



Westfield
College

For submission January 2007
Westfield State College
Westfield, Massachusetts

Preparation of the Report

The preparation of this report started in spring of 2006 with the selection two faculty members, Dr. James Carabetta and Dr. Lisa Plantefaber, as co-coordinators for the process. Working groups of administration and faculty were created to respond to standards in their areas of expertise. These groups were responsible for seeking out information and opinions from the community and drafting a response to the standard that reflected these multiple perspectives. Opportunities for comment were provided to the entire campus community through an open forum on standards four and five and through announcements on the campus faculty-staff listserv. An initial draft of the report was posted on the campus website and comments from the community solicited via the listserv. A draft of the document was submitted to the Board of Trustees for comment at their meeting on December 14, 2006. The final draft, incorporating comments from reviewers, will be presented to the President's Office for submission to the NEASC Commission on Institutions of Higher Education.

Members of the Westfield State College community who provided input to the report include the following:

Kate Bagley, Professor, Sociology & Social
Work
Eric Bressler, Assistant Professor, Psychology
Robert Bristow, Associate Vice President,
Academic Affairs
James Carabetta, Professor, Computer &
Information Science
Catherine Doyle, Director, Library
Philip Ettman, Professor, Economics &
Management
Janet Garcia, Director, Marketing

Overview of the College

Westfield State College (WSC) is the only public, comprehensive institution of higher education located in southwestern Massachusetts. As part of the Massachusetts state college system, the College serves the Commonwealth by providing education for its citizens and service to the community. The College offers 26 undergraduate degree programs as well as Masters degrees and post-graduate certificate programs in the fields of Education, English, Psychology, Public Administration and Criminal Justice. The College is known for its strong criminal justice and teacher education programs. The College offers several programs unique in Massachusetts including environmental science and regional planning. While drawing from the surrounding regions including the urban areas of Springfield and Holyoke, its reputation and the residential nature of the College also attract students from across the Commonwealth and from outside of Massachusetts. The College provides educational opportunities outside of degree programs. These include professional development for teachers, certification programs in several professions, Community Education courses for adults, and summer and week-end enrichment programs for children. Other programs emphasize outreach to students of color and first generation college students, and our Dual Enrollment program permits high school students to enroll in college courses. WSC Bridge Project and the Summer Scholars Program are academic and mentoring initiatives that nurture success of high school students to encourage college applications.

The institution that Westfield State is today is the result of its history and its response to needs of the Commonwealth. The College was founded in 1839 as the first co-educational normal school for teacher education in the nation. In the 1930s, the Normal School became a State Teachers College with a four-year course of study leading to the Bachelor of Science in education. Increasing population and demand for college education led to expansion, first to its current site in 1956 and then in the scope of its programs as the state colleges became comprehensive bachelors and masters degree-granting institutions. The College is again in a period of growth. Since 2002, a new combined academic-athletic building and a new residential hall have opened and full-time student enrollment has increased nearly 10 percent.

The student-centered and community-oriented mission of the College reflects both its history and its role in the Massachusetts public higher education system. Emphasizing teaching, student advising, and student involvement in both the life of the College and the community, Westfield State's primary mission is to assist its students to develop intellectually and to use their knowledge and skills to improve the social and economic conditions in their communities. The mission also emphasizes the College's role as a resource for the community and the role of its faculty in the community and in their disciplines.

As a result of its review 2002 accreditation visit, the NEASC visiting team reported several core strengths of the College. Westfield State College is "served by a group of professional, support staff, and faculty members loyal to the institution, dedicated to teaching, and proud of the accomplishments of their students." Additionally, "(f)inancial controls appear strong and result in the College being able to achieve fiscal objectives" despite severe budget constraints at the time.

Since the 2002 NEASC site visit, significant changes in the senior administration of the College have occurred. President Frederick Woodward resigned in 2003 and, after a five month transition period led by Interim CEO Barry Maloney, was succeeded by President Vicky Carwein. In June 2006, President Carwein submitted her resignation. Mr. Maloney is again serving as Interim President. A Presidential search, organized by the Board of Trustees, is underway. During the past two and half years, there have also been changes in the leadership of Academic Affairs. Members of the College administration and faculty assumed the positions of Senior Vice President of Academic Affairs, Associate Vice President of Enrollment Management, Associate Vice President of the Division of Graduate and Continuing Education, and Dean of Education. Experienced administrators joined the

AREAS OF CONCERN

Based on evidence from the 2002 Self Study and the site visit report, the NEASC CIHE requested that the College emphasize its success in:

- maintaining an effective system of campus governance;
- planning strategically for the institution's future;
- developing and implementing methods for assessing student learning.

In this section of the report, our progress in these areas is highlighted. The issues are also addressed in context within the narratives of Standards 2, 3 and 4.

College Governance

At the time of the self study and site visit, many aspects of campus governance were impaired by the lack of progress in contract negotiations between the BHE and the MSCA. As part of its negotiating strategy, the faculty union had adopted a work-to-rule policy. Faculty participation in governance was significantly curtailed, with

Long Range Planning

As a result of the site visit, the NEASC review team expressed concerns about the lack of long range planning at the College. The need for such planning in the face the extreme financial constraints that the College was then experiencing was mentioned in the context of several NEASC standards. The College was encouraged to develop a participatory process for focusing its limited resources on well-considered goals.

Over the past four years, the College has adopted and implemented a model for strategic planning. Through the governance process, an ad hoc Strategic Planning Committee consisting of faculty, administrators, students and community members was convened. Guided by the College Mission, the expectations of Massachusetts Board of Higher Education, survey data, and the assistance of planning consultants, the Committee created a strategic plan anchored in the vision and values of the College. The 2005 Strategic Plan contains 27 goals that support the College's values. Initially, three of the goals were chosen as the focus of specific implementation efforts. Action plans were created by the divisions of the College and funds directed to support those plans.

The College is now in the second year of its planned implementation cycle. Steps described in the action plans have been undertaken. In some cases, evaluation data have been collected, allowing us to measure the results of the initiatives. Work on these three goals will continue while the Strategic Planning Committee leads the community in providing input on an additional goal(s) to emphasize. In parallel with the implementation of the strategic plan, an Institutional Assessment Plan has been developed to measure our success in meeting our goals.

Details of these activities are given in Standard 2 of this report.

Assessment of Student Learning Outcomes

Development of assessment measures for student learning outcomes is an ongoing process at the College with variation between programs both in approach and in the progress that has been made.

Our focus on student learning outcomes is driven by demands for accountability from the Massachusetts Board of Higher Education, national program accrediting agencies, as well as NEASC. The Massachusetts Board of Higher Educatio

Our approach focuses on the major or academic program. Each program has been required to articulate student learning outcomes. In most programs, these outcomes have been designed by the departmental faculty. In a few, the outcomes are set by external agencies. External review of all program outcomes occurs as part of the program review process. The Dean of Institutional Research and Assessment has been working with many academic departments on campus to refine their learning objectives and to determine appropriate ways of measuring learning outcomes. The majority of departments have documented assessment plans at the date of this report. All academic departments will have their plan for learning outcomes submitted by January 2007. Furthermore, the College is currently searching for a Dean of Academic Programs and Accreditation. The successful candidate, housed in Academic Affairs and working closely with the Institutional Research office, will hold oversight for maintaining integrity in program development and guide departments in program evaluation processes, internal and external.

We have not yet developed a systematic way to publicize learning outcomes.

