

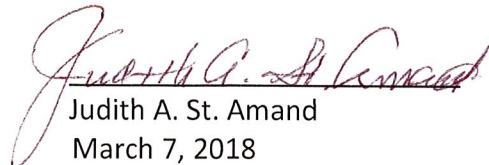


WORCESTER STATE UNIVERSITY

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A MEETING OF THE WORCESTER STATE UNIVERSITY BOARD OF TRUSTEES WILL BE HELD ON FRIDAY, MARCH 16, 2018, AT 1:00 P.M. AT THE SOUTHBRIDGE HOTEL & CONFERENCE CENTER, 14 MECHANIC STREET, SOUTHBRIDGE, MASSACHUSETTS.

1. CALL TO ORDER
2. CHAIR OF THE BOARD UPDATE
3. PRESIDENT'S REPORT
4. READING MATERIALS - Informational
 - A. *A Liberal Arts Degree is More Important Than Ever*
 - B. *Public Universities Have Forgotten Their Mission*
 - C. *Robots Want Your Tasks, Not Your Jobs*
 - D. *The Practical University*
 - E. *Assessing the Present, Anticipating the Future*
 - F. *WSU Points of Pride/Bagging Rights*
 - G. *U.S. Colleges are Separating Into Winners and Losers*
 - H. *Biographical Sketch Linda S. Campanella, SOS Consulting Group, LLC*
5. NATIONAL, REGIONAL AND LOCAL TRENDS IN HIGHER EDUCATION WITH IMPLICATION FOR WSU'S FUTURE
6. THE MARKETPLACE IN WHICH WSU COMPETES AND HOW WSU STACKS UP AGAINST COMPETITION
7. PROGRESS RELATIVE TO WSU'S 2015-2020 STRATEGIC PLAN
8. BOARD'S MODEL OF GOVERNANCE AND ROLE IN ADVANCING STRATEGIC GOALS
9. ADJOURNMENT


Judith A. St. Amand
March 7, 2018

Forbes / Education / #OnCampus

NOV 16, 2016 @ 07:00 AM

23,089

A Liberal Arts Degree Is More Important Than Ever

**Willard Dix**, CONTRIBUTOR*I cover the college admission process and how it affects families.*

Opinions expressed by Forbes Contributors are their own.

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I was an admission officer at Amherst College for eight years and college counselor at a Chicago private school for six. For the last 12 years, I've helped underserved students navigate the college process. I've also taught high school English and theater. Since 1990 I've written, presented, and conducted workshops around the country about the college admission process for students, parents, and professionals, including a chapter on writing the college application essay for a counselor training textbook. I occasionally take on private clients by referral only. I live in Chicago IL.

The author is a Forbes contributor. The opinions expressed are those of the writer.

In our fractious world, discussions can all too often degenerate into arguments and shouting matches. The recent presidential election provides the most extreme case in point. The *Chronicle of Higher Education* has reported, for example, [incidents](#) of on-campus behavior causing fear and anxiety among students and faculty. College presidents have scrambled to issue statements encouraging students and faculty to be civil to each other. Add to this the omnipresence of social media and the cacophony becomes deafening.

Usually simply agreeing to disagree is the best we can do. That's where a liberal arts education comes in. Dedicated to the free and open pursuit of knowledge for its own sake, a liberal arts education provides a multi-faceted view of the world. It enables students to see beyond one perspective, encouraging them to understand others' even if they don't agree. It instructs us to base our opinions on reason, not emotion. Although not a panacea, it can help individuals on every side of a debate have productive conversations leading to, if not agreement, at least détente.



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People often assume "liberal arts" is a political term. As it's used in academia it's closer to the idea of broadening the mind and "liberating" it from parochial divisions and unthinking prejudice. It encourages the questioning of assumptions and reliance on facts as well as an understanding that even facts can be interpreted differently through different lenses. Ideally, it enables individuals to gather information, interpret it, and make informed decisions on a wide variety of topics.

My introduction to the power of the liberal arts came in an undergraduate course studying the Middle Ages and the Renaissance. Two of our readings were *The Civilization of the Renaissance in Italy* by Jakob Burckhardt and *The Waning of the Middle Ages* by Johan Huizinga. Until then, I had assumed (as most high school students probably still do) that history was a series of facts and events that you simply had to get in the right order. Once you did that, you could see how one thing led to another. From there, you could see why they happened the way they did, and that was it.

These two historians, however, presented two entirely different ways of interpreting this period of history. *Civilization* looked at the Renaissance as the flowering of the Middle Ages; *Waning* saw it as rising from the cultural exhaustion of the same period. Using the same basic set of facts, the authors came to different conclusions about how Western civilization had proceeded from one era to the other. And in doing so, they presented different ways to think about the significance of the events we had always been taught were simply part of a timeline.

I'm no scholar of the Middle Ages or the Renaissance, but the lesson of these readings has stayed with me for over 40 years: Our understanding of the world depends on where we stand and how we interpret what we see and know about it. Through them, I was broken out of a

Public Universities Have Forgotten Their Mission

As public education becomes less public, what new economic model will emerge?

July 2015



Politics played a role in UNC-system President Tom Ross' resignation. (*Flickr/ Tommayncz*)



By [Peter Harkness](#) | Founder, Publisher Emeritus

I was stunned and saddened to learn six months ago or so that someone I deeply respect had in effect been forced from public office even though everyone seemed to agree that he was doing an outstanding job.

Tom Ross received one of *Governing's* first Public Official of the Year awards in 1994, for work he had done on sentencing reform as a superior court judge in North Carolina. He went on in 2010 to become president of the state's 17-campus university system, earning a reputation as an effective leader during some perilous times.

That reputation turned out not to matter. Even though Ross never entered politics, he had served as executive director of the Z. Smith Reynolds Foundation, which was known for underwriting progressive causes. In the current Tea Party political climate in North Carolina, that evidently was enough to push him aside.

My previous column focused on the chaos evident in the nation's K-12 system. After something like two centuries, we still don't have answers to the basic question of why, despite spending more per student than other economically developed countries, our results are less than mediocre. We are seeing sparks of innovation, but we don't seem to know how to light the fire.

Much the same can now be said of higher education. The U.S. played a key role in establishing a modern higher education system throughout the developed world, over time marrying the British educational college with the German research institute, creating the largest network of colleges and universities on the globe. It was dramatically expanded in 1944 when Congress enacted the GI Bill, opening the system up to millions in the middle class.

But the American higher education model now faces much the same dilemma as our secondary system. Like K-12, higher ed is slipping in international comparisons. Especially since the onset of the Great Recession, [state aid has been declining as costs are rising](#), resulting in both expanded student debt and political acrimony.

The U.S. Government Accountability Office (GAO) reports that from fiscal 2003 to fiscal 2012, state funding for public colleges and universities declined from \$80 billion to \$71 billion -- or 12 percent -- even as enrollments shot up by 20 percent. Median state funding per student declined 24 percent -- from \$6,211 in fiscal 2003 to \$4,695 in fiscal 2012, according to the GAO.

The resulting deficit fell heavily on students and their families, as the ratio of net tuition to annual income increased about one and a half times during that same period of 2003 to 2012. In the last two years of that period, the Census reported a precipitous [drop of 930,000 in college enrollment](#).

Of course, this decline in state support was heavily influenced by the poor economy, but longer-range studies tracking public higher education reveal that state funding has been falling for the past 35 to 40 years, while inflation-adjusted tuition and fees have increased by 247 percent at state flagship universities during the same period.

But funding is only a part of the story. Other questions involve effectiveness and overall value: what students are getting and giving for those increased tuitions; whether professors are more interested in their research than in their students; why A-level grades have almost tripled in frequency in the past 50 years; and whether students increasingly view college as a means to ensure financial success rather than an opportunity to seek greater meaning or learn to think critically.

The underlying question is how the roles of various players -- the federal and state governments, the universities and students themselves -- will change as public education becomes less public. What new economic model will emerge? How will these public-private institutions be governed?

The debate among academics and administrators over all these questions can turn surprisingly nasty. And as the politicians chime in, it is likely to get even uglier. Tom Ross in North Carolina will not be the only victim.

