

HR Committee Meeting



WORCESTER STATE UNIVERSITY

President's Office

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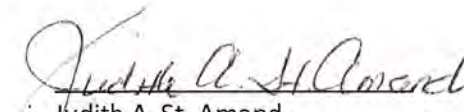
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NOTICE

A MEETING OF THE HUMAN RESOURCES COMMITTEE OF THE WORCESTER STATE UNIVERSITY BOARD OF TRUSTEES WILL BE HELD ON WEDNESDAY, MAY 30, 2018 AT 4:30 P.M. IN THE PRESIDENT'S CONFERENCE ROOM LOCATED ON THE SECOND FLOOR OF THE HELEN G. SHAUGHNESSY ADMINISTRATION BUILDING.

1. CALL TO ORDER
2. VOTES
3. APPROVAL OF MINUTES – April 10, 2018
4. ANNUAL EVALUATION - PRESIDENT MALONEY
 - 4A) Memo from Trustee Hammond
 - 4B) Correspondence from Commissioner Santiago
 - 4C) President's Goals/2017-201
 - 4D) President's Report
 - 4E) Self-Evaluation
 - 4F) SPRC Report
 - Strategic Plan Progress Report
 - Appendix A-Strategic Plan
 - Appendix B- Action Grid - all goals for all years
 - Appendix C-G - Divisional Reports
 - 4G) Performance Assessment Form
5. APPROVAL OF ASSISTANT VICE PRESENT FOR COMMUNICATIONS AND MARKETING
 - 5A) Memo from President Maloney
 - 5B) Job Descriptions
 - Assistant Vice President for Communications & Marketing
 - Assistant to President for Campus Communications
 - 5C) Table of Organization
6. OTHER BUSINESS
7. ADJOURNMENT


Judith A. St. Amand
May 22, 2018

HR COMMITTEE MEMBERS

Trustee Maryanne Hammond, Chair

Trustee Karen LaFond

Trustee Dina Nichols

Trustee Marina Taylor

All trustees are invited to attend in a non-voting capacity

Human Resources Committee

VOTES

Upon a motion made and seconded, it was

VOTED: to approve the minutes of April 10, 2018 as submitted.

Upon a motion made and seconded, it was

VOTED: to recommend approval to the full Board the 2018 Annual Evaluation of President Barry Maloney as presented and to forward to Commissioner Santiago as requested with appropriate documents to meet the June 30th deadline.

Upon a motion made and seconded, it was

VOTED: to recommend approval of the position Assistant Vice President of Communication and Marketing as proposed by President Maloney along with supporting documents as presented.

Upon a motion made and seconded, it was

VOTED: to adjourn the meeting at

**WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES**

HUMAN RESOURCES COMMITTEE

April 10, 2018

PRESENT: Trustee Maryanne Hammond, Chair
Trustee Karen LaFond
Trustee Dina Nichols
Trustee Amber Suarez, Non-Voting Member
Trustee Marina Taylor
Trustee Craig Blais, Ex-Officio Voting Member
President Barry Maloney, Ex-Officio Non-Voting Member
Ms. Judith St. Amand, Assistant Secretary

The provisions of General Laws, Chapter 30A having been complied with, and a quorum present, a meeting of the Human Resources Committee was held on Tuesday, April 10, 2018 in the Multi-Purpose Room of Sheehan Hall. Trustee Hammond called the meeting to order at 2:01 p.m.

APPROVAL OF MINUTES – March 20, 2018

Upon a motion by Trustee LaFond and seconded by Trustee Nichols, it was unanimously

VOTED: to approve the minutes of March 20, 2018 as presented.

REORGANIZATION PROPOSAL FOR THE DIVISION OF STUDENT AFFAIRS

- This item was originally presented to the HR Committee on March 20th at which time it was tabled until additional information requested by the trustees was available.
- The supplementary documents were presented to the trustees and the chair opened the item up for discussion.
- President Maloney referred once again to the study that was conducted by Consultant Barbara Fienman and Dean Julie Kazarian to restructure the Division of Student Affairs.
- The proposal presented on March 20th was cost neutral, except for the position of Vice President for Student Affairs.
- The reorganization came about following the retirement of two long-time members of the division – Associate Dean in the Office of Student Involvement and Leadership Development (OSILD) and the Associate Dean in Student Affairs.
- Stacey Luster, Assistant Vice President for Human Resources, Payroll, Diversity Inclusion & Equal Opportunity presented tables of organization for Fitchburg State University, Framingham State University, Westfield State University and Worcester State University.
- All are comparable in size, enrollment, programs, etc. Two have the position of VP for Student Affairs and one is VP for Enrollment and Student Development.
- A historical perspective was provided for WSU from 2013 showing the VP for Student Affairs position and a divisional organizational chart.

- Consultant recommended a decrease in the ten direct reports to Dean Kazarian and the establishment of the two lead positions.
- Responsibilities of the division are many and have grown with the increase in student enrollment and resident students.
- New position of Assistant Vice President for Student Engagement will be advertised once proposal is approved. A national search will be conducted for this position.
- Trustees felt that the new information was well organized and most helpful in explaining the administration's desire to restructure the division.
- The question was raised as to whether it would be beneficial to have a position of "Dean" and President Maloney explained that Julie Kazarian's present title is Dean of Students and Chief Student Affairs Officer. The new position being proposed is Vice President for Student Affairs and Dean of Students.
- It was agreed that the proposal for reorganization is needed and all were willing to move forward with a two-tier approval of the plan. First being the approval of the reorganization plan as presented with the two leadership positions: 1) Vice President for Student Affairs and Dean of Students, and 2) Assistant Vice President for Student Engagement. The second tier will be the filling of the position of the Vice President.
- President Maloney went on record supporting his original recommendation that was tabled at the March 20th meeting to promote Julie Kazarian to the position of vice president. She is an efficient manager and leader and is well respected by her direct reports and team. She has proven to meet the expectations and demands of the division over the past four years and has been a loyal and productive member of the president's leadership team.
- Dean Kazarian will remain in her position of Dean of Students and Chief Student Affairs Officer.
- President Maloney remains supportive of his original recommendation and looks forward to bringing it back as the Tier 2 segment of the reorganization plan.

Upon a motion by Trustee Blais and seconded by Trustee LaFond, it was unanimously

VOTED: to recommend approval to the full Board the acceptance of the Reorganization Proposal for the Division of Student Affairs as part one of the two-tier approval plan.

Upon a motion by Trustee Taylor and seconded by Trustee Nichols, it was unanimously

VOTED: to adjourn the meeting at 2:45 p.m.

Respectfully submitted,

Judith A. St. Amand
Assistant Secretary

MEMORANDUM

TO: Members, HR Committee

FROM: Maryanne Hammond, Chair, HR Committee

RE: President's Annual Evaluation

DATE: May 23, 2018

The HR Committee was charged with conducting the annual evaluation of President Maloney as called for in his appointment contract and also in accordance with the guidelines distributed by Commissioner Santiago. The evaluation is to be completed and reported to the full Board at their June 5th meeting. Once approved by the BOT, an *Executive Summary* will be prepared and forwarded to the Commissioner with appropriate materials by the June 30th deadline.

Therefore, the HR Committee is scheduled to meet on Wednesday, May 30, 2018 at 4:30 p.m. in the President's Conference room. The following documents are being provided for use in conducting the evaluation:

- Correspondence from Commissioner Santiago
- President's Goals/2017-2019
- Self-Evaluation
- President's Report
- SPARC Report
- Performance Assessment Form

The evaluation will follow criteria required by the BHE as well as criteria requested by the Board of Trustees:

- Graduate Rate and Retention
- Academic Management and Leadership
- Assessment
- Infrastructure
- Fiscal Management and Budgeting
- Communication

- Administrative Management and Leadership
- Decision Making and Problem Solving
- Fundraising
- Internal Relations w/Campus Climate
- External Relations w/Campus Climate

As we have done in the past, we will be using an assessment form to rate and provide comments on each area listed. A numeric rating (**whole number only**) is to be used as follows:

5 = A 4 = B 3 = C 2 = D 1 = F

Thank you for taking the time to review all materials and to come prepared to our meeting on May 30th with your assessment forms completed and ready for discussion.

MEMORANDUM

TO: Community College and State University Board Chairs

FROM: Carlos E. Santiago, Commissioner

CC: Community College and State University Presidents

DATE: February 15, 2018

SUBJECT: FY2018 Presidential Evaluations— Timeline and Statewide Priorities

The purpose of this memorandum is to outline the process and timeline for conducting presidential evaluations this year, and to provide you with a summary of BHE statewide and system priorities for academic year 2017-2018.

Data Dashboards: Consistent with the BHE Presidential Evaluation guidelines, we will be providing you with "Data Dashboards" for the purpose of informing your strategic planning and evaluation process. These dashboards will include campus- and segment-level data summarizing institutional performance with respect to the various statewide metrics. As you may recall, last year we shifted away from the hardcopy format of DHE Data Dashboards and made dashboards available to you in an online, interactive format. We also abbreviated and streamlined the data included in the dashboards to include a more user-friendly and flexible format. I have heard that the new format was received well, so we will continue to use and expand upon that model. We anticipate that these online dashboards will be live and available to view in late March.

As you may know, the Department and campuses are in the midst of a yearlong review of the Performance Measurement System, with new performance metrics, benchmarks and peers set to debut this Fall in an online, interactive report similar to these dashboards. We look forward to rolling out this new initiative, which is expected to help inform next year's presidential evaluation process.

Presidential Evaluations Timeline: In prior years, the deadline for boards to complete and submit their presidential evaluations was mid-October. However, last year we advanced the deadline for the completion and submission of presidential evaluations from October to June, but did allow for some exceptions on a case-by-case basis after taking into account local board meeting schedules and other competing priorities. I found last year's timetable and exception process to be effective, and am not aware of any significant problems. Accordingly, I ask that you and your boards complete this year's evaluations by June 30, 2017.

If this is not realistic given your board meeting schedule, or if you have any other questions or concerns about this timeline, please work with Director of Trustee and Government Relations Matt Noyes (MNoyes@dhe.mass.edu or 617-994-6934).

Presidential Evaluations Process: I believe that the process of presidential evaluations used last year was useful. Having an opportunity to review the campus documentation and dashboards as part of a one-on-one, in-person discussions with presidents proved, from my perspective, to be very helpful in understanding each institution's performance and presidential leadership over the previous year. Therefore, I would like to continue the process this year.

New and Retiring Presidents: This year, as with prior years, we have some new, retiring, and interim presidents. Since the BHE guidelines were issued, it has been the practice of the DHE not to expect presidential evaluations from institutions where: 1) a president has been in office for less than one full year, or 2) a president has left office during the past year. While a presidential evaluation is not *required* in these two circumstances, it is a sound practice to periodically conduct institutional assessments regardless of the status of the president. If your board has already conducted an evaluation for a new or retired president or, alternatively, if you have instead conducted an institutional evaluation or assessment (for example, in preparation for a presidential search or transition), I would appreciate receiving copies of the same. Regarding interim or acting presidents, presidential evaluations are only required in those rare circumstances where the interim or acting president has served for one year or more.

2017–2018 BHE Statewide Priority Objectives: Under the BHE's Presidential Guidelines, one of my responsibilities as Commissioner is to inform presidents and trustees of the system-level (*i.e.*, statewide) objectives of the BHE for academic year 2017-2018. As in prior years, the three main system-level objectives that I specifically ask each local Board of Trustees to consider in their written evaluations of presidents this year include the "Big Three" priorities: 1) making college more accessible and affordable for all Massachusetts residents; 2) closing gaps in student opportunity and achievement; and 3) improving college completion rates. I am interested in seeing in your written submissions examples of specific programs and initiatives that promote these three system-level priorities, as well as an assessment of your respective presidents' participation and leadership in this regard.

To help put this in context, we have prepared the attached document that summarizes the BHE's "System-Level Strategic Framework." At the top of the document you will see a summary of the "Big Three" Statewide Priority Objectives. In addition, the bottom left hand corner of the document lists the strategies that BHE will use to help advance these system-level objectives and hold itself accountable for achieving them. Finally, the bottom right hand corner of the document includes a non-exhaustive list of key focus areas in this regard, as well as examples of campus engagement in particular initiatives that help advance the shared objectives. The contents of the attached document should be familiar to you and your presidents as they are consistent with the general priorities and initiatives that we have been discussing for several years now.

In addition to addressing your respective presidents' work and progress in the area of advancing the "Big Three" Statewide Priority Objectives, through the presidential evaluation process I would like to hear more about what your respective institutions are doing to advance the following two specific initiatives:

1) ***Campus safety and violence prevention (CSVP):*** As you know, in June 2016 the BHE issued a comprehensive report entitled [Securing our Future: Best Practice Recommendations for Campus Safety and Violence Prevention](#). While the report places special emphasis on active shooter incidents and campus sexual assault, the recommendations in the report are equally applicable to other safety risks or considerations our campuses face, including troubling campus hate and bias incidents which are being reported with increased frequency on our campuses. We rolled out the report during our statewide CSVP conference last September 2016, and in doing so we asked institutions to focus on three priorities within this initiative: 1) strategic planning (*e.g.*, ensuring that security concerns are considered at every level of governance and embedded in campus culture); 2) conducting campus climate surveys; and 3) expanding training and awareness programs. Through the presidential evaluation process, please share whether and how your institution has implemented the BHE's best practice CSVP recommendations, including any particular programs or initiatives you wish to highlight.

2) ***Increasing diversity in leadership positions:*** During its Fall retreat the BHE asked me to consider the extent of diversity among our campus leadership and to review BHE and DHE policies and practices with the goal of ensuring that we are doing all that we can in the area of diversity and inclusion. To that end, I would like to hear from each of you regarding efforts to diversify your senior leadership team. Commentary on overall progress to diversify your faculty and staff would also be helpful in this context.

In addition, in order to help streamline the submission process and to provide consistency among trustee submissions, I am requesting that boards of trustees continue to submit a one to two-page executive summary of the Board's evaluation of the president. The Board's summary should include the following:

- a summary of the process your board used to conduct the review;
- performance data used to support your board's conclusions and recommendations;
- your board's recommendation with regard to a proposed compensation adjustment; and
- a summary which addresses the two areas of presidential responsibility (e.g., one section for institutional goals and objectives and a separate section on statewide priority objectives).

Supporting materials and documents should be sent only to the extent that they relate to particular points addressed in the executive summary. I found presidential self-evaluations to be useful documents as well.

Thank you for your attention to these matters and for all your good work on behalf of Massachusetts public higher education.