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Standard One MISSION and PURPOSES

Description and Update

The healthy tension between liberal arts and professional curricula has characterized Westfield State College throughout its 167-year history, first in its role as a teacher-training institution, and currently as a comprehensive public college. This tension is still reflected in its mission, which has not changed since the College's 2002 self-study. In marketing, hiring, policy-making, and program development, Westfield State has continued to rely upon the mission as a touchstone: emphasizing teaching, student advising, and intellectual preparation for social responsibility and citizenship. The mission is easily accessible, in official college documents and on its website.

The Massachusetts Board of Higher Education continues to use annual mission implementation plans to evaluate the College's progress, particularly in relation to "access, affordability, quality, and efficiency." Notably, the first section of the Board of Higher Education's annual Performance Measurement Report (issued for each state and community college in the Commonwealth of Massachusetts) consists of the opening lines of the College's mission statement. This prominence in relation to assessment demonstrates how the mission continues to provide a basis for measuring institutional effectiveness.

While the mission itself has not changed, what *has* changed is its function as a driving force in strategic planning at Westfield State College. The self-study of 2002 expressed a need for "more involvement at the...department level in articulating the educational and operational goals that feed into the broader goals [of] the mission implementation plan." Westfield State has made dramatic progress in this regard.

In the past several years, the mission was widely reviewed and contemplated as the foundation for the College's first foray into formal, long-range strategic planning. In October of 2004, former president Vicky L. Carwein charged Westfield State's Strategic Planning Committee with developing a plan that would guide the College for five years. The Committee made a concerted effort to use the mission as a springboard for its work. "The vision, mission and values of the College are the foundation for this plan, and our priorities and goals are directly aligned with them,"² the Committee asserted. That the established mission played such a fundamental role in the strategic planning process reaffirmed, and reaffirms, its ongoing prominence and relevance to the campus community. In this way, the mission now, even more than in 2002, actively serves to "give direction" for the College, and to provide the lens for Westfield State's "vision for the future."

The *Westfield State College Strategic Plan 2005 – 2010* is the most significant recent milestone in the evolution of the College mission. In an affirmation of its consistency with mission, the Plan was approved and adopted by the College's Board of Tr

each year, strategies, action plans, and measurable outcomes are developed by campus units. Resource allocation decisions are based upon the relevance of proposed projects and programs to current goals.

A cross-section of the projects and programs recently implemented to meet the goals set forth in the Strategic Plan reveals their relevance to the essence of Westfield State's particular mission.

Standard Two
PLANNING AND EVALUATION

Planning

Description and Update

As a well-established public institution, Westfield State College is committed to responsible planning for its future through processes involving both external and internal stakeholders. As part of the Massachusetts state college system, Westfield State College is included in the system-wide planning by the Board of Higher Education (BHE). A completed system-wide master plan for capital renewal and construction, undertaken with the Commonwealth of Massachusetts Board of Higher Education

Although it was recognized that progress on all goals would occur in the normal course of college operations, three of the twenty-seven goals were

Finally, the College recognizes the need to monitor progress on the goals currently emphasized as well as their continued relevance. Development of a comprehensive system for monitoring this progress is discussed in the Evaluation section.

Evaluation

Description and Update

Assessment is an increasingly important activity in higher education. It serves many purposes: Assessment can help teachers assess both teaching effectiveness and success of students in learning. Feedback to students can provide them with information about the success of their learning strategies, and on occasion be a motivational tool. At the programmatic level, it can help determine program/curricular effectiveness and be useful as a tool in resource allocation. It can also be helpful in evaluation of teachers and other professionals. Equally critical is that it assists in accountability and increases the public perception of education's accountability. For these, and many other reasons, assessment has moved to a role of prominence.

The benefits of assessment are, and have been, recognized at Westfield State. Throughout its recent history, the College has engaged in some assessment of its effectiveness as a teaching institution. The College collected and disseminated information on standard measures of productivity: first-year retention rates, six-year graduation rates, admissions yields and affordability. Our performance on these measures was at least comparable to, and sometimes significantly better than at the other state colleges. Other evaluation data have been collected, on both a regular and one-time basis, but the activity has not been conducted according to any systematic college-wide plan.

In 2002, the All College Committee authorized the formation of an Ad Hoc Committee on Institutional Evaluation drawn from faculty, staff, students, and administration. This committee was charged with supporting the development of student learning outcomes and the program review process, as well as designing a system for measuring institutional effectiveness. The committee had some success in meeting the first two charges; however the latter was beyond its resources. The College has realized that assessment and evaluation, while they must be part of the institutional culture, cannot be organized through part-time work. In February of 2006, the College hired a Dean of Institutional Research and Assessment whose responsibilities include the development of an institutional assessment plan. (Please see Appendix 2 for draft of Institutional Assessment Plan.)

Since planning and assessment are natural partners, the assessment plan parallels the twenty-seven strategic planning goals. This also ensures that the values and priorities of the College are represented in the Assessment Plan. Each broad

detail the reasons they are leaving. Two alumni surveys were designed and written by Institutional Research and Assessment to be ad

stipulated Graduate Education Council is a requirement of any state college offering a graduate education program., and therefore of Westfield State College. It consists of five members of the faculty elected by the association membership, three administrators appointed by the president, and a graduate student of the College enrolled in two or more courses. The faculty's collective bargaining agreement also provides for student participation in the governance process through its representation on the standing committees (ACC, Curriculum, Academic Policy Committee, and Student Affairs). Students are also represented with a seat on the Board of Trustees.

Analysis and Assessment

The structure of campus governance is well prescribed and reasonably well understood. It is consistent both with the Massachusetts General Laws and with the collective bargaining agreement. Faculty and librarians support this structure as evidenced by the recent referendum on governance. With the referendum came an increased focus on the governance committees, which has led to a renewed interest in the role of formal governance. This has led to the creation of additional committees to address specific issues, including workplace quality and general education. The strategic planning committee has set the foundation for future direction. The strategic plan was adopted by the Board of Trustees in 2005. Some of the action plans developed from the strategic plan have been completed, with others in progress. Most importantly, the momentum created from committee's work has integrated planning into virtually every element of decision-making. Included in this process are committees such as the better workplace committee, the committee to study the core curriculum, and the proposed committee for long range planning for the use of space and facilities.

Standard Four
THE ACADEMIC PROGRAM

Based on its 2002 site visit, NEASC requested that WSC address several areas of concern. One of these areas, assessment of student learning, is included in this standard. It has been addressed in Section III of this report and will be described only briefly here. Other areas of concern, governance, long term planning and shifting financial circumstances, impact the academic programs, both directly and indirectly. These are addressed in context below.

Description and Update

Guided by a mission centered on teaching and student learning, Westfield State College continues its commitment to providing quality educational programs. Undergraduate academic programs provide an institution-wide, general education, called the Common Core, balanced with major requirements leading to baccalaureate degrees. Post-baccalaureate programs of study and graduate academic programs offer courses with a deeper theoretical focus and distinctive educational requirements that support professional development. Both undergraduate and graduate programs provide opportunities for experiential and community-based learning through internships, cooperativ

the Academic Policies Committee, or the Teacher Education Council for consideration and recommendation. Substantive or stylistic changes, if any, occur during subcommittee deliberations, and the potential impact of a proposal on the overall program and on other academic departments is explored. The Curriculum Committee submits reports and recommendation to the Senior Vice President of Academic Affairs. The original or revised proposal is returned to the All College Committee for its recommendation. Approval for graduate courses and policies is initiated by the appropriate academic department and sent to the Graduate Council and Senior Vice President. Proposals involving teacher or school personnel programs are considered by the Graduate Education Council and Teacher Education Council prior to consideration by the Graduate Council. All proposals are then transmitted to the President, who makes the final campus decision. Significant changes, such as the addition of majors, require approval of the Board of Trustees and the Massachusetts Board of Higher Education.