As with K-12, some recent sparks of innovation are apparent. A number of universities have been offering online courses to broad audiences, but now Arizona State University is pioneering a new mixture of in-person and online education, with close monitoring of its students using an electronic dashboard to measure their progress, with substantial savings.

Roger Perry, the retired president of Champlain College in Vermont, is enthusiastic about a growing movement to, in his words, “blend class time, online and an onsite, project-based approach” where students are actually involved in situations applicable to the present workplace “rather than some case study.” He points as an example to College for America, sponsored by Southern New Hampshire University, which now admits its students through their employers and gives degrees based on “actual learning” rather than semesters completed. Enrollment is growing fast and the concept of a “competency-based education model” is spreading.

It is this kind of practical, efficient and inexpensive alternative that reformers like Perry point to as a model for the future. But defenders of the old system cringe, arguing that higher education should be about much more than training for the workforce or operating efficiency. Tom Ross was one of those defenders. He complained earlier this year that American higher education had become “too focused on metrics, return on investment and job preparation.” His is a voice that the education establishment can’t afford to ignore in the debate that has now begun.

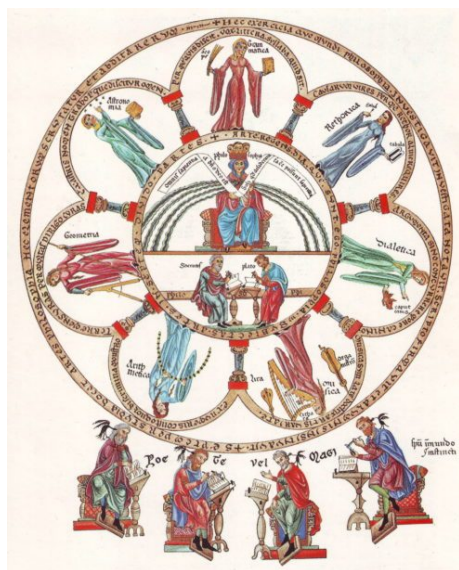


[Peter Harkness](#) | Founder, Publisher Emeritus | pharkness@governing.com

Robots Want Your Tasks, Not Your Jobs (or Why the Liberal Arts Still Matter)

By **Scott Hartley** | April 19, 2017, 2:18 PM | *Techonomy Exclusive*

Like 0



The seven liberal arts (or "philosophia et septem artes liberales," as they said back in the day). Image from Wikimedia Commons (License: CC-BY-SA 3.0)

In 2013, Oxford University economists Carl Frey and Michael Osborne published a study called *The Future of Employment: How Susceptible Are Jobs to Computerization?* The authors concluded that 47 percent of U.S. jobs were at a high risk of machine automation over the next two decades. It was a sobering and fear-inducing thought. And various versions of this apocalyptic prediction are heard more and more among not only professional prognosticators but also from tech leaders and workers impressed with their own software and hardware but fearful of the consequences for society.

Such fears are understandable, but they may be misleading. It isn't that jobs are going away. Instead, jobs are inexorably changing as automation seeps ever deeper into society. We probably don't need to worry about the existence of jobs per se, but rather about those who


do not cultivate their ability to think broadly and continue refining the soft skills that are unique to being human.

The argument that masses of human workers will permanently lose jobs to machines — what's called "technological unemployment" — has been made time and time again, notably at the dawn of the Industrial Revolution and during the Great Depression in 1930s. Economist John Maynard Keynes contended that job losses during the Depression due to technological advances were leading to "means of economizing the use of labor outrunning the pace at which we can find new uses for labor." In other words, many would be without anything at all to do.


Of course this didn't happen in anything like such a stark way. In 1900, approximately 40 percent of all American workers were employed on farms; today that number is just 2 percent. What the Industrial Revolution did was move farmers into factories and offices. But could this time be different?

Certainly we are seeing tremendous advances in artificial intelligence, robotics, and the routine automation of manual tasks. For example, many once flocked to high six-figure-salary jobs mining iron ore and gold in the Australian Outback, but today giant self-driving Volvo and Caterpillar trucks weighing close to a million pounds are instead scraping the earth there in open-pit mines. "An autonomous truck doesn't need to stop

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for lunch breaks for shift changes,” Caterpillar’s marketing crows. Scania, another vehicle company, has pioneered trucks that use GPS and LIDAR (light detection and ranging) sensors to operate with optimal efficiency, minimizing fuel consumption. The trucks have **improved efficiency** by more than 15 percent. And of course we daily hear predictions that self-driving vehicles of all sorts are soon to replace human drivers of all sorts, especially the millions who drive for a living.

Machines often just seem to do things better. For example, vehicles like the CAT 797, a bright-yellow \$5.5 million, four-thousand-horsepower truck that carries four hundred tons, breaks less often when computers are operating it. Careless human drivers burn through lots more rubber on the giant tires. That matters when each one **costs more than \$40,000**.

Of course businesses cannot always just buy their way out of employing people. But in a highly controlled industry like mining, where worker safety and stamina is a major concern, and especially where work is highly routine, workers are moving from the pits into offices or unemployment. Machine automation saves mining companies money, so over time they will add more and more such equipment.

Routine work will be done in whatever way is safest and most efficient. And this applies not just to manual work but also increasingly to the cognitive work people do with their brains. But while routine tasks might go to machines, jobs are comprised of many elements. Only a small subset of what people do is likely routine enough to be scripted, programmed and performed by a machine or computer. Many tasks within all jobs are subject to enough variation that employers will prefer human labor to machines for a long time. Machine precision is laudable, but so too is human mutability. A machine might make a good burger, but is it also going to take out the trash?

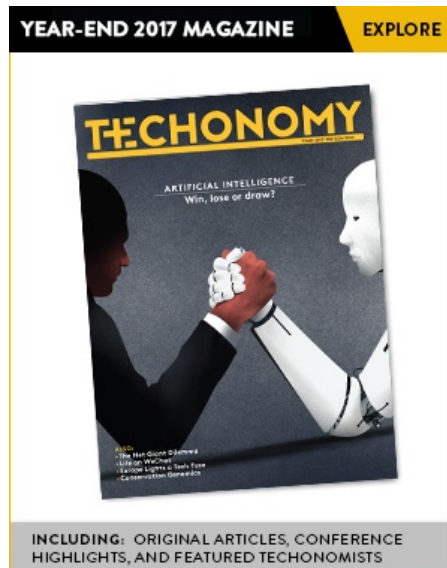
The McKinsey Global Institute **released a study in the summer of 2016** that analyzed the functions performed as part of 800 different occupations. Researchers looked at over 2,000 tasks performed across all these jobs and concluded that “while automation will eliminate very few occupations entirely in the next decade, it will affect portions of almost all jobs to a greater or lesser degree.” McKinsey found that five percent of jobs could be fully automated (in stark contrast to the terrifying 47 percent figure in the Oxford study).

But the study concluded that we are likely to see a wholesale transformation of jobs, rather than their full replacement by machines and artificial intelligence. It found that roughly 30 percent of tasks within 60 percent of jobs would change. Researchers noted pointedly that this suggests that machines will augment our work environment rather than become our robot overlords anytime soon.

Those many tasks within a solid majority of jobs that will be immune to machine automation are those that cannot be sufficiently defined and programmed. Such tasks require creativity and original thought, intuition, coordination, communication, empathy and persuasion. In other words, humans might not perform rote tasks like guiding giant trucks to pick up piles of ore, or even elementary data collection. But they will ask questions of the data, help frame parameters, test hypotheses, collaborate with teammates across departments, and communicate results with compassion to clients.

In the hospital, nursing assistants today spend two-thirds of their time manually collecting health information. Over time, this job will certainly consist less of collecting patient vitals, because of course sensors do that quite well. But it’s presumptuous to believe seriously-ill patients would prefer even an empathetic robot to a caring human. In other words, the job of the nursing assistant will become more, not less, human. In the office, data and analytics will inform assessments of employee performance, but a manager will still coach and mentor his or her rising stars with care and hands-on attention. Humans will more and more interface with machines, but non-routine tasks will remain the purview of humans.

