management employee inspects each University building at least two times per week and submits any deficiencies to the Building Manager for immediate corrective action. Members of the Springfield Fire Department inspect all University residential buildings and assembly areas twice annually. The Springfield Building Inspector inspects all assembly areas on an annual basis. In addition, outside firms on an annual basis inspect sprinkler systems, fire and life safety equipment, elevators, fire pumps and fire alarm systems. The University's insurance carrier also conducts periodic facility inspections and generates follow up reports. Most maintenance service calls received are from residence halls. WNE policies seek to minimize deferred maintenance needs through multi-year replacement and renewal plans of capital items and facilities; therefore, unscheduled maintenance does not normally take significant personnel time away from providing ongoing quality service.

Each year approximately $2.5 million is budgeted for capital improvements and projects across campus. The University is currently in the midst of a five-year plan; however, the plan has been periodically revised to reflect changes in University facilities on an ongoing basis. Improvements planned for Herman, Emerson and Sleith Halls have been delayed or deferred from original targets. However, Herman Hall renovations are being undertaken beginning spring 2012 and phase 1 of the Sleith Hall renovations were completed during the summer of 2011.

Classroom and lab seat and time utilization rates currently fall below 70% occupancy, the average rate of occupancy for a university (Saratoga Associates, 1999, 2007). However, this figure does not exclude open community time during which classes are not normally scheduled. With the new College of Pharmacy building able to house Pharmacy, Psychology, Biology, Physics, Chemistry, Neuroscience, and Health Services, the University has more than adequate laboratory and classroom space on campus. Although, some areas of campus such as the Writing and Reading Center, Math Center, Student Disability Services and other academic areas have additional work and storage space needs, design and renovation projects in Herman, Emerson and Sleith Hall are addressing these needs.

Western New England University remains committed to protecting the environment. The University now has three buildings with partial or full geothermal HVAC systems. The Center of the Sciences and Pharmacy opened in January 2011 has solar and chilled beam systems in place. In addition to the Environmental Management System (EMS) system for campus-wide monitoring, the University converted four residence halls previously heated by electricity to a gas-fired central plant system. 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 consumption in all possible areas. When weather permits, the University minimizes use of 4x4 pick-ups and trucks to conserve gasoline. The University is an active member of the Institution Recycling Network (IRN) and participates in numerous recycling programs.

Western New England University has recently undertaken and funded a multi-year phased program to enhance ADA compliance. An internal self-study under the direction of the Environmental Safety and Recycling Manager was recently completed to determine accessibility issues. While there were no major deficiencies identified, the study did reveal several minor areas for improvement. Further, the University designed every instructor station in the new academic building to be fully ADA compliant, even though regulations only required a small number of rooms to be compliant.

In order to plan and control the various aspects of the OIT environment, the Assistant Vice President for Information Technology and the Directors of each unit within OIT hold regular meetings to coordinate ongoing initiatives and plan for upcoming projects. In December of

2009, the University hired a new Assistant Vice President for Information Technology to focus on aligning OIT directions with the University's various colleges, divisions, and programs. Over the past two years, the University has conducted various surveys requesting community input on the adequacy of classroom facilities and the use of technology in the classrooms, as well as email, calendaring, phone services, and learning technologies. In addition, 50 student workers assist in every area of the organization and figure importantly in OIT services and in the institutional commitment to the development of information technology skills for students.

The University periodically participates in the National Survey of Student Engagement (NSSE). The mean scores for the University in 2009 show that by the time students graduate they used computing and information technology to a higher degree than other New England Private Universities, selected peer/aspirant institutions, as well as the entire survey population. In addition, the survey showed that the use of computing and information technology for Educational and Personal Growth has steadily risen since 2005. Most (82%) students were "satisfied" or "very satisfied" with classroom and computer facilities at the University. This number has increased from 79% in 2004.

Western New England University has adopted Desire2Learn (coined "Kodiak" for campus use) for its learning management system (LMS), replacing *Manhattan*. This change was initiated on the recommendations of the "Initiative 7" (I7) committee through researching faculty and a separate ad-hoc committee to review available LMS options. The I7 committee also facilitated the development of ETT. The choice of Desire2Learn provides integration with portfolio-management software, distance education initiatives, lecture capture and asynchronous learning, as well as various digital and multimedia technologies and interfaces.

The University is evolving from a long history of local development approaches for administrative, academic, and various internal systems toward the adoption of a central enterprise system. This system will consolidate various disparate systems over a unified application, database, and security platform. It will also put into place operational standards across systems both from a technology perspective, as well as from a business process perspective. Ultimately, the result will be that programmers will need less time to move information between disparate systems. This technology ecosystem will better allow for common operational support models, processes, as well as inform decisions made for ongoing technology acquisitions. In addition, the installation of a new generation of Juniper core switches, routers, firewalls, and edge devices will support up to 100 times greater network throughput than the current Nortel network. It will also introduce wireless coverage to remaining campus areas as the new network is extended, eventually resulting in a ubiquitous wireless network environment at the University.

An external information security consulting and services firm conducted an Information Technology Network Vulnerability Assessment measuring the integrity, availability, and confidentiality of information assets at the University. This assessment included both internal and external network penetration and vulnerability assessments, security assessments, and application penetration analysis. Findings of the audit were that "[the University] has an above average security posture when compared to similar organizations" and that "The security posture of [the University]'s internal networks was found to be very strong." The University conducts an annual internal audit by a third party. A component of this audit is a review of all major aspects of OIT governance, change control, security, disaster recovery, data backup, network architecture, and information access. Based on these audits, OIT has made significant improvements in all of these areas and has initiated various internal controls and change management processes. The University also participates in the EDUCAUSE Core Data survey, which provides extensive information and benchmarking for Information Technology activities, capabilities, staffing levels, expenditures, and trends. In addition to the core data survey, the University receives reports from the EDUCAUSE Center for Applied Research that investigates the challenges and opportunities faced in the higher education information technology environment.

The Department of Public Safety has identified several areas where changes in the physical plant and staffing will improve the safety and service to our community. Additional space is also necessary for proper evidence storage and compliance with the requirements of the Massachusetts Court System.

PROJECTIONS

As the University continues to expand its facilities portfolio in conjunction with the *Strategic Plan* and *Facilities Master Plan*, there will be increased need for additional Facilities staffing. Identification of staffing needs is the responsibility of the Director of Facilities Management.

OIT will train and update staff skills to work with the new systems and application environments. The Assistant Vice President is responsible for Information Technology to synthesize planning aspects and timelines involved in these numerous technology projects.

DPS will seek to increase the number of Sworn Officers and Emergency Medical Technicians commensurate with identified needs, and conduct safety surveys to assist in remodeling campus buildings to allow for increased safety and professional development training. DPS will also be pursuing official certification as a police department through the Massachusetts Police Accreditation Commission.

INSTITUTIONAL EFFECTIVENESS

The University maintains and operates vast physical and technological resources in a proficient fashion that is consistent with the mission and objectives as set forth in the strategic planning documents referenced. Necessary and appropriate assessment and planning is a regular, ongoing, and significant aspect of the institutional foundation and holds manifest importance in the management of facilities, technology, and public safety aspects of the University.

Standard 8: Physical and Technological Resources

Campus location	Serviceable Buildings	Assignable Square feet (000)
main campus	74	812.8
other U.S. .locations	0	0
international locations	0	0

	2 years prior (FY 2010)	1 year prior (FY 2011)	Current Year (FY 2012)	Next Year Goal (FY 2013)	Goal in 2 years (FY 2014)
Revenue ($000)					
Capital appropriations (public institutions)	n/a	n/a	n/a	n/a	n/a
Operating budget	$87,898	$90,037	$98,940	$97,094	$103,194
Gifts and grants	$1,454	$615	$1,250	$1,500	$1,250
Debt	$43,000	n/a	n/a	TBD	TBD
TOTAL	$132,352	$90,652	$100,190	$98,594	$104,444
Expenditures ($000)					
New Construction	$22,673	$11,939	$292	$0	$0
Renovations, maintenance and equipment	$6,025	$4,363	$4,287	$10,270	$2,548
Technology	$1,761	$1,257	$1,000	$700	$900
TOTAL	$30,459	$17,559	$5,579	$10,970	$3,448

Assignable square feet (000)	Main campus	Off-campus	Total
classroom	71.6	0	71.6
laboratory	48.6	0	48.6
office	124.4	0	124.4
study	43.2	0	43.2
special	23.9	0	23.9
general	171.5	0	171.5
support			0.0
residential	324.5	0	324.5
other	5.1	0	5.1

Major new buildings, past 10 years

Building name	Purposes	Assignable Square Feet (000)	Cost (000)	Year
Ctr Sci & Pharm	Academic Building	81.7	$40,000	2011
Southwood	Residence	31	$11,000	2009
Commonwealth	Residence	46.2	$10,815	2003
Welcome Ctr	Admissions, Offices	11.8	$3,927	2002

New buildings, planned for next 5 years

Building name	Purposes	Assignable Square Feet (000)	Cost (000)	Year
n/a				

Major Renovations, past 10 years The list below includes renovations costing $_______ or more

Building name	Purposes	Assignable Square Feet (000)	Cost (000)	Year
Campus Center	Stu Activities/Food Serv	43.2	$3,980	2004
D'Amour Library	Library	42.6	$1,678	2005
Blake Law Center	Law School	69.1	$4,300	2007

Renovations planned for next 5 years The list below includes renovations costing $_______ or more

Building name	Purposes	Assignable Square Feet (000)	Cost (000)	Year
Herman Hall	classrooms/labs/offices	26.6	$8,300	FY12-13
Sleith Hall	classrooms/labs/offices	36.7	TBD	
Emerson Hall	classrooms/offices	16.6	TBD	

NOTES:

Building Clusters, such as the Gateway complex, are usually counted as one structure but are separately treated here.

Assignable space excludes mechanical rooms, storage rooms, stairwells, and other unoccupiable space depending on primary building use. Therefore square feet may vary from other figures used in the self-study text.

Standard 9. Financial Resources

DESCRIPTION

Western New England University upholds the Board of Trustees' philosophy of maintaining competitive tuition while providing quality education. The University has operated in a fiscally sound manner that has continuously added to the financial strength of the institution while improving educational quality. 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 percent spending policy." The Board of Trustees approves an annual plan that demonstrates the University's ability to operate within its revenues with sufficient funding to provide a quality education for students. Standard University policy is that new gifts are not budgeted for operations; they are used to enhance educational goals. The University has a reporting structure in place that ensures that resources are used as approved in the budget process. The Controller's Office closely monitors the financial operation of the University to address emergencies; contingencies can be quickly considered and implemented. As with all deliberations, emphasis is placed on maintaining educational quality.

Mission and purpose are priorities as the University controls and allocates its financial resources; the administration and trustees place a high emphasis on providing a quality education and are mindful of this in their financial deliberations. Although the University is tuition driven, it maintains a diversified tuition revenue mix (full-time and part-time undergraduate and graduate, full-time law, part-time law and continuing education) that is beneficial in balancing budgets. In addition, the University continually looks for new revenue sources to maintain fiscal stability and is careful not to divert resources from existing programs to finance new initiatives.

The Kevin S. Delbridge Welcome Center (completed 2002) that houses admissions and continuing education was part of an initiative to create efficiencies in the admissions process and to provide the campus a central location for visitors. The 6,000 square foot addition to D'Amour Library (completed 2005) was necessary to provide additional space for the library as well as a new state-of-the-art multimedia center with a television studio and video editing facilities that support the media studies and communications programs. Commonwealth (completed 2003) and Southwood (completed 2009) residence halls produce sufficient revenue to support their operation, debt service, and provide the "freshman experience" desired by 90% of first-year students and additional housing for graduate students. The Law School's addition (completed 2008) provided increased law library space by creating new administrative offices. The Center for the Sciences and Pharmacy (opened January 2011) is a 127,000 square foot facility that was built to house classes, labs, and faculty offices for the new College of Pharmacy, the Departments of Psychology as well as Biological and Physical Sciences, and the Health Services clinic.

The Budget Advisory Committee (BAC) was formed in fiscal 1997-1998 and continues to review the budget process and make recommendations to the President for the following year's budget. The BAC is composed of faculty, administration, and staff. In 2010, four subgroups were formed to develop deeper understanding of the budget development process. These four groups focused on *enrollment planning*; *tuition rates and financial aid*; *strategic initiatives*; and *budget requests for review and recommendation*. The *enrollment-planning group* was charged with reviewing enrollment projections for the various Colleges/School and developing institutional recruiting strategies. The *tuition rates and financial aid group* was charged with reviewing and recommending tuition rate adjustments that are affordable and leverage the University's financial aid budgets in order to grow net tuition revenue. The *strategic initiatives group* was charged with developing a method to fund initiatives that reduced competition with operational budget needs in order to advance strategic goals. The *budget review and recommendations group* was charged with reviewing and recommending budget requests and capital needs submitted by each department with the intention of identifying requests that benefit the strategic priorities of the University. In addition, resource requirements are reviewed during the budget process and resources may include reallocations when applicable. A report on wage discussions in the BAC is provided to the Faculty Senate and is recorded in the minutes of the Senate. In addition, faculty representatives report activities of the BAC to their respective Colleges/School. Faculty are represented at the Board of Trustee meeting when the operating and capital budgets are presented for approval. The University wide Benefits Committee, that is composed of both faculty and non-faculty members, considers fringe benefit issues that affect all personnel of the University. A balanced annual operating budget as well as a capital budget are prepared by the BAC and recommended to the President. These endorsed budgets are then presented to the Finance Committee of the Board of Trustees. Once approved by the Finance Committee, the recommendations are forwarded to the Executive Committee for review and approval and then to the full Board of Trustees for final approval. This budgetary approach balances the needs of all constituencies and simultaneously advances the University's education objectives. Additionally, a five-year plan is prepared by Finance and Administration to inform the planning efforts of the Finance Committee.

All fiscal policies and internal controls are clearly stated in writing, kept in related offices, and reviewed as part of the annual audit process to ensure they are up-to-date, properly followed, and in compliance with ethical and sound financial and accounting practices as well as Federal and State regulations where applicable. In 2006, the Board of Trustees formed a new Audit Committee. This 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. Annually an audit plan is devised and an outside regional firm performs various audits. The University's financial records are kept in accordance with *Generally Accepted Accounting Principles* (GAAP) as they relate to higher education activities, and the Advancement Division's professional staff and the President belong to CASE and/or various Associations (see standard 11) that provide ethical guidelines for conduct. A very close relationship exists between Advancement, the Controller's Office, and the Board of Trustees of the University in order to ensure that all policies are upheld. These complete policies, which include solicitation, gift administration, and accounting procedures are clearly documented and closely monitored for compliance. All gift-recording procedures follow the Statement of Financial Accounting Standards No. 116 – *Accounting for Contributions Received and Contributions Made* issued by the Financial Accounting Standards Board (FASB) and the CASE *Reporting Standards & Management Guidelines for Educational Fundraising*. All gifts are acknowledged with either a receipt or letter containing the appropriate tax language necessary for IRS reporting purposes. Upon solicitation of gifts, all donors are made aware of endowment and annual spending policies. Donors are also informed that the total amount of all gifts goes to the purpose indicated by the donor.

The University concluded its first-ever comprehensive fundraising campaign, *Transformations: The Campaign for Western New England College*, in June 2008 with $23.2 million raised in gifts and pledges against a goal of $20 million. Of the total, $15 million was in pledges which have been more than 98% paid through December 31, 2011, with $50,000 remaining scheduled for payment. Also, less than 2% of all pledges have been deemed as uncollectible and subsequently, written-off. When pledge collections for Transformations concludes in FY2012 – except for $3,000 in pledges scheduled for payment in fiscal years 2013 and 2014 – the University projects that still, less than 2% of all pledges will have been written-off. This very high-rate of pledge fulfillment is a clear indication of the very good stewardship procedures in the Development Office as well as the attachment of alumni, employees, friends, parents, corporations, and foundations to the University and its mission; in turn, this bodes well for future fundraising efforts.

In the fiscal years since the formal conclusion of the *Transformations* Campaign, the Advancement Division, in addition to focusing on stewarding Campaign donors and pledge collections, has also worked on enhancing the strategies for the Annual Fund for Western New England, planned giving, and targeted major gift fundraising. In both fiscal years 2009 and 2010, the Development Office met and exceeded its fundraising goals. During fiscal year 2011, with Transformations pledge fulfillment in its final stages, there has been a renewed emphasis on seeking larger gifts, including some with two- or three-year payment schedules. The University has also taken a more proactive and coordinated approach in seeking non-gift external support from government agencies for teaching and research as well as from corporations for sponsored research activities. While in many cases these funds are not counted as gifts, the Advancement Division has taken a leadership role within the University in identifying potential funding from highly competitive governmental sources. Beyond the expertise and experience in coordinating and tracking these types of proposals, the Advancement Division often takes the lead in developing proposal budgets, working with faculty on the content of proposals, and developing relationships with the funding agencies. Looking forward, the Advancement Division has begun preliminary planning for a major fundraising initiative culminating with Western New England University’s centennial in 2019. This initiative is being driven by the needs and objectives of the University as laid out in the *Strategic Plan* for 2009-2018.

The Controller’s Office prepares monthly financial reports for the Vice President for Finance and Administration, the President, and members of the Finance and Executive Committees of the Board of Trustees. These financial reports measure performance to last-year actual results and the current budget. Monthly projections are prepared for the Vice President for Finance and Administration and the Finance Committee to ensure that the budget continues to reflect anticipated results. Every month, the Controller’s Office distributes variance reports to each budget center, so variances can be recognized immediately and appropriate adjustments made when necessary. A monthly review of expenses (by each line item) is conducted in order to quickly address spending trends that may create fiscal concerns. Computerized accounting records integrated to both the budget and actual expenditures provide early detection and control of budget variances. Should there be indications that a deficit may occur, the University, with the approval of Senior Staff, can quickly put a contingency plan in place to overcome the projected deficit. The financial administration conducts on-going analysis of past performance, as well as projections for future performance, of all the specific Colleges/School or divisions to assist in decisions and to ensure the financial stability of the University. These analyses are shared with Senior Staff, the Finance Committee, and the Board of Trustees.

A national CPA firm performs an annual financial statement audit. KPMG, LLP has conducted the University's financial statement, A-133, and other audits since 1995. Although the University has retained the same CPA firm for a number of years, there have been on-going personnel (partner, managers, staff members) turnover at the firm ensuring that the University's financial condition is being reviewed from varied perspectives. In addition, the University will routinely solicit bids from nationally focused firms in order to continue to evaluate and assess the qualifications of audit firms and services. A new three year contract was awarded to KPMG effective with fiscal year 2011. The financial statements are prepared in accordance with standards established for nonprofit universities and universities under AICPA (American Institute of Certified Public Accountants) and FASB standards. In addition, Federal (A-133) and State (MOSFA), and the retirement plan (403b) audits are conducted as required. In addition to the above named audits by KPMG, a second auditing firm, Wolf and Company, P.C., provides internal control audits for the University. During fiscal year 2011, Wolf and Company has conducted audits in the following areas: accounting; accounts payables; admissions; cash management; human resources; information technology; residence halls; and vendor bidding. The auditors present their audit findings to the Audit Committee. In addition, a whistle-blowing policy exists ensuring that any questionable issues may be brought to management's attention. Ethical considerations are always of paramount importance to senior management and trustees. They, along with all administrative employees, sign annual conflict of interest statements.

APPRAISAL

In order to measure the financial performance of the University during the last ten years, financial health ratios will be discussed (see Ratios 2012). In reviewing these ratios it is evident that the Institution continues to be financially strong and has the ability to graduate its entering class. The first four ratios address whether financial resources are sufficient to support the University's mission. The first ratio, return of net assets, measures total economic return and the second ratio, net income ratio, measures whether total unrestricted activities resulted in a surplus or a deficit. These two ratios (7.1% and 6.1% respectively) demonstrate fiscal 2011 to be among the strongest years the University had during the past ten years. Any negative percentages in these two ratios (fiscal 2009, 2002, and 2001) reflect investment losses from prevailing market conditions. The operating income ratio addresses the extent to which current-year internally generated resources have contributed to the overall financing of the institution's operations. This ratio shows an overall steady increase from 115.4% in fiscal 2001 to 120.0% in fiscal 2011. The contribution income ratio demonstrates that the Institution continues to have a low dependence on contributions at 2.62% in fiscal 2011 versus 1.0% in fiscal 2001. Although this ratio has increased over the past four years it is still at a very low level and continues not to be used to finance operational requirements.