The Office of Academic Affairs has established a five-year review cycle for both graduate and undergraduate programs. This review includes a self study and an external evaluation, preferably by an accrediting organization. Several departments have applied for national accreditation in their disciplinary areas, including Education, Music, Movement Science (health fitness, athletic training, and emergency medical training programs), Social Work, and Computer Science. Criminal Justice programs engage in a mandated state-wide review. The newly proposed graduate programs in Applied Behavior Analysis and Accountancy will both be evaluated by appropriate external evaluators.

During the 2005 – 2006 academic year, seven programs were reviewed. Sociology, General Science, Biology, and Environmental Science, for which no national accrediting organizations exist, completed the college-defined review process, while Criminal Justice, Social Work, and Athletic Training were reviewed by national accrediting or state approval agencies. Criminal Justice and Athletic Training were approved or accredited. Social Work received conditional accreditation dependent upon providing sufficient space and adding a faculty line. Both conditions have subsequently been met and the program has full accreditation status.

Undergraduate Degrees

All undergraduate programs at Westfield State College lead to baccalaureate degrees. Degree requirements, as established by the College governance process described in Standard 3, are published in the College Bulletin and are updated yearly. While the specific program requirements differ, the basic degree plan is the same for all majors. All require completion of the common core or general education requirements as well as introductory, intermediate and advanced course work in one or more related disciplines. Typically upper level requirements make up three-quarters or more of the required credits in a major. All degree programs permit one or more additional electives.

Since the 2002 site visit, WSC has added and revised several undergraduate programs. For example, the campus proposed and defended a new Bachelor of Arts major in Theatre Arts in 2006 which was subsequently approved by the Board of Trustees and the Board of Higher Education.

General Education

The general education component of an undergraduate degree at Westfield State College requires all students to complete the Common Core, distributed among academic areas as follows: Humanities (18 credits); Social Science (12 credits); Mathematics and Applied Analytical Reasoning (6-8 credits); Science (7-8 credits); and Diversity (6 credits). The maximum required number of credit hours to complete this requirement is 49-52 or 41-43% of the 120 credits of an undergraduate degree. However, since a number of courses qualify as meeting one or more core requirements, or core and major requirements, in practice the requirement may be completed with fewer credits.

The Common Core represents a complete revision of the 1991 general education core based on feedback from NEASC. The new curriculum is standards-driven, based on learning goals for each area. Inclusion of courses in the Core is predicated on meeting these standards. In 2003-2004, academic departments were asked by the All-College Committee to review their Core offerings to assure the courses held to the original standards. In general, programs were found to be meeting the standards of the original proposal. One aspect of the Common Core requirements has proven difficult to implement as originally written. The advanced electives specified by the Core requirements have not been developed. The current requirements already require more than a third of the 120 credit degree requirement. If combined with major requirements, the full core requirement would leave little room for electives in students' schedules. Also, academic departments felt that, due to staffing limitations, development of advanced Core electives would decrease the range of advanced major courses that could be offered.

In 2006, when seeking to expand interdisciplinary programs and support teaching alternatives as part of its work on the Strategic Plan, the department chairs determined that the Core was one of the obstacles facing major curriculum changes. The department chairs petitioned the All-College Committee to undertake a comprehensive review of the Common Core. The ACC formed an ad-hoc Review of Common Core Committee (ROCCC) comprised of students, faculty and administrators. This committee will evaluate the existing genera

available to students and prospective students on the web. Joint admissions programs with several schools accelerate the admission process at Westfield State. Academic departments review these agreements annually in order to facilitate new programs. Graduate students may transfer a maximum of 6 credits into their program of study prior to matriculation at the College, as long as the transferred

decreased course selection can, in the short term, be ameliorated by planning and pro-active student advising. A more positive measure of program quality comes from our recent experience with external approval and accreditation. Programs seeking such recognition have been quite successful.

In the near future, the College expects some expansion and realignment of its academic programs. Several teacher licensure programs are being discontinued due to low enrollment: Instructional Technology, Severe Needs Special Education, and the Middle School Generalist licenses. We anticipate the approval of two Master's programs, Applied Behavioral Analysis and Accountancy, that are related to current programs.

We expect that the over-arching focus of the next five years will be on the related processes of program review and assessment of student learning. Academic program review had been intermittent in the past but, since 2004, has been reorganized and reinvigorated. All academic programs will be reviewed at least once between 2005 and 2009. The program review requirements contain an expectation of assessment of student learning. As described in Section 3, development of these measures is underway. We trust that this commitment to evaluation of our activities will reinforce the "culture of on-going assessment" that the 2002 Visiting Team found lacking.

Standard Five FACULTY

Description and Update

Westfield State College currently employs 183 full-time faculty and eight librarians giving a student: faculty ratio of 22:1. Sixty percent of the faculty have been hired within the last ten years. The faculty continues to be predominantly white although the College has made some progress in increasing the diversity of its faculty. Slightly less than 90 percent of full-time faculty are white (compared to 90.6 percent in 2001); 10.1 percent are members of racial or ethnic minority groups.

Over the past two years the College has increased its efforts to recruit a diverse pool of candidates for full-time faculty positions. A group of faculty and staff have worked on improving the recruitment and hiring process so that the College will be able to attract and retain a more diverse group of new faculty. The Diversity Working Group, meets periodically with department chairs and the chairs of search committees. This effort has led to the development of a variety of strategies such as networking with colleagues at other institutions, using directories of women and minority candidates, creating search plans that address best practices, and generally promoting a welcoming environment.

In addition to these efforts, the Office of Academic Affairs offered to host a luncheon or breakfast each month for Westfield State faculty, staff and administrators of color. The purpose of the meeting is to provide these members of the community with an opportunity to meet for their own purposes of support and mentoring. One activity that the group initiated was to serve as “ambassadors” to faculty candidates during their on campus interviews. Their goal was provide candidates with a positive experience on campus and underscore the institution’s commitment to diversity.

While the faculty remains relatively homogeneous racially and ethnically, it is less so when it comes to gender. Approximately 48 percent of full-time faculty are female, compared to 39.4 percent in 2001. Thirty-five percent of full professors, 51 percent of associate professors, and 56 percent of assistant professors are female.

The proportion of full-time faculty with terminal degrees is 83.2 percent. An increase in faculty salaries has somewhat improved the College’s ability to recruit well-qualified faculty. On March 1, 2005, all full-time faculty members received a 2.5% raise.

courses. Since 2003, nearly 500 courses using WebCT (the web-based platform used by the College) have been offered, either as online distance courses, “brick and click” courses (a combination of distance and face-to-face classes), or enhanced courses. Enhanced courses are regular face-to-face classes in which faculty members use WebCT to post the course syllabus and assignments, hold discussions, and, in some cases, administer examinations. In the three years since the establishment of CIT, nearly 150 faculty have used WebCT in some way in their classes. To encourage faculty’s development of online distance courses, the College initiated a “web camp” as one of the action steps in the College’s strategic plan. In the summer of 2006, interested faculty who had never taught an online course received a stipend of \$1000 to attend a two-week training program: one week, face-to-face; the second week, online. Ten faculty members completed the training and each will offer an online course during the 2006-2007 academic year. The College will fund a web camp again in the summer of 2007. To support the faculty’s efforts to offer additional technologically-enhanced courses, the College has turned 64 classrooms into “smart” or high-technology classrooms. This number represents nearly sixty percent of all classrooms.