Because of the tremendous power of machines to supplement our abilities, the touch points between man and machine will continue to multiply. So we will definitely still need technical literacy, and in many cases solid STEM training. It’s of the utmost importance that these skills be nourished and prioritized across our communities. But it’s wrong to assume that basic technical training alone is sufficient to maintain relevance in tomorrow’s economy. For example, rote computer programming has already become a cheap commodity, purchased quickly and easily on the global market. And it is itself increasingly becoming automated.



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EXPAND

Honestly, I had never watched this before. I'd value any comments. How AI Can Save Democracy - Techonomy...

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- + **Digital Transformation, IoT and the Future**
TE NYC16: Bartolomeo/Federer/Patel/Ruh
- + **Brainworks I: Man and Machine**
TE15: DARPA's Arati Prabhakar
- + **Gods in Boxes**
TE15: Boiman, Brachman, Ming, & Sherman

At Harvard's Graduate School of Education, David Deming is an economist who has looked at the change in relative employment for cognitive occupations over the past three decades. What he's found is that the winners possess not pure math skills, or pure soft ones, but rather a blending of the two; what he calls "high math, high social." Since 1980, jobs with a high requirement for social skills have grown significantly, whereas jobs with high math but low social abilities have actually declined. This is in part because in more complex work environments, worker specialization requires the trading and sharing of tasks, and soft skills reduce the so-called "transaction costs" of collaboration. Says James Manyika of the McKinsey Global Institute, who played a big role in its 2016 study: "People will be OK when it comes to jobs to the extent that they continue to focus on integrated systems-thinking skills. What people will need are problem-solving skills, learning to learn, and learning to adapt."

So the question becomes: How do we cultivate human skills of adaptation, empathy, consideration for another's perspective, and the ability to work together and communicate across differences? How do we train for a highly dynamic world where, for a college graduate today, it's impossible even to imagine the jobs of 2060? Success and continued successful employment will come to those with both the technical literacy to understand machines as well as the **soft skills** to help maintain the human-to-human interface atop our techie world.

The answer to this challenge might be our least intuitive yet: at the moment of technological inflection, we need to double down on the liberal arts. After all, this is where students are exposed to broad ideas and challenged to grapple with the humanities, arts, and social and natural sciences in settings designed to tug on our minds, question our assumptions, and refine our curiosity. The liberal arts are not at odds with technical literacy. They are what give us the context with which we apply the new tools and our very human comparative advantage, even in a world in which machines continue to get smarter and smarter.

Scott Hartley is a venture capitalist and startup advisor. His new book, **The Fuzzy and the Techie: Why the Liberal Arts Will Rule the Digital World**, comes out next week from Houghton Mifflin Harcourt..

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Tags: **artificial intelligence, automation, jobs, liberal arts, robots, soft skills, tasks**

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Opinion | OP-ED COLUMNIST

The Practical University

David Brooks APRIL 4, 2013

The best part of the rise of online education is that it forces us to ask: What is a university for?

Are universities mostly sorting devices to separate smart and hard-working high school students from their less-able fellows so that employers can more easily identify them? Are universities factories for the dissemination of job skills? Are universities mostly boot camps for adulthood, where young people learn how to drink moderately, fornicate meaningfully and hand things in on time?

My own stab at an answer would be that universities are places where young people acquire two sorts of knowledge, what the philosopher Michael Oakeshott called technical knowledge and practical knowledge. Technical knowledge is the sort of knowledge you need to understand a task — the statistical knowledge you need to understand what market researchers do, the biological knowledge you need to grasp the basics of what nurses do.

Technical knowledge is like the recipes in a cookbook. It is formulas telling you roughly what is to be done. It is reducible to rules and directions. It's the sort of knowledge that can be captured in lectures and bullet points and memorized by rote.

Right now, online and hybrid offerings seem to be as good as standard lectures at transmitting this kind of knowledge, and, in the years ahead, they are bound to get better — more imaginatively curated, more interactive and with better assessments.

The problem is that as online education becomes more pervasive, universities can no longer primarily be in the business of transmitting technical knowledge. Online offerings from distant, star professors will just be too efficient. As Ben Nelson of Minerva University points out, a school cannot charge students \$40,000 and then turn around and offer them online courses that they can get free or nearly free. That business model simply does not work. There will be no such thing as a MOOC university.

3

ARTICLES REMAINING

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when our job will begin.” If Nelson is right, then universities in the future will spend much less time transmitting technical knowledge and much more time transmitting practical knowledge.

Practical knowledge is not about what you do, but how you do it. It is the wisdom a great chef possesses that cannot be found in recipe books. Practical knowledge is not the sort of knowledge that can be taught and memorized; it can only be imparted and absorbed. It is not reducible to rules; it only exists in practice.

Now I could give you a theory about how universities can transmit this sort of practical moral wisdom, but let’s save that. Let’s focus on practical wisdom in the modern workplace.

Think about Sheryl Sandberg’s recent book, “Lean In.” Put aside the debate about the challenges facing women in society. Focus on the tasks she describes as being important for anybody who wants to rise in this economy: the ability to be assertive in a meeting; to disagree pleasantly; to know when to interrupt and when not to; to understand the flow of discussion and how to change people’s minds; to attract mentors; to understand situations; to discern what can change and what can’t.

These skills are practical knowledge. Anybody who works in a modern office knows that they are surprisingly rare. But students can learn these skills at a university, through student activities, through the living examples of their professors and also in seminars.

Nelson’s venture, Minerva, uses technology to double down on seminars. Minerva is a well-financed, audacious effort to use technological advances to create an elite university at a much lower cost. I don’t know if Minerva will work or not, but Nelson is surely right to focus on the marriage of technology and seminars.

The problem with the current seminars is that it’s really hard to know what anybody gets out of them. The conversations might be lively, but they flow by so fast you feel as if you’re missing important points and exchanges.

The goal should be to use technology to take a free-form seminar and turn it into a deliberate seminar (I’m borrowing Anders Ericsson’s definition of deliberate practice). Seminars could be recorded with video-cameras, and exchanges could be reviewed and analyzed to pick apart how a disagreement was handled and how a debate was conducted. Episodes in one seminar could be replayed for another. Students could be assessed, and their seminar skills could be tracked over time.

So far, most of the talk about online education has been on technology and lectures, but the important challenge is technology and seminars. So far, the discussion is mostly about technical knowledge, but the future of the universities is in practical knowledge.

A version of this op-ed appears in print on April 5, 2013, on Page A23 of the New York edition with the headline: The Practical University.



Assessing the Present, Anticipating the Future

· THE WORCESTER STATE UNIVERSITY BOARD OF TRUSTEES

MARCH 16, 2018

Mission Matters

Linda Campanella, Facilitator

2

Our Public Mission

"You will often hear people speak about the tripartite mission of colleges and universities: teaching, research, and service. I think that way of describing the mission of higher education institutions reflects a basic misconception.

"Colleges and universities exist to serve the public. That is why all public and non-profit private universities are publicly subsidized—either directly or through tax exemption.

"Colleges and universities do not, in other words, have three missions. They have one: service to the public. **They achieve that mission through teaching and research."**

Source: Andrew Seligsohn, President, Campus Compact

Linda Campanella, Facilitator



3

Our Public Mission

"That is why **we should constantly ask how effectively the teaching and research of our colleges and universities are serving public goods.** Are we teaching students—through the curriculum and the co-curriculum—in ways that provide them with the capacity for effective citizenship? Does our research answer questions of importance to humanity? Are we supporting the right mix of basic and applied research to guarantee our future capacity to serve public interests?

"Evaluations of teaching and research should involve assessing the extent to which faculty work is contributing to the central public service mission of the institution. **Excellent teaching** is teaching that prepares students to contribute to the public good. **Excellent research** is research that serves public interests (including the public interest in advancing basic science)."

Source: Andrew Seligsohn, President, Campus Compact

Linda Campanella, Facilitator



4

Our Commitment to the Liberal Arts: Why?

"We need it more than ever."

"Dedicated to the free and open pursuit of knowledge for its own sake, a liberal arts education provides a multi-faceted view of the world. It enables students to see beyond one perspective, encouraging them to understand others' even if they don't agree. It instructs us to base our opinions on reason, not emotion.