The next four ratios measure financial resources available to support the University's mission through debt financing. The viability ratio measures the availability of expendable net assets to cover debt and the leverage ratio measures the financial leveraging of the institution. Both ratios have weakened: the viability ratio from 0.9 in fiscal 2001 to 0.6 in fiscal 2011; and the leverage ratio from 1.7 in fiscal 2001 to 1.1 in fiscal 2010. This is the result of the addition of new debt taken on for the construction of a new academic building to house the sciences and the startup of the College of Pharmacy. The debt burden ratio measures the cost of borrowing to overall expenditures. During the past ten years this ratio has also weakened from 3.1% in fiscal 2001 to 5.9% in fiscal 2011; again the result of new debt for the construction of a new academic building. The debt coverage ratio measures the excess income over adjusted expenses available to cover annual debt service payments. This ratio has improved from 1.1 in fiscal 2001 to 3.4 in fiscal 2011.

The final four ratios measure how financial resources support the University's mission. The educational core services ratio measures whether educational core services are using a growing or dwindling share of institutional resources. In the past ten years, this ratio has remained relatively constant from 41.4% in fiscal 2001 to 41.0% in fiscal 2011. The educational support ratio measures whether educational support services are using a growing or dwindling share of institutional resources. Over the past ten year period this ratio has also remained relatively constant from 40.7% in fiscal 2001 to 40.5% in 2011. The total educational ratio measures the amount of educational costs in relationship to total cost. In the past ten years, this ratio has changed from 82.0% in fiscal 2001 to 81.5% in fiscal 2011. These three ratios have maintained because resources have been allocated to the startup of the School of Pharmacy and the expansion of the science programs. Auxiliary costs have increased 136.7% from $7.1 million in fiscal 2001 to $16.7 million in fiscal 2011. The general support ratio measures the amount of general support costs in relationship to total costs. Over the past ten years this ratio has improved from 20.2% in fiscal 2001 to 21.3% in fiscal 2011.

Another important factor in measuring the University's financial stability is the change in discount rate over the past ten years. Although tuition and fees have increased $45.5 million (from $48.9 million in fiscal 2001 to $98.2 million in fiscal 2011), +86.4%: scholarships and grants have increased $20.4 million (from $9.4 million to $31.4 million) +186.00%; thus, net tuition has increased $25.1 million (from 39.6 million in fiscal 2001 to 66.8 million in fiscal 2011) +60.1%. Two factors have contributed to the lower net tuition compared to gross tuition and financial aid: 1) the elimination of off-campus programs has reduced revenues streams that the University did not discount significantly; and 2) higher institutional gift awards to attract better qualified and diversified students.

Resources are reallocated, as necessary, to achieve the University's mission, purposes and objectives. During the past few years, budgets for off-campus programs were reduced and finally eliminated to address declining enrollments. The funds were shifted to promote new strategic initiatives for attracting online students through Embanet, international students, and other new programs.

In February 2011, a Salary and Wage Workgroup was formed in response to recommendations from the BAC. This workgroup examined the salary and wage structure of the University. The recommendation was consistent with Direction 2 of the University's *Strategic Plan* "To continue to build and maintain a high quality faculty and to assure that attention continues to be given to issues of faculty salaries including salary compression among ranks." The scope of the workgroup included all faculty, exempt, and non-exempt salary and wages, research to determine appropriate measures and benchmarks applicable to Western New England University, analysis of the salary and wage structures compared to these benchmarks and determination of what findings may be developed/derived from these data, and developed conclusions forwarded to the President for evaluation and determination of next steps. The workgroup determined that a salary compression issue existed within one of the Colleges and forwarded the finding and recommendations to the President. The findings were accepted by the President and a solution was identified and implemented in spring 2011.

The University's endowment consists of permanently restricted funds, temporarily restricted funds and unrestricted funds designated for long-term investment. These funds are pooled into one investment fund for purposes of maximizing investment return. The primary long-term objectives are to preserve the real purchasing power of the funds, while earning an average annual real total return of at least 5% per year, net of management fees, over the long term.

The pooled investment fund's book and market values for the fiscal years ended June 30, for years 2007 through 2011, and are:

In Millions	**2007**	**2008**	**2009**	**2010**	**2011**
Book	$37.1	$43.1	$41.2	$42.6	$48.3
Market	$47.8	$45.1	$34.1	$39.1	$48.1
Annual Return	16.0%	-5.9%	-21.2%	12.6%	20.1%

The Market value as of June 30, 2011 was $48.1 million. The University utilizes nine outside managers, managing eleven funds and a separate advisory firm, Cambridge and Associates, to help manage its endowment. The current managers of the University's endowment funds are Dodge and Cox, Eagle Capital Management, Growth Fund of America, Hansberger, Select Equity, State Street Global, Vanderbilt Capital Advisors, Vanguard, and Weatherlow. The portfolio is comprised of approximately 36.8% U.S. equities, 18.6% global (except U.S.) equities, 17.0% marketable alternative assets, 10.6% inflation hedging, and 17.0% fixed income (U.S. bonds). The structure of the investments for US equities is to have one core investment manager and multiple smaller (satellite) investment managers that are more diversified. Dodge and Cox, which holds equity securities, has approximately 27.5% of the portfolio and SSGA Passive Bond Market Index Fund, which holds fixed income securities, has approximately 17.0% of the portfolio. Additionally, Weatherlow, which invests in hedge funds, has approximately 14.8% of the portfolio. The balance of the managers have between 2% to 10% of the portfolio. This portfolio information is current as of June 2011.

PROJECTIONS

As the University will continue to be tuition driven, it must maintain diversified revenue streams. Efforts are underway to increase enrollments for business, continuing education and international programs. The University is committed to offering more online courses (distance learning) to draw students from a larger geographic base. Each year a five-year plan is developed for the Finance Committee with modest enrollment goals; the latest draft is enclosed (see Five-Year Plan). This plan shows tuition increases for undergraduate (full and continuing education), Law (full-time, part-time, and LLM Program) and Graduate Continuing Education and Psychology and Pharmacy of 3.5% from fiscal 2012 to 2016. Fiscal year 2012 enrollments are planned to decline by 1.2% for full-time undergraduate; full time Law enrollments are planned to decline by 28.4%; part-time Law are planned to decline by 12.9%; and increase by 4.1% for the LL.M

Program. Fiscal years 2013 through 2016 enrollment increases are held to 1.5% for full-time and continuing education (undergraduate and graduate). Anticipated Pharmacy enrollment increases are: 98.0% (fiscal 2013); 50.7% (fiscal 2014); 34.2% (fiscal 2015); and 0.0% (fiscal 2016). All programs in law are anticipated to have flat enrollments through fiscal 2016.

All comprehensive service fee increases are tied to enrollment and tuition changes; with all other fees at 3.5% for each fiscal year 2012 to 2016. Room and board fees also reflect a 3.5% rate increase for each of the next five years. Resident student projections are anticipated at various levels for fiscal year 2012 and tied to full-time undergraduate enrollment projections thereafter. The University will continue to monitor any tuition changes while seeking alternative revenue sources. As the University develops its Pharmacy Program, the Board of Trustees has authorized any expense shortfalls to be borrowed from the unrestricted endowment fund. To date, there have been significant net revenues and cash to cover all operating expenses, including pharmacy start-up costs. Thus, to date no funds have been borrowed against the endowment. Fiscal years 2012 through 2016 have planned endowment borrowings and repayments to reflect projected inflows and outflows should borrowing be necessary.

Expenses show modest growth. Wages reflect a 3.5% increase for fiscal 2012 and 2013, with 0.0% and 3.5% for fiscal years 2014 through 2016. Growth is reflected at 1.0% for fiscal years 2013 through 2016, for all full-time and adjunct wages except for pharmacy. Pharmacy shows growth of 32.4%, 34.0%, 31.5%, 2.0% and 0.0% for fiscal years 2012 through 2016; the heavier years reflect the inflow of new faculty and staff as the University accepts each additional class to the program. There are no adjustments for overtime and student wages. Fringe benefit increases reflect wage and growth changes.

Utilities are flat for fiscal years 2012 and 2013 with 2.00% growth for fiscal 2014 through 2016. Fees to others, that are predominantly food service expenses, reflect growth changes that are consistent with anticipated enrollment changes and annual cost increases are set at 4.9% for fiscal 2012, 1.8% for fiscal 2013, and 3.5% thereafter (fiscal year 2014 through 2016). All other service and material expenditures are based on 5.0% decline for fiscal 2013 and 2.5% increase for fiscal 2014-2016. The next major building project planned is the renovation of Herman Hall, one of the first classroom buildings on campus Contingency funds and is shown at $0.6 million in fiscal 2014, and 96.0%, and 36.9% ($1.3 million, and $1.8 million respectively) over the remaining years. Pharmacy operational expenses are increasing by 94.6%, -2.4%, 22.8%, 1.2% from fiscal years 2013 through 2016.

Debt service interest increases slightly by 11.59% in fiscal 2013 as new debt ($3.6 million) to renovate Herman Hall and the pharmacy portion of the building is covered by endowment borrowings as necessary; thereafter, in fiscal 2013 and 2014, as the number of students expands, more of the cost is provided through operations. Fiscal 2015 and 2016 show repayment expenses as interest is reduced by 2.4% each year. Total capital expenditures change by: +14.9%; -14.7%; +9.0%; +10.0%; and +11.0% respectively in fiscal years 2012 through 2016.

The University will continue to be committed to maintaining its physical facilities primarily through its operational budget. The next major capital improvements are renovations to the older classroom buildings: Herman; and Sleith Halls with Emerson Hall expected to be renovated as funds are identified. The plan is to remodel the buildings in phases. Herman and part of Sleith will be first, followed by the completion of Sleith and then Emerson. Plans for Herman Hall are being finalized with the project commencing in winter 2012. There are America Disabilities Act (ADA) compliance issues pertaining to restrooms, elevators, handicap accessibility, etc., and the University is working with a structural engineer on these matters. Clustering of student support services is planned.

INSTITUTIONAL EFFECTIVENESS

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

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

	FISCAL YEAR ENDS month &day: (06/30)	2 YEARS PRIOR (FY 2009)	1 YEAR PRIOR (FY 2010)	MOST RECENT YEAR (FY 11)	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
	ASSETS					
?	CASH AND SHORT TERM INVESTMENTS	$17,061	$14,073	$21,622	-17.5%	53.6%
?	CASH HELD BY STATE TREASURER				-	-
?	DEPOSITS HELD BY STATE TREASURER				-	-
?	ACCOUNTS RECEIVABLE, NET	$1,231	$1,732	$1,379	40.7%	-20.4%
?	CONTRIBUTIONS RECEIVABLE, NET	$952	$616	$393	-35.3%	-36.2%
?	INVENTORY AND PREPAID EXPENSES	$2,378	$3,389	$2,678	42.5%	-21.0%
?	LONG-TERM INVESTMENTS	$34,869	$39,271	$48,330	12.6%	23.1%
?	LOANS TO STUDENTS	$5,623	$5,694	$5,570	1.3%	-2.2%
?	FUNDS HELD UNDER BOND AGREEMENT	$1,503	$27,548	$6,785	1732.9%	-75.4%
?	PROPERTY, PLANT AND EQUIPMENT, NET	$91,466	$113,446	$125,145	24.0%	10.3%
?	OTHER ASSETS	$629	$668	$769	6.2%	15.1%
	TOTAL ASSETS	**$155,712**	**$206,437**	**$212,671**	32.6%	3.0%
	LIABILITIES					
?	ACCOUNTS PAYABLE AND ACCRUED LIABILITIES	$11,049	$10,682	$10,669	-3.3%	-0.1%
?	DEFERRED REVENUE & REFUNDABLE ADVANCES	$4,515	$4,061	$3,726	-10.1%	-8.2%
?	DUE TO STATE				-	-
?	DUE TO AFFILIATES				-	-
?	ANNUITY AND LIFE INCOME OBLIGATIONS	$180	$141	$159	-21.7%	12.8%
?	AMOUNTS HELD ON BEHALF OF OTHERS	$1,070	$1,275	$1,313	19.2%	3.0%
?	LONG TERM DEBT	$45,307	$87,005	$85,851	92.0%	-1.3%
?	REFUNDABLE GOVERNMENT ADVANCES	$2,962	$2,962	$2,962	0.0%	0.0%
?	OTHER LONG-TERM LIABILITIES				-	-
	TOTAL LIABILITIES	**$65,083**	**$106,126**	**$104,680**	63.1%	-1.4%
	NET ASSETS					
	UNRESTRICTED NET ASSETS					
	INSTITUTIONAL	**$71,894**	**$81,079**	**$87,134**	12.8%	7.5%
?	FOUNDATION				-	-
	TOTAL	**$71,894**	**$81,079**	**$87,134**	12.8%	7.5%
	TEMPORARILY RESTRICTED NET ASSETS					
	INSTITUTIONAL	**$2,631**	**$2,613**	**$3,359**	-0.7%	28.5%
?	FOUNDATION				-	-
	TOTAL	**$2,631**	**$2,613**	**$3,359**	-0.7%	28.5%
	PERMANENTLY RESTRICTED NET ASSETS					
	INSTITUTIONAL	**$16,104**	**$16,619**	**$17,498**	3.2%	5.3%
?	FOUNDATION				-	-
	TOTAL	**$16,104**	**$16,619**	**$17,498**	3.2%	5.3%
	TOTAL NET ASSETS	**$90,629**	**$100,311**	**$107,991**	10.7%	7.7%
	TOTAL LIABILITIES AND NET ASSETS	**$155,712**	**$206,437**	**$212,671**	32.6%	3.0%

FOOTNOTES

(1) BREAKDOWN OF LONG-TERM INVESTMENTS:

DONOR RESTRICTED ENDOWMENT	$ 15,151	$ 15,767	16551
UNDERWATER FUNDS	(2,680)	(2,122)	-1021
TEMPORARILY RESTRICTED FUNDS	804	999	1908
TOTAL DONOR RESTRICTED	**13,275**	**14,644**	**17438**
QUASI (BOARD DESIGNATED) ENDOWMENT	17,644	18,622	21,138
TOTAL ENDOWMENT	**$ 30,919**	**$ 33,266**	**$ 38,576**
SPLIT INTEREST & LIFE INCOME INVESTMENTS	487	183	209
OPERATING FUNDS HELD WITH INVESTMENTS	3,463	5,822	9,545
TOTAL INVESTMENTS	**$ 34,869**	**$ 39,271**	**$ 48,330**

Standard 9: Financial Resources (Statement of Revenues and Expenses) in ($000)

	FISCAL YEAR ENDS month &day: (06/30)	2 YEARS PRIOR (FY 2010)	MOST RECENTLY COMPLETED YEAR (FY2011)	CURRENT BUDGET (FY 2012)	NEXT YEAR FORWARD (FY 2013)	TWO YEARS FORWARD (FY 2014)
	OPERATING REVENUES					
?	TUITION & FEES	$94,140	$98,282	$101,591	$108,916	$111,644
?	ROOM AND BOARD	$19,073	$19,719	$19,998	$20,998	$22,918
?	LESS: FINANCIAL AID	($27,777)	($31,416)	($32,110)	($33,473)	($34,953)
	NET STUDENT FEES	$85,436	$86,585	$89,479	$96,441	$99,609
?	GOVERNMENT GRANTS & CONTRACTS	$1,898	$2,137	$3,500	$4,250	$4,000
?	PRIVATE GIFTS, GRANTS & CONTRACTS	$1,454	$615	$1,250	$1,500	$1,500
?	OTHER AUXILIARY ENTERPRISES	$178	$173	$205	$212	$212
	ENDOWMENT INCOME USED IN OPERATIONS	$1,277	$1,136	$3,669	$2,876	$1,815
?	OTHER REVENUE (specify):	$198	$158	$698	$717	$420
	OTHER REVENUE (specify):	$1,116	$1,442	$1,128	$1,234	$1,300
	NET ASSETS RELEASED FROM RESTRICTIONS	$1,507	$1,387	$1,750	$2,500	$2,000
	TOTAL OPERATING REVENUES	**$93,064**	**$93,633**	**$101,679**	**$109,730**	**$110,856**
	OPERATING EXPENSES					
?	INSTRUCTION	$28,062	$30,215	$32,356	$34,325	$33,041
?	RESEARCH					
?	PUBLIC SERVICE					
?	ACADEMIC SUPPORT	$14,121	$16,078	$15,866	$16,799	$16,170
?	STUDENT SERVICES	$12,935	$13,750	$15,102	$16,001	$15,403
?	INSTITUTIONAL SUPPORT	$13,912	$14,523	$17,492	$18,559	$17,865
	FUNDRAISING AND ALUMNI RELATIONS	$1,149	$1,190	$1,333	$1,454	$1,400
?	OPERATION, MAINTENANCE OF PLANT (if not allocated)					
?	SCHOLARSHIPS & FELLOWSHIPS (Cash refunded by public institutions)					
?	AUXILIARY ENTERPRISES	$15,978	$16,702	$18,981	$20,065	$19,315
?	DEPRECIATION (if not allocated)					
?	OTHER EXPENSES (specify):					
	OTHER EXPENSES (specify):					
	TOTAL OPERATING EXPENDITURES	**$86,157**	**$92,458**	**$101,130**	**$107,203**	**$103,194**
	CHANGE IN NET ASSETS FROM OPERATIONS	**$6,907**	**$1,175**	**$549**	**$2,527**	**$7,662**
	NON OPERATING REVENUES					
?	STATE APPROPRIATIONS (NET)					
?	INVESTMENT RETURN	**$2,278**	**$4,879**	**$1,989**	**$2,088**	**$2,000**
?	INTEREST EXPENSE (public institutions)					
	GIFTS, BEQUESTS & CONTRIBUTIONS NOT USED IN OPERATIONS					
?	OTHER (specify): CHG IN SPLIT INTEREST AGREEMENTS					
	OTHER (specify):					
	OTHER (specify):					
	NET NON OPERATING REVENUES	**$2,278**	**$4,879**	**$1,989**	**$2,088**	**$2,000**
	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS, OR LOSSES	**$9,185**	**$6,054**	**$2,538**	**$4,615**	**$9,662**
?	CAPITAL APPROPRIATIONS (public institutions)					
?	OTHER					
	TOTAL INCREASE/DECREASE IN NET ASSETS	**$9,185**	**$6,054**	**$2,538**	**$4,615**	**$9,662**

Standard 9: Financial Resources (Statement of Debt)

		FISCAL YEAR ENDS month & day (06/30)	2 YEARS PRIOR (FY 2010)	MOST RECENTLY COMPLETED YEAR (FY2011)	CURRENT BUDGET (FY 2012)	NEXT YEAR FORWARD (FY 2013)	TWO YEARS FORWARD (FY 2014)
		DEBT					
		BEGINNING BALANCE	$45,307	$87,005	$85,859	$84,322	$82,381
		ADDITIONS	$43,000	$0	$0	$0	$0
	?	REDUCTIONS	($1,302)	($1,154)	($1,537)	($1,941)	($1,980)
		ENDING BALANCE	**$87,005**	**$85,851**	**$84,322**	**$82,381**	**$80,401**
		INTEREST PAID DURING FISCAL YEAR	$2,961	$3,952	$3,959	$3,881	$3,749
		CURRENT PORTION	$1,288	$1,288	$1,899	$1,980	$2,063
		BOND RATING	BBB	BBB	BBB	BBB	BBB

DEBT COVENANTS (PLEASE DESCRIBE):

The University's has two debt service covenants:

1. Debt Service Burden – The College has a maximum annual debt service on all long-term indebtedness of no greater than 8.0%. This covenant is calculated by taking the College's annual debt service expense (interest plus principal) and dividing this amount into the operating revenue. The College must maintain a percentage of 8.0% or less.
2. Liquid Unrestricted Net Assets (LUNA) to Debt – The College must maintain a LUNA to Debt of at least 30.0%. This covenant is calculated by taking the College's LUNA (unrestricted net assets, plus temporarily restricted net assets, less property, plant, and equipment net of notes and bonds payable) and dividing this amount into total debt. The College must maintain a percentage of 30.0% or more.

The above covenants are from the the 2005 and 2009 bond issues; however, all debt must be included in the calculations.