Procedures for the evaluation of faculty members’ teaching, scholarship, advising, and service to the College and the community are established by the collective bargaining agreement between the Board of Higher Education and the MSCA. This agreement requires that all non-tenured, full-time faculty be evaluated yearly. Under this process, faculty’s classes are visited each year by members of the peer evaluation committee and/or the department chair. Student evaluations for each of the faculty members’ classes are collected each semester; faculty also submit materials to document their scholarly and service activities and their advising. The vice president for academic affairs reviews these materials including the evaluations completed by the peer evaluation committee and the department chair and makes a recommendation for reappointment to the president.

Evaluations for tenure and promotion follow the same steps described above but are supplemented by reviews by two faculty committees. The seven members of the Committee on Promotions are elected by the faculty of the College from among the tenured members of the faculty and librarians. The Committee on Promotions forwards its recommendations to the vice president for academic affairs who subsequently submits recommendations to the president.

The Committee on Tenure is composed of four tenured faculty or librarians, who are elected by the faculty and librarians, and one tenured member from the candidate’s department. An applicant’s department chair also serves as a consultant to the committee. The Committee on Tenure considers the recommendations of the department chair (and an optional peer evaluation recommendation), reviews the candidate’s materials, and meets with the candidate. The committee forwards its recommendations to the vice president for academic affairs who subsequently submits a recommendation to the president.

Tenured faculty and librarians are also subject to post-tenure review, a procedure instituted under the current collective bargaining agreement. Each individual undergoing review compiles materials documenting his or her teaching effectiveness, research and scholarship, advising, and service to the college and community. These materials are submitted directly to the vice president for academic affairs along with a document evaluating the candidate’s teaching based on the department chair’s observation of one of the candidate’s classes. Student evaluations of the candidate’s teaching are also included in the dossier reviewed by the vice president.

The post-tenure review process is linked to merit pay. Faculty whose performance over the past four years is “exemplary” receive a six-percent raise and those whose performance is rated “meritorious” receive a three-percent raise. Faculty who receive a rating of “not acceptable” may, if they choose, engage in a professional development plan as prescribed by the vice president with the goal of improving their ratings. No punitive action may be taken against a faculty member who chooses not to undertake a professional development plan.

Adjunct faculty members' classes are visited period

**Standard Six
STUDENTS**

Description and Update

Admissions, Retention and Enrollment

The Academic Advising Center is clearly responding to a real demand for its services. During an average academic year, its staff is directly responsible for assisting more than 900 students from the population of students with undeclared majors, those on academic probation, and those majoring in Liberal Studies/Education. Additionally, more than 1,000 first-year students from nine different majors utilize pre-advising services.

The Office of Disability Services continues to provide a wide range of services to students with physical disabilities and documented learning disabilities. Approximately 90 percent of the students served by the program over the past 15 years have graduated. In the fall semester of 2006 the office served more than 500 students. Services and support include personalized tutorial assistance, modified examinations, readers, signers, scribes, assistance in obtaining recorded books, and adaptive technology. The Office of Disability Services assists the Office of Admissions in screening and providing academic support for students diagnosed as learning disabled. In the fall of 2006, approximately 570 students with disabilities applied and 141 entered the College. The Tutoring Center, which operates out of the Office of Disability Services, works with approximately 500 students annually, providing assistance in virtually every academic subject area at the College. The Center also houses a peer-tutoring program. These services are available to all students at the College.

In 1993, the College was awarded a \$169,000 renewable grant from the United States Department of Education to administer a Student Support Services Program (SSSP) to aid in the retention of academically needy students who were first-generation students. (b) (5)(c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p) (q) (r) (s) (t) (u) (v) (w) (x) (y) (z) (aa) (ab) (ac) (ad) (ae) (af) (ag) (ah) (ai) (aj) (ak) (al) (am) (an) (ao) (ap) (aq) (ar) (as) (at) (au) (av) (aw) (ax) (ay) (az) (ba) (bb) (bc) (bd) (be) (bf) (bg) (bh) (bi) (bj) (bk) (bl) (bm) (bn) (bo) (bp) (bq) (br) (bs) (bt) (bu) (bv) (bw) (bx) (by) (bz) (ca) (cb) (cc) (cd) (ce) (cf) (cg) (ch) (ci) (cj) (ck) (cl) (cm) (cn) (co) (cp) (cq) (cr) (cs) (ct) (cu) (cv) (cw) (cx) (cy) (cz) (da) (db) (dc) (dd) (de) (df) (dg) (dh) (di) (dj) (dk) (dl) (dm) (dn) (do) (dp) (dq) (dr) (ds) (dt) (du) (dv) (dw) (dx) (dy) (dz) (ea) (eb) (ec) (ed) (ee) (ef) (eg) (eh) (ei) (ej) (ek) (el) (em) (en) (eo) (ep) (eq) (er) (es) (et) (eu) (ev) (ew) (ex) (ey) (ez) (fa) (fb) (fc) (fd) (fe) (ff) (fg) (fh) (fi) (fj) (fk) (fl) (fm) (fn) (fo) (fp) (fq) (fr) (fs) (ft) (fu) (fv) (fw) (fx) (fy) (fz) (ga) (gb) (gc) (gd) (ge) (gf) (gg) (gh) (gi) (gj) (gk) (gl) (gm) (gn) (go) (gp) (gq) (gr) (gs) (gt) (gu) (gv) (gw) (gx) (gy) (gz) (ha) (hb) (hc) (hd) (he) (hf) (hg) (hh) (hi) (hj) (hk) (hl) (hm) (hn) (ho) (hp) (hq) (hr) (hs) (ht) (hu) (hv) (hw) (hx) (hy) (hz) (ia) (ib) (ic) (id) (ie) (if) (ig) (ih) (ii) (ij) (ik) (il) (im) (in) (io) (ip) (iq) (ir) (is) (it) (iu) (iv) (iw) (ix) (iy) (iz) (ja) (jb) (jc) (jd) (je) (jf) (jg) (jh) (ji) (jj) (jk) (jl) (jm) (jn) (jo) (jp) (jq) (jr) (js) (jt) (ju) (jv) (jw) (jx) (jy) (jz) (ka) (kb) (kc) (kd) (ke) (kf) (kg) (kh) (ki) (kj) (kk) (kl) (km) (kn) (ko) (kp) (kq) (kr) (ks) (kt) (ku) (kv) (kw) (kx) (ky) (kz) (la) (lb) (lc) (ld) (le) (lf) (lg) (lh) (li) (lj) (lk) (ll) (lm) (ln) (lo) (lp) (lq) (lr) (ls) (lt) (lu) (lv) (lw) (lx) (ly) (lz) (ma) (mb) (mc) (md) (me) (mf) (mg) (mh) (mi) (mj) (mk) (ml) (mm) (mn) (mo) (mp) (mq) (mr) (ms) (mt) (mu) (mv) (mw) (mx) (my) (mz) (na) (nb) (nc) (nd) (ne) (nf) (ng) (nh) (ni) (nj) (nk) (nl) (nm) (nn) (no) (np) (nq) (nr) (ns) (nt) (nu) (nv) (nw) (nx) (ny) (nz) (oa) (ob) (oc) (od) (oe) (of) (og) (oh) (oi) (oj) (ok) (ol) (om) (on) (oo) (op) (oq) (or) (os) (ot) (ou) (ov) (ow) (ox) (oy) (oz) (pa) (pb) (pc) (pd) (pe) (pf) (pg) (ph) (pi) (pj) (pk) (pl) (pm) (pn) (po) (pp) (pq) (pr) (ps) (pt) (pu) (pv) (pw) (px) (py) (pz) (qa) (qb) (qc) (qd) (qe) (qf) (qg) (qh) (qi) (qj) (qk) (ql) (qm) (qn) (qo) (qp) (qq) (qr) (qs) (qt) (qu) (qv) (qw) (qx) (qy) (qz) (ra) (rb) (rc) (rd) (re) (rf) (rg) (rh) (ri) (rj) (rk) (rl) (rm) (rn) (ro) (rp) (rq) (rr) (rs) (rt) (ru) (rv) (rw) (rx) (ry) (rz) (sa) (sb) (sc) (sd) (se) (sf) (sg) (sh) (si) (sj) (sk) (sl) (sm) (sn) (so) (sp) (sq) (sr) (ss) (st) (su) (sv) (sw) (sx) (sy) (sz) (ta) (tb) (tc) (td) (te) (tf) (tg) (th) (ti) (tj) (tk) (tl) (tm) (tn) (to) (tp) (tq) (tr) (ts) (tt) (tu) (tv) (tw) (tx) (ty) (tz) (ua) (ub) (uc) (ud) (ue) (uf) (ug) (uh) (ui) (uj) (uk) (ul) (um) (un) (uo) (up) (uq) (ur) (us) (ut) (uu) (uv) (uw) (ux) (uy) (uz) (va) (vb) (vc) (vd) (ve) (vf) (vg) (vh) (vi) (vj) (vk) (vl) (vm) (vn) (vo) (vp) (vq) (vr) (vs) (vt) (vu) (vv) (vw) (vx) (vy) (vz) (wa) (wb) (wc) (wd) (we) (wf) (wg) (wh) (wi) (wj) (wk) (wl) (wm) (wn) (wo) (wp) (wq) (wr) (ws) (wt) (wu) (wv) (ww) (wx) (wy) (wz) (xa) (xb) (xc) (xd) (xe) (xf) (xg) (xh) (xi) (xj) (xk) (xl) (xm) (xn) (xo) (xp) (xq) (xr) (xs) (xt) (xu) (xv) (xw) (xx) (xy) (xz) (ya) (yb) (yc) (yd) (ye) (yf) (yg) (yh) (yi) (yj) (yk) (yl) (ym) (yn) (yo) (yp) (yq) (yr) (ys) (yt) (yu) (yv) (yw) (yx) (yz) (za) (zb) (zc) (zd) (ze) (zf) (zg) (zh) (zi) (zj) (zk) (zl) (zm) (zn) (zo) (zp) (zq) (zr) (zs) (zt) (zu) (zv) (zw) (zx) (zy) (zz)