FY18 System-Level Strategic Framework

Advancing academic excellence and increasing opportunity for all students

The Big Three: Statewide Priority Objectives

- 1 **Make college more accessible and affordable for all Massachusetts residents.** More than 70% of jobs in the Commonwealth now require post-secondary training or degrees. Massachusetts residents who lack these credentials risk being left on the sidelines of the state's high-skilled economy, unable to compete for jobs that pay family-sustaining wages.
- 2 **Close gaps in student opportunity and achievement.** Massachusetts public colleges and universities enroll more than 70% of the state's Latinx and African American undergraduates. Yet six years after beginning their studies, fewer than one third of these students earn diplomas. While some public campuses have succeeded in closing one or more persistent gaps, much more work will be needed to bring best practices and proven interventions to scale across the entire system.
- 3 **Improve college completion rates.** With declining enrollments and the expected retirement of 660,000 Massachusetts workers in the next decade, the state's public colleges and universities must redouble efforts to increase the number of graduates who enter the workforce with degrees and certificates of value.

We will achieve these objectives by:

Fostering a more integrated system of public higher education capable of responding to local and statewide needs of students, communities and employers in a coordinated way.

Elevating performance of public higher education with respect to key outcomes.

Developing better integration of public higher education with both the P-12 and workforce sectors.

Enhancing appreciation of higher education as a central asset and competitive advantage of the Commonwealth.

Incubating innovation that transcends traditional approaches to ensure higher quality, better access, more affordability and alignment to the needs of learners throughout life.

*From Board of Higher Education
FY18 Goals*

Examples of Big Three Campus Engagement

Early College

Early College High School proposals and dual enrollment opportunities designed through K-12/higher ed partnerships

100 Males to College and similar programs targeting opportunity & achievement gaps

College Affordability

Expanded access to and student awareness of system-wide affordability programs such as MassTransfer/ComCom

Multiple placement measures and co-requisite models that transcend traditional remediation

Online Learning & Assessment

Innovative opportunities for students to earn credits through competency-based education and prior learning assessment

Expanded online learning offerings providing non-traditional students better college access, more flexibility

Accountability & Strategic Planning

Strategic planning with BHE to strengthen responsiveness to local and statewide needs for more college graduates

Participation in development of accurate and relevant success metrics through Performance Measurement Review

Presidential Goals for Barry M. Maloney – 2017 - 2019

I write to present my goals for approval for the period beginning September 1, 2017 and ending June 30, 2019. The goals are in alignment with both the recently approved Worcester State University Strategic Plan and the Department of Higher Education's Vision Report.

In addition to providing metrics to support each of the five strategic goals, there are overarching objectives that must also be addressed and kept in sync with the newly created plan. These objectives include increasing **revenues**, improving **customer service**, continuing to improve **retention** and graduation rates towards established goals, enhancing and expanding current programs and piloting new ones to advance the model of **transformative change** in students and continuing to improve campus lines of **communication and overall climate**.

Academic Program and Excellence

1. Enhance the undergraduate academic program and expand graduate programs in a community of learning that promotes academic excellence and innovation

METRICS:

- Key Staffing needs
 - Successfully hire a new Director of Academic Administrative Support and continue to review the structure of academic affairs division
- Student Learning
 - Increase 6-year graduation rate, moving toward Vision benchmark of 62% by 2020
 - Improve acceptance rate to graduate programs
 - Create a structure to encourage/facilitate team-taught courses, cross-listed courses, and interdisciplinary work.
 - Change class scheduling to better accommodate working and commuting students; embrace expanded-hour/more flexible teaching schedule
 - Continue to improve two-year developmental math success rate
 - Establish criteria to evaluate new academic program proposals
- Workforce alignment
 - Number of degrees conferred overall
 - Review and begin implementation of the recommendations provided by upcoming academic positioning study
 - Expand the scope and number of internships offered at WSU
 - Strengthen articulation agreements – Early College and 100 Males to College - with area community colleges
- Civic engagement
 - Increase participation in community service and/or civic engagement activities and integrate such activities into the campus academic culture
 - Expand student research
 - Launch two online graduate programs by September 2018
 - Improve internal communication; convene cross-divisional committee to address communications issues

Differentiation and Impact in the Wider World

2. Leverage WSU's distinctive strengths, both to enhance the University's reputation and to prepare students to lead, serve, and make a difference in the world

METRICS:

- Pilot ways to promote student leadership, preparing them to make a difference in the world
- Strengthen existing advisory boards and develop new ones
- Encourage and facilitate a greater alumni presence on campus; introduce/strengthen/expand alumni mentorship programs
- Working off our successful alumni giving rate, focus our energies solely on the expansion of scholarship
- Grow the endowment to \$30 million by 2019
- Increase study away and study abroad participation and develop a staffing plan
- Increase internship opportunities

Enrollment, Retention, and Student Success

3. Attract and enroll a diverse pool of highly motivated students and attach institution-wide priority to promoting their retention and success

METRICS:

- College participation
 - Outperform demographic trends in order to maintain stable enrollment
 - Increase annual graduate enrollment
- College completion (Show improvement in key statistical categories)
 - Two-year developmental math success rate
 - Degrees conferred
 - Fall-fall retention of first-time freshmen
 - Persistence rates
 - 6-year graduation rate first-time freshmen
 - 6-year graduation rate transfers in and out
- Achievement gap
 - Improve 6-year graduation rates of African-American and Latino vs White students, Male vs Female, Pell-eligible vs non-Pell eligible
 - Pilot (perhaps in the CJ department) a program to augment advising in our largest/most popular (in terms of enrollment) majors
 - Develop 2nd-year programming to help with retention goals
- Student learning
 - Pass rates on licensure exams (Nursing, OT, Speech, MTEL & CPA)
 - Acceptance to graduate programs
- Innovative curriculum
 - Develop campus-wide definition of (and standards for) academic internships
 - Start to explore integrating civic engagement/civic learning into LASC
 - Institutionalize opportunities for dialogue about high impact teaching and learning practices

- Review and begin implementation of the recommendations provided by upcoming academic positioning study

Community and Campus Life

4. 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

METRICS:

- College participation
 - Analyze Wellness Center usage, group fitness participation, and recreational programming to meet the needs of the campus community
 - Foster an environment of new and innovative student leadership that offers engagement and programming opportunities throughout the semester including late night and weekends.
- Achievement gap
 - Improve college participation rates among growing sub-populations
 - 6-year graduation rates of African-American and Latino vs White students, Male vs Female, Pell-eligible vs non-Pell eligible
- Communication
 - Promote our success stories (e.g., website, PR pitches to media, etc.) in order to reach and inspire external audiences
 - Develop mechanisms to coordinate community outreach and create an integrated, University-wide community outreach plan (for expanded visibility, connections, student opportunities, etc.)
- Cultural awareness and respect
 - Implement a solution-oriented customer service mindset and commitment; include a statement in every job description
 - Implement the findings and recommendations from the recent New England Resource Center for Higher Education (NERCHE) study
 - Implement new state-wide Title IX policy and help facilitate mandatory reporter trainings

Resources, Revenues, and Organizational Sustainability

5. Promote financial strength and organizational sustainability while continuing to secure and invest the resources required to maintain WSU's reputation for excellence and value

METRICS:

- Revenue retention/cost containment
 - Continue to plan for, and realize, surplus contributions to the University's unrestricted reserve balance providing financial stability and flexibility as we plan for large-scale infrastructure improvements
 - Review of past practices and procedures across all departments in an effort to create increased efficiencies and achieve cost avoidance allowing for the distribution of budget capacity to areas of high priority

- Revenue enhancement
 - Prepare and support a financing strategy designed to raise revenue for Temple Emanuel project
 - Develop and implement a multi-year transparent budget process
 - Develop a plan for implementation of the space utilization findings and recommendations
 - Engage with DCAMM to develop a plan to meet our deferred maintenance needs within the new strategic framework for Higher Education Capital Funding
 - Expand interaction with community constituents, including: City of Worcester, Chamber of Commerce, Worcester Consortium, alumni and prospective new students and faculty
 - Evaluate and implement strategies to re-align tuition rates among day courses and continuing education, inclusive of waiver policies not regulated by the state/DHE/collective bargaining agreements
 - Increase out-of-state enrollment and put support systems in place to enable this growth
 - Put systems in place to record and benchmark enterprise-based programs in DGCE and grow net revenue by 3% annually
 - Review existing administrative policies and set in place the process by which new policies are created, approved and archived
 - Assess adequacy of the classroom technology infrastructure and furnishings, creating a plan for replacement
 - Implement an Enterprise Risk Management approach to address risk exposures across the institution

President's Update

June 2018

President's Message



With our June Trustees meeting, we will have concluded another year -- our 144th since our founding. Each year is distinctive, but our tradition of excellence and academic achievement has continued with our Undergraduate and Graduate Commencements, Academic Achievement Nurses' Pinning Ceremony, and the 11th annual Celebration

of Scholarship and Creativity. Worcester State continues to demonstrate its commitment to a top-quality academic experience within public higher education, and I want to thank you to making time to participate in these important events.

Graduate commencement continues to confer a growing number of degrees and certificates of advanced study, and this year was our largest graduate class ever. At undergraduate commencement, we conferred over 1,200 undergraduate degrees, which continues a trend of robust numbers of students successfully completing programs of study in fields critical to our Commonwealth's economy and the interests and passions of our students. Many of our alumni will remain in Worcester and Central Massachusetts, and an overwhelming majority will remain in-state. Nearly all of them -- 99% last year -- will be employed, in graduate school, or both, within the year.

The Trustee's final scheduled meeting also is our occasion to conclude our annual budgeting process. We continue to maintain a strong financial standing -- as exemplified by our long-standing "A" rating from Standard & Poor's -- and fiscal restraint in our spending. The University's financial strength also is tied to our academic programs, the continued improvement in student retention, and our effective recruitment of first-time college attendees and transfer students.

The June edition of the President's Update looks at the year ahead and makes projections, setting goals in accordance to the university's Strategic Plan. You will note that these projected goals are based on university-wide collaboration across multiple divisions. On behalf of all of us at Worcester State University, I express my appreciation for your continued leadership, commitment, and engagement as Trustees.



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PRESIDENT'S OFFICE

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Each issue of the **President's Update** will highlight the University's efforts to advance its Strategic Plan. June's focus will outline the strategic priorities for the upcoming academic year.

Goal #1. Enhance the undergraduate academic program and expand graduate programs in a community of learning that promotes academic excellence and innovation.

- The university will continue to support faculty and student research, scholarship, and creative/innovative activity through existing programming and through major gift and grant initiatives. An important component of these efforts will be the development of a comprehensive website for Worcester State faculty, undergraduates, and graduate students that also will have an outward-facing component for potential funders, as well as resources for the general public and prospective students and faculty. (Academic Affairs, Enrollment Management, University Advancement)
- The university will develop its first institutional learning outcomes (ILO). These ILOs will provide a foundation for future strategic planning, accreditation self-studies, and integration of all university operations and services with Worcester State's overall academic mission. (University-wide)
- The university will use the findings of the Art and Science Positioning Study to examine and retool academic programs. As part of this initiative, the university is planning the implementation of new undergraduate and graduate programs that will expand Worcester State's academic excellence, generate new revenue streams, and expand student recruitment opportunities. New programs proposed to governance will include a Substance Abuse Counseling Certificate/Minor, and the university will be seeking Department of Higher Education approval for a new major in Visual and Performing Arts. (University-wide)



Goal #2. Leverage WSU's distinctive strengths, both to enhance the University's reputation and to prepare students to lead, serve, and make a difference in the world.

- The university will continue to develop multi-office collaborations to link students with alumni through individual connections and mentorship opportunities, such as the Adopt-a-Scholar program, the Alumni Connections academic-workforce series, and the Backpack to Briefcase weeklong activities. (University-wide)
- The university will leverage its course scheduling software to increase efficiency across departments and maximize student scheduling options; Fall 2019 departmental course schedules will be informed by data collected during the Fall 2018 semester. (Academic Affairs; Enrollment Management)
- The university will refine its leadership development programs and identify the core competencies that all students should possess when they graduate from Worcester State; information gained through this process will be used to identify programs and services that support these competencies. (University-wide)

The university will expand coordinated and collaborative career-related, professional, and graduate school opportunities for Worcester State students with sustainable programming that brings in alumni from different professional fields and graduate programs. (University-wide)



Goal #3. Attract and enroll a diverse pool of highly motivated students and attach institution-wide priority to promoting their retention and success.

- The university will continue fundraising to support the donor-funded scholarship program that significantly impacts the recruitment and retention of Worcester State students. With more than \$300,000 available annually in donor-funded scholarships, data suggest that if a student receives just one, \$1,000-scholarship at any point in an academic career, that student has a 30 percent increase in the likelihood of year-over-year retention and successful graduation. The Tri-Board funding of 30 new Adopt-a-Scholars is connected to Worcester State's efforts to both recruit new students and increase persistence. This cohort of students will begin in the Fall 2018 semester and will be followed through the completion of their degrees by Enrollment Management. (Enrollment Management; University Advancement)
- The university will respond to the changing demographics and needs of incoming students by enhancing the orientation and registration processes for families and new students, both pre- and post-matriculation. The outcomes of a cross-divisional committee will be implemented during the Fall 2018 semester, in anticipation of the Summer 2019 registration and orientation activities. (University-wide)
- The university will strengthen faculty academic advising through the assessment of the current Worcester State advising practices and researching academic advising best practices. An important component of this initiative will be the development of an online advising handbook and offering a series of advising workshops. (Academic Affairs; Student Affairs)



Goal #4. 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.

- The university will continue to embrace alumni from all occupations and at various points in their careers, bringing them to campus for formal and informal activities with students and to recognize their accomplishments. Significant highlights for the 2018-2019 academic year include a major alumni presence on campus during the last week of September; the Distinguished Alumni Awards; the Athletic Hall of Fame; and Homecoming. Each of these events will embrace alumni as part of the campus community, as well as celebrating some of our most significant achievers. (Academic Affairs; Student Affairs; University Advancement)
- The university will continue implementing suggestions from the Campus Climate Report, such as the completion of a "movement study" to determine inequalities that may exist in student academic experiences, such as changing majors or failing classes at higher than average rates. (Academic Affairs; Enrollment Management)
- The university will expand its international study-away programming and increase alternative spring break service trips by 50% to support initiatives that promote global awareness, social responsibility, career readiness, and campus life outside the classroom and the immediate Worcester community. These initiatives will be attentive to student interests, faculty expertise, learning and assessment, and student well-being. (Academic Affairs; Student Affairs; University Advancement)



Goal #5. Promote financial strength and organizational sustainability while continuing to secure and invest the resources required to maintain WSU's reputation for excellence and value.