Standard 9: Financial Resources (Supplemental Data)

FISCAL YEAR ENDS month & day (06/30)	2 YEARS PRIOR (FY 2010)	MOST RECENTLY COMPLETED YEAR (FY 2011)	CURRENT BUDGET (FY 2012)	NEXT YEAR FORWARD (FY 2013)	TWO YEARS FORWARD (FY 2014)
NET ASSETS --ALL FUNDS					
NET ASSETS BEGINNING OF YEAR	$90,629	$100,311	$107,991	$111,061	$116,219
TOTAL INCREASE/DECREASE IN NET ASSETS	$9,682	$7,680	$3,070	$5,158	$11,000
NET ASSETS END OF YEAR	**$100,311**	**$107,991**	**$111,061**	**$116,219**	**$127,219**
NET ASSETS -- UNRESTRICTED FUNDS					
NET ASSETS BEGINNING OF YEAR	$71,894	$81,079	$87,134	$89,672	$94,287
TOTAL INCREASE/DECREASE IN NET ASSETS	$9,185	$6,055	$2,538	$4,615	$9,662
NET ASSETS END OF YEAR	**$81,079**	**$87,134**	**$89,672**	**$94,287**	**$103,949**
FINANCIAL AID					
SOURCE OF FUNDS					
UNRESTRICTED INSTITUTIONAL	$25,385	$29,164	$29,473	$30,704	$32,053
FEDERAL, STATE & PRIVATE GRANTS	**$1,302**	**$1,325**	**$1,435**	**$1,507**	**$1,600**
RESTRICTED FUNDS	**$1,090**	**$927**	**$1,202**	**$1,262**	**$1,300**
TOTAL	**$27,777**	**$31,416**	**$32,110**	**$33,473**	**$34,953**
% DISCOUNT OF TUITION & FEES	30.5%	32.0%	31.6%	30.7%	31.3%
% UNRESTRICTED DISCOUNT	27.9%	29.7%	29.0%	28.2%	30.1%

PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:

The University's endowment funds and charitable gift annuities are in a unitized investment pool, which is currently invested with eleven investment managers. Endowment spending is performed under a total return policy, permitting the University to spend 5% of the average market value of the endowment for the previous thirteen quarters as determined annually on December 31st.

Standard 10. Public Disclosure

DESCRIPTION

Western New England University strives to communicate openly, clearly, and accurately with current and prospective students as well as other member of the interested public. To that end, the Office of Marketing and External Affairs, working with constituencies across campus, produces approximately 280 printed publications a year for public consumption, ranging from admission viewbooks to alumni magazines. A prospective student who expresses interest in a Western New England education before his or her senior year of high school will receive 25 contacts from the Admissions office – whether by email, letter, or brochure mailing -- by the time they submit a deposit to enroll. This exchange of information is often supplemented by campus visits, a series of open house events, and telecounseling sessions with an admissions representative.

Recognizing that we live in an electronic age, Western New England has devoted considerable time and resources in developing its online presence. The main components of this effort are the University's main website, the School of Law's website, and the College of Pharmacy's website, all of which in recent years have been supplemented by a presence on Facebook, Twitter, and YouTube, a new athletics department website, and a specialized website designed for those accessing information via mobile device.

Western New England maintains more than 3000 active web pages of content, presenting detailed information to allow current and prospective students to make informed decisions about their education. Information about the institution's mission, strategic plan, academic programs, policies, procedures, and requirements are all available within a few clicks from the home page. Additionally, the main admissions page serves as a portal for prospective students, providing access to a customizable digital viewbook as well as links to information on the admissions process, academic programs and majors, tuition costs and financial aid, the first-year program, the campus, student life, and contacting the admissions office.

The *University Catalogue* serves as the definitive resource for students. The 400 plus page catalogue is available online as a Portable Document Format (PDF) file, providing comprehensive information about Western New England, including the institution's mission statement, core values, and vision for the future, along with a list of all programs, services, and personnel (at the time of publication) that are expected to be available for that academic year. Policies, procedures, and degree requirements are spelled out, setting forth the obligations and responsibilities of students and the institution, as well as information about admission and attendance.

Each of the University's Colleges/School updates catalogue content on an annual basis, including eliminating listings of courses that the University no longer offers. Course schedules are generated by the Office of Academic Scheduling prior to the start of each semester or session. Both print and electronic publications produced by the Office of Marketing and External Affairs are subjected to review by the various Colleges and departments to ensure that they are consistent with catalogue content and accurately portray the conditions and opportunities available at the institution.

The current *University Catalogue* and archival editions dating back to 1994-1995 are available online to serve the needs of current, former, and returning students. Information in the current catalogue is reproduced on various web pages accessible via the left-hand menu on the catalogue page. The University also prints 6,500 copies of its Academic Program book annually to be distributed to incoming and prospective students. This book reproduces much of the information detailed in the catalogue, and provides notice of the specific catalogue sections that are available exclusively online – namely undergraduate course descriptions, graduate course descriptions, scholarship information, legal matters, and directories of trustees, administrators, faculty, and staff.

While the catalogue serves as the primary resource, key information is presented in multiple locations on the website and in multiple formats (electronic and print). The main admissions page incorporates links to “quick facts” about the institution and “FAQs” or frequently asked questions designed to make finding key information quicker and easier. The Division of Student Affairs publishes a *Student Handbook* annually. This document, presented in the form of a planner, contains the student code of conduct, descriptions of various offices and resources, and an academic calendar. The University’s mission statement, core values, and vision for the future are published on its website’s “About Us” section. Program objectives, learning goals, academic programs, other available educational opportunities, academic policies and procedures along with the requirement for degrees and other forms of academic recognition are all available through the *University Catalogue*, the *Academic Programs Bulletin*, and the website. Requirements and procedures relating to admissions, the transfer of credit, student fees, charges, refund policies, and other items related to attending or withdrawing from the institution are available through the Admissions page of the website as well as the catalogue and *Academic Programs Bulletin*. The Office of Academic Scheduling posts current and past course offerings online and on bulletin boards across campus. Rules and regulations for student conduct are stated in the *Student Handbook* provided to each student and on the University website.

Lists of current faculty members are published in the catalogue and in multiple locations online. The faculty directory indicates departmental affiliation, differentiates between those who have full-time status and adjunct faculty with part-time status, and shows degrees held and the institutions granting them. Many departmental listings include full faculty vita. However, there is currently no mechanism to indicate which personnel not available during a given academic year (e.g., sabbatical). Separate directories list the names and titles of administrative officers and the names and principal affiliations of the members of the Board of Trustees.

Information on the size and characteristic of the student body, the campus setting, the availability of academic and other support services, the range of cocurricular and non-academic opportunities available, and the learning and physical resources from which a student can reasonably be expected to benefit are provided in multiple locations online and in numerous publications, including the catalogue and the various admissions and departmental pages of the University website. Information about tuition and fees, room and board costs for various residential options, and the availability of financial aid is published in multiple locations online (including the admissions section of the website) and in the catalogue. Typical length of study to earn specific degrees (bachelor’s, master’s, doctoral, Juris Doctor, Master of Laws, Doctor of Pharmacy) are included in descriptions of each program of study.

The catalogue lists learning goals or educational objectives for each academic program. Data on retention and graduation rates are published as part of the Common Data Sets and reported to various external sources as appropriate. The Common Data Sets are available online. The University publishes information about various companies where graduates of the Colleges of Arts and Sciences, Business, and Engineering are employed, while the School of Law publishes detailed data about recent graduates' success in finding employment on its Career Services page. Passage rates for licensure examinations in education are published in the catalogue. Passage rates in the case of the bar examination are reported to the American Bar Association, which publishes data in a guide to law schools frequently used by prospective students. Actual debt of School of Law graduates is collected and reported annually to the American Bar Association for publication.

The University includes accurate and explicitly worded statements about its current accredited status in the catalogue and on its website. The statements address both the institution's accreditation by the NEASC and accreditations currently held by the School of Law (ABA), College of Business (AACSB International), and College of Pharmacy (ACPE), as well as bachelor's degree programs in Engineering (ABET) and Social Work (Council on Social Work Education).

In order to be responsive to inquiries, each page of the University's website includes a "contact us" link. Clicking on the link leads to a page with an Online Information Request Form as well as contact information for those responsible for handling inquiries on various topics. A main switchboard is responsible for fielding phone inquiries and directing callers to the appropriate office/contact. The University employs individuals with expertise in media relations, who handle more than 300 inquiries annually for information about the institution, events it hosts and/or sponsors, as well as the expertise of various faculty and staff. Email, office and mobile phone numbers of the two primary media contacts are posted on the University's news page. Publications and advertisements routinely provide ways in which the University can be contacted to respond to questions and provide additional information. The institution reports financial information annually to the Internal Revenue Service utilizing Form 990.

The University has valid documentation for any statements and promises regarding such matters as program excellence, learning outcomes, success in placement, and achievements of graduates and faculty. Any claims are vetted by the Office of Marketing and External Affairs and the appropriate department on campus. Achievements of graduates are regularly noted in magazines prepared for alumni of the University's undergraduate programs (*Communicator*) and School of Law (*Perspectives*). Faculty achievements including grant awards, conference presentations, published articles and books are featured in a twice-yearly publication (*Accolades*).

APPRAISAL

Western New England provides a wealth of information about the institution both online and in print to allow current and prospective students to make informed decisions about their education. The Vice President for Enrollment Management reports that he and members of the Admissions staff regularly receive comments from prospective students and their families that the Western New England website is comprehensive and information easy to find.

In 2008, the institution unveiled a revamped website following a more than year-long planning and design process involving the expertise of the marketing and information technology staffs and incorporating feedback from current students. Changes to the site included dramatically different navigation incorporating separate menus for different groups of stakeholders – prospective students, current students, parents, and alumni – designed to provide quicker access to information of specific interest to various publics. In 2009, an A to Z indices were added to the general University and Law websites. The index, updated year-round, supplements the site's search function, providing another way to locate information quickly. The 2011 transition to University status brought with it another redesign and updates to practically every page of content.

The size and scope of the University's web presence represents both an institutional strength and one of its biggest challenges. Absent an extraordinary event such as the transition to University status, most pages are regularly updated on at least an annual basis as new information becomes available. The various areas of the admissions page are updated twice annually as part of the admissions cycle. All individual department pages are scheduled for review on an annual basis. However, the institution falls short of this stated goal due to varying levels of responsiveness amongst various departments across campus. This results in the potential for outdated information remaining on the website. Ensuring those with information communicate consistently and comprehensively with those with a means of disseminating information publicly remains an ongoing concern.

Both print and electronic publications are subjected to regular review to ensure that they are consistent with catalogue content and accurately portray the conditions and opportunities available at the institution. Starting with the 2011-2012 academic year, the institution adopted a new ***SmartCatalog™*** catalog management system to help revise and publish curriculum data. This replaced procedures that Marketing and External Affairs staff members describe as "antiquated." Based on a central repository of curriculum information, the ***SmartCatalog™*** system creates an environment for faculty and staff to revise information and publish updates to several targets simultaneously. Having a single-source data repository will allow the institution to repurpose catalog content and create targeted publications on demand.

Online information contained in or drawn directly from the catalogue regarding faculty is current and accurate. However, the University's website also includes pages listing faculty for the various Colleges and Law School, several of which are incomplete. While each department's faculty are listed, differentiating between full-time and part-time faculty, links to a faculty member's individual page listing degrees held and contact information may be missing for recently appointed faculty members. Individuals who have updated these pages report the process is very labor intensive, and existing computer systems which contain much of the information needed for the process are not designed to interface with the content management system. Once a faculty member's page is set up, the individual faculty members have the ability to add information themselves, including recent publications, but few take advantage of this opportunity.

The University utilizes the Noel-Levitz Student Satisfaction Inventory (SSI) to obtain feedback on a wide variety of matters, including the quality of information provided. The SSI was last conducted on a broad sample of Western New England Students in spring 2007. Students were asked to rank importance and satisfaction on a scale of 1 to 7; 1 being "not important at all" or “not satisfied at all” and 7 being “very important” or “very satisfied.” When presented with the statement “The *Student Handbook* provides helpful information about campus life,” the mean response for Western New England students was 5.1 on the importance scale (“somewhat important”), and the mean satisfaction score was 4.92. The satisfaction mean was less than the four-year private institution peer group value of 5.09 and statistically significant to α=.001. One reason cited for this gap is potential confusion over the wording of the question, as students commonly refer to the *Student Handbook* as “the planner” rather than “the handbook.”

When students were asked to rank their satisfaction with the statement “I seldom get the “run-around” when seeking information on this campus.” The satisfaction mean was 4.70, higher than the 4-year private institution peer group score of 4.56. When asked with the statement “I generally know what’s happening on campus,” the mean satisfaction score for Western New England students was 5.15, higher than the peer group’s 4.94. These scores were interpreted to indicate that Western New England is doing a better than average job in communicating information with its students.

Information pertaining to the University’s mission, educational outcomes, policies, procedures, and expectations for student conduct are clearly stated and provided in multiple venues. Along with publications in the catalogue and posting online, the University has posted its Mission Statement as well as a statement on the institution’s commitment to Civility and Diversity in locations throughout campus. This statement includes detailed instructions on how to report biased-based incidents for investigation.

Information about the student body, campus, support services, resources, and other opportunities are readily available and easy to find. The admissions section of the University website provides a “quick facts” page giving an overview of the size and characteristics of the student body and the campus setting. A virtual tour including video allows prospective students to explore various areas of campus and aspects of campus life online. Sections devoted to academic programs and student life provide information about institutional learning resources, academic support resources, cocurricular and non-academic opportunities. Overviews of the University are also provided in Chinese, Hindi, Japanese, Korean, and Spanish. For those seeking a greater level of detail, the Office of Institutional Research and Planning publishes data from Western New England’s Common Data Sets (CDS) on the office’s web page.

Incoming students are not only provided with rules and regulations for conduct, but take an active role in formulating a Community Covenant. Through this annual community values exercise, first-year students articulate priorities for personal interaction, affixing their signature to the resulting document during the Fall Convocation marking the start of a new academic year.

The University provides detailed information regarding tuition and financial aid, including a listing of institutional scholarships available and links to sources of external scholarships. In 2009, the University launched a merit scholarship calculator, allowing prospective students the opportunity to enter their grades and standardized test scores to receive a calculation of how much merit aid they could expect to receive. Per changes in the HEA reauthorization, a more comprehensive financial aid calculator designed by Noel-Levitz was made available on the University’s website in fall 2011. The launch follows a period of testing with a select group of students, who provided feedback used to refine the tool. The School of Law follows standard practice when it comes to reporting student debt under the ABA’s guidelines.

Information on graduation and retention rates can be difficult to find on the University's website but are published within the Common Data Sets and are part of the Admissions FAQs. Graduate outcomes with respect to employment and graduate school attendance are obtained through Senior Surveys; 1-, 3- and 5-year out alumni surveys; a six-month out Career Center survey; and matching against National Student Clearinghouse data. Data are posted to the Admissions FAQs and used anecdotally elsewhere in University publications. The most recent data utilized on the website are for 2010 and 2011 graduates.

The School of Law is well-positioned when it comes to public disclosure of graduation and employment data, with the Dean chairing the ABA's questionnaire committee, which devises the annual survey each accredited law school must complete.

The University is positioned to be responsive to inquiries and provides many avenues for members of the interested public to obtain information about the institution. Along with the "Contact Us" link on each page of the website, the site contains a directory of offices and an online campus directory with the names and email addresses of all Western New England faculty, staff, and administrators. The directory is searchable by first name, last name, and by organization within the University. Copies of the institution's filings with the Internal Revenue Service are available for public inspection by submitting a written request to office of the Vice President of Finance and Administration. The institution charges a nominal fee to cover duplication and mailing costs, as permitted under IRS regulations.

PROJECTIONS

The Vice President for Marketing and External Affairs will lead a systematic review of the University's website to identify specific areas where web content is insufficient and/or outdated. This review will also focus on improving existing systems and developing new mechanisms to ensure timely response from various contributors of information and website content. The review will begin immediately, with an action plan fully implemented in no more than 18 months, as different website content comes up for annual review.

The University will administer the Noel-Levitz Student Satisfaction Inventory (SSI) again in 2013, with the Director of Institutional Research and Planning working with student affairs personnel to clarify questions regarding the *Student Handbook.* Results of the SSI will be used to determine whether changes should be made to the *Student Handbook*.

The Production Manager in the Office of Marketing and External Affairs, working in conjunction with the Office of Academic Scheduling, will evaluate the potential utility of the ***SmartCatalog™*** system for increasing consistency across institutional publications and web content. This evaluation, to be completed by the end of 2012-2013 academic year, will include suggestions for additional areas of use.

The Dean of the School of Law will lead implementation of ABA-sanctioned initiatives to provide greater transparency and more detailed information to current and prospective students.

INSTITUTIONAL EFFECTIVENESS

All publications of the institution are reviewed annually to assess the effectiveness of these pieces in meeting their overall marketing objectives, including their completeness and accuracy. The Office of Marketing and External Affairs periodically conducts focus groups to gauge how accurately University publications reflect the reality of students' campus experience. Marketing staff also monitor Facebook, Twitter, and various social networks to glean students' feedback on their experiences. The University employs response devices and coding mechanisms to assess the effectiveness of various publications and advertising efforts. When these tools are not used, Marketing and External Affairs relies on client departments across campus for anecdotal assessments of various publications. In all cases, the feedback provided is incorporated in redesigns and updates of both printed publications and website content.

Data regarding visits to the University website are monitored by staff in the Office of Information Technology using Google Analytics and shared on a regular basis with the Assistant Vice President for Marketing and External Affairs. The data are analyzed with an eye to total traffic (3.5 million visits in the last year), where traffic is originating (whether on campus or off campus and by geographic region), and how individuals are accessing information (most popular pages and whether by personal computer or mobile devices). This information is used to improve web navigation and prioritize projects. Data on the growing number of individuals accessing information from mobile devices prompted the launch of a specialized website optimized for mobile devices.

In 2009, the University hired a Web Marketing Manager within the Office of Marketing and External Affairs to strengthen the Office's ability to make timely updates to website content without relying on the Office of Information Technology. At the time of the individual's hiring, systems were not in place to monitor workflow and measure turnaround times for projects to evaluate the effectiveness of this move. A system of monitoring and measurement has since been put into place, and the results will be used to evaluate potential future changes in responsibilities and how the institution manages web content.

Areas of the website where the primary responsibility is public outreach (Admissions, areas overseen by the Office of Marketing and External Affairs) are updated regularly. However, responsibility for the content on individual pages of the University's website is decentralized, with training on the use of the content management system available to faculty and staff through the Office of Information Technology. This arrangement allows some individual departments to update web content on an ongoing basis, without waiting for an annual review or submitting requests to either the Office of Information Technology or the Office of Marketing and External Affairs. In practice, this arrangement has led to inconsistencies, with some departments updating pages frequently and other departments' pages remaining static for more than a year. The Vice President for Marketing and External Affairs had committed to improving existing systems and developing new mechanisms to ensure all content is current.