having their need (Direct Costs – Expected Family Contribution) covered by financial aid in FY2005. Current policies, procedures and criteria for financial aid are available on the college website and in its Bulletin.

The Student Affairs Division includes the departments of Campus Center/Student Activities, Residential Life, Athletics, Career Services, Counseling Center, Health Services, Public Safety, Student Conduct, and special student programs including Commuter Services, Orientation, First Year Experience, and Veteran Services. These departments serve the needs of full-time and part-time students, residential students and commuters, undergraduates and graduate students. In order to meet the needs of these different student populations, many changes and new initiatives have occurred in these areas over the past five years.

A major emphasis of Student Affairs continues to be promoting and supporting student leadership through the Student Government Association and various student clubs and organizations. Student leaders, working closely with faculty and staff advisors, produce and publicize a robust schedule of social, cultural and recreational activities which include club sports, musical and theatrical performances, and a student-run newspaper and radio station. In addition to activities and programs developed by students, Student Affairs produces co-curricular events throughout the school year. In line with the college mission, an online community service clearinghouse has been developed to promote community service among students. The clearinghouse has created links with nonprofit organizations in the greater Westfield community where students can be involved in a variety of service activities. Engaging students in community service reflects a national trend to combine academic learning with practical experience.

Athletic services have been enhanced as a result of the completion of the Woodward Center academic/athletics field house in September of 2004. Major renovations to the outdoor athletics facilities were completed in the summer of 2006. The Athletics Department has achieved the goal of gender equity. For the past eight years, the department has been within the accepted five percent of complete gender equity in terms of number of participants (somewhat uncommon among institutions offering football). Eighteen varsity sports are offered through the Athletics Department; women's lacrosse was added to the roster in 2006. Nine varsity sports are offered for women and seven for men. In addition, there is a varsity coed competitive cheering team. The athletic programs follow National Collegiate Athletic Association (NCAA) Division III guidelines, which place priority on the quality of student-athletes' educational experience.

announcements. The additions of a comprehensive online Career Resource Library and Online Resume Development Program have also been well received. Career Services has commissioned a series of professional marketing materials for the 2006-2007 academic year. These high quality brochures will enhance outreach to students, alumni, and employers.

The Counseling Center, like other college mental health centers, continues to see an increase in demand for services both in terms of the number of students requesting services and in the severity of their presenting concerns. In 2006, the Counseling Center saw an 18% increase in the number of counseling appointments from the previous year and a 14% increase in the number of psychiatric appointments. As a result of this demand, the Counseling Center has had to institute a waiting list during periods of high volume over the last four years. To meet this demand for its services, the Counseling Center hired an additional counselor in the fall of 2006. Counselors on staff also participate in an on-call rotation to assist in after-hours mental health emergencies. The creation of a Counseling Center website provides updated information on mental health and can also be used for on-line screening for depression, anxiety, PTSD, eating disorders, and alcohol abuse. Screening sites refer students to Counseling Center resources and offer specific information on how to schedule an appointment and what they can expect from participating in counseling. The Center is fully accredited by the International Association of Counseling Services (IACS) and will be submitting materials for reaccreditation in the spring of 2007.

The Department of Health Services has evolved over the past five years. The Department focuses on health education, prevention, wellness promotion, and surveillance. Health Services staff have collaborated with the Counseling Center and community hospitals in the development of health programming and services. Service has been expanded to include women's health care under the auspices of a community hospital. Some free laboratory tests are available to aid in diagnosis and the Department has developed a vaccine immunization program for students and staff.

The Public Safety Department provides law enforcement and security services at the College and works cooperatively with the City of Westfield Police Department and the Massachusetts State Police. The Department of Public Safety has been certified by the Massachusetts Police Accreditation Commission, and has recently been recertified by that agency. The department will work toward full accreditation in the next five years. The department's location in the "White House" on Western Avenue makes it more visible. The building is now fully accessible to people with disabilities. Public Safety offers a Rape Aggression Defense Program for our students and continues to utilize a bike patrol unit and Adopt-A-Hall program to encourage informal contact between police and the community. The department continues to be the main referral agent for student conduct issues.