"People often assume "liberal arts" is a political term. As it's used in academia it's closer to the idea of broadening the mind and "liberating" it from parochial divisions and unthinking prejudice. It encourages the questioning of assumptions and reliance on facts as well as an understanding that even facts can be interpreted differently through different lenses. Ideally, it enables individuals to gather information, interpret it, and make informed decisions on a wide variety of topics."

Source: FORBES Magazine, Nov. 16, 2016, by Willard Dix

Linda Campanella, Facilitator



5

Our Commitment to the Liberal Arts: Why?

"In times of great division, the capacity to see others' viewpoints and the imperative to assess one's own become more and more important. A liberal arts education works for us, no matter what our political leanings are. We need it now more than ever."

Source: FORBES Magazine, Nov. 16, 2016, by Willard Dix

Linda Campanella, Facilitator



6

Our Commitment to the Liberal Arts: Why?

“Robots want our tasks, not our jobs.”

“How do we cultivate human skills of adaptation, empathy, consideration for another’s perspective, and the ability to work together and communicate across differences? How do we train for a highly dynamic world where, for a college graduate today, it’s impossible even to imagine the jobs of 2060? Success and continued successful employment will come to those with both the technical literacy to understand machines as well as the soft skills to help maintain the human-to-human interface atop our techie world.

“The answer to this challenge might be our least intuitive yet: at the moment of technological inflection, we need to double down on the liberal arts. After all, this is where students are exposed to broad ideas and challenged to grapple with the humanities, arts, and social and natural sciences in settings designed to tug on our minds, question our assumptions, and refine our curiosity.”

Source: Technonomy Media: Scott Hartley, venture capitalist and author of *Why the Liberal Arts Will Rule the Digital World* (2017)

Linda Campanella, Facilitator



7

Our Commitment to the Liberal Arts: Why?

“The liberal arts are not at odds with technical literacy. They are what give us the context with which we apply the new tools and our very human comparative advantage, even in a world in which machines continue to get smarter and smarter.”

Source: Technonomy Media: Scott Hartley, venture capitalist and author of *Why the Liberal Arts Will Rule the Digital World* (2017)

Linda Campanella, Facilitator



8

DISCUSSION



Linda Campanella, Facilitator



9

The Higher Ed Landscape

Linda Campanella, Facilitator



10

MA Facing Decline in College-Educated Workforce

New Higher Ed Report Calls for Stepped-up Degree Production by Public Colleges and Universities

Boston, MA – June 8, 2016 -- The rate at which Massachusetts residents earn college degrees will pivot from growth to decline by 2022 unless the state's public higher education system, which educates more than half of all undergraduates, is able to increase the number of students who enroll and earn diplomas, the Massachusetts Department of Higher Education reported today [June 8, 2016].

Linda Campanella, Facilitator



11

MA Facing Decline in College-Educated Workforce

"The Degree Gap, the Department's annual Vision Project report on the status of public higher education in the Commonwealth, ... suggests that employers who are already having difficulty meeting current workforce needs in high-demand fields will face even greater challenges in the next few years, as **the state's high school population continues to decline at the same time that an estimated 660,000 college-educated workers plan to retire.**

"The Degree Gap affirms that the state's public higher education system **must redouble its efforts to help more students earn college credentials, especially those from underrepresented communities who are much less likely to earn degrees,**" said Carlos E. Santiago, Commissioner of Higher Education.

Linda Campanella, Facilitator



12

MA Facing Decline in Community College Students

- Transfer students represent a critical component of overall enrollments, with most transfers coming from local community colleges.
- MA community college enrollments are down 17.3% since their peak enrollments in fall 2012.
- For WSU's local community college, Quinsigamond, enrollments are down nearly 19.3% since its peak enrollment in fall 2011.

Source: MA Department of Higher Education

Higher Ed Landscape: MA Compared with USA

- Nationally, nearly 20 million students enrolled in U.S. higher ed institutions (2015; U.S. Department of Education)
- In MA, 510,000+ students were enrolled in higher ed institutions (2.6% of the national enrollment).
- Of those, nearly 14.6 million are enrolled at **public institutions (72.9%)**.
- In MA, only 224,000+ were enrolled in **public institutions (43.5% of all in-state institutions)**.
- Nationwide in 2015, there were 4,562 accredited post-secondary institutions; 1,307 (29%) **were public, state institutions**; 2,942 were private, including for-profit.
- In MA in 2015, there were 124 accredited post-secondary institutions; 29 (23%) **were public, state institutions**; 94 were private, including 10 for-profits.

MA: **M**any **A**lternatives for the College-Bound!

- MA has **nearly half of all the colleges and universities** based in New England (124 out of 262).
 - CT is second with 43.
- MA has **44.5% of all enrolled students** in New England.
- MA has the lowest rate of decline for public institutions' enrollments over a 5-year period through 2015 at 1%.
 - Declines in VT and ME were the highest.

Source: U.S. Department of Education

Worcester State vis-à-vis Others in Region

U.S. News & World Report Best Regional University, 1st Tier (North)

2017, 2016, 2015, 2014, 2012, 2011

Princeton Review Best Northeastern College

2018, 2017, 2016, 2015, 2014, 2013, 2012, 2011, 2010, 2009, 2008, 2007, 2006, 2005

A Best College in Massachusetts

BestColleges.com has recognized Worcester State as one of Massachusetts' best colleges.

Worcester State vis-à-vis Others in Worcester

Worcester's Best College

Worcester Magazine Annual Readers' Poll

2017, 2016, 2015, 2014, 2013, 2012, 2011, 2010, 2009, 2007, 2006, 2002



Best College or University in Central Massachusetts

1st Place - Telegram & Gazette Reader's Poll

2017, 2016



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Worcester State vis-à-vis Others in Worcester

How are we different?

- Core affordability
- Public (only public bachelors-granting institution in area)
- Locally serving (64% students from Worcester County and 25% from the city of Worcester)
- Graduates stay in Commonwealth (85%)
- View toward / history of connection to Worcester (notably to WPS)

What makes us more attractive/competitive?

- Accessibility
- Value proposition: more options @ lower price
- Size: largest undergraduate population among bachelors-granting institutions in area
- Diversity and inclusion (proactive vs. reactive)
- Fiscal strength and growing endowment

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More than “Holding Our Own” in a Competitive Marketplace

For Fall 2017 vs. prior-year enrollments, Worcester State was a positive outlier among its state public peers / competitors.

- WSU was 1 of only 4 public institutions in-state to have **net undergraduate enrollment growth** (in addition to UMass-Amherst, UMass-Lowell, and Mass Art).
- For 1st-time freshmen, WSU was one of 16 out of 28 public institutions with **larger incoming classes**; WSU had the largest growth among state universities.
- For **transfer undergraduates**, WSU was one of 14 publics with **year-over-year growth**.

Anecdotally, WSU has also been on the plus-side of enrollment objectives in comparison with its local private institution peers.

DISCUSSION



Worcester State Today

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From College to University Status

What Changed?

- Public stature as an education institution
- Expectations of almost all constituencies
- Structure
- Emphasis on faculty scholarship
- Credentials for hires

What didn't?