- The university will use the results of its analysis of Foundation funds during the 2017-2018 academic year and work directly with the Deans of the two schools to identify alternative or supplemental resources to support various academic and programmatic activities for the year. (Administration and Finance; Academic Affairs; University Advancement)
- The university will develop appropriate social media applications, websites, and online processes to meet students' desire to access information 24/7. Initial services to be transitioned online during the AY2018-2019 academic year include event management and advertising. (Academic Affairs; Student Affairs)
- The university will expand undergraduate and graduate online offerings that will reach underserved and non-traditional student populations. Initiatives include support for course development and teaching, creation of guidelines and policies for online education, and the use of third-party services to market courses and enroll students. These efforts will enable Worcester State to remain competitive in online education and leverage new opportunities.



Charts, Graphs, Tables

Scholarly Activity

Metric 1: Scholarly Activity (March Report Forward)

	Metric	October	November	January	March	April	June
Faculty Publications (books, book chapters, peer-reviewed or literary/artistic journal articles)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 11* Running Total: 11**	Period: 0* Running Total: 11**	Period: 2* Spring 2018 Total: 13**
Faculty Publications (other, including book reviews)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 1* Running Total: 1**	Period: 0* Running Total: 1**	Period: 1* Spring 2018 Total: 2**
Faculty Presentations (invited academic)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 2* Running Total: 2**	Period: 2* Running Total: 4**	Period: 17* Spring 2018 Total: 21**
Faculty Presentations (academic or creative conferences/meetings)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 10* Running Total: 10**	Period: 6* Running Total: 16**	Period: 13* Spring 2018 Total: 29**
Faculty Presentations (other)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 2* Running Total: 2**	Period: 0* Running Total: 2**	Period: 1* Spring 2018 Total: 3**
Faculty Creative Exhibitions, Readings, or Performances (includes directing, choreographing, etc.)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 1* Running Total: 1**	Period: 0* Running Total: 1**	Period: 6* Spring 2018 Total: 7**
Faculty Academic or	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 1* Running Total: 1**	Period: 2* Running Total: 2**	Period: 1* Spring 2018 Total: 3**

Creative Prizes Won					Running Total: 1**	Running Total: 3**	Spring 2018 Total: 4*
Faculty Media and Other Interviews	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 1* Running Total: 1**	Period: 0* Running Total: 1**	Period: 4* Spring 2018 Total: 5**
Graduate Student Publications, Exhibitions, and Performances (all)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 0* Running Total: 0**	Period: 0* Running Total: 0**	Period: 0* Spring 2018 Total: 0**
Graduate Student Presentations (all)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 0* Running Total: 0**	Period: 0* Running Total: 0**	Period: 33* Spring 2018 Total: 33**
Graduate Student Academic or Creative Prizes Won	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 0* Running Total: 0**	Period: 0* Running Total: 0**	Period: 0* Spring 2018 Total: 0**
Undergraduate Student Publications, Exhibitions, and Performances (all)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 5* Running Total: 5**	Period: 0* Running Total: 5**	Period: 154* Spring 2018 Total: 26**
Undergraduate Student Presentations (all)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 2* Running Total: 2**	Period: 3* Running Total: 5**	Period: 284* Spring 2018 Total: 289**
Undergraduate Student Academic or Creative Prizes Won	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 4* Running Total: 4**	Period: 0* Running Total: 4**	Period: 19* Spring 2018 Total: 23**

Faculty/Student Scholarly Activity (total)	Total Number	Period: 44 Running Total: 44	Period: 45 Running Total: 89	Period: 41 Running Total: 130	Period: 40 Running Total: 170	Period: 13 Running Total: 183	Period: 535 Running Total: 718
External Funds Invested in Scholarly Activity (public)	Total \$ Amount	Period: \$171,181* Running Total: \$171,181	Measured quarterly only	Period: \$139,028* Running Total: \$310,209	Period: \$0* Running Total: \$310,209	Period: \$0* Running Total: \$310,209	Period: \$0* Running Total: \$310,209
External Funds Invested in Scholarly Activity (private)	Total \$ Amount	Period: \$0* Running Total: \$0	Measured quarterly only	Period: \$0* Running Total: \$0	Period: \$15,480* Running Total: \$15,480	Period: \$0* Running Total: \$15,480	Period: \$2,000* Running Total: \$17,480
External Funds Invested in Scholarly Activity (total)	Total \$ Amount	Period: \$235,181 Running Total: \$235,181	Measured quarterly only	Period: \$141,028 Running Total: \$376,209	Period: \$15,480 Running Total: \$391,689	Period: \$0* Running Total: \$391,689	Period: \$2,000* Running Total: \$393,689

*Reporting mechanism still being developed.

**Running totals begun for March BOT report.

Experiential and Integrative Learning

Metric #2 Experiential and Integrative Learning

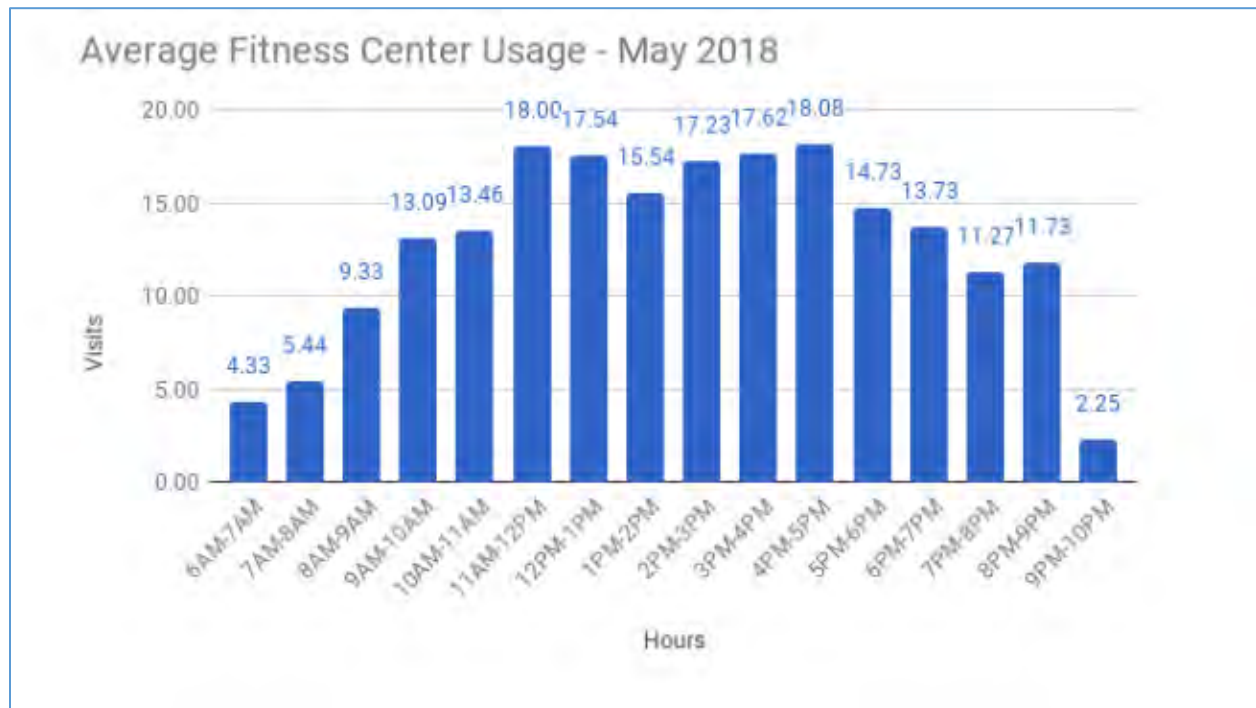
	Metric	October	November	January	March	April	June
Experiential and Integrative Learning Opportunities	Total # of Opportunities*	Period: 3,843 Running Total: 3,843	Period: 127*** Running Total: 3,970	Period: 58*** Running Total: 4,028	Period: 4,435 Running Total: 8,443	Period: 0 Running Total: 8,443	Period: 618 AY Total: 9,061
Use of Experiential and Integrative Learning Opportunities	Total # of Opportunities Used by Students**	Period: 3,289 Running Total: 3,289	Period: 127*** Running Total: 3,416	Period: 58*** Running Total: 3,474	Period: 3,672 Running Total: 7,126	Period: 0 Running Total: 7,126	Period: 412 AY Total: 7,538
Experiential and Integrative Learning Use Rate	Percentage of Opportunities Used by Students	Period: 85.6 % Running Total: 85.6 %	Period: 100 % Running Total: 86.0 %	Period: 100 % Running Total: 86.2 %	Period: 82.8 % Running Total: 84.4 %	Period: N/A Running Total: 84.4 %	Period: 66.7 % AY Total: 83.2 %

**This is the total seats available in courses that include integrative/experiential learning, interdisciplinary program courses, service-learning courses, clinical supervisions, practica, internships, and fieldwork, as well as course total available space on field trips.

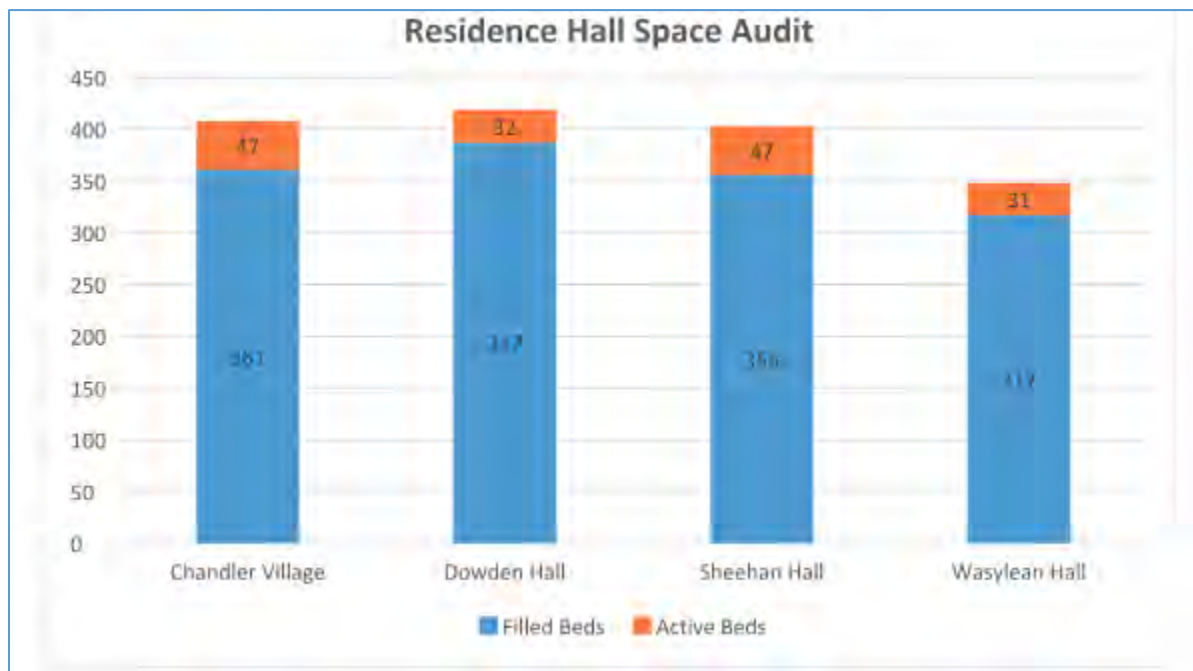
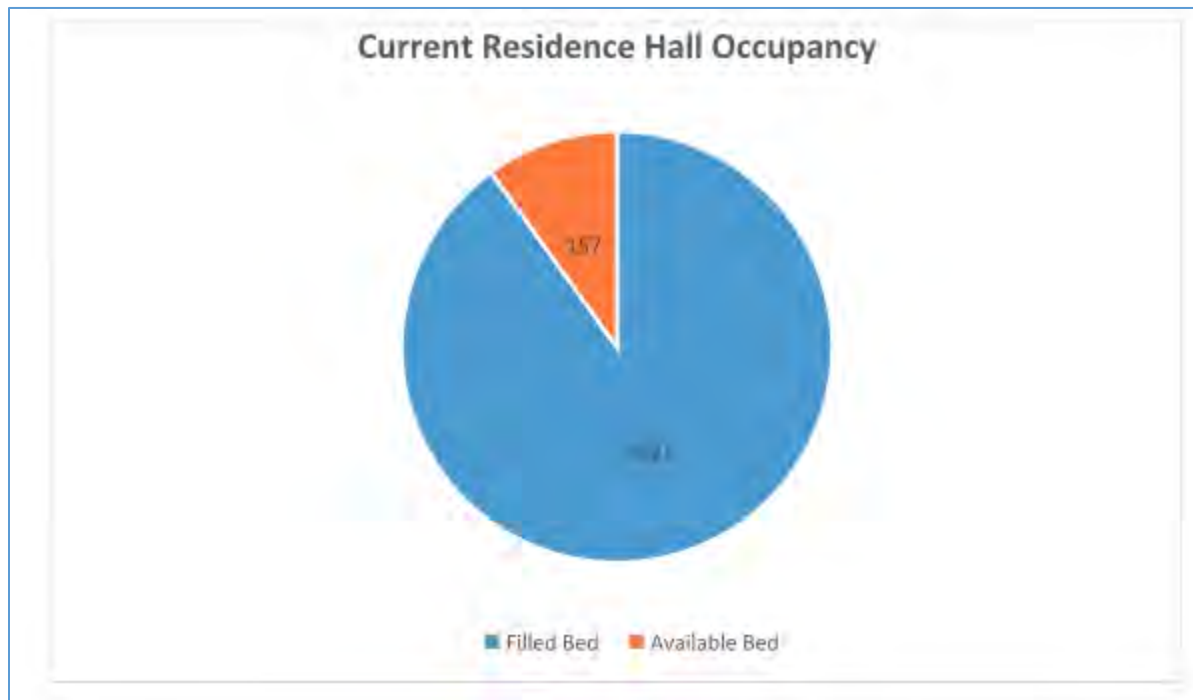
**This is the total number used of seats in courses that include integrative/experiential learning, interdisciplinary program courses, service-learning courses, clinical supervisions, practica, internships, and fieldwork, as well as total number of students going on field trips.