The Student Conduct Office continues to work with students, faculty, and staff to ensure that non-academic behavioral standards are upheld. These standards are reviewed and updated every year in collaboration with various campus constituencies.

journal has become a required text for the course and every new instructor is required to receive training in facilitating the journaling process.

The New Student and Parent Orientation Programs continue to draw over 90% of our incoming first-year students and have registered increasing parent participation over the last five years. A significant overhaul of the Transfer Student Orientation Program was initiated in 2006 to increase student attendance and to make the program content more consistent with our other orientation program offerings.

Veterans Services have expanded in light of the nation's response to terrorism and the many students affected by the war in Iraq. In addition to responding to an increase in the number of students applying for veterans financial benefits, the College supports students who are members of military programs with services such as informational newsletters, veterans' group meetings, and other events directed toward this special student population.

Analysis and Assessment

In line with the College's strategic plan, student service areas are continuing to assess, evaluate, develop and strengthen programs and initiatives. The Division of Student Affairs is also implementing student learning outcomes in its co-curricular activities. Through regular and systematic assessment and evaluation, the College will need to determine whether the co-curricular goals and needs of the students are being met. Information obtained ts5222soon(awe)]TJ11 -1.153 9876(e

and in the Academic Advising Center would allow both programs to continue to provide quality services to our students.

Affairs and Information Technology to revise our testing procedures to gather the needed information in a timely fashion in future years.

Academic Computing Update

The College now supports eleven computer labs with a mix of Windows PC, MAC and UNIX based systems. The number of classrooms that are equipped with technology with multimedia front-end podiums has grown from five (5) to sixty four (64). Specialized computer labs/facilities have been added to Physical Science, Urban Education, and Wilson 424, Academic Advising, and the Reading and Writing Center. A cyber café consisting of 10 desktop computers has been created in the Ely Campus Center. All classrooms on campus are wired for access to the campus-wide LAN and the Internet. All classrooms are capable of distance learning via videoconferencing. Portable equipment is available in the form of video codec's and video monitoring equipment.

The implementation of the Bradford Campus Manager for Window and Macintosh operating systems allows Infrastructure Services to easily manage antivirus, policy updates, operating system updates and overall client management to ensure optimal network performance. Information Technology has deployed two "remote" student Help Desks in strategically placed, high traffic areas to allow for greater service and visibility of the services available to students. A yearly updated brochure is published describing the numerous services supported by Information Technology and is provided to all incoming faculty, staff and students.

Information Technology continues to look at new ways to implement and maintain software and hardware. Agreements such as the Campus Microsoft Agreement and software assurance agreements with Apple guarantee that college-owned computers will have the latest operating systems and commonly used software packages.

The distance learning classroom (Wilson 114) was reconfigured and redefined as the Center for Instructional Technology (CIT). This area is staffed by an Associate Director, one full-time staff, part-time clerk and a number of student workers. The primary goal of CIT is to provide faculty and staff with resources and training as well as allow them to create and use multimedia materials for WebCT courses online, and traditional courses offered by the College.

The increased demands of assessment data collection in teacher education programs have required specialized support. The College purchased the TK20 Campus Tools Higher Education data management and reporting system in spring 2006 as the main data management system for all teacher

Standard Eight
PHYSICAL and TECHNOLOGICAL RESOURCES

Physical Resources

Description and Update

Since the writing of the 2002 Self Study there have been substantial additions and improvements to college facilities. The College has also completed several planning documents that are consistent with goals and objectives contained in the Strategic Plan The College is currently participating with the

Major technology-related improvements include the construction of two specialized computer laboratories in the Computer Science Department, upgrades to other computer laboratory furnishings and the installation of smart technology in over 30 classrooms, meeting spaces and lecture halls. Since the last accreditation team visit, the College has also made additional improvements to the telephone and data infrastructure and the installation of wireless technology in academic buildings. During the next several years, the College plans to install wireless technology in all campus buildings.

Improvements in specialized teaching facilities have included the upgrade of science lab including environmental rooms, autoclaves, fume hoods, chemical storage facilities and sanitation equipment. Music department facilities have been enlarged and improved. A new music library was constructed. Practice rooms and several faculty teaching studios were enlarged and renovated. The Ely Black Box Theater also received improvements and upgrades to theatrical lighting, the installation of a new curtain system, new seating and riser system.

Over the past two years, the College has renovated a variety of faculty, staff and student support offices. Renovations to offices have taken place in the Division of Graduate and Continuing Education, Student Administrative Services Department, Finance, Academic Advising and the Center for Teacher Education. The Honors Program was re

Analysis and Assessment

The College continues to make significant progress on revitalizing our facilities, a strategic plan priority. It is hoped that the completion of the state and community college master plan and the Westfield State College Master Plan will guide funding

Record enrollments over the past two years have placed stress on college facilities, particularly classroom space and faculty and administrative office space. The College cannot continue to accept increasing enrollments unless additional academic and support facilities are constructed. Over the past thirty years, academic space has increased only slightly. New academic majors and the need for specialized teaching facilities require the construction of new facilities and the renovation of existing facilities. There continues to be a need for appropriate faculty office and meeting facilities. Science laboratories need to either be extensively renovated or new labs constructed to meet changes in pedagogy. The College has requested the construction of a new academic building as its first priority in the college master plan recommendations. The construction of this building will provide needed space for faculty and teaching space to accommodate the growth of several existing academic departments. It will give the College flexibility to realign academic departments and provide needed facilities, faculty offices and new science laboratories. New facilities also need to be considered to support expanding academic programs in social work, environmental science, gerontology, and interdisciplinary programming. Library facilities need to be expanded and modernized. The library lacks appropriate teaching facilities, small seminar/group study space, office, computer and specialized study areas. Also a new specialized facility needs to be considered to provide adequate performance, production, practice and teaching space for the departments of Communication, Theater, Music and Art.

Although there have been extensive upgrades in technology over the past several years, new advances in this area will continue to require facility renewal and financial support. The classroom of thirty years ago will not meet the needs of current or future students. In the future the College is going to have to adjust furnishings to address laptop technology and new teaching methodologies. Existing faculty offices and academic support areas will also need to be continually upgraded to meet changing needs.

The Campus Center was constructed for a college population that is half of the current population. A study needs to be completed to look at how the existing campus center can be improved to meet the

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replace the freestanding router hubs and electrical cord that currently is needed in order for all students within a residence hall room to have access to the network.

The campus wireless initiative will provide access to all members of the campus community around the clock. The current areas capable of receiving a wireless signal are: two academic buildings and partial coverage of another, Campus Center, Library, Dining Commons, Scanlon Banquet Hall. Phase One of the wireless initiative is to continue with the expansion of wireless network to include all academic buildings by summer 2007. Phase Two will address all residence halls and open space. The end result will be blanket coverage of the Westfield State campus and allow for any user to receive a wireless signal anywhere on campus.

Upgrades and renovationsallt3(nd 75lass roy)-7ams

We are scheduled to increase bandwidth to 50 Mbps prior to the end of the June 2007, completing the migration from a DS3 connection to Ethernet. The wireless initiative will culminate in a few years with blanket coverage of the campus and all open space capable of receiving a wireless Internet signal. The replacement of older instructional equipment is being addressed with the creation of a “lifecycle” replacement program for peripheral and multimedia equipment for the multimedia classrooms. The College is nearing the end of the process of upgrading 9 classrooms and auditoriums yearly and close to 100% of our facilities having multimedia capabilities.