Standard 10: Public Disclosure

Information	Web addresses	?	Print Publications
How can inquiries be made about the institution? Where can questions be addressed?	http://www1.wnec.edu/contactus/index.cfm?selection=doc.7304		Catalogue, Student Handbook
Notice of availability of publications and of audited financial statement or fair summary	n/a		Yes, available upon request
Institutional catalog	http://www1.wne.edu/assets/24/WNEC_2011-12_sm.pdf		See Academic Programs Bulletin
Obligations and responsibilities of students and the institution	http://www1.wne.edu/studentaffairs/index.cfm?selection=doc.9620		Student Handbook
Information on admission and attendance	http://www1.wne.edu/admissions/		Mailings, Catalogue, Applications
Institutional mission and objectives	http://www1.wne.edu/aboutus/index.cfm?selection=doc.584		Catalogue, Academic Prog. Bulletin, Brochures
Expected educational outcomes	http://www1.wne.edu/assets/24/WNEC_2011-12_sm.pdf		Catalogue, Academic Prog. Bulletin, Brochures
Requirements, procedures and policies re: admissions	http://www1.wne.edu/admissions/index.cfm?selection=doc.2		Catalogue, Applications, Brochures
Requirements, procedures and policies re: transfer credit	http://www1.wne.edu/admissions/index.cfm?selection=doc.16		Catalogue, Applications, Brochures
Student fees, charges and refund policies			Catalogue, Academic Prog. Bulletin, Brochures
Student fees and charges	http://www1.wne.edu/admissions/index.cfm?selection=doc.4		Catalogue, Academic Prog. Bulletin, Brochures
Refund policies	http://www1.wne.edu/sas/index.cfm?selection=doc.3719		Catalogue, Academic Programs Bulletin
Explanation of fees	http://www1.wne.edu/catalogue/index.cfm?selection=doc.6031		Catalogue, Academic Programs Bulletin
Rules and regulations for student conduct	http://www1.wne.edu/studentaffairs/index.cfm?selection=doc.9620		Student Handbook
Other information re: attending or withdrawing from the institution	http://www1.wne.edu/assets/24/WNEC_2011-12_sm.pdf		Catalogue, Academic Programs Bulletin
Academic programs: Undergraduate and Graduate	http://www1.wne.edu/assets/24/WNEC_2011-12_sm.pdf		Catalogue, Academic Prpg. Bulletin, Brochures
Academic programs: Law	http://www1.wne.edu/assets/21/Law_Bulletin_2012.pdf		Law Catalogue, Brochures
Courses currently offered	http://www1.wne.edu/academicschedule/index.cfm#course_schedules		Posted on bulletin boards around campus
Other available educational opportunities	Contextually listed throughout the website		Catalogue, Academic Prpg. Bulletin, Brochures
Other academic policies and procedures	Contextually listed throughout the website		Catalogue, Student Handbook
Requirements for degrees and other forms of academic recognition	http://www1.wne.edu/catalogue/index.cfm?selection=doc.5899		Catalogue, Academic Programs Bulletin
List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	Departmental faculty listings are part of each College/School website		Catalogue
Names and positions of administrative officers	http://www1.wne.edu/assets/24/WNEC_2011-12_sm.pdf		Catalogue
Names and principal affiliations of members of the governing board	http://www1.wne.edu/aboutus/index.cfm?selection=doc.2177		Catalogue
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	N/A		N/A
Programs, courses, services, and personnel not available in any given academic year.	Sabbatical listings are attached to individual department faculty listings as appropriate. Individual courses are listed by their positive availability rather than there unavailability		Course schedules
Size and characteristics of the student body	http://www1.wne.edu/institutionalresearch/index.cfm?selection=doc.5662		Various admissions related brochures
Description of the campus setting (map)	http://www1.wne.edu/aboutus/index.cfm?selection=doc.585		Catalogue, Academic Prpg. Bulletin, Brochures
Description of the campus setting	http://www1.wne.edu/assets/24/WNEC_2011-12_sm.pdf		Catalogue, Academic Prpg. Bulletin, Brochures
Availability of academic and other support services	http://www1.wne.edu/firstyear/index.cfm?selection=doc.4927		Catalogue, Academic Programs Bulletin
Math Center	http://www1.wne.edu/mathcenter/		Catalogue, Academic Programs Bulletin
Writing Center	http://www1.wne.edu/warp/		Catalogue, Academic Programs Bulletin
Science Center	http://www1.wne.edu/artsandsciences/index.cfm?selection=doc.3363		Catalogue, Academic Programs Bulletin
Range of co-curricular and non-academic opportunities available to students	http://www1.wne.edu/studentactivities/index.cfm?selection=doc.2594		Catalogue, Academic Programs Bulletin
Institutional learning and physical resources from which a student can reasonably be expected to benefit	Resources are contextually described in numerous places within the University website		Catalogue, Academic Programs Bulletin
Institutional goals for students' education	http://www1.wne.edu/aboutus/index.cfm?selection=doc.584		Catalogue, Academic Programs Bulletin
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	Information about retention and graduation rates may be found under the Admissions FAQa at: http://www1.wne.edu/admissions/faq/?selection=doc.86 Other information is distributed in a contextually specific manner throughout the website.		Various College Guides
Total cost of education, including availability of financial aid and typical length of study	http://www1.wne.edu/sas/index.cfm?selection=doc.5569		Catalogue; various admission related brochures
Expected amount of student debt upon graduation	http://www1.wne.edu/admissions/faq/?selection=doc.86		n/a
Statement about accreditation	http://www1.wne.edu/aboutus/index.cfm?selection=doc.1156		Catalogs, Admission Literature, etc.

Standard 11. Integrity

DESCRIPTION

The institution promotes expected responsible behavior within its community through handbooks and codes of conducts published in print and/or on the web.

The *Faculty Handbook* (revised 2011) governs the faculty. The online *Law Faculty Handbook* (revised and codified, 2009) governs Law faculty. An online inaugural *Faculty Handbook* (completed 2011) for the College of Pharmacy governs Pharmacy faculty. All faculty handbooks outline the procedures for amending the handbooks, and include a statement in support of academic freedom pertaining to faculty research, teaching and speech both inside and outside of the University community. However, speech or conduct that is disrespectful to an individual or a group of individuals is not protected by academic freedom, nor are the personal views of faculty who are speaking as representatives of the University.

A faculty grievance form is available in the appendix of their handbooks. Faculty handbooks describe in detail the procedure for resolving grievances involving full-time teaching faculty, academic deans and the provost, however, procedures do not cover cases involving alleged violations of equal opportunity, discrimination, or sexual harassment. A separate procedure for these grievances is administered by the University's Equal Employment Opportunity officer, the Executive Director of Human Resources and the Career Center. All employees may refer to an online Discrimination/Harassment Handbook which reflects federal and state laws, is annual required reading for administration and staff, and strongly suggested reading for all faculty. Human Resources has compiled several Compliance Notices, including Notice of Privacy Practice, OSHA and Family Medical Leave Act, and information for staff on the Fair Labor and Standards Act. The Director of Training and Employee Relations mediates employment issues.

Other than faculty, persons who are employees of University are under the online *Non-Exempt Employee Handbook* (revised 2011) for those paid an hourly wage, or the *Exempt Employee Handbook* (revised 2010) for salaried staff and administrators. The Federal Wage and Hour Act governs employment of non-exempt employees while the employment of exempt employees is not. A job description consistent with the requirements of the Americans with Disabilities Act describes all positions. 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 benefits are in the *Non-Exempt* and *Exempt Employee Handbooks* and contain policy statements applicable to all employees, such as the University's non-discrimination, equal employment opportunity, employee conflict of interest, whistle blowing policy, workplace violence, drug and alcohol, smoking, and sexual harassment policies.

The annual faculty review is discussed in Standard 5. The Office of Human Resources provides all supervisors with mandatory training in conducting annual performance evaluations for exempt and non-exempt employees, and provides annual refresher courses. All exempt employees are required to prepare a written self-evaluation, however, non-exempt employees, while not required to prepare self-evaluations, may be asked by supervisors to submit self-evaluations on a department-by-department basis. Grievances against non-faculty, i.e., exempt and non-exempt employees are processed in accordance with policy in the Office of Human Resources and Career Center.

The various faculty handbooks, as well as the *Exempt* and *Non-Exempt Employee Handbooks,* contain the University's Equal Employment Opportunity policy. Employment for "everyone, in every aspect of employment policy and practice" is based on merit "without discrimination on the grounds of race, color, religion, sex, sexual orientation, gender identity, gender expression, veteran status, age or national origin, or non-disqualifying handicap." The statement "An Equal Opportunity Employer" is included in every solicitation or advertisement.

Employees new to the University receive comprehensive orientation through the Office of Human Resources. The orientation includes an overview of the University, its history, organization, and employment policies and anti-discrimination training. Also included in the process are benefits orientation and enrollment, a campus tour, and an introductory meeting with the President of the University. A set of guidelines for aspects of orientation that are the responsibility of department heads is distributed. As required by Massachusetts law, all employees are given a written copy of the University's *Discrimination/Harassment Handbook* annually. Exempt and non-exempt employees are required to sign for its receipt as part of the annual performance evaluation process, while Faculty are periodically sign for receipt of this document upon revisions.

The annually revised and published (online and in print) *Student Handbook* directs and bounds students on issues of integrity. Within the Handbook, the Student Code of Conduct in Section III, specifies topics on 'Legal matters for students 'and 'Policies and procedures for students.' Resident advisors, Peer Advisors, and the Office of Student Activities distribute printed copies of the *Student Handbook* and the *Academic Programs Bulletin* to upper class, first-year (FY) students, commuters, and second transfer students as appropriate. Full texts of the Student Conduct Code, the University policies on alcohol and drugs and Academic Integrity Handbook, and requirements for financial aid are available to students as separate publications. Each College/School may add a more specific Student Code of Conduct, such as the College of Business in a 2007 ratified code, or for student athletes, the TCCC Codes of Conduct, NCAA Compliance, and Student Athlete Handbook. The *Student Handbook* specifies procedures and policies for fair resolution of grievances.

The University maintains its rights to share grades and financial information with parents if the student is a dependent under Section III, Article VIII of the *Student Handbook*. A general summary of 'The Family Educational Rights and Privacy Act', or FERPA policy as applied at the University may be found under the Student Records and Confidentiality section of the *Student Handbook*. It includes the University's legal definition of Directory Information (information we may share at our discretion and without student permission unless they sign a waiver). An online "Parents and Student Information Release Authorization Form" (see Information Release Form) is available under a First-Year Program link. HIPAA and FERPA are discussed with all incoming students.

The *University Catalogue* and *Academic Programs Bulletin* supply information on a variety of general requirements including the following: admission, readmission, establishing a student's status according to secondary school courses or the GED, policies on transfer students and transfer credits, and the policy on non-degree status. Also provided is information on course loads, credit hours, criteria for class standing (freshman, sophomore, etc.), adding and dropping courses, changing majors, general requirements for a degree, mid-semester and final exams, and the interpretation of grades. Policies regarding incomplete work, withdrawal from a course or from the University, as well as criteria for Honors, the President's List, the Dean's list, and for probation, suspension and dismissal, are included.

At the first meeting of each course, faculty supply students with a syllabus in print or online that details the content of courses, and requirements, expectations, and procedures for attaining a particular grade. Further stated student rights include the right to exercise religion, the right to accommodation for students with disabilities, and the right to protection from discrimination. There are also rights implied in policies formulated as student responsibilities, including freedom from sexual harassment, freedom from hazing, protection against firearms (exception to the uniform Officers in Public Safety) and any weapons (e.g. knives, swords or any others kind of weapons) in accordance with current Massachusetts law on 'carrying firearms,' protection against disruptive behavior by other students, and the right to a smoke-free environment.

Both faculty and students work within the policies and procedures set forth in the online Academic Integrity Handbook, revised 2004. Current and past versions of the online annually revised catalogue highlight issues of integrity in academic programs and interactions between faculty, students, and the institution. An Academic Integrity Policy is available to students, faculty and staff on the Academic Affairs section of the University's web site. The policy lays out student and faculty requirements for academic honesty, including examples of acceptable and unacceptable behavior, and outlines the University's process for handling allegations of misconduct concerning academic integrity. The policy exists in the University's published Student Conduct Code. Faculty members also refer to the policy in writing in their syllabi, and review the policy with students at the start of the semester. Incoming first-year and transfer students also learn about the Academic Integrity Policy during orientation and pledge to abide by the policy as part of a Community Covenant that incoming students discuss and sign as part of their orientation to the University. It is this resulting covenant to which first-year students agree to be held accountable by their signature, notwithstanding parameters of behavior outlined in the *University Catalogue*, *Student Handbook* and Student Conduct Code.

The *Board of Trustees Handbook* that governs trustees, originally approved in 1999 and most recently revised in 2011, contains the "Bylaws for Western New England University" and a summary of the University's current *Strategic Plan*. The *Board of Trustees Handbook* describes the formal evaluation process for trustees. The Board of Trustees recently revised a conflict of interest policy, which had to be signed by all board members and members of the President's staff.

The University, in its Copyright Policy of 2006, advises students, faculty and staff that they are "expected to respect the rights conferred by the copyright laws of the United States and foreign countries, as well as rights conferred through licensing arrangements. The unauthorized use of protected materials without first obtaining permission from the copyright owner is strictly prohibited at the [University]." The Copyright Policy, however, acknowledges that "fair use" exceptions under the copyright code permit copying material without the author's permission under very limited circumstances. The policy is available to faculty and staff on the University's D'Amour Library web site, as well as at the University's print shop. The University's faculty handbooks address intellectual property rights concerning faculty research and the role of the University and external funding sources in holding the rights to that research. D'Amour Library follows the guidelines put forth in the Association of College and Research Libraries document "Intellectual Freedom Principles for Academic Libraries." The guidelines are posted behind the Reference Desk in the Library.

The Institutional Review Board (IRB) has a Federalwide Assurance (FWA00010736), is chaired by a Professor Emeritus of Psychology, and currently contains individuals from several of the campus Colleges as well as the Provost, General Counsel, the Director of Institutional Research and Planning, and an outside member. Information about the IRB, research submission forms, and links to the Federal Office of Human Research Protections (OHRP) and APA guidelines is online (see IRB Rules, Regulations, and links). We have special policies/procedures for animals, and follow the "Guide for the Care and Use of Laboratory Animals" published by the National Research Council, and adhere to standards by both the United States Department of Agriculture and the Animal Welfare Act. The University has an Institutional Animal Care and Use Committee.

The Advancement Division is responsible for cultivating, soliciting and stewarding charitable gifts and coordinating efforts to obtain funding from governmental sources in support of teaching and research activities. The Division's professional staff and the President all belong to the Council for the Advancement and Support of Education (CASE), and the Division's professional staff members belong to the Association of Fundraising Professionals (AFP), the Association of Professional Researchers for Advancement (APRA), or the Association of Advancement Services Professionals (AASP). Included in these guiding principles are AFP's Code of Ethical Principles, APRA's Statement of Ethics, AASP's Ethics Statement, AFP's Standards of Profession Practice, and A Donor Bill of Rights endorsed by all these organizations (see Grants and Contracts). All gift-recording procedures follow the Statement of Financial Accounting Standards No. 116 – Accounting for Contributions Received and Contributions Made and issued by the Financial Accounting Standards Board and the CASE Reporting Standards & Management Guidelines for Educational Fundraising. In addition, a Facilities Usage Committee evaluates all requests for space use based on the mission of the University and space considerations.

Complaints of bias and/or unlawful discrimination is addressed according to the policies and procedures set forth in the *Discrimination/Harassment Handbook*, and also contained in the student, faculty, and employee handbooks stated above. The Dean of Students heads a committee on civility addressing campus-wide policies for all constituencies and issues on civility are addressed at new faculty orientation, Fall Convocation for first-year students and campus-wide events and notifications.

Western New England University is a nonsectarian community. The Office of Campus Ministry joins the Cultural Liaison Office on campus to work closely with the Springfield Council of Churches, the Western Massachusetts Interfaith Council, the Rabbinic Fellowship of Greater Springfield, and the Roman Catholic Diocese of Springfield to assure students every opportunity to fulfill their varied religious needs. We have an Assistant Dean of Diversity Programs and Services in the Office of Diversity Programs and Services, who works with our Diversity Task Force and Diversity Design Committee in academic programming and student affairs to help foster an environment that embraces community diversity.

The Commonwealth of Massachusetts grants to Western New England University the right to grant all undergraduate and graduate degrees, including recently added doctoral degrees, such as Ph.D. in Behavior Analysis. The institution has changed its charter as needed, with the approval of appropriate Massachusetts agencies, and where appropriate, has petitioned NEASC for substantive changes.

APPRAISAL

Procedures for implementing changes to the faculty handbooks involve notification of the Provost, involvement of the Faculty Senate for its subsequent recommendation(s) where appropriate, and if necessary, a referendum vote of the Faculty where appropriate. The President transmits the information received from the Provost along with his/her recommendation to the Board of Trustees for its acceptance or rejection of the proposed amendments. The Preface of the *Exempt* and *Non-Exempt Employee Handbooks* summarize the policies and procedures for revisions.

The process of hiring includes search for qualified, minority group candidates, who, when identified, are encouraged to apply for employment. The hiring strategy is developed on a case-by-case basis and may include resources such as www.highered.com. Western New England University adheres to the principle of employment-at-will, which allows the University or the employee to terminate the employment relationship at any time, and reserves the right to modify, revoke, suspend, terminate, or change and/or all such plans, policies or procedures contained in the handbooks, completely, or in part, at any time, with or without notice. Therefore, the language used in the handbooks is not intended a contract of employment between Western New England University and any one or all of its employees. While not abridging its status as an at-will employer, the University employs a system of progressive discipline that includes both oral and written warnings that clearly communicate to employee's infractions of University policy and set forth disciplinary actions that may be taken by the University in response to those infractions. Employees subject to disciplinary measures are further informed of their rights under Massachusetts' law to submit a written statement rebutting anything in their file that they believe to be erroneous.

Assistant Dean of Students/Student Activities takes the lead on the revisions to the *Student Handbook*, reviewed annually. The process is ongoing throughout the year, keeping track of legislation and policy changes. The General Counsel is also consulted on new legislation to update/edit policies, e.g., the review of the sexual assault/harassment policy, visitation policy, and interim letters to students in need of some psychiatric evaluation and assistance. Additionally, Massachusetts state laws on alcohol and drug violations are updated annually with assistance from the General Counsel.

The current Academic Integrity Policy has not been revised since 2004, and does not take into account how developments in technology, including texting using cell phones and other devices, may offer new avenues for potential violations of the policy.

The Board of Trustees Handbook provides for a Committee on Trustees (ARTICLE XII), whose responsibilities include recruitment and nominations for trustees (including officers of the University [Chairman Vice Chairman, Secretary, and Treasurer] and at-large members of the

Board of Trustees to serve on the Executive Committee for one-year terms) and reviewing the performance of incumbent trustees, particularly those up for reelection. The Committee will review all matters related to Board governance, structure, policies, and meetings. The formal procedure for modifying the handbook is stated in ARTICLE XVI, Review and Amendment of Bylaws. Bylaws may be altered, amended, or repealed at any meeting of the trustees by a two-thirds vote of those present, provided notices of the proposed alteration, amendment, or repeal is sent to all trustees at least ten (10) days before the meeting. The Board of Trustees Handbook outlines a Statement of Expectations and gives the Chairman of the Board of Trustees and the President of the University points for evaluation of current trustees. When presenting trustees for term renewal, consideration is given to a trustee's commitment to promote the University with alumni, potential applicants, and other constituencies and to conscientiously uphold their responsibilities in Board meetings.

Both D'Amour Library and the Law Library are able to respond to questions by the faculty, staff, and students concerning copyright. However, according to the College's copyright policy, "any specific questions, concerns, or requests for clarifications, not specifically addressed in the following pages, should be directed to the Office of the General Counsel at the [University]." Both libraries enforce copyright as it concerns materials placed on electronic reserve for specific courses.

The campus has event scheduling software which activates the need to meet certain requirements based on the event type and the needed services (e.g., will alcohol be served), and requires TIPS certified servers be utilized.

PROJECTIONS

The process for initiating revisions is outlined in all handbooks and should be internally accessible to University staff and faculty. With respect to privacy issues and proprietary concerns, an evaluation of intranet versus internet posting should be evaluated.

The Faculty Senate has established a committee to review and revise the Academic Integrity Policy and update it to reflect changes in technology. A mechanism will be put in place to assure periodic review (e.g. every two years) and dissemination to all faculty and instructors.

As Western New England makes changes related to the transition to University status and expands its offerings in graduate education, the University ought to consider developing and providing workshops on intellectual property rights for faculty who may be seeking external funding for their research. The latest version of the University's Copyright Policy took effect in 2006. The policy needs to be updated to reflect technological advances in the storage and delivery of information and the copying and fair use of information on other platforms, such as software.

An office or person needs to define the scope of responsibilities and work with all those individuals or groups hosting activities or events at the University.

INSTITUTIONAL EFFECTIVENESS

There are several procedures, policies, and bodies in place to assure institutional integrity, avenues for grievances, and academic excellence. The NEASC self-study itself pursues the objective of integrity and effectiveness. In addition to the pursuit of NEASC reaccreditation, various bodies on campus have actively researched and pursued where appropriate accreditations that enhance the reputation of the University and provide trajectories for continuous improvement of our policies, procedures, and community.