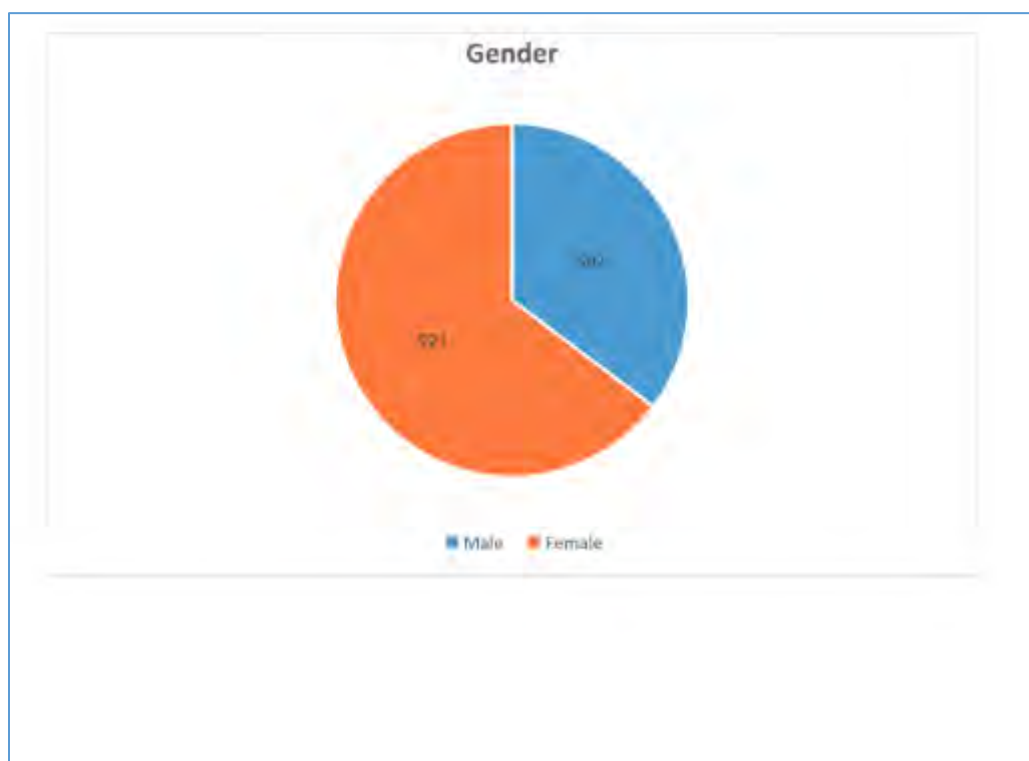
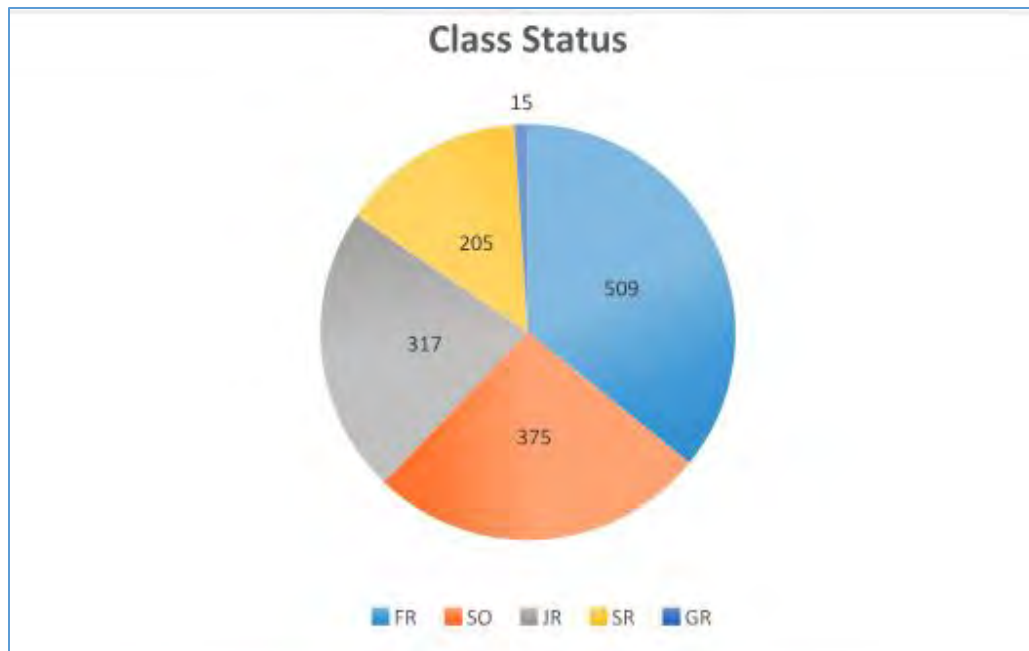
***Because this metric is for the most part course-based, the numbers' main increases will be in October and January.

Average Fitness Center Usage



Residence Hall Data





April Highlights

Alumni Engagement

- Dinner with Strangers: 516
- Backpack to Briefcase Events: 84
- Sciences Alumni Connections: 48
- Party on the Green (RSVPs as of 5/9): 379
- Golden Graduate Luncheon (RSVPs as of 5/9): 120
- Alumni Card Requests: 121 (total since FY18 start)

Major Gifts

- WSU realized \$1.8 million of Lt. Col. James F. Sheehan '53 estate bequest.
- Nellie Mae Education Foundation made a gift of \$30,000 towards a \$75,000 grant for the LEI's Youth Civics Union Program.

Advancement Update

- Advancement has received 894 completed applications for student scholarships. The Scholarship Committee meets now through June, with selections to be made by June 29.
- The 30 new Tri-Board Adopt a Scholarships were awarded to first-year students the first week of May.
- More than \$300,000 is distributed in scholarship funds annually.

Annual Giving Update

- Final year end appeal "The Ugly Betty" to mail mid-May.
- As FY18 ends, the Advancement team is working to send handwritten cards, send personal emails, and make phone calls to prospects and past donors who have not made a gift this fiscal year.
- Advancement is preparing for an exciting start to FY19 with our annual golf tournament set for Monday, Aug. 13, and some new and innovative appeals and events in the fall.



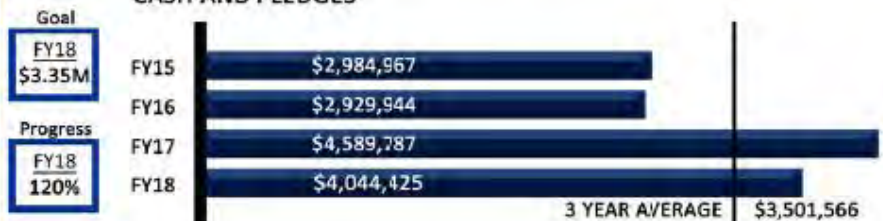
**WORCESTER
STATE
FOUNDATION**

UNIVERSITY ADVANCEMENT

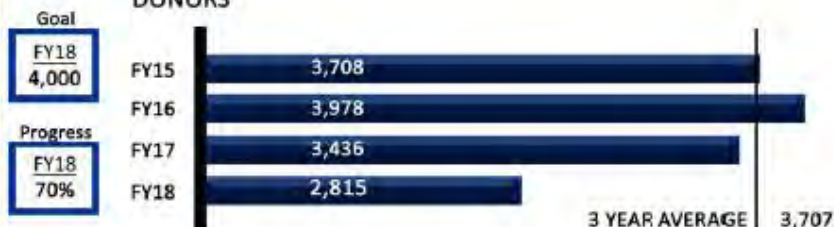
Dashboard

July 1, 2017 - April 30, 2018

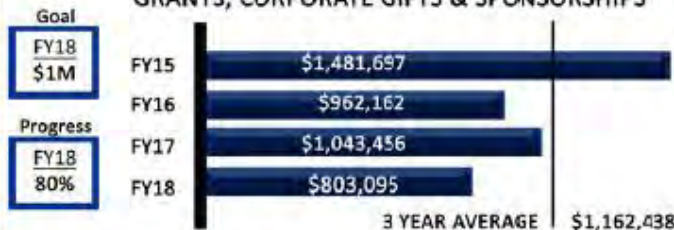
CASH AND PLEDGES



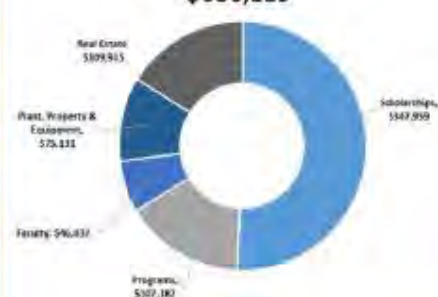
DONORS



GRANTS, CORPORATE GIFTS & SPONSORSHIPS



FOUNDATION FUNDING OF UNIVERSITY PRIORITIES



ALUMNI DONORS



FY18 Board Giving	Cash and Pledges	Cash	Participation
Trustees	\$24,248	\$ 7,748	80%
Foundation Board	\$114,920	\$43,545	95%
Alumni Association	\$34,637	\$17,687	100%
Cabinet	\$44,264	\$40,864	83.33%

Barry M. Maloney

Self-Evaluation

Evaluation period July 2017 – June 2018

I write for the purpose of submitting my 2017 – 2018 Self-Evaluation. The information below is presented in the agreed upon format, is directly tied to my 2017- 2019 Presidential goals and represents a summary of my performance since my last review June, 2016. Additionally, to help the Board with its review, I have attached the Strategic Planning Advisory Review Committee (SPARC) report pertaining to every division. This is included to provide greater detail for my many accomplishments over the past academic year.

1. Retention (Numeric rating 5)

Since my arrival it has been clear that improving retention is the most important issue for Worcester State University. The University's six-year graduation achieved the prescribed segmental goal of 56% set by the Department of Higher Education. This year's average demonstrates no change from last year and a nine-point improvement since I arrived in 2011.

Highlights:

- Successfully implemented year one of the new WSU out of State incentive program. The program implemented by Admissions was approved by the Board of Trustees at the September meeting. (see data below)

Out of State Scholarship program

- 102 scholarships offered
- 22 deposited

By Scholarship Code and Amount awarded

- Freshmen, international (\$3750) = 4
- BA - freshmen, out of state (\$3000) = 3
- FA - freshmen, out of state (\$1500) = 13
- QA - transfer, out of state (\$1,500) = 2

States Represented:

- | | | |
|----------|--------|-------------------|
| ➤ CT = 5 | FL = 1 | IL = 1 |
| ➤ NC = 1 | NH = 4 | OH = 1 |
| ➤ RI = 4 | SC = 1 | International = 4 |

Program Distribution:

- Communication - 1
- English - 1
- Biology - 3
- Business Administration - 3
- Criminal Justice - 4

- Computer Science - 1
- Education - 1
- Math - 1
- Nursing - 2
- Occupational Studies - 3
- Psychology - 1
- Undeclared - 1

- In 2017, WSU was one of only **4 of 29 public institutions** in the state to see retention growth - Commissioner Santiago. Data below represents the statistics for the Fall of 2018, as of May 4th:

- Total Fall 2018 deposits are down 55 (a change of -4.8%) and currently are at 1,091 (the goal is 1,300).
- Freshmen Fall 2018 deposits are down 26 (a change of -2.9%) and currently are at 875 (the goal is 800).
- Transfer Fall 2018 deposits are down 19 (a change of -8.8%) and currently are at 196 (the goal is 500).
- Housing Fall 2018 deposits are up 9 (a change of 1.5%) and currently are at 591 (the goal is 625, with a reach goal of 650).

- Successfully facilitated a second year of the **100 Males to College** program designed to bring underrepresented male students, predominately African Americans and Latinos, to college.
- Saw a 25% increase in the number of students enrolled at WSU from the Worcester Public Schools
- Beginning this past November, Worcester State used the SAT as an optional criteria for admissions. This was expected to enhance the number of accepted applicants from diverse backgrounds by as many as 69 additional students. The goal was achieved!

➤ Test Optional:	Apps	Accepts	Paid deposit
	916	860	185

- Test Optional Average Accepted GPA: 3.24
- Test Optional Average Deposited GPA: 3.16
- Test Optional Applicants with GPA over 3.0: 51.2%

- For the third year in a row, WSU along with the Worcester Public Schools and Quinsigamond Community College sought to improve diversity of prospective teachers and to strengthen our Education program. Since the November 2016 Admission Open House, Admissions has partnered with the Education Department and Office of Multicultural Affairs to offer a **Call to Teaching** session, which is designed to encourage under-represented students to consider the profession of teaching. One of Admission's information sessions was offered entirely in Spanish.

Challenges:

- While the campus celebrated achieving the 56% graduation rate milestone; we must be dedicated towards our new goal, a 62% six-year graduation rate by 2020. The biggest challenge has always been, and will continue to be, getting the entire campus engaged and focused on this objective.

- Realize enrollment benefits from newly formed Out of state Scholarship and international MOUs – goal of 200 new out of state, including international students, enrolled at WSU by 2022.
- Gap persists in residence students. Roughly 10% below projected occupancy.
- Continue to see improvement in recruitment, retention and graduation rate efforts of underrepresented groups.

2. Academic Management and Leadership (Numeric rating 4)

Academic Affairs was under the leadership of Dr. Lois Wims during the past year. Now in her third year, I continued to work with the Provost and her leadership team to further implement a new Dean structure, increase academic advising to students, and assess the resource needs for each academic department. One initiative we spent a great deal of time on was the possible implementation of two fully online graduate programs.

Under the leadership of Dr. Kristin Waters, we continued efforts to expand student participation in the **Worcester Art and Culture Project**. Increase numbers of students engaged in cultural and art initiatives throughout Worcester; increase number of faculty leveraging Worcester museums and historic societies in their teaching. *In 2017-18 290 students visited WAM using van transportation supplied through the Arts Partnership program, using all of the designated funds for transportation allocated through faculty requests for curriculum-based projects. Thirteen faculty members made use of this program, some for multiple courses. We estimate that another 300 students visited using their own transportation for course-related projects. This means that about 600 students used the WAM cultural offerings for academic courses.*

Our governance committees approved the concentration in Ethnic Studies. This concentration was initiated last year, with more than 40 students enrolled. The concentration continues under the leadership of Department of Communication's faculty member Emanuel Nneji. In addition, a faculty-initiated speaker series was kicked off this fall aimed at fostering a free exchange of ideas around timely topics. The Provost's Series on Democracy and Diplomacy featured six speakers this fall and four speakers in the spring.

Civic Engagement continues to be a major thread across the University. Whether service learning, internships, community-based research or volunteerism, these projects bring great value to the community and to the learning experience of our students. This number is considerably higher than last year.