- The Contract
- Teaching centrality and workload calculation
- Resources to support research/scholarly creativity
- Physical space devoted to research
- Fixed division of public institution tiers

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Worcester State Points of Pride and Progress



Refer to "Points of Pride" document

Diversity and Inclusion: A Commitment AND a Differentiator

WORCESTER STATE'S 5 POINTS OF ACTION TOWARD A MORE INCLUSIVE CAMPUS CLIMATE (PRESIDENT MALONEY, MARCH 2016)

1. Cultural competency training
 - Direct Reports, Cabinet, Chairs and others
2. Diversity a goal in all hiring processes
 - We have an opportunity to achieve a more diverse workforce with early retirements.
3. Student engagement
 - Elicit student experiences and gauge the level of concern through student surveys and forums, as well as through formal and informal direct interactions
4. Classroom context
 - Incorporate perspectives of people from diverse ethnic backgrounds
 - Ethnic Studies Concentration established
 - Explore embedding diverse perspectives into courses
5. Cross-racial interaction
 - Campus programming designed to share the experiences of racial minorities

Student Engagement and Satisfaction on the Rise

- Wellness Initiatives
 - Wellness Center Programming
 - Mental Health
 - Alcohol/Drug Abuse Prevention
- Leadership Development
- Career Development
- Civic Engagement
 - Students involved locally and nationally
- Compliance Issues

Worcester State Students

- Undergraduate Full-Time 4,033 (3,627 in 2010)
- Undergraduate Part-Time 1,348 (1,203 in 2010)
- Graduate Full-Time 173 (175 in 2010)
- Graduate Part-Time 917 (703 in 2010)
- Total Headcount 6,471 (5,708 in 2010)
- Women (Undergraduate) 59% (59% in 2010)
- Out of State 3.8% (2.6% in 2010)
- International (15 Countries) 0.7% (1.1% in 2010)
- Minority Students 26.4% (15.8% in 2010)
- Residential Students 36% (33% in 2010)
- Average Age 21.9 (23.5 in 2010)

DHE "Big 3" Priorities = WSU Distinctions

- Access/Affordability, Achievement Gap, Retention/Success

Enrollment Rates

Annual Undergraduate Headcount Enrollment

	Current FY15	Trend FY15	Trend Assessment		
			5-Yr	1-Yr	
Campus	6,914	6,914	↑	↔	This is a positive element for WSU. This is indicative of our relative unique record of withstanding the region's demographic changes and increased competition to maintain our enrollment strategy of modest growth.
MA State Universities Total	49,775	49,775	↔	↔	

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Scholarships a Major Factor in Access/Affordability

Merit Scholarship (Fall 2015)	# Available	# Offered	# Accepted	% Yield
Tsongas	5	10	2	20%
Presidential	15	43	14	33%
Merit	20	73	24	31%
Achievement	25	97	25	25%
Access	15	59	16	44%
Transfer	15	18	13	60%
Adopt a Scholar	13	13	13	100%

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DHE Priorities = WSU Distinctions

- Access/Affordability, Achievement Gap, **Retention / Success**

Success Rates

Six-Year Graduation Rate of First-Time Freshmen

	Current Enrolled 2008	Trend		Trend Assessment	
		Enrolled 2007	Enrolled 2008	5-Yr	1-Yr
Campus	53.1%	48.8%	53.1%	↑	↑
MA State Universities Average	56.5%	54.3%	56.5%	↔	↑
Leading States Average	62.1%				
National Average	49.4%				

This data shows minimal progress for WSU. However, we know that significant improvement of this rate and the FTFT retention rate have been realized in 2017 (and likely in 2018). This remains an important future item.

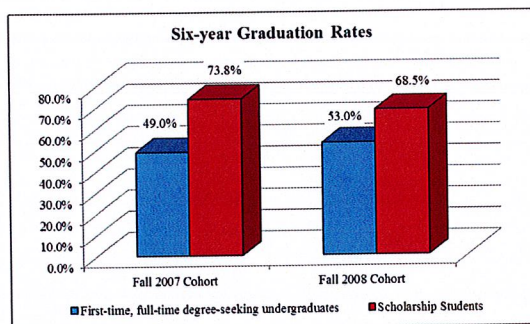
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Scholarships a Major Factor in Retention

Based on data for the 2007 cohort of full time undergraduate students...



If a student receives just one scholarship, the likelihood of graduating in 6 years **jumps** from 49% to approximately 74%...

and the retention rate from freshman to sophomore year **jumps** approximately by 20 percentage points (from 80% to 100%).

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Worcester State's "Marketplace"

Where do we compete? Where are we looking for students? Where are we most successful?

- WSU's marketplace is everywhere!
- We have been the most successful in Central Massachusetts, where 75-80% of students (depending on the year) come from.
 - 75.2% of all WSU students reside in Worcester county (2016-17 data).
- We have been less successful in other areas of Massachusetts, and just scratching the surface in other markets.

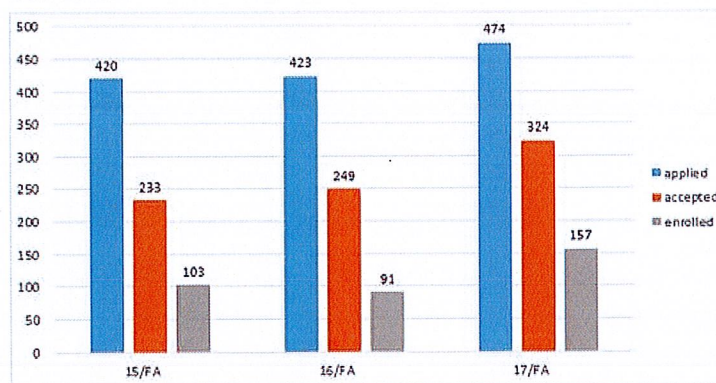
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WORCESTER PUBLIC SCHOOLS
ADMISSIONS APPLICANT DATA SNAPSHOT

As of March 4, 2018



Total fall 2017 first-time applications were 4,130 (11.4% from WPS)

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Why Worcester State?

Why do students **APPLY** to WSU?

- Affordability
- Academic Programs
- I know WSU well
- I am comfortable at WSU
- WSU's school spirit

Data from the 2017 WSU Prospective Student Survey

Why do admitted freshmen opt to **ENROLL**?

1. Affordability
2. Proximity to Home
3. Offers my Academic Program
4. Career Outcomes

Data from Fall 2017 WSU Admitted Student Questionnaire

Why NOT Worcester State?

Why do admitted freshmen choose **NOT** to **ENROLL**?

1. Offers My Academic Program
2. Affordability
3. Career Outcomes
4. Quality of Academic Programs

Data from Fall 2017 WSU Admitted Student Questionnaire

Biggest Enrollment Challenges, Concerns

- **Reduced numbers of prospective traditional-age college students** in WSU's primary (Worcester County), secondary (Massachusetts), and tertiary (New England) enrollment markets
- **Reduced numbers of prospective transfer students** from WSU's primary feeder institution, Quinsigamond Community College, and other community college feeder institutions
- **Increased competition** from greater numbers of private institutions willing to discount their tuition and fees severely
- **Difficulty of improving retention rates at a fast enough rate** to account for possible reductions in new students, based on the aforementioned demographic and enrollment changes

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DISCUSSION



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WSU “Signature” and “Magnet” Programs

ACADEMIC PROGRAMS THAT SERVE AS BEACONS OR MAGNETS TO PROSPECTIVE STUDENTS

Programs with Relatively Robust Applicant Pools for Limited Spots:

- Nursing
- Occupational Therapy

Programs with Most Majors:

- Business
- Criminal Justice
- Education

Programs Not Available at Other Worcester Institutions:

- Communication Science and Disorders
- Urban Studies
- Visual and Performing Arts

The “Worcester Advantage”

A LEARNING LABORATORY FOR WSU STUDENTS

- Internships/ Practicums / Fieldwork / Clinical Placements
- Carnegie-certified Center for Civic Engagement
- Latino Enterprise Institute
- Worcester Center for Crafts
- Urban Action Institute
- Antiquarian Society / History of Worcester State University
- CityLab
- Collaborations with Worcester Public Schools

The “Worcester Advantage”

AN URBAN CENTER AND COLLEGE TOWN

- New England’s 2nd largest city
- 32,000+ college students
- Arts & cultural center -- with anchor institutions such as the Worcester Art Museum, Hanover Theatre, American Antiquarian Society, Worcester Center for Crafts -- all with formal connections to WSU
- Rich and varied diversity of the city’s community

Desired “Outcomes” for WSU Graduates

- | | |
|--|---|
| <ul style="list-style-type: none"> ■ Prepared to think critically ■ Prepared for a diverse world ■ Prepared (and eager) to solve problems ■ Prepared for advanced study/graduate work ■ Prepared for the workforce ■ Prepared to make a difference in their community ■ Prepared for healthy living | <ul style="list-style-type: none"> ■ Academic preparation, on a liberal arts foundation, that fosters problem-solving skills ■ Openness to and respect to diverse perspectives, experiences, and cultures ■ Ability to look critically at a problem from more than a single viewpoint ■ Real-world, project-focused research experience ■ Ready-to-work preparation and the ambition to excel in their chosen professional field ■ Civic engagement, having learned and practiced being active members of their university and city community ■ A grounded self-awareness about personal health and wellness |
|--|---|

Trends Influencing WSU Academic and Co-Curricular Program Strategy

- Clinical Doctorates
- Competency Based / Proficiency Based Learning for Adult Learners
- Interdisciplinary and Stackable Credentials
- Emerging Fields
- Online / Distance / Hybrid Learning
- Workforce Needs
- Performance-based, Incentivized Funding

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Questions to Be Answered from Art & Science Group Research



- How should WSU be describing/promoting the undergraduate experience it offers, and how does that message compare with how WSU is currently perceived?
- What messages will resonate and actually change the behaviors and satisfaction of prospective students?
- In a competitive marketplace, how should Worcester State position itself to attract prospective undergraduate students?
- What programmatic offerings, aligned with WSU's strategic plan, will strengthen our market position among prospective undergraduates?
- How does all of this relate to Worcester State's ability to generate net revenue from undergraduate students?