Standard 11: Integrity

? Policies	Last Updated	? URL where policy is posted	Responsible office or committee
Academy honesty	2004	http://www1.wne.edu/warp/index.cfm?selection=doc.4586	Provost / Academic Affairs
Intellectual property rights	July 1, 2011	**See Statement in Faculty Handbook; Workroom Under Standard 5**	Provost / Academic Affairs
Conflict of interest Exempt	Jan 31, 2012	http://www1.wne.edu/assets/46/ExemptPerfEvalPC.doc	Human Resources
Non-Exempt	Jan 31, 2012	http://www1.wne.edu/assets/46/Non-ExemptPerfEvaluationPC.doc	Human Resources
Fairness for students	2011	http://www1.wne.edu/studentaffairs/index.cfm?selection=doc.9620	Student Affairs
Fairness for faculty	July 1, 2011	http://assets.wnec.edu/81/facultyhandbook.pdf	Provost / Academic Affairs
Fairness for staff (Exempt)	Jan 18, 2012	http://assets.wnec.edu/45/adminhandbk.pdf	Human Resources
Fairness for staff (Non-Exempt)	Jan 18, 2012	http://assets.wne.edu/45/classhandbk.pdf	Human Resources
Academic freedom	July 1, 2011	http://assets.wnec.edu/81/facultyhandbook.pdf	Provost / Academic Affairs
Other: FLSA Exempt Statement	2004	http://assets.wne.edu/45/doladmin.pdf	Human Resources
Oth: FLSA Non-Exempt Statement	2004	http://assets.wne.edu/45/dolclassified.pdf	Human Resources
Other: FLSA Wage & Hours Rule	2004	http://assets.wne.edu/45/dolmgr.pdf	Human Resources
Other :			
Other ____________________			

Non-discrimination policies			
Recruitment and admissions	2009	http://www1.wne.edu/studentaffairs/index.cfm?selection=doc.5218#non_discrimination_policy	Student Affairs
Employment	January 2010	http://www1.wne.edu/studentaffairs/index.cfm?selection=doc.5218#non_discrimination_policy	Human Resources
Evaluation	October 5, 2009	http://assets.wne.edu/45/EmployeesGuidePerfEvals.pdf	Human Resources
Disciplinary action	See Above	**See lnks to Exempt/Non-Exempt Handbooks under "Fairness for Staff" Above**	Human Resources
Advancement	2009	http://www1.wne.edu/aboutus/index.cfm?selection=doc.8883	Human Resources
Bias Statement	2009	http://www1.wne.edu/aboutus/index.cfm?selection=doc.8883	Student Affairs
Other __________________			

Resolution of grievances			
Students	2011	http://www1.wne.edu/studentaffairs/index.cfm?selection=doc.9620	Student Affairs
Faculty	July 1, 2011	http://assets.wne.edu/81/facultyhandbook.pdf	Provost / Academic Affairs
Staff (Exempt)	Jan 18. 2012	http://assets.wne.edu/45/adminhandbk.pdf	Human Resources
Staff (Non-Exempt)	Jan 18, 2012	http://assets.wne.edu/45/classhandbk.pdf	Human Resources
Other ____________________			

? Other	Last Updated	Relevant URL or Publication	Responsible office or committee
1 Sexual Harassment	2011	http://assets.wne.edu/45/sexualharassmentdiscriminationbooklet.pdf	Human Resources
2 Student Records	2010	http://www1.wne.edu/studentaffairs/index.cfm?selection=doc.5218#confidentiality_of_student_records	Student Affairs
3			
4			
5			

Appendices

Affirmation of Compliance with Federal Requirements of Title IV

Data Forms on Student Achievement and Success (E & S Forms)

Fiscal Year 2011 Audited Financial Statements

Auditor's Fiscal Year 2011 Management Letter

NEASC Financial Ratios 2012

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
209 Burlington Road, Bedford, MA 01730
Voice: (781) 271-0022 Fax: (781) 271-0950 Web: http://cihe.neasc.org

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AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

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

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

URL	www1.wne.edu/assets/24/WNEC_2011-12_sm.pdf
Print Publications	"Academic Programs", p.20

2. **Credit Transfer Policies**. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.44 and 10.5.)

URL	www1.wne.edu/admissions/index.cfm?selection=doc.16
Print Publications	:Academic Programs", pp.12-14

3. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 6.18, 10.5, and 11.8.)

URL	
Print Publications	Student Handbook, Law Student Handbook, Pharmacy Student Handbook

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.42.)

Method(s) used for verification	Use of specifically assigned user name and password

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

URL	www1.wne.edu/news/index.cfm?selection=doc.2507&DClid=14915
Print Publications	The Republican, The Communicator

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: Anthony Caprio Date: 2-6-2012

August, 2011

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						
Academic-Foundations						
Mathematical Analysis	Yes	http://www1.wne.edu/assessment/index.cfm?selection=doc.8494	Final exams from 100 level Math courses	Summer Gen Ed faculty assessment team	1) Target Competencies were revised and approved by Faculty Senate in Spring 2009 2) Quantitative Reasoning Assessment Exam was developed & Pilot Study was done in 2008 3) Increased emphasis on problem solving in 100 level Math courses	2011
Oral Communication	Yes	http://www1.wne.edu/assessment/index.cfm?selection=doc.8494	Oral Presentations given in First Year Seminar	Summer Gen Ed faculty assessment team	Results were shared with faculty teaching freshmen seminars and are used to revise and improve instruction and assignments	2010

CATEGORY	(1) Have formal learning outcomes been developed ?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
Written Communication	Yes	http://www1.wne.edu/assessment/index.cfm?selection=doc.8494	Review of essays compiled in freshman student portfolios	Summer Gen Ed faculty assessment team	These findings immediately change the syllabi templates and assignments for ENGL 132 and 133. Additional workshops for faculty are scheduled. Last example: after portfolio review revealed that the learning outcome of employing a "strong controlling idea or thesis" was the most challenging of the learning outcomes, we scheduled workshops with presentations on how best to teach toward this learning outcome.	2010
Critical Thinking	Yes	http://www1.wne.edu/assessment/index.cfm?selection=doc.8494	Student Papers demonstrating logical reasoning and problem solving skills, Discipline-specific problems emphasizing analysis & reasoning	Summer Gen Ed faculty assessment team	Results were shared with faculty teaching freshmen seminars and are used to revise and improve instruction and assignments	2010

CATEGORY	(1) Have formal learning outcomes been developed ?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
Computer Competence	Yes	http://www1.wne.edu/assessment/index.cfm?selection=doc.8494	Excel spreadsheet assignments, PowerPoint presentations	Summer Gen Ed faculty assessment team	Results were shared with computer faculty and are used to revise and improve instruction and assignments	2009
Information Literacy	Yes	http://www1.wne.edu/assessment/index.cfm?selection=doc.8494	Annotated Bibliographies from First Year Seminar	Summer Gen Ed faculty assessment team	Results were shared with faculty teaching freshmen seminars & instructional librarians and are used to revise and improve instruction and assignments	2010
Academic-Perspectives of Understanding						
Natural Science Perspective	Yes	http://www1.wne.edu/assessment/index.cfm?selection=doc.8494	Lab Reports and student papers	Summer Gen Ed faculty assessment team	Results were shared with science faculty and are used to revise and improve instruction and assignments	2011
Social and Behavioral Science Perspective	Yes	http://www1.wne.edu/assessment/index.cfm?selection=doc.8494	Student papers, Quizzes & Exams	Summer Gen Ed faculty assessment team	Results were shared with appropriate faculty and are used to revise and improve instruction and assignments	2008
Historical Perspective	Yes	http://www1.wne.edu/assessment/index.cfm?selection=doc.8494	Student papers, Quizzes & Exams	Summer Gen Ed faculty assessment team	Results were shared with history faculty and are used to revise and improve instruction and assignments	2008

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)
Cultural Perspective	Yes	http://www1.wne.edu/assessment/index.cfm?selection=doc.8494	Student papers, Quizzes & Exams	Summer Gen Ed faculty assessment team	Results were shared with Cultures faculty and are used to revise and improve instruction and assignments	2007
Ethical Perspective	Yes	http://www1.wne.edu/assessment/index.cfm?selection=doc.8494	Student papers, Quizzes & Exams	Summer Gen Ed faculty assessment team	Results were shared with philosophy faculty and are used to revise and improve instruction and assignments	2009
Aesthetic Perspective	Yes	http://www1.wne.edu/assessment/index.cfm?selection=doc.8494	Reflection papers, Quizzes & Exams, Works of art	Summer Gen Ed faculty assessment team	Results were shared with appropriate faculty and are used to revise and improve instruction and assignments	2009
Integrated Liberal and Professional Perspectives	Yes	http://www1.wne.edu/assessment/index.cfm?selection=doc.8494	Student papers, Quizzes & Exams	Summer Gen Ed faculty assessment team	Results were shared with ILP faculty and are used to revise and improve instruction and assignments	2007
Learning Beyond the Classroom						
LBC	Yes	http://www1.wne.edu/assessment/index.cfm?selection=doc.8494	1000+ word student Reflection Papers	Summer Gen Ed faculty assessment team	1. Target competencies were revised and approved by Faculty Senate in Fall 2010. 2. Information for LBC requirements was made available to students and faculty on the LBC website.	2008

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)
Personal Development						
First Year Seminar	Yes	http://www1.wne.edu/assessment/index.cfm?selection=doc.8494	Reflection paper tied to analysis from Myers/Briggs-type personality assessment	Summer Gen Ed faculty assessment team	Results were shared with faculty teaching first year seminars and are used to revise and improve instruction and assignments	2010
Personal Health and Wellness	Yes	http://www1.wne.edu/assessment/index.cfm?selection=doc.8494	Wellness Plans, Health Final Exam	Summer Gen Ed faculty assessment team	1. Wellness Plan Assignment was revised and made more specific. 2. Final Exam was made more rigorous 3. Final Exam will be weighted more heavily 4. Target competencies and rubrics were revised	2010
Undergraduate Programs						
College of Arts and Sciences						
Biology	Yes	2011-2012 University Catalogue (p. 59)	Assessment exam, practice GRE and program review of General Education	Chair/ Bio faculty	Elimination of mol biology track	2008
Chemistry	Yes	2011-2012 University Catalogue (p. 71)	DUCK exam, practice GRE and program review of General Education	Chemists		2010

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
Communication	Yes	2011-2012 University Catalogue (p. 73)	Student performance in the seminar course (COMM 490); departmental assessment of graduated seniors in the month after graduation Note: Starting in 2011-2012, students will take different seminars (COMM 490 or COMM 491) depending on their concentration area	Department faculty review materials submitted by each graduated senior and assign performance ratings in several areas.	Findings led to implementation of journalism and public relations concentrations, and to development of COMM 206 (Introduction to Communication Research) and COMM 300 (Communication Theory); the latter was taught for the first time in the spring 2010 semester. COMM 100 was also refined to guarantee public speaking instruction and opportunities in each section.	Program review begun in 2010-2011
Computer Science	Yes	2011-2012 University Catalogue (pp. 79-80)	Capstone course (CS 490), alumni surveys	Faculty members interpret the evidence. We use a 3-year cycle that assesses all CS objectives over three years.	Findings will be used to determine changes to improve program	Program Reviewer visited March 2011. Report arrived September 2011.
Creative Writing	Yes	2011-2012 University Catalogue (p. 82)	Beginning 2010	Beginning 2010	Beginning 2010	Program review scheduled to begin in 2011-2012.

CATEGORY	**(1) Have formal learning outcomes been developed?**	**(2) Where are these learning outcomes published? (please specify)**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process?**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review (for general education and each degree program)**
Criminal Justice	Yes	2011-2012 University Catalogue (p. 84)	Capstone CJ 450 and portfolio review	Program faculty during Assessment retreat	New outcomes will be published for 2012-13 catalogue; redesign of assessment assignment in CJ 301	2007
Economics	Yes	2011-2012 University Catalogue (pp. 86-87)	Capstone course EC 490 – Seminar: Issues in Contemporary Economics	Performance evaluated by the faculty member teaching the course however all members of the department are invited to the students' final paper presentation	None	2004 Note: Chair is currently preparing for a program review
English	Yes	2011-2012 University Catalogue (pp. 108-109)	1. Capstone seminar, 2. Portfolio review 3. Annual program assessment.	1. The seminar faculty member, 2. A Writing and Reading Program specialist 3. A departmental assessment team (in that order)	These findings are used in order to change our required curriculum, schedule workshops for instructors, syllabi approval process. We have changed our English major requirements in the past three years to better meet our program objectives	2009-2010

CATEGORY	(1) Have formal learning outcomes been developed ?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
Forensic Biology	Yes	2011-2012 University Catalogue (p. 113)	Two assessment exams for seniors, internship and/or Chem 426	Forensics faculty and biologist		Program review scheduled to begin in 2011-2012
Forensic Chemistry	Yes	2011-2012 University Catalogue (p. 115)	Two assessment exams for seniors	Chemists and Forensics Faculty		Program review scheduled to begin in 2011-2012
History	Yes	2011-2012 University Catalogue (p. 124)	Capstone Course, Senior Thesis, Secondary Education Students Subject Test	Faculty review senior seminar papers and senior theses and MTEL results	Findings have been used for new course development and graduation requirements	2006
Information Technology	Yes	2011-2012 University Catalogue (p. 130)	Four IT “tracks”, each consisting of a 2-course sequence of a 300-level course and a follow-on 400-level course.	Faculty members interpret the evidence. We use a 3-year cycle that assesses all CS objectives over three years.	Findings will be used to determine changes to improve program	Program Reviewer visited May 2011. Report arrived September 2011.
International Studies	Yes	2011-2012 University Catalogue (pp. 135-136)				Program review scheduled to begin in 2011-2012
Law and Society	Yes	2011-2012 University Catalogue (p. 139)				Program review scheduled to begin in 2011-2012
Mathematical Sciences	Yes	2011-2012 University Catalogue (p. 151)	Senior Seminar MATH 451-452, (Capstone Course)	All fulltime members of Math Dept. interpret the	The following curriculum changes have been made:	Self Study completed in Spring 2011;

CATEGORY	(1) Have formal learning outcomes been developed ?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
			Projects/ Oral Presentations, Final Exams, & Exit Questionnaires	evidence during annual assessment retreat in May, which covers the program learning objectives.	1) Math 133/134/ 235 incorporates Maplesoft math software 2) Math 281/282 includes written papers & oral presentations 3) Development of syllabus for new capstone course, Math 451/452, which requires more in-depth research, written paper & presentation than previous capstone 4) Mathematical Habits of Mind program objectives have been revised 5) Math 276 and Math 282 now includes written papers & oral presentations 6) The content of Math 373 was re-designed, and the course was re-named Statistical Modeling 7) Syllabus for capstone course, Math 451/452, has been revised based on assessment of our	External Reviewer coming in 2011-2012 academic year

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)**
					first year's experience 8) A number of recommendations were made based on our second year's experience of MATH 451-452	
Neuroscience	Yes	2011-2012 University Catalogue (pp. 159-160)				New program
Philosophy	Yes	2011-2012 University Catalogue (pp. 162-163)	Portfolio review	Committee or chair	To evaluate the extent to which graduating students have met the objectives Decision to incorporate oral presentations in some PH courses	Spring 2009
Political Science	Yes	2011-2012 University Catalogue (pp. 164-165)	Capstone course	Faculty review senior seminar papers	To revise course content and offerings Findings have been used for new course development and graduation requirements	2007
Psychology	Yes	2011-2012 University Catalogue (p. 168)	Alumni survey, most recent in 2006; graduate school and job acceptances; internships completed (currently graded on a pass/fail basis);	The initial report is generated by one faculty member in consultation with the chair. The primary	Request to increase core courses in psychology major by adding one upper level elective; PSY 420/History of Psychology and Personality Theory	Spring 2009

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)
			sampling of materials (i.e. term papers, presentations) from capstone course (i.e. Counseling Methods, Counseling Skills, Designing Healthy Environments); students conference presentations; student attendance at local, regional, and national conferences; research term paper in PSY 420; Major Field Test (ETS) in Psychology	assessment techniques include both direct and indirect approaches. Senior psychology majors complete a research paper/capstone project during the last month of the required PSY 420 course. A rubric was used to evaluate student competency in several of the departmental objectives. Additional data including their grade on the paper is used and correlated with overall score on these specific objectives. In addition, at the end of each semester the same	restricted to seniors only to allow for capstone term paper; creating new research courses; additional funding for undergraduate attendance at conferences; continued programming through Psychology Club including workshops on preparing for graduate school, GRE, career information, etc.; maintaining and creating new community contacts for internship and research opportunities; continued modification of the assessment process	

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)
				group of students participated in the indirect assessment, the Major Field Test (MFT) published by Educational Testing Service. The MFT is a 70-item objective, standardized, norm-referenced multiple choice test which samples the major content areas is psychology in accordance with the current standards in the field. Data should also speak to cumulative knowledge and skills since it will be administered close to the completion of the psychology major. Results can be analyzed		

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)
				to look at absolute levels of knowledge compared to an appropriate reference group. This type of data should also help to guide curriculum decisions. General interpretations are made based on overall percentage correct, but the ETS provides formal score reports based on appropriate norms, and this greatly aids in the interpretation process.		
Sociology	Yes	2011-2012 University Catalogue (p. 174)	Portfolio review	Program faculty during Assessment retreat	New outcomes will be published for 2012-13; redesign of assessment assignment for SO 101; updating of program courses	2010

CATEGORY	**(1) Have formal learning outcomes been developed?**	**(2) Where are these learning outcomes published? (please specify)**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process?**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review (for general education and each degree program)**
Sustainability	Yes	2011-2012 University Catalogue (p. 80)				
College of Business						
Accounting	Yes	2011-2012 University Catalogue (p. 52)	1. Faculty undertakes self-reflection of course outcomes as part of annual performance evaluation process. 2. Beginning with 2009-2010, multi-year process in place of formal assessment of degree program learning outcomes has been undertaken. 3. Certified Public Accountant (CPA) Examination outcome data are obtained annually.	1. GPA evidence is determined/ evaluated by individual faculty teaching courses. CPA exam evidence has not yet been systematically analyzed by topic area. 2. Individual faculty member, department chair and Dean review information generated as part of process. 3. Department faculty, Dean, and external reviewer as part of Program Review. 4. Department	1. A separate section of BUS101 first year seminar has been offered for accounting majors. Students are now able to receive exposure to the decision making functions of accounting earlier in their studies. 2. They also attend a portion of our annual Tax Institute event, providing early exposure to taxation issues. 3. A Meet the Firms event for sophomores also offers additional exposure to careers in accounting. 4. The number of outside speakers brought in to make	External program reviewer visited campus in fall 2010, and prepared a summary report. Specific changes in wording of learning goals were implemented in fall 2011.

CATEGORY	**(1)** **Have formal learning outcomes been developed?**	**(2)** **Where are these learning outcomes published? (please specify)**	**(3)** **Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4)** **Who interprets the evidence? What is the process?**	**(5)** **How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6)** **Date of most recent program review (for general education and each degree program)**
				faculty review information, compare to peer and aspirant schools.	presentations to accounting and finance majors has also increased. 5. Additional use is now made of software in the AC330 accounting information systems course. 6. Changes are made on a course by course basis in the spirit of continuous improvement. Examples include the use of audit software and additional writing assignments in AC419. AC413 now incorporates additional IRS information in the preparation of a memorandum. 7. Findings will be used in similar fashion to (6) above, formal reflection and review of first year findings to take place in fall 2010.	

CATEGORY	(1) Have formal learning outcomes been developed ?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
					8. No formal action taken, outcome feedback indicates students are doing well against comparison groups.	
Arts and Entertainment Management	Yes	2011-2012 University Catalogue (pp. 55-56)				New program
Business – BBA	Yes	2011-2012 University Catalogue (pp. 67)	The BBA degree learning goals are assessed as part of the College of Business "Second Reader" Assurance of Learning process. In May of each year, teams of faculty review individual student work (written assignments) against competencies associated with specific learning goals. The teams document their findings of how well students exceeded, met, or did not meet expectations for each learning goal assessed that year. In September, the assessment teams' reports are presented to the College of Business Strategic Planning Team and to the College of Business faculty at the first all-faculty meeting of the semester. The Strategic Planning Team discusses curricular or program changes that are then brought to the Undergraduate Curriculum Committee in the College of Business.		LG 1: GIOADA problem solving model adopted to reinforce problem solving throughout the business core. LG2: Emphasize fewer frameworks with simplified criteria in PH 211/BUS 240 and repeated emphasis on applying that rubric to business situation Numerous meetings with the Philosophy Dept faculty resulted in revised competencies. LG4A: College of Business students must earn a B- grade or higher in both freshmen	The College of Business includes BBA learning objectives as part of its ongoing assessment process each May. During the November 2008 reaccreditation visit, the AACSB reaccreditation team reviewed all of the College of Business degree assessment activities.