The following breakdown illustrates our progress:

Tracking WSU's Civic Engagement: 2017 – 2018

For the academic year 2017-18, we tracked 6 areas. These areas can be grouped – in general – around the educational concept (pedagogy) of **experiential learning**. This is a growing trend in higher education -- project-based learning meaningful to professors, students and community partners.

Civic Learning: In keeping with the DHE's assessment of Civic Learning and Engagement, WSU is in its second year tracking courses as CL (civic learning). 496 course sections were coded as CL, with 8518 seats filled for a total of 25,712 credit hours that foster a civic ethos across the campus and educational culture, making civic literacy a core expectation for students. *31% of our classes in this academic year are coded as Civic Learning. (Source: IR)*

Internships: According to our Office of Career Services, 213 students were enrolled in internships, contributing 28,832 internship hours. Of these, 95 students qualified for SUI funds, receiving on average \$701.50 per credit. Internship projects are registered in 16 of our 21 departments (75%). (Source: Career Services.)

Service Learning: As we continue to develop methods for coding and institutionalizing Service Learning and Civic Engagement, OT, Communications, Urban Studies, Sociology, Biology, and Business Departments continue to list courses where service is the central student outcome. This academic year 28 SL projects involving 664 Students contributed 26,079 service hours to various community partners. (Source: Binienda Center)

Volunteerism: For this year, BCCE reports 33 Projects involving 553 students and 19,729 hours of civic engagement. Volunteerism continues to grow because of Jumpstart, Enactus, and Woo Serve, a student organization devoted to community engagement, which has earned Major organization status for the 2017-18 year. Athletics continues to grow its volunteer work as well, with Men's Hockey and Women's Field Hockey and lacrosse doing great work. This 12% increase in hours over a one-year period primarily reflects growth of work in Jumpstart and Athletics. (Source: Binienda Center)

Nursing Clinical Placements: 270 undergrads completed a total of 40,180 clinical hours in 32 different facilities. (Source: Nursing Department)

Communication Sciences and Disorders, Health Science, and Education Practicums: 202 students in 175 placements 46,435 practicum hours. (Source: CSD, Health Science, and Education Licensure Office.)

Totals: For the academic year 2017-18, WSU reports 1869 students engaged at 268 sites completing 161,255 hours of engaged learning. This number indicates 35% of our undergraduate students are engaged in a form of civic or experiential learning.

Highlights:

- Submitted a letter of intent to the Department of Higher Education proposing that WSU offer its first clinical doctorate degree in Occupational Therapy.
- In September, a Worcester State delegation which included two students, Trustee Stephen Madaus, Dean of the School of Humanities Russ Pottle, Professors Dr. Emily Soltano, and Dr. Steve Morreale, Carl Herrin, and Provost Lois Wims traveled to colleges and universities in France, Italy, Czech Republic and England to forge new partner relationships and build upon some established ones.

- The Division of Graduate and Continuing Education reports an increase of 2.1% undergraduate seats for the Fall 2017 semester over Fall 2016. Additionally, there is a 5.5% increase in graduate seats over the same period, for a 3.5% overall increase in Graduate and Continuing Education enrollment. In comparison with Worcester State's peers, this metric is impressive, as many have suffered enrollment losses over the same period.
- Established a Memorandum of Understanding between WSU and the Edward M. Kennedy Institute, creating a bridge between Academic Affairs (curricular) and Student Affairs (co-curricular).
- Each year \$2000 of the Arts Partnership budget has been set aside to fund planning grants – awards for faculty to develop curricular projects that enhance students' experiences and bring them into the Worcester Art Museum and other arts and culture institutions. ***In the five years since the program's inception we have awarded \$10,000 in total to 25 faculty members.*** The planning grant program has had the single most significant success in generating curricular relationships and student visits to WAM. We have recently awarded \$500 each to four projects involving five faculty to implement in 2018-2019.
- Secured a \$40,000 Commonwealth Dual Enrollment Program (CDEP) grant to continue the dual/concurrent/early enrollment efforts.
- Successfully completed searches for Assistant Vice President for Academic Affairs (Dr. Henry Theriault) and Assistant Vice President for Assessment and Planning (Dr. Sarah Strout).
- Implemented an Open Education Resource Initiative that enables faculty to use high quality, no cost educational materials in their course designs.

Challenges:

- Beginning this fall, the university must build campus awareness of the Art & Science positioning study outcomes and encourage campus support for possible changes to position Worcester State to be the institution of choice for a diverse pool of highly motivated and academically successful students.
- Implementation of two graduate programs fully online to increase the flexibility of course offerings and increase revenue to the University.
- Visual and Performing Arts, after its five-year program review, has recently submitted: a revision to the Interdisciplinary Visual and Performing Arts major; a new minor in Music Composition and Digital Technology; a new major in Art; and a new major in Theatre. Worcester State currently is preparing submissions for the two new majors to the Board of Higher Education Completion of work on two key business plans online learning (launched fall of 2016) via our new relationships with certified member agencies of American International Recruitment Council.
- Managing the 15% cap on adjuncts in academic departments.
- Develop a cohesive campus-wide strategy to support faculty and student research.
- Completion of work by two key task force groups: Policy Development for Online Learning and Internships.
- Manage accreditation costs and continue review processes for all academic departments.
- Increased enrollment and overall scope of the Latino Education Institute (LEI) and its programs.
- Funding the International Education program and motivating students to participate.

3. Assessment (Numeric rating 4)

The largest, and most significant, accreditation work that continued this year was the work done on the New England Association of Schools and Colleges (NEASC) required five-year report. The report highlights the work completed in the areas cited during our recent Self Study process. For Worcester State University, the areas included were Strategic Planning and Assessment.

We continued the assessment work of our Strategic plan with the assistance of a committee called the Strategic Planning Assessment and Review Committee (SPARC) to help me review divisional goals. The group, made up of faculty, staff and students, meets with divisional and department heads throughout the year to assess progress towards divisional action steps and university goals. Their final report is included with this packet.

Highlights:

- Developed a process for assessment of newly formed strategic plan and tied the assessment to overall University and Vision Project goals.
- Successfully completed NEASC Five-Year report with its focus on Assessment and Planning based on work set in motion since the comprehensive self-study was completed in 2012.
- Continue the support of the positive work done by SPARC group.

Challenges:

- Departmental Assessment costs and implementations.
- Continued assessment of customer service across all departments.
- Full assessment of campus Police Department due to transition in departmental leadership.
- Conduct a risk management assessment and campus planning exercise.

4. Infrastructure (Numeric rating 3)

In September, I turned my attention to the Temple Emanuel property. The former synagogue, located on May Street and contiguous to the rest of the campus, provides a strategic real estate opportunity for Worcester State University. We are developing usage plans with a funding strategy to follow in FY19. Additionally, I worked with state officials – A&F and DCAMM – to develop the state's new funding strategies for capital planning and deferred maintenance.

Highlights:

- With the help of Ricks Associates, WSU developed a campus space plan for the campus' academic space needs – focused on the May Street Building.
- Charged the Facilities Department and Information Technologies, along with the Capital Planning Subcommittee and the IT Subcommittee, to begin work on a classroom technology and furnishing master plan. This project will address the long-term financing and maintenance of the university's classroom technology infrastructure.
- Facilitated two brainstorming sessions between the Foundation Real Estate Committee and WSU Board of Trustees on how to proceed with the development of the May Street property, with the initial goal of creating new academic and multipurpose spaces.

Challenges:

- Need for specialized science space for Nursing, Speech, Chemistry, Biology, and Occupational Therapy programs.
- Deferred maintenance planning and advocate for a deferred maintenance bond bill to help pay for work.
- Create a comprehensive Sustainability Plan.

5. Fiscal Management and Budgeting (Numeric rating 4)

The University continues to be a financially healthy organization. With strong reserves, solid leadership from VP Kathleen Eichelroth, solid enrollment and a good place in the market, Worcester State continues to be a viable institution. We continue to revamp our budget processes to provide greater transparency for the campus community. As academic needs continue to grow, the relationship with the Worcester Center for the Crafts continues to develop and the implementation of a new business plan for DGCE are both priorities in the year to come.

Highlights:

- Maintained the University's "A" bond rating with Standard & Poor's.
- Developed a plan to increase and realize revenues generated through Conference Services
- Budget balanced and another successful clean audit for both the University and the Foundation.
- Conducted a detailed department-by-department budget review with campus leadership and budget managers. The purpose of this review was to provide a broader understanding of how resources are distributed across the university, opening discussion about operations and financial challenges.

Challenges:

- Execute the BOT approved plan to replenish University reserves.
- Continue to monitor enrollment, especially in the residence halls, to ensure that we are not faced with another midyear budget shortfall.
- Develop a cost benefit grid to assess the true cost of all academic programs.
- Working with campus leaders and BOT to develop a spending plan for unmet campus needs.
- Need to develop a revenue generation plan that incorporates: enrollment, creation of new delivery methods such as online learning, DGCE and fundraising.
- Stabilizing the enrollment and closing the student gap in the residence halls.
- Establishing cost cutting measures in non-academic areas. Areas such as: travel, equipment purchases, food and memberships will all be looked at in the upcoming year.
- Develop a new business plan for the Worcester Center for the Crafts.
- Develop a financing plan for the renovations of the May Street building.

6. Communication (Numeric rating 3)

It was clear, starting in my first year and continuing well into year six, that open communications from the President would continue to be a huge expectation from the campus community. The climate on campus continues to demand such transparency. While improvements have been made – new

professional approach from Human Resources Office is an example – the campus feels that there are still too many top-down directives causing morale to improve only slightly. Therefore, I have continued to focus on students' success as the most important goal in everything we do as an institution. This past year, with the help of SOS Consulting, I reviewed the organizational structure and job descriptions for all those who individuals at eh University who had marketing or public relations in their job description. We gathering information from alumni, donors, faculty, vendors and foundation members

Highlights:

- Conducted a comprehensive review of campus communication organizational structure and rolls.
- Started a monthly forum - **Campus Conversations** - for faculty, staff and students to discuss pertinent internal and external topics.
- Use of the President's home for several – five - University gatherings and related business activities.
- Twelve meetings with divisions, departments, chairs, Administrative Council, students in res halls.
- Year four of a neighborhood committee to discuss neighborhood issues and civic engagement opportunities.
- Regular meetings with federal, state and local officials.

Challenges

- Replacing the Assistant to the President for Campus Communications – retirement.
- Working with community officials and neighbors to improve parking in and around the campus and reduce the impact on the neighbors.
- Building trust among all key constituent groups – especially students from underrepresented groups.

7. Administrative Management and Leadership (Numeric rating 4)

The past year was one marked by significant changes in personnel. Fueled by retirements, my time was consumed by developing a new organizational strategy for both Student Affairs and Public Relations/Communications. In both cases, I sought out consultants to help with both an assessment of current staffing and recommendations for strategic implementation. In both cases, the outcomes will help the University be more responsive to student, and communication and media needs.

Highlights:

- Facilitated several professional development trainings for campus leadership. List includes annual campus retreats for Cabinet and Vice Presidents groups, and Board of Trustee retreat.
- Assisted with the management of over 20 faculty searches and additional administrative and staff searches.
- Hired a new Director of Conference Services – Michael McKenna - and developed a new plan of operation focused on the maximization of revenues. On target to meet our revenue projections.

Challenges:

- Hire a new Assistant Dean for Student Affairs and a leader of our public affairs efforts.
- Continue to orientate Board of Trustees – especially, newly appointed members.
- Continue to develop a team that is supportive of each other and the mission of the institution.
- Planning for a senior leadership retreat – scheduled for August 2018 – to focus on team interpersonal dynamics

8. Decision Making and Problem Solving (Numeric rating 4)

CEO's make hundreds of decisions per week. The key for any President is that we must instill a sense of trust, collegiality, accountability and resolve to get others to make decision that always have the University and our student's best interests in mind. Decision making gets magnified during times of crisis. It is in this area that I think that I handled myself very well. The challenge moving forward is considering ways to continue to empower my colleagues so that good decisions can be made at the appropriate levels.

Highlights:

- Development of a new space usage plan for the campus – May Street Building.
- Dealing with campus emergencies and appropriate implementation and training of the new Title IX sexual assault reporting requirement.

Challenges:

- Continue to develop strategies to orient and facilitate goals setting for members of all our boards and advisory committees.
- All three unions begin collective bargaining process and dealing with the byproducts of those discussions.
- Trying to build collaborative team across all divisions.

9. Fundraising (Numeric rating 5)

This year marked the conclusion of our Change Lives Campaign. A \$15 million dollar campaign, designed to expand resources in four main areas: faculty development, scholarship, funds for the newly constructed Wellness Center and unrestricted funds like the ones used to acquire the May Street Building. As one of only two Massachusetts State Universities listed as one of the 75 Best Public Value institutions in the nation by the Princeton Review, it is easy to see one of the reasons is our impressive alumni giving rate of 10%. Our alumni continue to believe in Worcester State University.

Highlights:

- Concluded the \$15 million dollar "Change Lives" capital campaign. September's Gala of Gratitude brought together 500 attendees for an evening of celebrating the Change Lives campaign, which raised \$17 million in support of Worcester State University. Students joined us

at the event to thank alumni and friend donors to the Change Lives campaign, allowing Worcester State to further student-alumni engagement efforts.

- Implementation has begun for additional cross-campus collaboration efforts, including: **continuation of the Alumni Connections series, Presidential Student Ambassadors Reunion, the Multicultural Experience Tent, Biennial Communications Sciences and Disorders Department Alumni Breakfast, Backpack to Briefcase Series: Professional Advice for Life After WSU and the Dinner with Strangers Student Alumni Dinner.**
- Developed Worcester State's first crowdfunding campaign, which focuses on faculty and student giving.
- Traveled to Florida, Washington, D.C., and New York for alumni chapter events.
- Increased undergraduate retention and graduation success through donor-funded scholarships. Data show those who have received donor-funded scholarships have about a 25 percent greater six-year graduation rate than those who do not receive such support. Additionally, data shows that students who receive scholarship have an 80-100% year to year retention rate.
- Created 40 new Adopt a Scholar (AAS) funds (\$1000 a year for four years) through support of the 70 members of the Tri-Boards
- In 2017-2018, we added 47 scholarship **awards**, including 30 Board AAS. This brings our total scholarship **awards** up to **384, or 14% higher** than last year [from 337 to 384]. The number of actual scholarship "**funds**" created in the past 6 years has grown by **129% - from 129 to 296.**
- Submitted WSU's fundraising data to the National Association of College and University Business Officers (NACUBO) Endowment Market Survey for Fiscal Year 2017. This survey enables Worcester State to compare its endowment growth and investment performance with over 800 institutions located across the nation. Survey results include the following:
 - WSU's Foundation had the third highest growth in market value (as a percentage) among all reporting public and private Massachusetts institutions.
 - Among the five Massachusetts state universities reporting, WSF had the highest growth in market value (as a percentage), beating the second highest by 1.5%.
 - WSF had the second highest Massachusetts state school endowment reported, second only to UMASS Foundation.
 - WSF had the highest growth in market value (as a percentage) of all Central Massachusetts institutions, including WPI, Holy Cross, and Clark University. WSF was ahead of the average of Central Massachusetts institutions by 7.3%.