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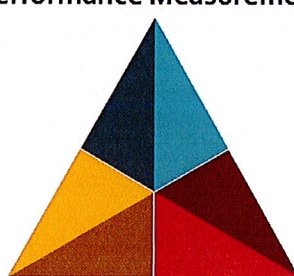


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Performance Measurement Review


A Fresh Look at Assessment, Accountability

Performance Measurement




**Strategic
Planning**

**Program
Approval**




MA Board of Higher Education, Dec. 2016




WORCESTER
UNIVERSITY

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DISCUSSION





WORCESTER
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Role and Value of Public Higher Education Today

IMPLICATIONS FOR WORCESTER STATE UNIVERSITY

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Performance Measurement Review

Metrics & Goals: What Gets Measured

- ✓ **Access** to higher education
- ✓ **Affordability** and student financial assistance
- ✓ **Student success** and academic progression
- ✓ **Learning outcomes** and educational quality
- ✓ **Efficiency** and stewardship of fiscal resources
- ✓ **Employment** and post-baccalaureate experiences
- ✓ **Achievement & opportunity gaps**

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MA Board of Higher Education, Dec. 2016

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Public Higher Ed at a Crossroads

The American higher education model now faces much the same dilemma as our secondary system. Like K-12, higher ed is slipping in international comparisons. Especially since the onset of the Great Recession, **state aid has been declining as costs are rising**, resulting in both expanded student debt and political acrimony.

Source: Peter Harkness, *GOVERNING* Magazine, July 2015

Public Higher Ed at a Crossroads

The U.S. Government Accountability Office (GAO) reports that from fiscal 2003 to fiscal 2012, **state funding for public colleges and universities declined** from \$80 billion to \$71 billion -- or 12 percent -- even as enrollments shot up by 20 percent.

Median state funding per student declined 24 percent -- from \$6,211 in fiscal 2003 to \$4,695 in fiscal 2012, according to the GAO.

The resulting deficit fell heavily on students and their families, as the **ratio of net tuition to annual income increased** about one and a half times during that same period of 2003 to 2012. In the last two years of that period, the Census reported a **precipitous drop of 930,000 in college enrollment**.

Source: Peter Harkness, *GOVERNING* Magazine, July 2015

Survival of the Fittest

For generations, a swelling population of college-age students, rising enrollment rates and generous student loans helped all schools, even mediocre ones, to flourish. Those days are ending.

Source: "U.S. Colleges Are Separating into Winners and Losers"
Wall Street Journal, 2-21-2018, Douglas Belkin

Survival of the Fittest

In the past few years, **the winds have shifted**. The birthrate fell, the pay advantage for college graduates over high-school graduates declined, states cut \$9 billion in funding to public colleges, and student debt soared. Competition from Silicon Valley in the form of technical schools that offer faster, cheaper credentialing is rising.

Because the demographic dip is so pronounced in the Midwest and Northeast, **low-ranking schools there are the most vulnerable to enrollment declines**.

Source: *Wall Street Journal*, 2-21-2018, Douglas Belkin

“What Is a University for?”

“Are universities mostly sorting devices to separate smart and hard-working high school students from their less-able fellows so that employers can more easily identify them?”

“Are universities factories for the dissemination of job skills?”

“Are universities mostly boot camps for adulthood, where young people learn how to drink moderately, fornicate meaningfully and hand things in on time?”

Source: David Brooks, *New York Times*, April 4, 2013

“The Practical University”

“The future of the universities is in practical knowledge.

“Practical knowledge is not about what you do, but how you do it. It is the wisdom a great chef possesses that cannot be found in recipe books. Practical knowledge is not the sort of knowledge that can be taught and memorized; it can only be imparted and absorbed. It is not reducible to rules; it only exists in practice.”

Source: David Brooks, *New York Times*, April 4, 2013

Preparation for Life: Practical Knowledge

“We prepare our students to take on real-world challenges with portfolios that include critical thinking, teamwork, problem solving, communication, technology and global awareness skills. They are ready to succeed..”

Source: WSU web site (“About WSU”)

Mission Statement

Worcester State University champions academic excellence in a diverse, student-centered environment that fosters scholarship, creativity, and global awareness. A Worcester State education equips students with knowledge and skills necessary for lives of professional accomplishment, engaged citizenship, and intellectual growth.

WSU’s “Strategic Imperatives”

Strategic Imperatives: Scholarship, Partnership, and Leadership

- We will channel **scholarly creativity** in new, exciting, and potentially important directions.
- We will be a **dynamic, valued partner** with and resource to Worcester, the region, and the world.
- We will be a model of **best practices in promoting retention** across the student body and in empowering students to attain both academic and career goals.
- All members of the WSU community will feel **included and valued**, and they will hold themselves and each other accountable for upholding shared values and achieving common objectives.
- Our plans and priorities will **support the public agenda for higher education** in Massachusetts as reflected in the Vision Project’s goals and 7 key outcomes.

Source: Worcester State University Strategic Plan, 2015-2020

WSU's "Overarching Goals"

- Enhance our undergraduate academic programs and expand graduate programs in a community of learning that promotes **academic excellence and innovation**.
- Leverage our **distinctive strengths**, both to enhance our reputation and to prepare our students to lead, serve, and make a difference in the world.
- Attract and enroll a diverse pool of **highly motivated students** and attach institution-wide priority to promoting **student retention and success**.
- Cultivate a **vibrant campus life** and a **collaborative work and learning environment** in which all members of the WSU community feel welcomed, included, respected, empowered, and valued.
- Promote **financial strength** and **organizational sustainability** while continuing to secure and invest the resources required to maintain our reputation for excellence and value.

Source: Worcester State University Strategic Plan, 2015-2020

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DISCUSSION



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Board's Governing and Leadership Role

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Board Accountability ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES AND COLLEGES

Regardless of the size, mission, or source of support of the institutions they serve, all higher education boards are accountable to and accountable for the following:

- The institution's mission and cultural heritage,
- The transcendent values and principles that guide and shape higher education,
- The public interest and public trust, and
- The legitimate and relevant interests of the institution's various constituencies.

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Dimensions of Board Accountability



Within this framework, **four dimensions of board accountability warrant special attention:**

- **Fiscal integrity:** entails the legal responsibility for approving the institution's annual budget and monitoring the institution's fiscal welfare through rigorous compliance with applicable federal, state, and local laws.
- **Board performance:** sets the standard that guides the rest of the institution including campus-wide governance and management, and includes the board's regular assessment its own performance.
- **Educational quality:** includes defining the educational mission of the institution and determining generally the types of academic programs the institution offers; in addition, the board is ultimately accountable for the quality of the educational experience.
- **Presidential appointment, assessment, and compensation:** entails selecting a new president, assessing his or her performance, and setting the appropriate compensation level for the president; includes establishing and following appropriate processes for all these responsibilities.

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KEY QUESTION

Is the current model of how WSU's board conducts business and interacts with administration leadership working well? How might/should the model change to help the board do these things AGB indicates are key to good governance:

- exercise its fiduciary responsibility; demonstrate awareness of and commitment to the public trust?
- be/remain informed about matters of educational quality?
- ensure that it retains appropriate distance and avoids the temptation to micromanage?
- have current policies and procedures in place to guide its work?