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)
					English courses. (University requirement is a C or better). If this grade requirement is not met, student must take a 3rd English course.	
Business Information Systems	Yes	2011-2012 University Catalogue (pp. 69-70)	Business Disciplines Test Faculty assessment in BIS 430/BIS455 Feedback from the BIS advisory. Feedback from internship advisors.	Department reviews results during scheduled meetings	BIS 202 was revised with new SAP material. The content was pilot tested in Spring 2008. BIS 321 was modified to include more emphasis on SQL practice, based on the feedback from BIS advisory. BIS 391 was pilot tested in the Fall & spring semesters as an SAP version substitute for BUS 301. BUS 391 was approved as a permanent course with BUS 302 as the course number. BIS 413 was revised to align the course content	In progress

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)**
					with external network certification test. BIS 417 was modified to include added emphasis on Project Management. Feedback from BIS advisory was important. BIS 455 was modified to include SAP instruction. The course content of the BUS 312, BIS 305, BIS 417, BUS 312 and BIS 455 is revised on the feedback	

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)**
Finance	Yes	2011-2012 University Catalogue (p. 111)	1. Faculty undertakes self-reflection of course outcomes as part of annual performance evaluation process. 2. Beginning with 2009-2010, multi-year process in place of formal assessment of degree program learning outcomes will be undertaken. 3. In 2010-11 formal assessment of degree program learning outcomes was undertaken.	1. Individual faculty member, department chair and Dean review information generated as part of process. 2. Department faculty, Dean, and external reviewer as part of Program Review.	1. The focus of the FIN350 course changed from case analysis to more direct exposure to financial statement content and analysis. It has also been decided to continue the FIN340 course on personal finance as a regular elective. 2. Changes are made on a course by course basis in the spirit of continuous improvement. Examples include a change in emphasis in FIN350 from case-based to a financial statement analysis approach. FIN312 now has greater coverage of derivative investments. 3. Formal reflection and review of first year findings to take place in fall 2011.	Initial program review, 2010-2011. External reviewer to visit campus in fall 2011. External reviewer will then prepare a summary report of findings.

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 Business	Yes	2011-2012 University Catalogue (p. 118)	Business Disciplines Test	Department members review previous year's outcomes during department meeting	The department concluded that the program needed greater emphasis on student performance and more avenues for assessment. An internship is now required for all general business majors with an enhanced academic component in development. The department proposed restructuring oversight of the General Business major. This recommendation is moving through approvals process.	In progress
Management	Yes	2011-2012 University Catalogue (p. 142)	Business Disciplines Test; Capstone course assessment (RealTest), MAN 323 (HR course)	Department members review previous year's outcomes during department meeting	Based on outcomes from 2008-2009 assessment, the department noted concerns with 1. Students' difficulty in responding to performance problems, 2. Students' written communication 3. Their ability to use conflict constructively	In progress

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)
					in problem solving process. As a result, additional instruction in the HR course was instituted to address item #1, and a new required course (Interpersonal Skills for Managing) developed to address #2 & #3. Based on outcomes from 2009/2010, the department noted concerns with 1. In a problem-solving exercise, students demonstrated an inability to explain how potential causes contribute to the problem. 2. In an email response exercise, students lacked an ability to interact with sensitivity and subtlety in an email communication. 3. In a leaderless group discussion, students were unable to raise concerns about others’	

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)
					ideas and involvement in providing concrete suggestions for action. The department will offer a new required course (Interpersonal Skills for Managing) which it believes will address these concerns. Department did not review findings for 2010/2011 since changes from previous year would not be implemented for current graduating class, and in view of upcoming program review.	
Marketing	Yes	2011-2012 University Catalogue (p. 145)	1. Fall 2008 – Collected individual student assessment measures of teamwork in MK 200–Principles of Marketing. 2. Spring 2009 - Collected competency measures of student performance on major objectives in MK 200 – Principles of Marketing. Students'	Goodnight, Annual Review Goodnight, Annual Review MK faculty	Revised heavily weighted exams to weighting the MKT plan more, supplementing with slightly more rigorous weekly quizzes. No change Results were tabulated	2009-2010 – Marketing Program Review self-study. Program Reviewer for Marketing visited the University in Fall 2010.

CATEGORY	**(1) Have formal learning outcomes been developed?**	**(2) Where are these learning outcomes published? (please specify)**	**(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)**	**(4) Who interprets the evidence? What is the process?**	**(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.**	**(6) Date of most recent program review (for general education and each degree program)**
			Trade Show booths were assessed by WNEC professional staff, faculty, and Officers of the WNEC Collegiate AMA.		and averages for each question were presented and discussed at department meetings.	Awaiting report from Faculty Senate Program Review subcommittee.
			3. Fall 2008, Spring 2009. Four closed-ended questions on careers on *Marketing* were constructed and added to the end-of-the-year course questionnaires for all MK courses.	MK 200 Faculty	Developed a set of writing assignments working with the Writing Resources Center and the Career Center.	
			4. MK 200 - Principles of Marketing – Writing assignments.	Costanzo	Developed and implemented a MK career assignment in MK 301. Results obtained from the end-of-the-semester questionnaire were presented at department meeting.	
			5. Career assignment - MK 301 – Buyer Behavior.			
			6. MK 318 – Marketing Research – student projects assessed by business clients (Country Bank, Louis & Clark Drugs).	Goodnight, Annual Review	Marketing Institute client evaluations.	
			7. MK 322 – Sales and Sales Management student Projects. Feedback from sales	Elam, Annual Review	Small changes in focus for the competition were incorporated after consultation with three Northwestern representatives. Had	

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)**
			professionals (Northwestern Mutual Financial Network Sales Competition) used as a measure of direct assessment of student project. 8. Assignments in the capstone course for marketing majors. MK 421 – Marketing Management 9. Assignments in senior course. MK 440 -Marketing Seminar. 10. Onsite sponsor evaluation forms. MK 480 – Internship for marketing majors 11. MK 421 – Marketing Management (MK Senior Capstone Course) Senior Projects Assessed 12. MK 318 – Marketing Research (Required course for MK majors) Student MK Research Projects assessed by Business	Goodnight McKeon MK faculty Evidence is reviewed by instructor and shared with faculty in the Marketing Department	two new speakers from that company involved in the competition and presentation to the class. Assignments evaluated and revisions implemented (when necessary) each semester. Assignments evaluated and revisions implemented (when necessary) each semester. Ongoing review and evaluation of site options. Findings are noted by instructor who reports changes in their annual review report to the Chairperson and Dean For example, MK 421 & MK 422 are currently scheduled at the same time so that students can	

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)
			Clients		work on joint team projects	
Marketing/ Communication/ Advertising	Yes	2011-2012 University Catalogue (p. 148)	1. Fall 2008 – Collected individual student assessment measures of teamwork in MK 200 – Principles of Marketing. 2. Spring 2009 - Collected competency measures of student performance on major objectives in MK 200 – Principles of Marketing. Students' Trade Show booths were assessed by WNEC professional staff, faculty, and Officers of the WNEC Collegiate AMA. 3. Fall 2008, Spring 2009. Four closed-ended questions on careers on *Marketing Communication/Advertising* were constructed and added to the end-of-the-year course questionnaires for all	Goodnight, Annual Review Goodnight, Annual Review All MK faculty MK 200 Faculty Costanzo	Revised heavily weighted exams to weighting the MKT plan more, supplementing with slightly more rigorous weekly quizzes. No change Results were tabulated and averages for each question were presented and discussed at departmental meetings. Developed a set of writing assignments working with the Writing Resources Center and the Career Center. Developed and implemented a MARCOM career assignment in MK 301.	2009-2010 – Marketing Communication Program Review self-study Program Reviewer for Marketing Communication /Advertising visited the University in May 2011. Preparing report to Faculty Senate Program Review subcommittee

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)
			MK courses. 4. MK 200 - Principles of Marketing – Writing assignments. 5. Career assignment implemented and assessed in MK 301 – Buyer Behavior. 6. MK 317 – Promotional Strategy. Student entries to local and national advertising competitions. 7. MK 322 – Sales and Sales Management student Projects. Feedback from sales professionals (Northwestern Mutual Financial Network Sales Competition) used as a measure of direct assessment of student project. 8. MK 340 - Promotional Design & Application. Student projects/portfolios. 9. Assignments in the capstone course for	Costanzo, Annual Review Elam, Annual Review Fitzgerald Spotts, Annual Review	Results obtained from the end-of-the-semester questionnaire were presented at department meeting. Revisions each semester to update and reflect professional advertising strategy and tactics. Small changes in focus for the competition were incorporated after consultation with three Northwestern representatives. Had two new speakers from that company involved in the competition and presentation to the class. Assignments evaluated and revisions implemented (when necessary) each semester. Assignments evaluated and revisions implemented (when	

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)**
			marketing communication/ advertising majors.		necessary) each semester.	
			MK 422 – Campaign Planning & Management.	McKeon	Assignments evaluated and revisions implemented (when necessary) each semester.	
			10. Assignments in senior course. MK 440 Marketing Seminar			
			11. Onsite sponsor evaluation forms. MK 485. Required internship for marketing communication/ advertising majors	MK faculty	Assignments evaluated and revisions implemented (when necessary) each semester.	
			12. MK 422 – Campaign Planning and Management (MARCOM Senior Capstone Course) 13. MK 340 – Promotional Design and Application (Required course for MARCOM majors)	Evidence is reviewed by instructor and shared with faculty in Marketing Department	Findings are noted by instructor who reports changes in their annual review report to the Chairperson and Dean For example, MK 421 & MK 422 are currently scheduled at the same time so that students can work on joint team projects Findings are noted by instructor who reports changes to the	

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)**
					Chairperson. Chairperson communicates revisions to the faculty in the Marketing Department For example, course format was changed based on information provided by adjunct instructor (owner of Springfield area advertising agency)	
Sports Management	Yes	2011-2012 University Catalogue (p. 177)	Student performance in courses by instructor Capstone Course embedded Real Test Sport Assessment (Faculty and Industry Practitioner Team Evaluators) School-wide 2nd Reader Assessment Program RealTest Sport Assessment (Majors) SOB Second Reader	Individual faculty. Discussed and documented as part of annual faculty review. Faculty and Industry Practitioner Team. (RealTest Sport) Findings reviewed annually at Dept. Meeting. Faculty and	Individual faculty make appropriate changes on course level Changes reported in annual assessment report. Findings used by individual faculty members for course/instruction improvement New Media – Course materials, assignment added to SPMN 465.	Program review scheduled to begin in 2011-2012

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
			Assessment	Industry Professionals comprise RealTest Sport Assessment Team Team directly evaluates student performance against learning goal standards	Sales Skills – Instruction, exercises added to SPMN 465. Technology Skills – Instructional support assistance added. Exercises refined. On-site observation of AUTOCAD experience added to curriculum of SPMN 355. Creativity Skills – Readings, exercise added to SPMN 465. Sport Labor Law – Curriculum Team development of new course and curriculum materials Sport Career Readiness – Career Fair networking experience and assignment added to SPMN 465. BUS 101 Sport section created. Career readiness	

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)**
					materials developed and implemented for first year students in BUS 101 Sport. Communication Skills – "Talk About" communication exercise model integrated across the sport management curriculum. (SPMN 250, SPMN 355, SPMN 366, BL 360, SPMN 450, SPMN 465.) Boardroom Best Practices assignment developed and integrated into SPMN 465.	

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)
Graduate Programs						
College of Arts and Sciences						
Master of Arts in English for Teachers (MAET)	Yes	2011-2012 University Catalogue (p. 335)	Assessment of capstone masters' thesis by capstone faculty member; assessment of capstone public presentation by MAET faculty	Capstone advisor and MAET steering committee	Added required class in Literary Theory/Criticism after 2009 capstone review	Completed in Spring 2011
Master of Arts in Mathematics for Teachers (MAMT)	Yes	2011-2012 University Catalogue (p. 336)	Papers, Projects, Presentations, Portfolios, Final Exams, & Exit Questionnaires	All fulltime members of Math Dept. interpret the evidence during annual assessment retreat in May, which covers the program learning objectives.	The following curriculum changes have been made: 1. Course mapping/ matrix completed 2. Issue with enforcement of pre-reqs for more theoretical courses was resolved with the registrar 3. MAMT 550 will be offered more often, hopefully every year 4. Effort being made to increase use of technology in more MAMT courses 5. MAMT 558 offered	Completed in Spring 2011

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.	(6) Date of most recent program review (for general education and each degree program)
					online this year for first time 6. Two new courses were added: MAMT 545 Cryptology and MAMT 570 The Mathematics of Symmetry.	
Master of Education in Elementary Education (MEEE)	Yes	2011-2012 University Catalogue (p. 334)				
Master of Education in Curriculum and Instruction (MEDCI)	Yes	2011-2012 University Catalogue (pp. 332-333)				
Master of Science in Applied Behavioral Analysis	Yes	http://www1.wne.edu/artsandsciences/index.cfm?selection=doc.8393	-All students complete a master's thesis, which must be approved by a committee of 3 faculty members. - Most students will take an examination administered by the Behavior Analysis Certification Board, and the Board will provide us with the passing rate for our students.	- The thesis committee evaluates the student and consists of at least one full-time Western New England faculty member. -The Behavior Analysis Certification Board applies determines passing scores, which are applied internationally.	- We have not yet had any students complete a thesis. If there is a trend indicating that students do not have the skills to complete this requirement, we would revise our research courses and advising and research supervision processes - If our students have an unexpectedly low passing rate on the Behavior Analysis Certification exam, we would revise our	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)
					courses, which are preapproved by the Behavior Analysis Certification Board and consider adding specific exam preparation to our curriculum.	
Doctor of Philosophy in Behavioral Analysis	Yes	2011-2012 University Catalogue (p. 337)				
College of Engineering						
Master of Science in Electrical Engineering (MSEE)	Yes	http://www1.wne.edu/engineering/index.cfm?selection=doc.8531	-Advisory Board -Student Feedback	Faculty review every 3 years	Streamlined curriculum by eliminating 17 superfluous courses and focusing on high priority areas: computer architecture, digital signal/image processing, controls and power	2006 Program review is currently in progress.
Master of Science in Engineering (MSE)	No					
Master of Science in Engineering Management (MSEM)	Yes	2011-2012 University Catalogue (p. 353)	-Exit interview -Advisory Board	Faculty review every 3 years	Course additions including supply chain and six sigma	Spring 2011
Master of Science in Mechanical Engineering (MSME)	No		Oral Exam by Graduate Committee	Graduate Committee for each graduate student	Decision to accept or not accept graduate student for completion of degree	

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.
College of Arts and Sciences				
PCIPP –CJ Continuation Certification *(Criminal Justice)*	December 2011	• Written program assessment plan • Indication of where program objectives are taught in curriculum, how learning outcomes are measured prior to graduation, and the results of such assessment. • Evidence demonstrating that the program is achieving its mission, goals, objectives and outcomes. • Results of program evaluation, including graduate satisfaction with program; employer satisfaction with graduates; retention and graduation rates; placement rates. • Reports from institution's program reviews, indicating cycle of reviews, findings, and related program improvements. • Analysis of student evaluations of teaching.	Results of program evaluation, including graduate satisfaction with program; retention and graduation rates; placement rates	
Massachusetts Department of Elementary and Secondary Education *(Education)*	last visit and program renewal: 2003	• Maintaining adherence to DESE regulations for the preparation and licensing of teachers • Making program adjustments to meet new accreditation documentation expectations		Full reaccreditation visit planned for April 2011

(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.
Council on Social Work Education *(Social Work)*	June 2006	The department met all the qualifying mandates for accreditation	Students should be able to adequately understand and practice the ten Core Competencies mandated by our accrediting body, the Council on Social Work Education	2014
College of Business				
AACSB International (The Association to Advance Collegiate Schools of Business) Accreditation *(Business)*	November 2008 AACSB Maintenance of Accreditation with review team of three deans from AACSB – accredited business schools	As a result of the November 2008 visit, although the College of Business was in compliance with Participant Standards relative to faculty qualifications, the College was notified to pay close attention to the need to maintain appropriate levels of academically qualified faculty particularly in those areas with high graduate enrollment, such as accounting.	Reaccreditation by AACSB involves review of how well the College of Business meets three standards: <u>Strategic Management</u> – teams determine whether the College of Business has a strategic plan (reviewed/updated every three years) that includes mission and action plans to guide its	November 2013

(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.**
			view of the future and its use of resources. Participants – teams review data to ensure that the College of Business meets the required percentages for faculty qualifications and sufficiency. Assurance of Learning – teams review the process of assessment to determine whether the College of Business assessment process includes review of evidence of student learning, changes made as a result of the findings, and assessment of student performance as a result of the changes.	

(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.**
College of Engineering				
ABET accreditation of BS in Biomedical Engineering	August 2008	None	9 criteria: (1) students (2) program educational objectives (3) program outcomes (4) continuous improvement (5) curriculum (6) faculty (7) facilities (8) support (9) program specific criteria	Self-study submitted in June 2011. Site visit occurred in Fall 2011. Report on findings to be issued in summer of 2012.

(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.
ABET accreditation of BS in Electrical Engineering	August 2006	• Need to increase number of measurements of four of the program outcomes. (completed) • Concern regarding number of full-time faculty involved with the computer concentration. Fixed by hiring D. Magotra as Department Chair in 2009	9 criteria: (1) students (2) program educational objectives (3) program outcomes (4) continuous improvement (5) curriculum (6) faculty (7) facilities (8) support (9) program specific criteria	Self-study submitted in June 2011. Site visit occurred in Fall 2011. Report on findings to be issued in summer of 2012.
ABET accreditation of BS in Industrial Engineering	August 2006	None	9 criteria: (1) students (2) program educational objectives (3) program outcomes (4) continuous improvement (5) curriculum (6) faculty (7) facilities (8) support (9) program specific criteria	Self-study submitted in June 2011. Site visit occurred in Fall 2011. Report on findings to be issued in summer of 2012.

(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.**
ABET accreditation of BS in Mechanical Engineering	August 2006	• ME 449 Computer aided engineering was made a mandatory course for all ME students. This change was implemented in order to address a concern that not all students were exposed to modern engineering tools. • The two outcomes related to material science, manufacturing, and PC-based control have been eliminated and therefore the concern related to the fact that not all students are exposed to these outcomes is no longer applicable.	9 criteria: (1) students (2) program educational objectives (3) program outcomes (4) continuous improvement (5) curriculum (6) faculty (7) facilities (8) support (9) program specific criteria	Self-study submitted in June 2011. Site visit occurred in Fall 2011. Report on findings to be issued in summer of 2012.
School of Law				
Section on Legal Education and Admissions to the Bar, American Bar Association	April 2006	None	Bar Passage rates, employment rates	Spring 2013 – full review
College of Pharmacy				
Accreditation Council for Pharmacy Education	January 2011 Received Precandidate accreditation status.	Admit first class of students. Begin implementation of assessment plan.		Spring 2012 for consideration for Candidate accreditation status

*record results of key performance indicators in form S3.