Challenges:

- Raising money for student scholarship to offset costs of attendance.
- Develop new pockets of alumni support – both out of state and with young alumni.
- Tap into markets such as banking and corporate gift giving.
- Raise money for new initiatives such as faculty research, acquisition of Temple Emanuel, international education and scholarship.

10. Internal Relationships/Campus Climate (Numeric rating 4)

Similar to the prior two years, I focused on developing plans that will assist the University in its efforts to make us a more diverse, civil, and welcoming environment. Worcester State Diversity Officer

Isaac Tesfay, in collaboration with Sociology faculty member Alex Briesacher, conducted surveys and focus groups with our students last year. We are using these data to implement changes that will affect students beginning this coming academic year. Our work toward a more inclusive campus climate must be a campus-wide effort, and I have been pleased to see strong support and a genuine commitment from all divisions, as we seek to become one of the most open and inclusive campuses in Massachusetts.

Highlights:

- Creation of Campus Climate Committee and development of a report with recommendations for improving climate on campus. The committee was formed concluding the 2106-2017 self-study work completed with the assistance from New England Resource Center for Higher Education (NERCHE) to facilitate a campus-wide assessment as it relates to the cultural climate, equity, and inclusion.
- Held newly organized monthly Campus Conversations to foster open campus discussions with key campus constituents.
- Continued support of employee recognition efforts through events such as Employee Fun Day and our annual Employee Recognition Awards ceremony.
- Implement a talent management plan to ensure that all employees receive training and support in university operations, regulatory requirements, and career development. Examples of progress: anti-discrimination and cultural competency trainings provided to campus leadership, University Police and other units; on-boarding process for new employees was revamped.
- Establish new employee orientation and mentoring programs to provide support within one week of hire. Examples of progress: employees hired during 2015-2016 received new orientation in late August.
- Develop and advertise university-wide approach to holistic student wellness. Examples of progress: new student orientation developed; systems and personnel in place for Wellness Center to offer intramurals, fitness and holistic health classes such as yoga.

Challenges:

- Implementation of the Campus Climate Committee recommendations and institutionalize into those action steps into the campus culture.
- Develop an internal communications plan with the newly hired PR staff and implement new organizational structure.
- Continue to make strides in the area of cross-divisional collaboration – a best example has been the Enrollment Management Committee.
- Foster a climate of civility among all members of the campus community.

11. External Relationships/Leadership in the Community (Numeric rating 4)

During my seventh year on the job, I continue to make developing external relationships a significant portion of my job. Over nights and weekends, during breakfasts, lunches or dinners, I attended countless community events meeting leaders, listening to stakeholders and trumpeting Worcester State's stories. Similar to last year, the largest consumer of my external time was my role as Chair of the

Higher Education Consortium of Central Massachusetts (HECCMA) Council of Presidents. The role has me working on behalf of the ten colleges and universities within greater Worcester.

Highlights:

- For the fourteenth year in a row, we have been recognized **by The Princeton Review** as a **“Best in the Northeast”** college, based on student surveys – an accolade that was noted in the Telegram & Gazette’s [“College Town.”](#) We are the only one of the nine state universities to make the list. Worcester magazine voted WSU as the Best College in Worcester.
- **Money magazine** has recognized Worcester State as one of the country's best colleges for educational quality, affordability, and alumni success.
- Chair, Higher Education Consortium of Central Massachusetts (HECCMA).
- Held regular meetings with civic and community leaders regarding keys issues such as PILOT, parking, improving Worcester as a college town, cost savings and internship development.
- Continued the presence of the WSU Latino Education Institute (LEI) in Springfield. The partnership includes the Springfield Public Schools and Springfield Technical Community College (STCC). We have raised, privately, \$250,000 towards this effort.
- Continue to serve on the NCAA’s Division III President’s Advisory Board.
- Developed a partnership with the newly developed Worcester Sports Complex for use by the WSU Athletic program.
- Worked with City of Worcester on a plan to redevelop Chandler Street area for better pedestrian and traffic flow in the area of WSU.
- Board Member selected to serve on the following boards: St. Vincent’s Hospital, Greater Worcester Foundation, Worcester Regional Research Bureau, WBDC, Worcester Chamber of Commerce, Wilbraham and Monson Academy and Spectrum Health Systems.
- Saw full implementation of the WSU Center for Business & Industry. The new initiative works with the community to contract with local industry to provide training.

Challenges:

- Continue to grow WSU CBI’s scope, hire a new Director and grow revenue collections.
- Get WSU leadership team more involved in local community boards to help increase visibility.
- Raise visibility of WSU outside of the Central Massachusetts market.
- Develop and maintain Latino Education Institute presence in other markets in MA (Springfield, Lawrence or Boston).
- Balance community needs against limited resources of WSU.



**2017-2018 Strategic Plan
Progress Report
Assessment of Institutional Effectiveness**

Prepared by:
The Strategic Plan Review Committee

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Kevin Fenlon -- Assistant Director of Counseling Services
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Sarah Strout -- Assistant Vice President of Assessment and Planning, Chair
Sierra Trudel -- Assistant Director of Annual Giving

INTRODUCTION

During the 2014-2015 academic year, a steering committee of faculty, staff, administrators, students, alumni, and trustees was convened to develop a new strategic plan. Worcester State University's mission and core values were reviewed, a new vision emerged from the campus dialogues, and the plan was unveiled to the community at the fall opening day ceremony - *The Strategic Plan 2015-2020: Scholarship, Partnership, and Leadership for a Changing World*. It was approved by the Board of Trustees in October 2015 (see Appendix A).

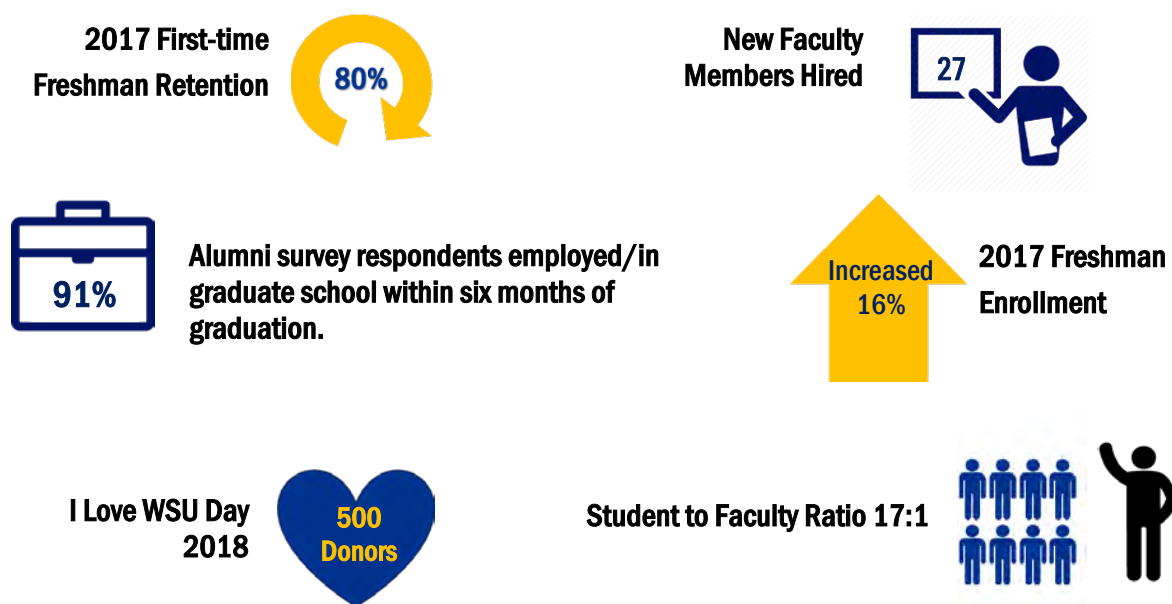
SUMMARY OF THE REVIEW PROCESS

The 2017-2018 Strategic Plan Review Committee (SPRC) was comprised of 11 members representing all divisions of the university, each appointed by the President's Office. The committee was chaired by the Assistant Vice President for Assessment and Planning.

The SPRC assigned at least two committee members to each division to be responsible for communicating with that division, answering any questions from the division, and choosing excerpts from that division to be highlighted in the final report. To avoid a conflict of interest, committee members were assigned to divisions other than their own.

For 2017-2018, the University focused on Goals 2 and 4 of the Strategic Plan. The leadership of each division updated their action plans for all goals (see Appendix B) and wrote a narrative report for the goals focused on this year (see Appendices C-G). Each division presented their report orally to the SPRC committee and answered questions regarding the report and action grids.

WORCESTER STATE UNIVERSITY IN NUMBERS



STRATEGIC PLAN PROGRESS REPORT

Worcester State University has made great strides over the past year in fulfilling the strategies for Goals 2 and 4. For each of the goal's strategies, the committee has highlighted accomplishments for this year.

GOAL 2: Leverage WSU's distinctive strengths, both to enhance the University's reputation and to prepare students to lead, serve, and make a difference in the world

A. Capitalize on WSU's urban location as a programmatic strength and educational asset

Enrollment Management has created print and online promotional materials highlighting WSU's urban location, Worcester's cultural opportunities and HECCMA (Higher Education Consortium of Central Massachusetts) cross-registration.

B. Expand efforts to integrate arts and sciences in innovative ways that enhance learning and distinguish WSU

The 11th Annual Celebration of Scholarship and Creativity, which showcased innovative student achievement, added a new digital twist this year in the form of electronic posters. This event highlights both research and creativity at the undergraduate and graduate levels.

C. Better articulate the relationship between academics and workforce alignment, particularly in the arts and humanities

Enrollment Management promoted workforce outcomes of a WSU degree by adding career pathway information and US Department of Labor-based information for workforce options/likelihoods for every academic major on WSU's website.

D. Promote and stress curricular inter-disciplinarity and programmatic connectedness to enrich learning and create multiple potential paths for WSU students to pursue upon graduation

New interdisciplinary programs have been created or are being developed, including psychobiology, substance abuse counseling, and ethnic studies.

E. Cultivate and enhance local, regional, and global connections to benefit students and strengthen WSU's contributions in the wider world

WSU continues to nurture local and regional connections to benefit students, including working with Worcester Public School Systems, Girls, Inc., local and regional hospitals, and the Worcester Department of Public Health. Internationally, WSU's Study Abroad continues to maintain and/or increase participation and to develop sustainable international partnerships.

F. Nurture student interest in and appreciation for diversity, global awareness, environmental literacy, and engaged citizenship

The WSU Civic Corps run by the Binienda Center, with cross-divisional collaboration between Sociology and the Office of International Programs, connects diverse students with service learning and volunteer opportunities in the local community and national /international organizations.

G. Expand opportunities that encourage development of leadership potential within the student body

The Office of Student Involvement and Leadership continues to offer leadership opportunities for students, including a Student Leader Orientation, Student-Athlete Captain Leadership Breakfasts, and two leadership retreats for CLEWS (Community and Leadership Experience at Worcester State) mentors.

University Advancement and Academic Affairs continue the Robert K. O'Brien '58 Next Big Idea contest, which offers aspiring entrepreneurial students the opportunity to present their ideas for a new business to a group of experienced professionals and the chance to earn cash prizes to start or grow that business.

H. Strive to have the top degree-completion rate among the state universities in Massachusetts

University Advancement has found that students in the 2011 cohort who received at least one scholarship (regardless of the monetary amount) had a graduation rate of 86.5% and students entering in Fall 2016 who received at least one scholarship were retained at a rate of 93.8%.

I. Improve career-related services and expand professional networking opportunities for WSU students and graduates

Academic advising, career counseling, and tutoring continue to be a priority on campus. In 2017, Tutoring Services covered roughly 31 courses and offered tutoring services for 450 hours per semester. This impacted approximately 428 students each semester. The Academic Success Center provided intensive academic supports to 314 first-year students who were identified as developmental level in reading, math, or english based on their Accuplacer Placement Test scores. After intervention, 208 students from this cohort increased their scores on a subsequent Accuplacer Placement Test.

GOAL 4: 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

A. Foster a culture of engagement, pride and gratitude among all WSU constituencies

Enrollment Management will begin offering an employee recognition award in AY 2018-2019 to recognize positive contributions to the campus community by staff members or faculty from any division.

B. Promote greater collaboration across divisions in support of shared, university-wide goals and mutual accountability for progress

The Campus Climate Committee, a university-wide committee convened by the president to address issues of diversity on campus, has held multiple forums for faculty, staff, and students and will be presenting a final report with recommendations to the president this year.

C. Increase options for all students to participate in campus life outside the classroom

Student Affairs has created more events to take place on nights and weekends to address concerns that commuter and non-traditional students could not attend events. In addition, events specifically for commuters were planned this year.

D. Establish living-learning communities in the residence halls and more student gathering spots throughout campus

Living-learning communities were replaced with FYRE (First Year Residential Experience) due to low faculty and student participation in living-learning communities. The Library is creating two adaptive and collaborative work spaces for presentations, as well as independent and group study.

E. Create more opportunities for informal interaction among students, faculty, and alumni and between senior administrators and the rest of the campus community

As of April 2018, Admissions is currently awarding 30 new Adopt-A-Scholar scholarships. University Advancement is planning an event for Fall 2018 where all new students will be invited to participate in

the Tri-Board Dinner to meet their new donors. Academic Affairs invites alumni to join advisory boards, invites alumni to campus for events, and places students in internships with alumni.

F. Nurture a campus culture that promotes cultural awareness and sensitivity as well as commitment to social responsibility and environmental stewardship

The Office of Sustainability has implemented impactful initiatives such as:

- Providing hydration stations at which over 500,000 water bottles have been refilled
- Supporting two solar fields by purchasing net metering credits totaling 6.5 megawatts
- Saving \$50,000 annually by switching to LED lighting
- Achieving LEED Gold certification for four buildings
- Purchasing fitness equipment that, when used, generates electricity that goes back into the Wellness Center's power
- As of May 1st all copy paper is 30% post-consumer recycled and all notepads are 50% post-consumer recycled.