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Board Role

As fiduciaries, boards are accountable for the current as well as the future health of their institutions.



Board Role in Innovation



Innovation must be a critical part of the equation for colleges and universities seeking to meet their students' needs and expectations, and to address the challenges of the 21st century.

Innovation requires a governing board's readiness for a change, a willingness to accept and monitor risk, and a structure that ensures proper oversight and participation in innovation.



CULTURE OF INNOVATION

How can/should/will the governing board collaborate with the president and his leadership team to foster **a culture of innovation** at Worcester State?



WSU POINTS OF PRIDE/BRAGGING RIGHTS

Reputation

- For 14 years running, Worcester State has been ranked by *Princeton Review* as a “Best in the Northeast” school – the only Massachusetts State University with this distinction.
- *Money* magazine has recognized Worcester State as one of the country's best colleges for educational quality, affordability, and alumni success.
- In 2017 and 2016, Worcester State earned 1st-Place honors as Best College or University in Central Massachusetts in the *Telegram & Gazette* Reader's Poll.
- WSU received the Carnegie Foundation for Advancement of Teaching's Community Engagement Classification in 2015, making Worcester State one of 25 colleges and universities in Massachusetts with this recognition.

Teaching and Learning

- Over the past few years, we hired close to 100 new faculty members and created 17 new faculty positions.
- WSU recently added a new major in the Education Department: Mathematics for Elementary Education, the first such bachelor's degree at a Massachusetts state university.
- In tandem with the strength of the University's Honors Program, a large cohort of WSU students participate in the Undergraduate Research Symposia at the University of Massachusetts -- last year at our highest participation rate ever.
- Student participation in service learning and internships and practica has increased dramatically.
- With both university-generated resources and corporate support, WSU's study abroad participation numbers have grown over a six-year period by nearly 170%, and the University has added partners over the same period in eight countries. The participation rate among students of color -- a traditionally underrepresented study abroad cohort -- exceeds the national average. WSU sends students to all seven continents for study abroad!
- The University has built specialized and unique collaborations within the community and beyond, including in public health (with the City of Worcester), politics and history (with the Edward M. Kennedy Institute), education (through JumpStart at area public schools), and sustainability and development (through service projects with Manna Project International in Nicaragua) -- to name just a few. All these collaborations serve and benefit students, faculty and community stakeholders.

Access

- WSU is participating in a multi-year DHE initiative, 100 Males to College, designed to expand and support efforts to prepare high school males from the WPS district for success at university (male collegiate participation rates presently lag significantly behind females) -- a joint effort with the Commonwealth, and the local public schools and community college.
- In a collaborative effort with Enrollment Management, Advancement three years ago developed an Adopt a Scholar program for recruiting and retaining students. This year's Tri-Board initiative has established 30 new annual, four-year scholarships, totaling \$125,000 in pledged dollars from the three boards. There are now a total of 54 Adopt a Scholar scholarships.
- WSU won a Commonwealth Dual Enrollment Program DHE grant to subsidize dual enrollment courses for Worcester Public Schools (WPS) students, and is aiming to expand -- with prospective grant support -- its own Early College designation in conjunction with the local community college and public schools.

- The university's Latino Education Institute (LEI) prepares K-12 students of color to attend college, and many of those students come to WSU. LEI is a statewide model for such efforts and its mission is to close the achievement gap for such groups.
- The University's Alternatives for Individual Development provides educational assistance to underrepresented prospective students who demonstrate the desire to succeed in college, including those who are from minority groups or are low-income or would be the first in their families to attend college.

Retention and Graduation Rates

- Through its Student Affairs Division, WSU has developed an innovative student leadership development and community engagement program for so-called middle-tier students with an eye toward improved retention and graduation rates. Called the Community and Leadership Experience at Worcester State (CLEWS), it is now in its 6th year. The program has distinguished itself -- and been the topic of presentations at national conferences -- for both improved retention and graduation rates as well as expanded leadership roles for students on campus and in the community
- WSU has experienced significant recent improvements in retention and graduation rates.
 - From 72% one-year retention of 2000 class to 2001 ...
→ to 77.9% one-year retention of 2016 class to 2017.
 - From 44.1% six-year graduation rate of 2001 class in 2007.
→ to 55.8% six-year graduation rate of 2010 class in 2016.

Outcomes and Graduates' Contribution to Worcester and the Commonwealth

- 91% of WSU graduates are employed and/or in graduate school within six months of graduation.
- The average starting salary of WSU graduates is \$40,357.
- 88% of WSU graduates remain in Massachusetts after graduation.
- 43% of WSU graduates report working in the nonprofit sector.
- WSU's Nursing graduates consistently pass the nurse qualification exam, NCLEX, on the first attempt, most years WSU has a 100% pass rate.
- WSU is a primary source of public school teachers for the city of Worcester -- a role it has had since its founding in 1874; approximately 45% of the teachers within Worcester Public Schools have at least one degree from WSU.

Diversity and Inclusion

- Approximately 30 percent of all WSU hires for 2017 were Asian, Black, or Hispanic.
- 26.4% of the student body self-identified as being from diverse backgrounds.
- 32% of the Young Alumni President's Circle giving society donors identify as non-white.
- 31% of Worcester State Foundation-based scholarship applicants identify as non-white.
- WSU was recognized by *Worcester Business Journal* (March 5, 2018) for its outstanding commitment to creating diverse hiring pools and for having a majority-female senior executive group.

Facilities

- With the opening of the Wellness Center in 2016, the University finished a decade-long, \$200- million campus modernization investment and completed a transition from a commuter college to a university with a substantial residential population and 24/7 campus life that benefits commuting and residential students alike.
- Sheehan Hall and Wellness Center achieved LEED certification as environmentally sustainable buildings.

Environmental Sustainability

- WSU has been recognized as “A Most Environmentally Responsible College” by *The Princeton Review’s Guide to Green Colleges* in 2017, 2016, 2015, 2014, 2011, and 2010.
- Shaughnessy Administration Building received the 2009 Green Building of America Award from the publication *Real Estate and Construction Review*.
- WSU boasts the most LEED Gold-certified buildings among the State University system with four (Administration Building, Dowden Hall, Sheehan Hall, and Wellness Center).
- WSU received the 2015 Leading by Example Award from the Commonwealth of Massachusetts for outstanding energy and environmental efforts in the Higher Education category.
- October 2017 marked the 10-year anniversary of our Sustainability and Food Fair, which is a combination of teach-ins, exhibits and films over two days.
- In November 2015 Worcester State University became the first higher education campus in New England to make use of a freight farm, with a 40-foot shipping container set to yield an acre’s worth of fresh produce for the campus’ dining hall.

Fundraising and Foundation Support

- Worcester State University completed a five-year comprehensive capital campaign, called Change Lives, in June 2017, successfully raising nearly \$17 million for academic development, student scholarships, capital improvements, and mission support.
- In the six-year period from 2011 to 2017, annual giving has increased 31%, from \$375,000 to a high of nearly \$500,000.
- Since inception, generous gifts to the Worcester State Foundation have amounted to \$31M, and the Foundation has provided over \$26M of support to the University while maintaining a healthy growing endowment of \$26.5M.
- 95.4% of the past five years’ annual donor contributions have been distributed to the University for mission priorities.
- WSU’s donor-funded/endowed scholarship program has grown from 15 scholarships and \$15,000 in awards in 1997 to over 300 scholarships and \$300,000 in 2017/18.
- Advancement provides up to \$20,000 annually to support undergraduate and graduate student research, scholarship, and creative activity. This year saw the addition of another \$20,000 in support earmarked for faculty research, scholarship, and creative activity.
- The Commonwealth Honors Program at WSU will soon formally become the Sheehan Honors College, with an endowment of more than \$1 million.

Financial Foundation

- WSU has been noted by S&P and Moody’s rating agencies as having a strong financial profile characterized by healthy financial performance and available resource levels, with a low debt burden based on maximum annual debt service.
- Worcester State has the second-largest foundation endowment reported to NACUBO by state colleges and universities in Massachusetts, second only to UMASS’s endowment.
- The market value of Worcester State Foundation’s endowment grew at a faster rate than the NACUBO reported endowments of most Central Massachusetts higher ed institutions, including WPI, Holy Cross and Clark.
- From FY13-FY17 net assets of the Worcester State Foundation have grown by \$8.33M, which is more than 45%, or more than 9% annually.