Form S1. RETENTION AND GRADUATION RATES

Student Success Measures/ Prior Performance and Goals	2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
IPEDS Retention Data (First-Year Full-Time Bachelor's Seeking Retention) Most Recent = Entering Fall 2010					
Associate degree students	n/a	n/a	n/a	n/a	n/a
Bachelors degree students	74%	75%	73%	76%	76%
IPEDS Graduation Data (Six-Year Graduation Rates for Bachelor's Seeking Students) Most Recent = Entering F'05					
Associate degree students	n/a	n/a	n/a	n/a	n/a
Bachelors degree students	54%	55%	61%	61%	62%
Other Undergraduate Retention Rates (1)					
a Arts and Sciences (excl. pre-Pharm)	72%	70%	71%	72%	72%
b Business	74%	81%	76%	78%	78%
c Engineering	78%	85%	75%	80%	80%
Other Undergraduate Graduation Rates (2)					
a Arts and Sciences (excl. pre-Pharm)	47%	49%	54%	54%	54%
b Business	58%	61%	68%	66%	66%
c Engineering	68%	62%	63%	63%	64%
Graduate programs *					
Retention rates first-to-second year (3)	86%	85%	76%	80%	83%
Graduation rates @ 150% time (4)	73%	82%	81%	81%	81%
Distance Education					
Course completion rates (5)	93.2%	94.1%	91.5%	93%	93%
Retention rates (6)	n/a				
Graduation rates (7)	n/a				
Branch Campus and Instructional Locations (NOT APPLICABLE TO WESTERN NEW ENGLAND UNIV.)**					
Course completion rate (8)					
Retention rates (9)					
Graduation rates (10)					

Definition and Methodology Explanations

1	First-year retention by College for full-time bachelor's seeking students. Most recent entered Fall 2010
2	Six-year graduation rate for full-time bachelor's seeking students. Most recent entered Fall 2010
3	Data presented here are for the JD program only. Based on fall-to-fall census and may differ from ABA data. All other graduate programs are part-time, many based on the 11 week term cycle. Students do not necessarily matriculate for courses every term. Most recent entering 2010. Other contextually appropriate retention data relevant to part-time programs may be found in the Workroom.
4	Four year graduation rates for full-time Law. Most recent entering 2007. Other contextually appropriate data graduation rate data relevant to part-time programs may be found in the Workroom.
5	Course completion rates are for all courses offered entirely online. Most recent year (2011-12) partial.
6-7	BBA is degree completion program primarily for part-time students. Online MBA, MSA, and Embanet programs are all part-time. Contextually appropriate data on retention and graduation may be found in the Workroom.
8	
9	
10	

* An institution offering graduate degrees must complete this portion.

Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Measures of Student Achievement and Success/ Institutional Performance and Goals		2 Years Prior	1 Year Prior	Most Recent Year	Goal for the Future
Success of Students Pursuing Higher Degree					
1	Arts and Sciences	46	38	64	n/a
2	Business	13	21	23	n/a
3	Engineering	2	7	4	n/a
4					
5					
Definition and methodology explanations		Figures are the number of graduates known to be in graduate school one-year out. Graduate school outcomes are influenced by employment opportunities and Western New England does not set goals relative to graduate school outcomes.			
Rates at Which Graduates Pursue Mission Related Paths (e.g., Peace Corps, Public Service Law)					
1	Military	4	14	12	No Goal
2	Vounteer Service	9	5	4	No Goal
	Less than 4% of Western New England University Graduates annually pursue careers in the Military, Peace Corps, VISTA, etc.				
Definition and methodology explanations		Based on principal activity after graduation as listed on senior survey.			
Rates at Which Students Are Successful in Fields for Which They Were Not Explicitly Prepared					
1					
2					
3					
4					
Definition and methodology explanations					
Documented Success of Graduates Achieving Other Mission-Explicit Achievement (e.g., Leadership, Spiritual Formation)					
1					
2					
3					
Definition and methodology explanations					
Other (Specify Below)					
1					
2					
Definition and methodology explanations					

Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
State Licensure Passage Rates *						
1	At present, for undergraduates, state licensure meaningfully applies in concept only to education students. Passage of the MTEL in their field of study is a prerequisite for graduation. Summary data follows below.					

MTEL Test	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Biology 8-12	NA	NA	NA	NA	NA
Business 8-12	NA	100%	NA	NA	NA
Chemistry 8-12	NA	NA	NA	NA	100%
Com/Lit –Reading	100%	100%	100%	100%	100%
Com/Lit Writing	100%	100%	100%	100%	100%
English 8-12	NA	100%	100%	100%	100%
Found. Reading	100%	100%	100%	100%	100%
Gen. Curriculum	100%	100%	100%	100%	100%
History 8-12	100%	100%	100%	100%	100%
Math 8-12	100%	NA	NA	100%	100%

		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
2	The CSWE does not require tracking passage rates for accreditation. Most adjacent states require a Master's degree in order to practice, and Western New England does not offer that degree level.					
3						
4						
5						
National Licensure Passage Rates *						
1	Bar Passage Rates (first-time takers)	79%	62%	71%		
2						
3						
4						
5						
Job Placement Rates **						
1	Arts and Sciences	94%	98%	94%	Because the University does not provide placement, we do not establish goals relative to employment outcomes.	
2	Business	98%	98%	94%		
3	Engineering	95%	97%	89%		
4	All undergraduates	96%	98%	93%		
5	Master's and PhD Programs	Because our programs to date have all been part-time, the vast majority of students are already employed at the time of matriculation. In fact, education is sometimes reimbursed by their employers. Placement is therefore not a coherent measure for these students.				
6	JD Recipients	83%	82%	Not yet available		
7						
8						

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total

number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

** For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Institutional Notes of Explanation

a	
b	
c	Western New England University specifically does not provide job “placement” services for graduates, but rather career services aimed at assisting graduates in securing employment. Most recent data are six-months out. Earlier data are one year out. Base is determined by the number of graduates who indicated they were seeking or had secured employment at graduation AND provided six-month or one-year out information about their job searches by survey, social media, email, etc. All employment is included. “In field” is often not reported or is not meaningful with regard to many fields of study. Likewise students often do not provide full- versus part-time.
d	JD recipient data are based on February after graduation follow-up.
e	
f	

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

		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
Completion Rates *						
1	**Western New England University does not offer short-term vocational training programs that are Title IV eligible.**					
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
Placement Rates **						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						

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

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

KPMG

WESTERN NEW ENGLAND COLLEGE

Financial Statements

June 30, 2011
with comparative totals for June 30, 2010

(With Independent Auditors' Report Thereon)

WESTERN NEW ENGLAND COLLEGE

Financial Statements

June 30, 2011
with comparative totals for June 30, 2010

Table of Contents

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

Independent Auditors' Report

The Board of Trustees
Western New England College:

We have audited the accompanying statement of financial position of Western New England College (the College) as of June 30, 2011, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the College's 2010 financial statements and, in our report dated November 2, 2010, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the College as of June 30, 2011, and the changes in its net assets and its cash flows for the year then ended, in conformity with U.S. generally accepted accounting principles.

KPMG LLP

November 15, 2011

WESTERN NEW ENGLAND COLLEGE

Statement of Financial Position

June 30, 2011
(with comparative totals at June 30, 2010)

(Dollars in thousands)

Assets		2011	2010
Cash and cash equivalents	$	21,622	13,871
Short-term investments (note 5)		—	202
Accounts and pledges receivable, net (note 3)		1,772	2,348
Prepaid expenses and other assets		2,678	3,389
Deposits under bond indenture (note 10)		6,785	27,548
Loans and other receivables, net (note 4)		5,570	5,694
Long-term investments (notes 5 and 6)		48,330	39,271
Investment in plant, net (notes 7, 9, and 10)		125,145	113,446
Investments held in trust by others (notes 5 and 8)		769	668
Total assets	$	212,671	206,437
Liabilities and Net Assets			
Liabilities:			
Accounts payable and accrued expenses	$	11,982	11,957
Deposits and deferred income		3,885	4,202
Bonds payable (note 10)		85,851	87,005
Government grants refundable		2,962	2,962
Total liabilities		104,680	106,126
Net assets:			
Unrestricted		87,134	81,079
Temporarily restricted (note 14)		3,360	2,613
Permanently restricted (note 14)		17,497	16,619
Total net assets		107,991	100,311
Commitments and contingencies (note 16)			
Total liabilities and net assets	$	212,671	206,437

See accompanying notes to financial statements.

WESTERN NEW ENGLAND COLLEGE

Statement of Activities

Year ended June 30, 2011
(with summarized financial totals for the year ended June 30, 2010)

(Dollars in thousands)

	Unrestricted	Temporarily restricted	Permanently restricted	2011 Total	2010 Total
Operating revenues and other support:					
Revenues:					
Tuition and fees	$ 98,282	—	—	98,282	94,140
Residence and dining	19,719	—	—	19,719	19,073
Less scholarships and grants	(31,416)	—	—	(31,416)	(27,777)
Net student fees	86,585	—	—	86,585	85,436
Federal, state, and private grants	2,171	49	—	2,220	1,954
Investment income (note 5)	158	39	—	197	232
Income and gains from long-term investments utilized (note 5)	1,136	837	—	1,973	2,161
Contributions	581	359	—	940	1,836
Other income	1,442	33	—	1,475	1,116
Other auxiliary services	173	—	—	173	178
Total revenues	92,246	1,317	—	93,563	92,913
Net assets released from restrictions (note 15)	1,387	(1,387)	—	—	—
Total operating revenues and other support	93,633	(70)	—	93,563	92,913
Expenses:					
Instruction	30,214	—	—	30,214	28,062
Student support	13,750	—	—	13,750	12,935
Academic support	16,078	—	—	16,078	14,121
Residence, dining, and other auxiliary services	16,702	—	—	16,702	15,978
Management and general	15,713	—	—	15,713	15,061
Total operating expenses	92,457	—	—	92,457	86,157
Increase (decrease) in net assets from operations	1,176	(70)	—	1,106	6,756
Nonoperating:					
Contributions	—	—	757	757	438
Realized and unrealized gains/(losses) on investments (note 5)	5,675	1,453	—	7,128	4,092
Long-term investment gains utilized in operations (note 5)	(770)	(638)	—	(1,408)	(1,677)
Change in value of split interest agreements	(26)	2	121	97	73
Increase (decrease) in net assets from nonoperating activities	4,879	817	878	6,574	2,926
Change in net assets	6,055	747	878	7,680	9,682
Net assets, beginning of year	81,079	2,613	16,619	100,311	90,629
Net assets, end of year	$ 87,134	3,360	17,497	107,991	100,311

See accompanying notes to financial statements.

WESTERN NEW ENGLAND COLLEGE

Statement of Cash Flows

Year ended June 30, 2011
(with comparative totals for the year ended June 30, 2010)

(Dollars in thousands)

		2011	2010
Cash flows from operating activities:			
Change in net assets	$	7,680	9,681
Adjustments to reconcile change in net assets to net cash provided by operating activities:			
Depreciation and amortization		7,185	6,908
Net realized gains on disposal of equipment		9	68
Net unrealized and realized (gains) losses on long-term investments		(7,330)	(3,925)
Net unrealized and realized (gains) losses on short-term investments		202	(168)
Contributions restricted for long-term investment		(751)	(570)
Change in:			
Investments held in trust by others		(101)	(39)
Accounts and pledges receivable		576	(165)
Prepaid expenses and other assets		711	(875)
Notes receivable		124	(71)
Accounts payable and accrued expenses		(201)	657
Deposits and deferred revenue		(317)	(493)
Net cash provided by operating activities		7,787	11,008
Cash flows from investing activities:			
Purchases of plant and equipment		(18,708)	(29,661)
Proceeds from the sale of plant and equipment		(9)	(68)
Proceeds from maturity and sale of long-term investments		8,773	47,821
Proceeds from maturity and sale of short-term investments		—	4,976
Purchases of long-term investments		(10,502)	(48,298)
Net cash used in investing activities		(20,446)	(25,230)
Cash flows from financing activities:			
Contributions restricted for long-term investment		751	570
Change in deposits under bond indenture		20,763	(26,045)
Payments under capital lease obligation		—	(203)
Bond issue costs		—	(223)
Proceeds from issuance of bonds		—	43,000
Payments of long-term debt		(1,104)	(1,057)
Net cash provided by financing activities		20,410	16,042
Net increase in cash and cash equivalents		7,751	1,820
Cash and cash equivalents at beginning of year		13,871	12,051
Cash and cash equivalents at end of year	$	21,622	13,871
Supplemental data:			
Noncash investing and financing activities:			
Interest paid	$	3,952	2,961

See accompanying notes to financial statements.

(1) Organization

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

The College offers a wide range of undergraduate degree programs as well as graduate and doctorial programs in Arts & Sciences, Business, Engineering, Law and Pharmacy. There are 194 full-time faculty members in the College's five schools.

The College enrolls approximately 3,650 students: 2,470 full-time undergraduates, 630 in full and part-time programs in the School of Law, and 550 in part-time undergraduate, graduate and doctoral degree programs. The College attracts students from approximately 39 states and several foreign countries. There are more than 40,505 alumni of the College.

(2) Summary of Significant Accounting Policies

The significant accounting policies followed by the College 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 College as a whole and to present balances and transactions according to the existence or absence of donor-imposed restrictions.

The statement of activities includes certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with U.S. generally accepted accounting principles (GAAP). Accordingly, such information should be read in conjunction with the College's financial statements for the year ended June 30, 2010, from which the summarized information was derived.

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

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

Temporarily restricted net assets – Net assets subject to donor-imposed stipulations that may or will be met by actions of the College and/or the passage of time.

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

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

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

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

(b) *Operations*

The statement of activities reports the change in unrestricted net assets from operating and nonoperating activities. Operating revenues consist of those items attributable to the College's undergraduate and graduate programs. Earned income on the College's invested assets are reported as operating revenue. All contributions, except for those permanently restricted, are reported as operating revenue. Realized and unrealized net gains on all investments, net of amounts appropriated for operations, and changes in the value of split interest agreements are reported as nonoperating revenue.

(c) *Revenue Recognition*

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

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

(d) *Cash Equivalents*

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

(e) Investments

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

The College's interest in alternative investment funds are generally reported at the net asset value (NAV) reported by the fund managers, because the College 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 College's interest therein, unless it is probable that all or a portion of the investment will be sold for an amount different from NAV. Accordingly, the inputs or methodology used for valuing or classifying investments for financial reporting purposes are not necessarily an indication of the risk associated with investing in those investments.

These investments are generally redeemable or may be liquidated at NAV under the original terms of the subscription agreements and operations of the underlying funds. However, it is possible that these redemption rights may be restricted or eliminated by the funds in the future in accordance with the underlying fund agreements. Due to the nature of the investments held by these funds, changes in market conditions and the economic environment may significantly impact the NAV of the funds and, consequently, the fair value of the College's interests in the funds. Furthermore, changes to the liquidity provisions of the funds may significantly impact the fair value of the College'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 College were to sell a fund in the secondary market, the sale could occur at an amount materially different than the reported value.

(f) 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 College 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 College capitalizes the cost of the asset retirement obligation by increasing the carrying amount of the related long lived asset. The liability is accreted to its present value each period and the capitalized cost associated with the retirement obligation is depreciated over the useful life of the related asset. Upon settlement of the obligation, any difference between the cost to settle the asset retirement obligation and the liability recorded is recognized as a gain or loss in the statement of activities.

(g) Unamortized Bond Costs

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

(h) Income Taxes

In November 1956, the College 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 College is generally exempt from income taxes. The College assesses uncertain tax positions and determined that there were no such positions that have a material effect on the financial statements.

(i) Functional Allocation of Expenses

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

(j) Use of Estimates

The preparation of financial statements in conformity with U.S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

(k) Reclassification

Certain 2010 financial information has been reclassified to conform to 2011 presentation.

(3) Accounts and Pledges Receivable

Amounts receivable consist of the following at June 30:

		2011	2010
Accounts receivable:			
Student	$	1,945	1,956
Other		211	511
Less allowance for doubtful accounts		(777)	(735)
		1,379	1,732
Pledges receivable		442	676
Less allowance for doubtful accounts and present value discount		(49)	(60)
		393	616
Total accounts and pledges receivable, net	$	1,772	2,348

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

		2011	2010
Less than one year	$	281	502
One to five years		161	174
	$	442	676

Pledges are discounted at rates ranging between 0.19% and 5.16%.

Fundraising expenses for the years ended June 30, 2011 and 2010 totaling $1,190 and $1,149, respectively, have been classified as management and general expenses in the statements of activities.

(4) Loans and Other Receivables

Loans and other receivable consist of the following at June 30:

		2011	2010
Student loans	$	6,398	6,448
Other receivable		—	18
Less allowance for doubtful accounts		(828)	(772)
Total loans and other receivables, net	$	5,570	5,694

(5) Investments and Fair Value

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

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

At June 30, 2011 and 2010, the carrying values of the College's cash and cash equivalents, receivables, accounts payable and accrued liabilities, and deposits and deferred revenues approximated their fair values based on their short-term maturities.

Fair value represents the price that would be received upon the sale of an asset or paid upon the transfer of a liability in an orderly transaction between market participants as of the measurement date. Financial instruments that are measured and reported at fair value are classified and disclosed in one of the following categories:

- **Level 1** – inputs are quoted prices (unadjusted) in active markets for identical assets or liabilities that the College has the ability to access at measurement date.
- **Level 2** – inputs are inputs other than quoted prices included in Level 1 that are either directly or indirectly observable for the assets or liabilities.
- **Level 3** – inputs are unobservable inputs for the assets or liabilities.

For those investments reported at NAV classification in Level 2 or Level 3 is based upon the College's ability to redeem its interest at or near the date of the statement of financial position, and if the interest can be redeemed in the near term, the investment is classified in Level 2.

The College's investments at June 30, 2011 that are reported at fair value are summarized in the following table by their fair value hierarchy:

	Level 1	Level 2	Level 3	Total	Redemption or Liquidation	Days Notice
Assets:						
Long-term investments:						
Pooled investments:						
Fixed income	$ —	8,210	—	8,210	Daily	1-7
Domestic Equity	17,698	—	—	17,698	Daily	1-4
Global Equity	8,945	—	—	8,945	Daily	1-7
Commingled fund	1,031	5,115	—	6,146	Daily	2
Hedge fund	—	7,122	—	7,122	Quarterly	65
Non-pooled investments	209	—	—	209	Daily	1
Total investments	27,883	20,447	—	48,330		
Other assets:						
Investments held in trust by others	—	—	769	769	Not Applicable	Not Applicable
Total assets	$ 27,883	20,447	769	49,099		

The College's investments at June 30, 2010 that are reported at fair value are summarized in the following table by their fair value hierarchy:

	Level 1	Level 2	Level 3	Total	Redemption or Liquidation	Days Notice
Assets:						
Long-term investments:						
Pooled investments:						
Fixed income	$ —	9,386	—	9,386	Daily	2-7
Domestic Equity	12,592	—	—	12,592	Daily	1-4
Global Equity	6,082	—	—	6,082	Daily	1-7
Commingled fund	—	3,963	—	3,963	Daily	2
Hedge fund[1]	—	—	7,065	7,065	Subject to lockup	—
Non-pooled investments	183	—	—	183	Daily	1
Total investments	18,857	13,349	7,065	39,271		
Other assets:						
Short-term investments	—	202	—	202	Daily	1
Investments held in				—		
trust by others	—	—	668	668	Not applicable	Not applicable
Total assets	$ 18,857	13,551	7,733	40,141		

[1] Investments reported in Level 3 are subject to lockups with $1.7 million available January 1, 2011 and $4.6 million available April 1, 2011.

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, 2011 and June 30, 2010:

	Hedge Fund	Investments held by others	Total
Fair value at June 30, 2010	$ 7,065	668	7,733
Transfers to Level 2	(7,065)	—	(7,065)
Unrealized gains (losses) on investment	—	101	101
Fair value at June 30, 2011	$ —	769	769

Transfers to Level 2 in the hedge fund category represent the expiration of the lock up period.

		Hedge Fund	Short-term investments	Investments held by others	Total
Fair value at June 30, 2009	$	6,323	2,850	629	9,802
Dispositions		—	(3,051)	—	(3,051)
Investment return		—	201	—	201
Unrealized gains on investment		742	—	39	781
Fair value at June 30, 2010	$	7,065	—	668	7,733

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

		2011	2010
Operating:			
Interest and dividends (nonpooled)	$	197	232
Interest and dividends (pooled)		565	484
Utilized gains		1,408	1,677
Income and gains from long-term investments utilized	$	1,973	2,161
Nonoperating:			
Net realized gains on sale of investments		2,356	206
Net unrealized gains on investments		4,772	3,886
Realized and unrealized gains on investments		7,128	4,092
Less gains utilized in operations		(1,408)	(1,677)
Total investment return	$	7,890	4,808

Interest and dividends are presented net of manager fees of $174 in 2011 and $145 in 2010.

Hedge funds are redeemable with the funds or limited partnerships at net asset value under the original terms of the subscription agreement and/or partnership agreements. The investments' fair values as of June 30, 2011 are broken out below by their redemption frequency.

	Daily	Quarterly	Illiquid	Total
Fixed income	$ 8,210	—	—	8,210
Domestic equity	17,698	—	—	17,698
Global equity	8,945	—	—	8,945
Commingled fund	6,146	—	—	6,146
Hedge fund	—	7,122	—	7,122
Nonpooled investments	209	—	—	209
Investments held in Trust	—	—	769	769
Total	$ 41,208	7,122	769	49,099

(6) Endowment

The College's endowment consists of approximately 175 individual funds established for a variety of purposes. Its endowment includes both donor-restricted endowment funds and funds designated by the Board of Trustees to function as endowments. As required by GAAP, net assets associated with endowment funds, including funds designated by the Board of Trustees to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions.