Information Technology developed a strategic plan for the years of 2003 -2007. As we near the completion of the action items associated with that plan, Information Technology will begin to formulate the next set of goals that will align with the College’s strategic plan. The goals will focus on taking advantage of the major hardware and software purchases over the past few years to offer more services to the campus community.

Standard Nine FINANCIAL RESOURCES

Description and Update

Since the time of the Self Study and Visiting Team Report, many changes have been made at the College. The Chief Financial Officer (CFO) has been promoted to the Vice President of Administration and Finance (VP A&F). In addition to the previous financial responsibilities, the VP A&F has also been placed in charge of Facilities, Central Receiving, Fixed Assets, the Copy Center, and Mail Room. The College also upgraded its administrative computer system from the Financial Records System (FRS) to the Banner System. Every function of this system is on-line, including student applications, bill paying, employee applications, purchasing requisitions, etc. The Banner System also adheres to the National Association of College and University Business Officers (NACUBO), the Government Accounting Standard Board (GASB) and the Generally Accepted Accounting Principles (GAAP).

Over the past four years, the College's state appropriated base budget has increased only \$2.1 million, from \$18.4 million in fiscal year 2003, to \$20.5 million in fiscal year 2007. This represented a total increase of 12% or an average annual increase of just under 3%, barely keeping up with inflation. In addition, much of this increase in base budget was necessary to fund collective bargaining agreements. Over this same time frame, the College's enrollment increased by 21%. The result of this growth led to increased demand for a host of services from all areas of the College, including instruction, utilities, and a list of essential deferred maintenance projects. In an attempt to offset the modest increase in state aid, the College increased its local fees from \$3,588 in 2003, to \$4,980 for fiscal year 2007. This represents an average annual increase of approximately 9%.

Some Highlights:

Annually exceeded the state requirement of 5% in deferred maintenance. The College

rising from the 2% range to almost 6%. The net effect for the College was an annual increase in investment earnings of approximately \$400,000. These short-term investments also have the advantage of being 100% guaranteed by FDIC and DIF insurance.

The College has received ten consecutive annual audit reports from PriceWaterhouseCoopers, all with no findings or items to be reported in the Management Letter.

Analysis and Assessment

The College continues to be financially stable, with unrestricted net assets of \$10.2 as of June 30, 2006. However, with the on-going reductions in state aid for operations, including payroll and fringe benefits, financial aid, library, and deferred maintenance, the College will be required to continue with modest annual fee increases.

To help minimize the impact of these annual fee increases and continue its efforts to maintain the integrity of the mission of the College, the Budget Committee will strive to allocate scarce resources in the most efficient way possible. As it has done in the past, Instruction, Academic Affairs, and Deferred Maintenance will see their requests reviewed and approved or denied. The Board of Trustees will also see all requests for these needs.

Standard Ten PUBLIC DISCLOSURE

Description and Update

Information about Westfield State College is available to internal and external audiences through a variety of media. The College complies with all federal and state reporting requirements as well as those of national program accreditation agencies such as NCATE. It maintains an extensive public website and produces brochures and an official publication which is available in print as well as online. The information available in the website and in the *Bulletin* is listed in the Appendix 3 as *Public Disclosure Chart*.

Administrative changes that have occurred since the 2002 self-study have strengthened the College's communications capabilities and its accountability. At the time of the 2002 self-study, institutional research functions were the responsibility of the Registrar. Now, a full-time position is dedicated to institutional research and assessment. This change will help Westfield State College generate data in a more thorough, timely, and responsive fashion.

A new Division of Advancement and College Relations has been established, housing Marketing, Development and Advancement, and College Relations. This division is led by a new vice president with oversight of all fund-raising and external communications of the College. This authority provides clearer pathways of responsibility and more opportunity for consistency, and therefore integrity, in the College's communications. The newly created Marketing Department includes marketing, visual communications, publications, website management and photography. A full-time Director and Assistant Director of Marketing are new or redefined positions that reinforce the consistency of communications. The new division also supports an expanded fund-raising effort from private, corporate, and government sources. The position of Coordinator of Government and Community Relations also serves to enhance the College's outreach and openness. In the President's Office, the Assistant to the President for Communications also works with the College's external constituents.

The Westfield State College *Bulletin* remains the official source of College policies and curricula for the undergraduate student. The *Bulletin* includes information related to mission and accreditation; admission standards and procedures for both new and transfer students; tuition and fee charges and refunds; financial aid information for the undergraduate student. The

In conjunction with the *Bulletin*, the Registrar also publishes the official course offerings booklet utilized by undergraduate day students during the advising and registration period each semester. Although some policies are copied directly from the *Bulletin*

This publication is distributed once a year to campus employees, given to legislators, and distributed to the public at outreach events. It is also available in various locations around campus and in the community.

The College's advertising campaigns have increased over the past two years. The Marketing Department created a TV spot targeted at high school students ages 14-17, to respond to the declining

Standard 11 INTEGRITY

Description and Update

Westfield State College continues to observe the standards of integrity for which it was commended in the 2002 site visit report. The College complies with all laws and regulations of the United States of America and the Commonwealth of Massachusetts. In addition, the College is committed to meeting all standards set by the NEASC Commission on Institutions of Higher Education and by the Massachusetts Board of Higher Education (BHE), which is the governing body for the institution. As a member of the Massachusetts public higher education system, Westfield State College adheres to the stated mission of the six comprehensive state colleges and achieves “cooperation, collaboration, and participation” with its sister institutions. In meeting the standards of the Commonwealth and the BHE, Westfield State College uses “public funds efficiently,” as demonstrated in periodic voluntary and mandated audits. In addition, the College is assessed annually by the BHE on certain performance measures; the resulting public Performance Measurement Report indicates that Westfield State consistently meets or exceeds the Board of Higher Education’s benchmarks. Moreover, Westfield State College strives for “continuous improvement and accountability in all aspects of teaching, learning, and outreach” through establishment and dissemination of a Strategic Plan; institutionalized systems of individual and departmental accountability and evaluation; the pursuit of national accreditations for its academic programs; and memberships in professional organizations.

The institution maintains an expectation that its board, faculty, staff and students will exercise integrity and act responsibly in all activities where they are agents of the College. The standard has been set through College policies and procedures as well as standards such as the Whistleblower Policy, approved in spring 2006; Code of Expectations for students, faculty, staff and supervisors; Collective Bargaining agreements with the MSCA, APA and AFSCME; State Ethics Commission regulations applicable to individuals having significant institutional decision-making authority and active involvement of the College’s Foundation Board.

Employee policies and expectations are outlined in the collective bargaining agreements, Equal Opportunity policies, and employee handbooks both for faculty and staff and a Code of Expectations for staff. These policies may outline both a disciplinary and grievance procedure and/or administrative process. Over the last few years, the College has adopted new programs which enhance the integrity of established policies and procedures. Examples of these new efforts include a salary equity review process for Association of Professional Administrators (APA) and the creation of a part-time Ombuds at the College who is available to assist and mediate faculty, staff and student issues. The College, as part of its strategic plan is evaluating the scope of the position of Equal Opportunity Officer.