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DJIA **24955.12** 0.63% ▲S&P 500 **2716.30** 0.55% ▲Nasdaq **7259.36** 0.57% ▲U.S. 10 Yr **8/32** Yield **2.921%** ▲Crude Oil **61.97** 0.47% ▲Euro **1.2326** 0.33% ▲

THE WALL STREET JOURNAL.

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U.S. | EDUCATION

U.S. Colleges Are Separating Into Winners and Losers

Schools that struggle to prepare students for success losing ground; 'The shake-out is coming'



Clemson University in South Carolina enrolled its largest-ever freshman class in 2017. PHOTO: JEFFREY COLLINS/ASSOCIATED PRESS

By Douglas Belkin

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Concord University in West Virginia and Clemson University in South Carolina were both founded shortly after the Civil War. During the 20th century, each grew rapidly. Now, the two public universities that sit just 300 miles apart face very different circumstances.

Clemson, a large research university, enrolled its largest-ever freshman class in 2017 and in December broke ground on an \$87 million building for the college of business.

Concord, a midsize liberal-arts school, has seen its freshman enrollment fall 19% in five years. It has burned through all \$12 million in its reserves and can't afford to tear down two mostly empty dormitories.

The diverging fortunes help explain how U.S. higher education is shifting. For generations, a swelling population of college-age students, rising enrollment rates and generous student loans helped all schools, even mediocre ones, to flourish. Those days are ending.

According to an analysis of 20 years of freshman-enrollment data at 1,040 of the 1,052 schools listed in The Wall Street Journal/Times Higher Education ranking, U.S. not-for-profit colleges and universities are segregating into winners and losers—with winners growing and expanding and losers seeing the first signs of a death spiral.

The Journal ranking, which includes most major public and private colleges with more than 1,000 students, focused on how well a college prepares students for life after graduation. The analysis found that the closer to the bottom of the ranking a school was, the more likely its enrollment was shrinking. (There were 12 ranked schools that didn't have full enrollment data, so they were dropped from the analysis.)

Enrollment at those 1,040 schools between 1996 and 2011 grew 37%. But between 2011 and 2016, enrollment at the bottom 20% declined 2%. The top 80% of schools grew 7%.

Clemson—ranked 188 in the Journal list—is on the successful side of the fault line in the higher-education sector. Concord, ranked 1051, isn't.

"In the same way the bookstores fell when Amazon took over, now it's higher education's turn and it's been coming for a while," said Charles Becker, Concord's vice

president for business and finance. “The shake-out is coming. It’s already here.”

Demographics and geography have some influence on which side of the fault line a school lands, but quality is also a big factor. The Journal uses 15 metrics to determine quality and rank. They include return on investment, student engagement and academic resources.

At Clemson University, the Journal found, graduates on average earn \$50,000 a year 10 years after entering college and the default rate on student loans is 3%; the average Concord graduate earned \$32,000 and the default rate is 15%.

Richard Vedder, the director of Center for College Affordability and Productivity and a teacher at Ohio University, believes dark days are ahead for the nation’s poorest ranked schools.

“You’re going to see, over the next five years, a real increase in the number of schools in serious trouble,” Dr. Vedder said. “A degree from a top school is a still a pretty good signaling device [to employers]. It means you’re smart and hardworking. But a degree from one of these lower schools doesn’t mean much of anything.”

For years, Americans broadly accepted the link between a college degree and a solid future. In 1980, 47% of high-school graduates enrolled in a two or four-year college. Today, it’s nearly 70%.

But in the past few years, the winds have shifted. The birthrate fell, the pay advantage for college graduates over high-school graduates declined, states cut \$9 billion in funding to public colleges and student debt soared. Competition from Silicon Valley in the form of technical schools that offer faster, cheaper credentials is rising.

Because the demographic dip is so pronounced in the Midwest and Northeast, low-ranking schools there are the most vulnerable to enrollment declines. Schools in Pennsylvania, Ohio and New York made up a quarter of the 237 schools that saw a 10% or greater decline in enrollment between 2011 and 2016.

Schools like Edinboro University (1022 on the WSJ ranking) in northwestern Pennsylvania are scrambling to realign their academic offerings to attract more students as they cut costs. Between 2011 and 2016, first-year enrollment has plummeted to 1,051 from 1,482 and the faculty shrank by nearly a quarter. The school trimmed offerings in political science, music and history and added business and computer classes.

Edinboro Provost Michael Hannan said if he could go back a decade, he would urge his school “to move much more quickly to evaluate which academic programs are attracting students and begin launching new ones that do a better job.”

Clemson’s success is tied to its embrace of the labor market, said Chuck Knepfle, associate vice president of enrollment management. The school has several corporate partners and has tied curriculum to their needs.

“Our students get jobs, we put successful people out there and that is well known,” Mr. Knepfle said.

At Concord, Jamie Ealy, vice president of enrollment management is increasing efforts to enroll students from out of state and overseas. He has hired people in Florida and Virginia to market the school and is trying to attract students from Scandinavia, Africa and Asia.

Mr. Becker said he believes Concord will survive and that the marketplace changes are necessary and good for students.

“All these schools have just been doing their own little thing and hoping all these problems will go away,” said Mr. Becker. “They haven’t and they won’t. Consolidation and right-sizing is ahead.”

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Biographical Sketch

Linda S. Campanella

Linda Campanella is principal of SOS Consulting Group, LLC, a firm she founded in late 2001. As a management consultant, Linda advises non-profit organizations of all types and sizes in three principal areas: strategic management, strategic planning, and strategic communications. Before establishing her consulting practice, Linda was chief operating officer and senior vice president for operations and planning at Trinity College in Hartford. She came to Trinity in 1995 as the vice president for marketing and public relations. Before moving to the education sector, Linda spent 10 years with United Technologies Corporation (UTC); her last position there was vice president of marketing and planning for the commercial engine business at Pratt & Whitney. Prior to working at UTC, she was an international trade negotiator in the executive branch of the federal government, serving as director of aerospace trade policy in the Office of the U.S. Trade Representative.

Active in the community, Linda currently serves as chairman of the board of trustees for Andover Newton Theological School; she previously was vice-chairman of that board and also has chaired the institutional advancement committee. She served a two-year term (ending in March 2010) as moderator, or board president, at Asylum Hill Congregational Church, a 2000-member church with a \$2M budget. She served from 2004 through 2008 as president of the TheaterWorks, Inc. board of directors. Her experience and leadership roles on nonprofit boards contribute to the value of her planning-related and governance-focused consulting work with other nonprofit organizations, as she has confronted and successfully addressed many of the challenges her clients and their boards find most challenging.

Previously she served on the advisory board for the City of Hartford's Inner City Business Development Strategy Initiative; the Hartford Economic Development Commission's Committee for a Comprehensive Economic Development Strategy; the Hartford Millennium Project's diversity task force; and the Southside Institutions Neighborhood Alliance's board of directors.

Linda earned her undergraduate degree in German from Amherst College and a master's (with a concentration in international business) from Georgetown University School of Foreign Service. She resides in West Hartford, CT, with her husband Joe, an architect; they have three grown sons. She is the author of *When All That's Left of Me Is Love*, a personal memoir and loving tribute to her mother; the book, written after her mother's death in September 2009, was published in May 2011 and has received many honors and awards, including being named a 2012 Nautilus Silver Medalist, a 2012 Living Now Book Awards gold medal winner, and a 2013 Indie Excellence Book Awards finalist. Now a passionate advocate for hospice and compassionate healthcare, Linda has been interviewed and invited to give keynote speeches about terminal illness, joyful and purposeful living, dignified and peaceful dying, and moving through grief to gratitude. She currently serves on the Schwartz Center for Compassionate Healthcare's National Compassionate Caregiver of the Year Award Review Committee. More information about Linda's book and advocacy can be found at www.campanellabooks.com and on Twitter (@campanellalinda).