(a) Relevant Law

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

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

1. Duration and preservation of the endowment fund
2. Purposes of the College 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 College
7. Investment policy of the College

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

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

Endowment funds consisted of the following at June 30, 2011 and 2010:

	2011			
	Unrestricted	**Temporarily restricted**	**Permanently restricted**	**Total**
Donor restricted	$ (1,021)	1,908	16,551	17,438
Quasi (Board designated)	21,138	—	—	21,138
	$ 20,117	1,908	16,551	38,576

	2010			
	Unrestricted	**Temporarily restricted**	**Permanently restricted**	**Total**
Donor restricted	$ (2,122)	999	15,767	14,644
Quasi (Board designated)	18,622	—	—	18,622
	$ 16,500	999	15,767	33,266

Changes in endowment funds for the fiscal years ended June 30, 2011 and 2010 were as follows:

	2011			
	Unrestricted	**Temporarily restricted**	**Permanently restricted**	**Total**
Balance, June 30, 2010	$ 16,500	999	15,767	33,266
Investment return	1,327	1,084	—	2,411
Unrealized gains	3,316	666	—	3,982
Contributions	15	—	780	795
Distributions	(1,075)	(841)	—	(1,916)
Transfers	34	—	4	38
Balance, June 30, 2011	$ 20,117	1,908	16,551	38,576

	2010			
	Unrestricted	**Temporarily restricted**	**Permanently restricted**	**Total**
Balance, June 30, 2009	$ 14,964	804	15,151	30,919
Investment return	346	265	—	611
Unrealized gains	2,397	815	—	3,212
Contributions	10	—	578	588
Distributions	(1,217)	(885)	—	(2,102)
Transfers	—	—	38	38
Balance, June 30, 2010	$ 16,500	999	15,767	33,266

(b) Funds with Deficiencies

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below their original contributed value. Deficiencies of this nature are reported in unrestricted net assets and aggregated $1,021 and $2,122 as of June 30, 2011 and 2010, respectively. These deficiencies resulted from unfavorable market fluctuations that occurred after the investment of new permanently restricted contributions. Subsequent gains that restore the fair value of the assets of the endowment fund to the required level are classified as an increase in unrestricted net assets.

(c) Return Objectives and Risk Parameters

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

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

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

The College's endowment funds and charitable gift annuities are in a unitized investment pool, which is currently invested with twelve investment managers. Endowment spending is performed under a total return policy, which permits the College to spend 5% of the average market value of the endowment for the previous thirteen quarters as determined annually on December 31st. This amounted to $1,916 and $2,102 for the years ending June 30, 2011 and 2010, respectively.

In establishing these policies, the College considered the expected return on its endowment and its programming needs. Accordingly, the College 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.

(7) Investment in Plant

Plant assets consist of the following at June 30:

		2011	2010	Estimated useful lives
Land	$	4,526	4,526	—
Buildings		142,149	121,596	30-60 years
Improvements		14,492	13,578	10-20 years
Furniture and equipment		19,589	17,782	3-10 years
Transportation equipment		1,432	1,415	5 years
Software		2,505	2,465	5 years
Construction in progress		15,676	20,297	—
		200,369	181,659	
Less accumulated depreciation		(75,224)	(68,213)	
	$	125,145	113,446	

Depreciation expense amounted to $7,174 in 2011 and $6,848 in 2010.

(8) Investments Held in Trust by Others

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

The College's share of its split-interest agreements and pooled life income funds had a fair value of $769 and $668 as of June 30, 2011 and 2010, respectively. The income from these investments is restricted for scholarships.

(9) Leases

The College has noncancelable leases for office space and equipment, which are accounted for as operating leases. Rent expense under these leases was $236 for fiscal year 2011 and $228 for fiscal year 2010. The approximate future minimum rental commitments under operating lease agreements are as follows:

Year ending June 30:		
2012	$	211
2013		188
2014		130
2015		95
2016		20
Total	$	644

(10) Bonds Payable

		2011	2010
Massachusetts Development Finance Agency (MDFA) Revenue Bonds Series 2005A, which are exempt from federal taxes, and bear interest at rates ranging from 4.60% to 5.0% and mature annually through 2033, and MDFA Revenue Bonds Series 2005B, which are federally taxable and have a fixed interest rate of 4.60% and matured in 2010. The bonds are secured by a mortgage on all the College's buildings except for LaRiviere Center, Commonwealth Hall and S. Prestley Blake Law Center.	$	37,440	38,365
Massachusetts Development Finance Agency (MDFA) Revenue Bonds Series 2008, which are exempt from federal taxes, and bear interest from the date of issuance through and including May 28, 2018 of 4.07%. Subsequent interest is set at 65% of the prevailing 10 year U.S. Treasury rate plus 2.5%. The bond matures in 2028 and is secured by a mortgage on the S. Prestley Blake Law Center.		4,471	4,650
Massachusets Development Finance Agency (MDFA) Revenue Bonds Series 2009C, which are exempt from federal taxes, bear interest of 4.5% and mature annually through fiscal 2019 with a balloon payment due on November 1, 2019. The bonds are issued under the same bond and loan agreement as the Series 2005A and share the same collateral.		43,000	43,000
Bonds payable		84,911	86,015
Unamortized bond premium		940	990
Total bonds payable, net	$	85,851	87,005

The following is a schedule of bonds payable as of June 30, 2011 over the next five years and thereafter by the College:

Year ending June 30:		
2012	$	1,495
2013		1,899
2014		1,980
2015		2,063
2016		2,157
Thereafter		75,317
Total	$	84,911

The 2005 Bond Series indenture requires the maintenance of certain financial covenants. The College was in compliance with these requirements at June 30, 2011 and 2010. In addition, the College has pledged all revenues, and has granted the Issuer a security interest in tuition receipts and tuition receivables.

The fair value of the College's total indebtedness approximated $87,703 and $89,007 as of June 30, 2011 and 2010, respectively. For all other financial instruments, the carrying amount as disclosed in the financial statements approximates fair value.

(11) Line of Credit

The College has an uncollateralized line of credit with a bank in the amount of $7,500 as of June 30, 2011 and 2010. The line of credit bears interest at the 30 day LIBOR plus 125 basis points and a floor of 3.25% for short-term borrowings. No borrowings against this line were outstanding at June 30, 2011 or 2010.

(12) Retirement Plan

The College maintains a 403(b) contributory retirement plan with Massachusetts Mutual Life Insurance Company (MassMutual) and Teachers Insurance and Annuity Association (TIAA) and College Retirement Equities Fund (CREF). The plan covers substantially all full-time employees. The College's contributions in 2011 and 2010 amounted to $3,239 and $3,131, respectively.

(13) Separation Incentive Plan

The College offers a separation incentive plan whereby eligible faculty may elect to terminate their employment. The plan may be terminated by the Board of Trustees, with one year notice if practicable. To be eligible, a participant in the Plan must be a full-time, tenured member of the teaching faculty, must have completed 20 years of full-time continuous service to the College and be 58-64 years of age as of the date of separation. The plan limits granting to three participants per fiscal year and a maximum benefit per individual. Collectively these provisions limit the exposure to the College. Approximately $4 and $140 was incurred and recorded as an instructional expense under this plan in 2011 and 2010, respectively.

(14) Temporarily and Permanently Restricted Net Assets

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

		2011	2010
Temporarily restricted net assets:			
Net assets restricted as follows:			
Student aid	$	301	230
Program expenses		576	540
Capital projects		5	3
Restricted as to time		505	709
Accumulated realized and unrealized net gains on true endowments		1,973	1,131
Total	$	3,360	2,613

		2011	2010
Permanently restricted net assets:			
Scholarship and award funds	$	16,001	15,163
Pledges		73	200
Other		1,423	1,256
Total	$	17,497	16,619

(15) Net Assets Released from Restrictions

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

		2011	2010
Purpose restrictions accomplished:			
Facility improvements	$	188	244
Student aid		909	946
Instruction and research		44	17
Student support		29	105
Other institutional activities		217	195
Total	$	1,387	1,507

(Continued)

(16) Commitments and Contingencies

The College 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 College.

The College 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 College does not expect these amounts, if any, to be material to the financial statements.

(17) Subsequent Events

The College evaluated subsequent events for potential recognition or disclosure through November 15, 2011, the date on which the financial statements were issued.

On July 1, 2011, the College officially changed its name from Western New England College to Western New England University.

The University expects to redeem $4.6 million in 2009 Series C bond funds in November 2011 as a result of cost savings on the construction of the Center for the Sciences and Pharmacy.

Auditor’s Fiscal Year 2011 Management Letter

There was no separate management letter issued by KPMG with the Financial Statements for the year ending June 30, 2011.

Western New England Univ.
Ratio Analysis
Fiscal Years
2000-2001 to 2010-2011

NEASC FINANCIAL RATIOS 2012

Q.1 Are financial resources sufficient to support the mission?

RETURN OF NET ASSETS RATIO

Measures total economic return. Measures an institutions performance in generating net assets compared to the capital base used to produce those net assets.

Change in Net Assets/Total Net Assets

A high ratio is desirable

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	10 Yr. $ Difference	10 Yr % Difference
Change in Net Assets	7,680	9,682	(5,778)	5,560	11,749	2,685	6,061	7,961	620	(3,353)	(834)	11,033	329.0%
Total Net Assets	107,991	100,311	90,629	96,407	90,847	79,098	76,413	70,352	62,391	61,771	65,124	46,220	74.8%
	7.1%	**9.7%**	**-6.4%**	**5.8%**	**12.9%**	**3.4%**	**7.9%**	**11.3%**	**1.0%**	**-5.4%**	**-1.3%**		

NET INCOME RATIO

Indicates whether total unrestricted activities resulted in a surplus or a deficit.

Change in Unrestrestricted Net Assets/Total Unrestricted Income

A positive ratio = surplus

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	10 Yr. $ Difference	10 Yr % Difference
Change in Unr. Net Assets	6,055	9,185	(1,606)	5,420	9,237	383	5,064	3,266	1,535	(2,532)	(2,586)	8,587	339.1%
Total Unrest. Income	98,512	95,342	82,390	84,581	84,361	70,050	73,640	68,381	60,408	52,478	48,956	46,034	87.7%
	6.1%	**9.6%**	**-1.9%**	**6.4%**	**10.9%**	**0.5%**	**6.9%**	**4.8%**	**2.5%**	**-4.8%**	**-5.3%**		

OPERATING INCOME RATIO

Demonstrates the extent to which current-year internally generated resources have contributed to the overall financing of the institution's operations.

Operating Income (Total Unrest. Rev. less Invest. Inc., Contributions & Net Assets Released from Restrictions)/Educational & General Exp. (Total Exp. less Auxiliary Exp.)

A high ratio is desirable

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	10 Yr. $ Difference	10 Yr % Difference
Operating Income	91,665	90,132	89,209	85,382	77,470	70,800	70,278	65,211	58,628	54,346	51,345	37,319	68.7%
Education & Gen. Expenses	76,385	70,179	68,710	64,520	61,052	57,532	56,888	54,749	50,288	47,075	44,484	29,310	62.3%
	120.0%	**128.4%**	**129.8%**	**132.3%**	**126.9%**	**123.1%**	**123.5%**	**119.1%**	**116.6%**	**115.4%**	**115.4%**		

CONTRIBUTED INCOME RATIO

Demonstrates the institution's dependence on contributions to finance operations.

Contribution Income (Unrestricted Contributions plus Net Assets Released from Restrictions)/Educational & General Expenses (Total expenses less auxiliary expenses)

A low ratio is desirable

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	10 Yr. $ Difference	10 Yr % Difference
Contribution Income	1,968	2,932	4,253	2,670	2,607	2,461	1,179	1,997	2,232	1,470	449	498	33.9%
Education & Gen. Expenses	76,385	70,179	68,710	64,520	61,052	57,532	56,888	54,749	50,288	47,075	44,484	29,310	62.3%
	2.6%	**4.2%**	**6.2%**	**4.1%**	**4.3%**	**4.3%**	**2.1%**	**3.6%**	**4.4%**	**3.1%**	**1.0%**		

Western New England Univ.
Ratio Analysis
Fiscal Years
2000-2001 to 2010-2011

NEASC FINANCIAL RATIOS 2012

Q.2 What financial resources are available to support the mission?

VIABILITY RATIO

Measures the availability of expendable net assets to cover debt. Expendable net assets represent those assets that the institution can access in short order and spend to satisfy its debt obligations.

Expendable Net Assets/Long-Term Debt

Threshold 1:1 or greater

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	10 Yr. $ Difference	10 Yr % Difference
Expendable Net Assets	51,200	57,251	28,366	44,912	39,689	30,946	23,250	19,762	19,800	21,018	29,785	30,182	143.6%
long-term Debt	85,851	87,005	45,307	46,565	42,617	42,758	38,861	39,794	41,927	33,055	33,041	52,796	159.7%
	0.6	**0.7**	**0.6**	**1.0**	**0.9**	**0.7**	**0.6**	**0.5**	**0.5**	**0.6**	**0.9**		

LEVERAGE RATIO

Similar to the debt-to-equity ratio. Measures the financial leveraging of the institution.

Unrestricted & Temporarily Restricted Net Assets/Debt Outstanding

Threshold 2:1 or greater

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	10 Yr. $ Difference	10 Yr % Difference
Unrest. & Temp. Rest. N. A.	90,494	83,692	74,525	80,323	75,928	65,949	63,865	58,127	51,723	51,580	55,305	38,914	75.4%
Debt Outstanding	85,851	87,005	45,307	46,565	42,617	42,758	38,861	39,794	41,927	33,055	33,041	52,796	159.7%
	1.1	**1.0**	**1.6**	**1.7**	**1.8**	**1.5**	**1.6**	**1.5**	**1.2**	**1.6**	**1.7**		

DEBT BURDEN RATIO

Examines the dependence on borrowed funds as a source of financing its mission and the relative cost of borrowing to overall expenditures.

Debt Service/Total Expenditures

Threshold 7% or below

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	10 Yr. $ Difference	10 Yr % Difference
Debt Service	5,056	4,018	3,094	2,754	2,654	1,729	3,040	2,903	2,614	2,320	1,530	2,736	117.9%
Total Expenditures	86,376	80,306	78,426	73,572	69,784	63,985	64,276	61,343	55,645	52,130	48,863	34,246	65.7%
	5.9%	**5.0%**	**3.9%**	**3.7%**	**3.8%**	**2.7%**	**4.7%**	**4.7%**	**4.7%**	**4.5%**	**3.1%**		

DEBT COVERAGE RATIO

Measures the excess of income over adjusted expenses available to cover annual debt service payments.

Adjusted Change in Net Assets (Unrestricted Net Assets plus depreciation and interest expense)/Debt Service

A high ratio is desirable

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	10 Yr. $ Difference	10 Yr % Difference
Adjusted Change in N.A.	17,198	19,054	7,058	13,763	17,231	7,794	12,404	9,940	7,377	2,668	1,622	14,530	544.6%
Debt Service	5,056	4,018	3,094	2,754	2,654	1,729	3,040	2,903	2,614	2,320	1,530	2,736	117.9%
	3.4	**4.7**	**2.3**	**5.0**	**6.5**	**4.5**	**4.1**	**3.4**	**2.8**	**1.2**	**1.1**		

(A) The financial statements show debt service of $41.1 million in fiscal 2006 as the College refinanced it's outstanding debt. The debt service has been adjusted to show on the debt service paid by the College ($1.7 million)

Western New England Univ.
Ratio Analysis
Fiscal Years
2000-2001 to 2010-2011

NEASC FINANCIAL RATIOS 2012

Q.3 How are financial resources used to support the mission?

EDUCATIONAL CORE SERVICES RATIO

Measures whether educational core services are using a growing or dwindling share of institutional resources.
Education Core Services Expenses (Instruction, Research & Public Service)/Educational & General Income (Total Unrestricted Revenues less Auxiliary Income)
A high ratio is desirable

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	10 Yr. $ Difference	10 Yr % Difference
Educational Core Services Exp.	30,214	28,062	27,055	25,932	23,936	22,544	21,584	21,189	20,503	18,850	18,000	11,364	60.3%
Educational & General Income	73,671	73,662	72,025	71,045	65,223	60,710	58,578	56,551	49,092	46,227	43,520	27,444	59.4%
	41.0%	**38.1%**	**37.6%**	**36.5%**	**36.7%**	**37.1%**	**36.8%**	**37.5%**	**41.8%**	**40.8%**	**41.4%**		

EDUCATIONAL SUPPORT RATIO

Measures whether educational support services are using a growing or dwindling share of institutional resources.
Educational Support Expenses (Academic Support & Student Services)/Educational & General Income (Total Unrestricted Revenue less Auxiliary Income)
A high ratio is desirable

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	10 Yr. $ Difference	10 Yr % Difference
Educ. Support Expenses	29,828	27,056	27,046	24,801	23,583	22,395	22,005	20,763	19,145	18,598	17,694	11,230	60.4%
Educational & General Income	73,671	73,662	72,025	71,045	65,223	60,710	58,578	56,551	49,092	46,227	43,520	27,444	59.4%
	40.5%	**36.7%**	**37.6%**	**34.9%**	**36.2%**	**36.9%**	**37.6%**	**36.7%**	**39.0%**	**40.2%**	**40.7%**		

TOTAL EDUCATIONAL RATIO

Measures the amount of educational costs in relationships to total costs.
Total Educational Core & Educational Support Expenses/Educational & General Income (Total Unrestricted Revenue less Auxiliary Income)
A high ratio is desirable

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	10 Yr. $ Difference	10 Yr % Difference
Total Educ. & Educ. Support Exp.	60,042	55,118	54,101	50,733	47,519	44,939	43,589	41,952	39,648	37,448	35,694	22,594	60.3%
Educational & General Income	73,671	73,662	72,025	71,045	65,223	60,710	58,578	56,551	49,092	46,227	43,520	27,444	59.4%
	81.5%	**74.8%**	**75.1%**	**71.4%**	**72.9%**	**74.0%**	**74.4%**	**74.2%**	**80.8%**	**81.0%**	**82.0%**		

GENERAL SUPPORT RATIO

Measures the amount of general support costs in relationship to total costs.
Total General Support Expenses (Institutional Support Costs)/Educational & General Income (Total Unrestricted Revenue less Auxiliary Income)
A high ratio is desirable

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	10 Yr. $ Difference	10 Yr % Difference
Total General Support Exp.	15,713	15,061	14,609	13,787	13,533	12,593	13,299	12,797	10,640	9,627	8,790	6,086	63.2%
Educational & General Income	73,671	73,662	72,025	71,045	65,223	60,710	58,578	56,551	49,092	46,227	43,520	27,444	59.4%
	21.3%	**20.4%**	**20.3%**	**19.4%**	**20.7%**	**20.7%**	**22.7%**	**22.6%**	**21.7%**	**20.8%**	**20.2%**		

Other Information:

Western New England Univ.
Ratio Analysis
Fiscal Years
2000-2001 to 2010-2011

NEASC FINANCIAL RATIOS 2012

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	10 Yr. $ Difference	10 Yr % Difference
Auxiliary Expenses	**16,702**	**15,978**	**15,286**	**14,641**	**14,072**	**12,135**	**11,688**	**10,365**	**8,585**	**7,935**	**7,057**	**8,767**	**110.5%**
TOTAL DISCOUNT RATE													
Tuition and Fees	98,282	94,140	91,132	85,011	78,092	72,958	70,944	65,741	58,580	52,736	48,963	45,546	86.4%
Less Scholarships and Grants	(31,416)	(27,777)	(25,604)	(22,481)	(20,437)	(18,585)	(17,709)	(15,764)	(13,556)	(10,983)	(9,385)	(20,433)	186.0%
Net Tuition	66,866	66,363	65,528	62,530	57,655	54,373	53,235	49,977	45,024	41,753	39,578	25,113	60.1%
Percent Total Discount Rate	**32.0%**	**29.5%**	**28.1%**	**26.4%**	**26.2%**	**25.5%**	**25.0%**	**24.0%**	**23.1%**	**20.8%**	**19.2%**		