Since 2001, the College has posted its policies and procedures and official forms on its intranet website, accessible to all employees, to help ensure widespread understanding and compliance with all legal requirements (examples include Affirmative Action Policies, Collective Bargaining Agreements, and the W-4 Federal Withholding Form). Additionally, the College created a new position of College Ombuds in order to provide an independent, impartial and confidential process through which members of the college community may pursue an informal resolution of any college-related concern. The College Ombuds may, with or without receiving an inquiry from any member of the college community, identify systemic and recurring problems, and report to the president any policies, rules or procedures which appear unclear or inequitable or which might jeopardize the rights or privileges of any members of the college community.

The College has well established, clear provisions and policies relative to student academic and non-academic conduct. Student academic and social policies are published and distributed through printed and online versions of the Student Handbook and through the College Bulletin. The policies support the mission and strategic plan of the College by encouraging civic responsibility and citizenship and allowing for participation in decision making. In 2005, a revised Academic Honesty Policy was approved by the Academic Policies Committee and the President. Students also have a role in reviewing and approving these policies through the College's governance structure. The student misconduct process provides an opportunity for students to have an impartial hearing with an administrator or panel with student, faculty, and staff representation. Standards of conduct are established in consultation with students and clearly outlined and disseminated in a variety of ways including official publications, orientations, flyers, brochures and posters disseminated throughout the campus. Centralization of all student life policies and procedures helps to insure equity and consistency. Students who may feel aggrieved by others (whether peers, faculty, or staff) have the opportunity to file complaints through the appropriate channels which include Student Conduct, Affirmative Action, and Academic Affairs administration and/or meet with the College's Ombuds.

Through its mission statement, strategic plan, policies, procedures, practices and actions, Westfield State College fosters an environment free of unlawful discrimination which promotes respect for diversity. The establishment of the Committee for a Better Workplace in 2003 underscored the College's commitment to building more effective mechanisms for communication, conflict resolution and administrative responsiveness. Among the outcomes of the committee's recommendations has been the establishment of an Ombuds position which addresses concerns of discrimination in a less formal venue. The Ombuds works with individuals to help find and implement a solution or may refer such individual to formal avenues within the institution if the circumstances appear to warrant such action. In addition, there has been expansion of membership on critical committees including the Budget Committee and the President's Council. Further, in accord with the strategic plan to "create a welcoming environment," a new administrative position which will coordinate diversity initiatives has been established; a commitment of greater resources has been made to staff development; and a greater focus has been placed on the recruitment of a more diverse faculty through the creation of the diversity recruitment resource group.

The College's human resources and equal opportunity policies and practices related to hiring, advancement, classification, performance evaluation and compensation are well publicized through several electronic and paper media. All have been reviewed within the past two years and revised where appropriate. In the past several years the development of the Human Resource/Equal Opportunity webpage made policies more readily available. Complaint/grievance procedures are well documented with our four collective bargaining agreements and within our equal opportunity/discrimination policies. The College Ombuds Office supplements, but does not replace, any formal college procedures or any procedures required under any applicable Collective Bargaining Agreement or state or Federal law. The state-wide affirmative action plan, which has been in place in its current form for over ten years, is currently undergoing significant revision.

Our commitment to integrity in all domains of the institution is reaffirmed through period review of policies by the appropriate administrative or governing bodies. Additionally, the College Ombuds may identify systemic or recurring issues or any policies, rules or privileges which appear unclear or inequitable or which might jeopardize the rights and privileges of any members of the college community.

Plans

As reported in Standard One, The *Westfield State College Strategic Plan 2005 – 2010* is the most significant recent milestone in the evolution of the college mission. Simply stated, our plan is to continue to plan. Meaningful and effective change is the result of careful consultation with all stakeholders, a commitment to funding strategic priorities, and a record of holding ourselves accountable. Westfield State is prepared to maintain a long range vision; we have now established a foundation that will support systematic structured change.

Overall planning will focus on initiatives in four critical areas: physical plant/infrastructure, programmatic development, recruiting a more diverse student and faculty body, and strengthening development and fundraising. Some of these initiatives will address existing unmet needs; others will support the college mission to emphasize teaching, student advising, and student involvement in the life of the College and the community so that students develop intellectually and use their knowledge and skills to improve the social and economic conditions in their communities.

The Westfield State College Master Plan is currently undergoing revision and remains in draft form. However, a central theme has emerged from campus constituents. Its vision is to strengthen WSC as a compact, walkable campus centered around a traditional green and featuring high quality, up-to-date academic and support facilities. As the plan is completed it will reflect the values enunciated in the college mission statement and the priorities established in the strategic planning process (described above in Standards 1 and 2).

The college enrollment has increased by approximately ten percent over the past six years. While we do not anticipate any further significant growth in our undergraduate population, what has occurred has put increased stress on the physical plant and infrastructure. The WSC Foundation recently purchased an historic building in downtown Westfield which may help alleviate some of our administrative office space needs. Plans are to use that building to offer credit and noncredit courses and programs through the Division of Graduate and Continuing Education, to provide some additional office space, and to create some graduate student housing. On the central campus, however, office and classroom space will continue to be inadequate, requiring the construction of a new building that incorporates innovative learning spaces reflective of best pedagogical practices.

WSC has begun to take steps to enroll a more diverse student body. The College is located near two urban centers—Springfield and Holyoke—with populations diverse in ethnicity and socioeconomic status. Actions that have already begun to position the College to better serve these populations will be continued and expanded over the next five years. Likewise, because of changing demographics, we are looking at ways to increase the numbers of non-traditional students attending the College in either the day or evening divisions. Efforts are underway to increase the numbers of faculty of color hired, but this is an area that will continue to need our attention. Additionally, efforts to retain and support diverse students, faculty and administrators will be a focus area.

Work to expand pedagogical alternatives and to examine the College's general education curriculum has recently started (see Standards 4 and 5). The College plans to continue these efforts to enhance the quality of its curriculum and to provide more opportunities for faculty to collaborate across disciplinary boundaries. Faculty continue to demonstrate an enthusiasm for interdisciplinary teaching and collaboration; this is a significant strength for our campus. Interest in distance learning is also beginning to grow. Continued work on monitoring student academic success and responding to their academic needs will remain an important focus. Finally, graduate programs will be expanded in areas that serve regional needs and outreach activities will be strengthened.

Because of the exigencies of the funding process in Massachusetts, Westfield State College recognizes that it must engage in additional and innovative fundraising activities. The College's

recently created division of Advancement and College Relations will provide the administrative expertise necessary to support our fund raising goals.

Appendix 3: Public Disclosure Chart

This information is located on our website at th

10.5

attending and withdrawing

[Division of Graduate and Continuing Education/Policies.html](#)

	reasonably be expected to benefit	http://www.wsc.ma.edu/Academics/Academic_Advising_Center/index.html	
10.10	Institutional goals for students' education	http://www.wsc.ma.edu/About%5FWSC/Strategic%20Plan/Strategic%20Plan%20.html	WSC Bulletin
10.11	Student success in achieving institutional goals	http://www.wsc.ma.edu/fastfacts.pdf	WSC Bulletin
10.11	Total cost of education	http://www.wsc.ma.edu/Admissions/Cost_of_Attending_WSC.html AND http://www.wsc.ma.edu/Admissions/Financial_Aid/index.html	WSC Bulletin
10.11	Expected amount of student debt	http://www.wsc.ma.edu/Admissions/Financial_Aid/Grants_and_Loans.html	Peterson's Annual Survey of Undergrad Financial Aid
10.13	Statement about accreditation	http://www.wsc.ma.edu/neasc/	WSC Bulletin