G. Significantly improve internal communication and ensure faculty and staff feel they have a voice in setting strategic direction and priorities for the University

The President has established 'Campus Conversations' where faculty, staff, and students are able to meet and talk with the President about campus concerns. 7 Campus Conversations occurred in 2017-2018.

H. Celebrate contributions to campus and community by faculty, staff, students, and alumni who embody WSU's core values

University Advancement hosted a 'Gala of Gratitude' to celebrate the end of the Change Lives Campaign and honor donors.

I. Ensure opportunities to succeed at WSU are equally available to all members of the faculty and staff

Academic Affairs created a new adjunct teaching award to recognize excellence in teaching by adjunct faculty.

J. Promote a pluralistic student experience and ensure that students of diverse backgrounds see themselves reflected in the adult population and leadership ranks on campus

Because of multiple staff vacancies and using an extended search process, the Counseling Center was able to diversify Counseling Center staff.

K. Seek ways to increase alumni presence on campus and engagement with WSU through events and lifelong learning opportunities that correspond with their interests

Career Services, in partnership with University Advancement, Alumni Relations, and Academic Affairs continues to collaborate on a Fall/Spring event where students are trained on professional table manners, interviewing techniques, and networking. October's event had 44 registered students and 12 area employers who volunteered their time. The Psychology and Urban Studies capstone/internship professors also joined the partnership. Spring 2018's event was the largest ever attended with 80+ students. Faculty representing Health Education, Psychology, and Biology also contributed to make this event a success.

HALLMARK ACHIEVEMENTS

While Goals 2 and 4 were the focus of this year's assessment, activities related to the other goals continue. Below are some highlights for Goals 1, 3, and 5 for this year. For a full list of activities since the adoption of the strategic plan, see Appendix B.

Goal 1: Enhance the undergraduate academic program and expand graduate programs in a community of learning that promotes academic excellence and innovation

- Enrollment Management and Academic Affairs completed installation of the first governance and catalog management system, and began installation of course scheduling software to increase efficiency across departments and maximize scheduling options
- Enrollment Management worked with Academic Affairs to create marketing and recruitment efforts for non-traditional students
- The Jumpstart /WSU partnership recruits and trains students to deliver literacy workshops in four high-poverty Worcester classrooms. Over the course of three years, this program has trained approximately 109 WSU students. During this academic year, WSU had 45 active students, who after completing the training, classroom literacy work, and observation hours, received a \$1500 AmeriCorps scholarship. Approximately one-third of our student members completed this program as part of work-study. This highly effective, cross-divisional collaboration between Academic and Student Affairs has leveraged \$165K in AmeriCorps funds and about \$36K in Federal Work Study Awards
- During the last year and the early part of this academic year, Academic Affairs, Enrollment Management, and the President's Office continued discussion with a third party supporter regarding wholly online programs with a potential to increase students in graduate areas. Additionally, four faculty received Quality Matters training in online and hybrid course design and delivery and are championing further support for faculty to engage with technology

Goal 3: Attract and enroll a diverse pool of highly motivated students and attach institution-wide priority to promoting their retention and success

- Admissions enrolled 90 new out-of-state students in Fall 2017, an increase of 29% from Fall 2016
- Admissions awarded WSU's first out-of-state merit scholarships
- Enrollment Management contracted with Art & Science Consulting to conduct the university's first positioning study
- The IT, Marketing, and Admissions Departments completed the acquisition and installation of a customer relationship management (CRM) software to improve frequency and quality of communications with prospective students
- WSU Athletic coaches, in partnership with University Advancement, are actively recruiting student-athletes that are "WSU caliber"-- successful on and off the field. The Athletics Department is monitoring progress on an annual basis in addition to awaiting the review of the six-year cohort
- Student Leaders Orientation keynote speaker Adrian Haugabrok completed a half-day training in Summer 2017 focused on leadership and the value of diversity and inclusion.
- In collaboration with Admissions and the Office of Diversity and Inclusion, the Office of Student Involvement and Leadership Development (OSILD) produced a new Student Services video which was shown at the 2017 First-Year Orientation Program.

- The Office of Military Affairs/Veterans Services, in partnership with the Financial Aid Office, encouraged all military/veteran students to fill out the FAFSA. This has led to a higher rate of FAFSA usage, scholarships, and emergency funding for military/veteran students' needs.
- DGCE has improved non-matriculated student advising and access for non-traditional student populations by hiring a new Non-Matriculated/Adult Student Advisor to assist non-traditional student populations (working three evenings a week)

Goal 5: Promote financial strength and organizational sustainability while continuing to secure and invest the resources required to maintain WSU's reputation for excellence and value

- The first out-of-state merit scholarship program has led to an increase in enrollment of out-of-state students
- Enrollment Management with Academic Affairs and Administration and Finance has continued work to secure funding for dual/concurrently/early enrollment of high school students, including the \$40, 000 Commonwealth Dual Enrollment Grant (DHE) and 100 Males to College Grant (DHE)
- Installed new customer relationship management software associated with approximately 7% increase in applications for Fall 2018 as compared to Fall 2017
- The Athletics Department is on track to generate approximately \$100K in net revenue for the Wellness Center. The amount of available space for rent, however, is almost maxed out
- The Athletics Department has rented an ice hockey rink from Worcester Ice Center to use as WSU's home ice

RECOMMENDATIONS

- In order for all members of the community to feel included in decision-making, it is recommended that each division distribute its action grid widely so that all members of the division have the opportunity to contribute actions related to the strategic plan
- For evaluation purposes, it is recommended that wherever possible, divisions provide metrics that support the strategic plan
- The University should work on long-term solutions to funding and supporting faculty and student research and should incentivize and increase support for external faculty research grants
- Continue to explore ways to expand online programs, particularly for graduate and certificate programs.
- Encourage faculty and students to integrate arts and sciences both inside and outside the classroom.
- Explore ways to reduce faculty advising load so that faculty can focus more on meaningful advising and less on "nuts and bolts" concerns
- Offer more opportunities for informal interactions between students, faculty, staff, and administration
- Provide more opportunities for professional and personal development for faculty and staff at all levels
- Clarify the purpose and outcomes of the Liberal Arts and Sciences curriculum for faculty and students

NEXT STEPS

For the academic year 2018-2019, Worcester State University will be focusing on Goal 3: “Attract and enroll a diverse pool of highly motivated students and attach institution-wide priority to promoting their retention and success” and Goal 5: “Promote financial strength and organizational sustainability while continuing to secure and invest the resources required to maintain WSU’s reputation for excellence and value.” By the end of academic year 2018-2019, all goals will have been assessed at least once.

APPENDICES

- A Strategic Plan
- B Master Action Grid
- C Administration & Finance Divisional Report
- D Academic Affairs Divisional Report
- E Enrollment Management Divisional Report
- F Student Affairs Divisional Report
- G University Advancement Divisional Report

APPENDIX A

WORCESTER STATE UNIVERSITY

The Strategic Plan 2015-2020:

Scholarship, Partnership, and Leadership for a Changing World

MISSION

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.

CORE VALUES

As a public institution, Worcester State University embraces the belief that widespread access to high-quality educational opportunities is the cornerstone of a democratic society. Members of the Worcester State community share the following core values:

- **Academic Excellence:** We are committed to providing opportunities to excel in a close-knit learning environment characterized by distinguished faculty, excellent teaching, and creative linkages between classroom learning and real-world experiences.
- **Engaged Citizenship:** We are committed to promoting community service, social justice, the democratic process, environmental sustainability, and global awareness to prepare students to be active and informed citizens.
- **Open Exchange of Ideas:** We are committed to inviting and considering the most expansive range of perspectives in teaching and learning, in scholarly and creative work, and in the governance of a complex, diverse institution.
- **Diversity and Inclusiveness:** We are committed to being an inclusive community in which our diversity enhances learning for all and in which people from all cultures and backgrounds have the opportunity to participate fully and succeed.
- **Civility and Integrity:** We are committed to respecting the dignity of all members of our community and to demonstrating this commitment in our interactions, decisions, and structures.

VISION FOR 2020: Our Destination

The WSU we envision in 2020 will be more widely recognized as an educational innovator. Its faculty and staff will be unified behind a model of transformative change in students. Its academic program, which creatively integrates classroom learning with experiential learning that takes place beyond the classroom, will be responsive to the identified priorities of the Commonwealth of Massachusetts and the evolving needs of a complex global community. As a public university grounded in the liberal arts tradition, WSU will be preparing well-rounded, culturally sensitive and socially conscious critical thinkers and problem solvers who are well prepared for chosen professions or advanced study.

By the year 2020, WSU will have solidified a reputation for student-centered educational best practices. The university will continue to be known for the value of the education it provides while also building its reputation for the quality of its academic program, faculty, staff, students, and facilities. In an environment that prizes academic excellence, nurtures creativity, and expects civic engagement, students will be pushed and supported by a faculty and staff committed to helping them succeed – in their studies and in life. The impressive success of WSU alumni, who are leaders in their professions and caring citizens of the world, will be a source of inspiration for students and a testament to the value of a WSU education.

By 2020 – 10 years after WSU attained university status – graduate school offerings will have expanded strategically to meet growing demand. WSU’s commitment to supporting the scholarly pursuits of its faculty will be deeper than ever, thereby fortifying the university’s reputation for thought leadership.

WSU’s unique place within the Massachusetts state university system and among regional institutions of higher learning will be clearly established as a result of well respected programs that serve as beacons and also as a result of strategic marketing that draws attention to WSU’s distinctive strengths. WSU’s already strong offerings in the liberal arts and sciences will be further distinguished and enriched through interdisciplinary connections and foundational support from WSU’s innovative and integrative general education program. The university also be viewed increasingly as a destination school; its growing appeal as a first-choice option will be attributable in part to distinctive offerings such as a new Honors College, highly regarded pre-professional degree programs in traditional and emerging fields, and a number of centers and institutes designed to serve both the campus community and the greater community of central Massachusetts.

WSU’s urban location will represent a competitive advantage for WSU because of how it is leveraged as a valuable educational asset for those who study, teach, and conduct research here. Reflecting its longstanding and deep commitment to community engagement, WSU will be more tightly and broadly connected with its surrounding neighborhoods, the City of Worcester, and the wider world in ways that enrich students’ academic experiences and expand their worldviews. The university will be perceived and appreciated in Worcester and the region as a committed community partner, a vibrant cultural resource, and a welcoming place for those seeking lifelong learning opportunities.

The sense of community, sense of belonging, and sense of pride on campus will be stronger than ever. WSU’s faculty, staff, and students – traditional and non-traditional, undergraduate and graduate, part-time and full-time – will all feel embraced, equipped, and empowered to do and be their best. A collaborative work environment based on mutual respect and mutual accountability will foster commitment, teamwork, and excellence. Effective leadership and transparent communication will encourage the open sharing of information and ensure alignment around shared goals for WSU.

Alumni, particularly young alumni, will be more engaged with and better supported by their *alma mater* than ever. WSU’s enhanced reputation and higher profile will be resulting in a growing number of applications for admission and an expanding pool of donors eager to support the university’s mission, faculty, and students. These and other strategies to generate revenues, together with ongoing efforts to contain costs, will create a financially sustainable business model while yielding resources that can be invested strategically in WSU’s future. The university’s physical plant and infrastructure will be well maintained, up-to-date, and supportive of WSU’s paramount objectives: to promote academic excellence and to build community among diverse constituents who have at least one thing in common: their decision to choose Worcester State University.

STRATEGIC IMPERATIVES: *Scholarship, Partnership, and Leadership*

- WSU will channel scholarly creativity in new, exciting, and potentially important directions.
- WSU will be a dynamic, valued partner with and resource to Worcester, the region and the world.
- WSU 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.
- WSU’s plans and priorities will support the public agenda for higher education in Massachusetts as reflected in the Vision Project’s goals and seven key outcomes.¹

¹ The key outcomes relate to college participation, college completion, student learning, workforce alignment, preparing citizens, elimination of disparities, and research.

OVERARCHING GOALS AND STRATEGIES: Our Roadmap

Academic Program and Excellence

1. Enhance the undergraduate academic program and expand graduate programs in a community of learning that promotes academic excellence and innovation

STRATEGIES:

- Develop and offer innovative, integrative academic programming that supports and advances a model of transformative change in students
- Encourage more interdisciplinary and cross-departmental collaboration in teaching and research
- More clearly articulate the purpose of WSU's general education program and promote greater cohesiveness within the Liberal Arts and Sciences Curriculum/LASC
- Strengthen intellectual life on campus and foster an environment that promotes discourse, discovery, and practice in the liberal arts of learning and expression
- Develop and offer distinctive programs that emphasize community impact, service learning, creativity, and environmental stewardship
- Make stronger connections between students' classroom learning and experiential learning achieved through extra- and co-curricular programming
- Place greater emphasis on research and strengthen the research infrastructure to support the creative and scholarly pursuits of WSU faculty
- Build the infrastructure to support growth in graduate offerings and enrollments
- Expand high-quality online (hybrid) classes and develop new online programs
- Strengthen the process of collecting, sharing, and using data to create a culture of assessment and learn from assessment feedback in order to improve the student experience
- Grow institutional commitment to information literacy and instructional technologies
- Ensure that WSU's library is a 21st-century learning resource center that supports the evolving needs of students and faculty

Differentiation and Impact in the Wider World

2. Leverage WSU's distinctive strengths , both to enhance the University's reputation and to prepare students to lead, serve, and make a difference in the world

STRATEGIES:

- Capitalize on WSU's urban location as a programmatic strength and educational asset
- Expand efforts to integrate arts and sciences in innovative ways that enhance learning and distinguish WSU
- Better articulate the relationship between academics and workforce alignment, particularly in the arts and humanities
- Promote and stress curricular inter-disciplinarity and programmatic connectedness to enrich learning and create multiple potential paths for WSU students to pursue upon graduation
- Cultivate and enhance local, regional, and global connections to benefit students and strengthen WSU's contributions in the wider world
- Nurture student interest in and appreciation for diversity, global awareness, environmental literacy, and engaged citizenship
- Expand opportunities that encourage development of leadership potential within the student body
- Strive to have the top degree-completion rate among the state universities in Massachusetts
- Improve career-related services and expand professional networking opportunities for WSU students and graduates

Enrollment, Retention, and Student Success

3. Attract and enroll a diverse pool of highly motivated students and attach institution-wide priority to promoting their retention and success

STRATEGIES:

- Strategically align programmatic offerings with student interest and employment trends
- Implement a sustainable approach to online programming that meets market demands and is attractive to students, supported by faculty, and consistent with government requirements
- Implement a comprehensive marketing strategy and effectively position WSU as a first-choice option through clear messaging and by articulating a compelling value proposition
- Implement recruitment strategies designed to increase diversity within the student body
- More effectively engage faculty, students and alumni as active participants in the recruitment and admissions process
- Increase financial support to make enrollment and the overall WSU experience more affordable
- Leverage WSU's current K-12 initiatives to create a pipeline of applicants from urban areas
- Establish stronger articulation agreements with community colleges to attract more transfer students
- Ensure availability of courses to allow students to stay on track toward degree completion
- Strengthen academic advising across the University
- Expand services in the evening for all students
- Provide excellent customer service to students in all divisions and offices

Community and Campus Life

4. 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

STRATEGIES:

- Foster a culture of engagement, pride and gratitude among all WSU constituencies
- Promote greater collaboration across divisions in support of shared, university-wide goals and mutual accountability for progress
- Increase options for all students to participate in campus life outside the classroom
- Establish living-learning communities in the residence halls and more student gathering spots throughout campus
- Create more opportunities for informal interaction among students, faculty, and alumni and between senior administrators and the rest of the campus community
- Nurture a campus culture that promotes cultural awareness and sensitivity as well as commitment to social responsibility and environmental stewardship
- Significantly improve internal communication and ensure faculty and staff feel they have a voice in setting strategic direction and priorities for the University
- Celebrate contributions to campus and community by faculty, staff, students, and alumni who embody WSU's core values
- Ensure opportunities to succeed at WSU are equally available to all members of the faculty and staff
- Promote a pluralistic student experience and ensure that students of diverse backgrounds see themselves reflected in the adult population and leadership ranks on campus
- Seek ways to increase alumni presence on campus and engagement with WSU through events and lifelong learning opportunities that correspond with their interests

Resources, Revenues, and Organizational Sustainability

5. Promote financial strength and organizational sustainability while continuing to secure and invest the resources required to maintain WSU's reputation for excellence and value

STRATEGIES:

- Align programs and allocate academic resources in response to student interest and strategic priorities that support the academic vision of the University
- Mitigate uncertainty and offset reductions in state funding by identifying and growing new streams of revenue
- Implement the campus master plan based on evolving strategic priorities and consistent with the principles of green building and environmental sustainability
- Secure funding for deferred maintenance work on campus
- Explore options for expanding the campus footprint in creative, cost-effective ways
- Bolster WSU's technology capacity and infrastructure through investment in administrative and instructional technology and through collaborations that maximize savings and efficiencies
- Strengthen and sustain efforts to inspire financial support from WSU alumni
- Develop a long-term plan for increasing financial support and professional development opportunities for faculty and staff through enhanced operational efficiencies and fundraising

APPENDIX B

Worcester State University

Strategic Plan 2015-2020

Master Action List

Key:



On track



Needs attention



Needs major attention

Goal 1: Enhance the undergraduate academic program and expand graduate programs in a community of learning that promotes academic excellence and innovation



Strategy A Develop and offer innovative, integrative academic programming that supports and advances a model of transformative change in students

- 100% pass rates for Nursing, Occupational Therapy, and Speech Language Pathology program national examinations
- MEd Leadership and Principal Licensure Program new cohorts in Fall 2015
- Intensive English Language Institute curriculum revised
- The Math and Writing Centers increased availability of tutors
- Peer Assisted Learning (PAL)-STEM supplemental program reached over 1,000 students
- Aisiku STEM center launched
- New faculty-led study abroad programs in India, South Korea, Cuba developed
- Multiple new international university partners created
- Increase in number and diversity of students studying abroad
- Life Skills workshops provided for all freshman student-athletes
- Piloted student-athlete section of First Year Seminar
- New majors in Political Science, Art and Theatre in development
- Master of Public Policy/Administration and Master of Public Management approved through governance and BOT, submitted to DHE Spring 2018
- Math Co-requisite program for MA 130 sequence launched: Students whose Accuplacer score was below that needed for placement in MA 130 received remedial concurrent with MA 130 (instead of consecutively)
- Certificate and minor in Substance Abuse Counseling in development
- Science Education 4+1 with MEd proposed



Strategy B Encourage more interdisciplinary and cross-departmental collaboration in teaching and research

- Liberal Studies major created
- Ethnic Studies concentration launched; first 50 students took initial courses
- CHIP Research and Education Grants submitted
- Workshops on interdisciplinary teaching offered by Center for Teaching and Learning
- University Advancement provided funds to mini-grants focusing on interdisciplinary research
- Substance Abuse Counseling Certificate developed
- Multiple events offered for faculty and students at Worcester Area Cultural Centers
- Training for President's direct reports at Worcester Art Museum
- Launched Center for Interdisciplinary Health Research and Practice

- University Advancement providing up to \$40,000 per year the WSF Student & Faculty Research & Scholarship Activity Grants
- Psychobiology minor launched
- CityLab, a research collaboration between Earth, Environment & Physics, Urban Studies and Education publishing studies on Worcester Public Schools and metropolitan voting patterns. LEI and Urban Studies publishing research on WPS.
- CitySpeak, a collaboration between Visual and Performing Arts and Urban Studies, uses theatre to analyze and propose solutions to urban problems
- University Advancement provides \$50,000 over 5 years to support Honors Program



Strategy C More clearly articulate the purpose of WSU's general education program and promote greater cohesiveness within the Liberal Arts and Sciences Curriculum (LASC)

- Improved the catalog and website presentation of LASC
- Implemented 5 linked LASC courses by 2015-2016, 10 linked courses by 2016-2017
- LASC Program Review Fall 2016
- Math Pathway developed
- Working with LASC advisory board to fine-tune LASC student learning outcomes and develop assessment plan
- New LASC courses continue to be developed and offered
- Associate VP of Academic Affairs hired; oversees LASC program area chair
- Alternative to Accuplacer exam for math placement in development. Pilot begins in Summer 2018
- Academic Success Center provided intensive academic supports to 314 First-Year student who were identified as developmental level in reading, math or English based on their Accuplacer Placement Test scores. From this group, 208 students from this cohort increased their scores on the Accuplacer Placement Test.
- Academic Success Center provided LASC Workshops to all First-Year students (906) by presenting in each First-Year Seminar (Fall 2017)



Strategy D Strengthen intellectual life on campus and foster an environment that promotes discourse, discovery, and practice in the liberal arts of learning and expression

- Water Theme semester implemented; Winona Duke Keynote lecture
- Democracy Cafes delivered
- Liberal Arts events and dialogues created
- The Math and Writing Centers increased availability of tutors
- PAL-STEM supplemental program reached over 1,000 students
- Alumni Connections Series
- Alumni Art Show allows for collaboration between Alumni Office and the Mary Cosgrove Dolphin Gallery
- Provost's Series on Democracy and Diplomacy launched in Fall 2017
- Numerous outside speakers, film screenings, and events related to liberal arts subjects and concerns offered
- Multicultural Programming- Lecture Speakers, Latin Heritage Month, Black History Month, Courageous Conversations, Asian American Month, Woman's History Month and various co-sponsored lectures across campus.

- The Binienda Center was successful in establishing an MOU with the Kennedy Institute for the Senate. We have both a faculty fellow and a student ambassador and completed two programs at the Kennedy Institute this year. The Provost signed off on the MOU and announced the fellow. The Binienda Center provided \$1500 in funding for the first year. The President has dedicated \$5000 for next year's programming.



Strategy E Develop and offer distinctive programs that emphasize community impact, service learning, creativity, and environmental stewardship

- Environmental Science minor approved
- Forensic Science concentration approved
- Substance Abuse Certificate
- Ethnic Studies concentration launched
- Increase in number of students pursuing the Global Studies concentration
- MEd Leadership and Principal Licensure Program new cohorts in Fall 2015
- Engaged in programmatic opportunities with greater Worcester Community to provide students with work and volunteer experiences
- Woo Serve offered Alternative Spring Break opportunity with Growing Hope Initiative
- More than 55 courses designated as Service Learning
- University Advancement provided \$100,000 in support of the Binienda Center for Service Learning and Civic Engagement
- Created the Binienda Student Award
- Service Learning courses offered for students
- Multiple community service opportunities available through various departments and clubs
- Theatre productions intentionally integrate musical scores composed and performed by Visual and Performing Arts majors and applied music students
- Celebration of Scholarship and Creativity expanded to include interactive display of student research projects
- Annual Sustainability Fair continues
- Work-based learning opportunities throughout non-profit community and WPS
- Grant Funded, develop, launched and coordinates the Worcester "100 Males to College" A cross-campus effort Multicultural Affairs, LEI, and Enrollment Management and long with city partners Worcester Public Schools and QCC



Strategy F Make stronger connections between student's classroom learning and experiential learning achieved through extra- and co-curricular programming

- 30 students employed on diversity initiatives with New England Resource Center for Higher Education (NERCHE) project and the Latino Education Institute
- Intensive English Language Institute students have volunteered through the Binienda Center for Civic Engagement
- Funding increased to support jobs for ALANA students working in after school programs
- Multicultural Affairs and Ethnic Studies funded, coordinated, implemented – multiple WSU student trips to Washington DC to visit the African- American Museum
- Teaching Garden provides students with opportunity to expand and protect collective resources for the benefit of larger communities

- Center for Entrepreneurship in conjunction with University Advancement is continuing the Robert K. O'Brien '58 Next Big Idea contest, which offers aspiring entrepreneurial students the opportunity to present their ideas for a new business to a group of experienced professionals and the chance to earn cash prizes to start or grow that business
- Center for Entrepreneurship hosts DCU Innovation Contest
- ENACTUS Team presents student service projects at ENACTUS (Entrepreneurial Action Benefits All of Us) at multiple meetings in the US and abroad
- Criminal Justice Department formalized student participation in regional Moot Court competition held annually at Fitchburg State University
- American Studies Seminar at the American Antiquarian Society expanded to three slots
- Continued participation in Model U.N.
- Multicultural Affairs offered approximately 24 events
- Jumpstart AmeriCorps Program on campus to create bridges between Academic Affairs (curricular) and Student Affairs (co-curricular). Jumpstart has increased to 46 corps members this year, though struggles with transportation issues.
- Woo Serve – Student Club committed to Civic Engagement. Woo Serve was recognized as a major org. and continues to expand offerings, including a spring break service trip. We have recently launched an informal series called pizza and Politics, where students can get together and discuss issues of the day.
- Binienda Center helped raise campus voting rate to 63.2% 2016 (+7.0 change from 2012)
- University Advancement hosted Backpacks to Briefcase, a weeklong series of events geared to workplace readiness for current students. Includes dinner with Strangers, Dress for Success, Interviewing skills, resume critique, and more



Strategy G Place greater emphasis on research and strengthen the research infrastructure to support the creative and scholarly pursuits of WSU faculty

-
- 40% increase in the number of faculty supported to present research at conferences
 - Provided financial support through the Center for Teaching and Learning for student-faculty research
 - Research landing page on WSU website created
 - WSU Foundation Faculty Scholarship, Research and Creative Activity Grant program launched
 - Increased number of graduate assistantships offered, some of which support faculty research
 - Revamped Faculty Scholarship/Creative Activity Grant program (formerly called the Mini-Grant program) to support more untenured faculty research
 - Secured inflationary adjustment funding to prevent continued erosion of library resources, in particular research databases.



Strategy H Build the infrastructure to support growth in graduate offerings and enrollments

-
- Added full-time position of Assistant Dean for graduate studies and online programs
 - Added full-time clerical position for the graduate school
 - Increased funding for graduate assistantships by 50%
 - Enlisted Eduventures (an external research and advisory service) to increase DGCE enrollment
 - Developed new marketing materials for all graduate programs

- Streamlined governance through Courseleaf software
- Graduate School Catalog moved to Courseleaf for automatic production
- Masters in Public Administration & Policy and Masters in Public Management approved through governance and BOT
- Completed graduate course inventory study
- Offered new graduate school scholarship for diverse students
- Offered orientation in FA17 for graduate students
- 49 graduate assistantships offered in 2017-2018 with 16% given to diverse students



Strategy I Expand high-quality online (hybrid) classes and develop new online programs

- 10 online courses re-designed
- 5 faculty members trained in Quality Matters
- NEASC approval for initial programs granted
- Develop course codes to identify hybrid courses offered during the day
- Joined Mass Colleges Online
- Enrollment Management and Academic Affairs are pursuing external vendors for online programs
- Best Practices in Online Teaching workshop offered



Strategy J Strengthen data collection, sharing and usage related to student learning and experience

- Implemented Admitted Student Questionnaire (ASQ)
- Utilized information about WSU graduates to inform recruitment for new students
- Utilized information about WSU graduates to inform recruitment for new students
- Shared data on scholarships with appropriate divisions
- Filled Assistant Vice President for Assessment and Planning position
- Developed student learning outcomes for all programs that will be posted on WSU website
- Data Quality Committee reinstated. Includes staff from all areas of the university
- Data Quality Committee creating best practices for data storage
- Improving process for dissemination and collection of Division of Graduate and Continuing Education course student evaluations
- Centralized survey distribution through Assessment and Planning so that students will not be overwhelmed by survey requests
- Developing data codes for experiential learning courses to better analyze course type offerings
- Newly hired Director of Retention has begun creating reports for year to year comparisons
- Improved tracking and outreach to our Military and Veteran population to insure their success. 2016 - Data shows trending towards better retention rates and steady graduation rates for the cohort. Using several Social Media and List serve to inform meet and counsel students.



Strategy K Grow institutional commitment to information literacy and instructional technologies

- Fake news training events sponsored by Library Faculty
- Mac Lab added for Communications courses
- Upgrades and replacements to laboratories
- Open Educational Resources Initiative (OERI) offers grants for faculty to replace traditional textbooks with free Open Educational Resources (OER). The third cohort began SP 18. The Library secured \$10k of outside funding for Fall 18 mini-grants.
- Division of Graduate and Continuing Education providing two \$1,000 for Open Educational Resources (OER) grants for graduate courses
- In FY 18, librarians taught 96 instruction sessions (17 academic departments, 6,315 minutes, and 1,651 attendees)
- Since Jan. 2016 hired five librarians who have since been designated as department liaisons offering information literacy and instructional services.



Strategy L Ensure that WSU's library is a 21st century learning resource center that supports the evolving needs of students and faculty

- New Library Director hired
- Library strategic planning completed
- Increased funding for information access budget by 10%
- Created WSU archiveS
- Liaison program for librarians and faculty created
- Open Educational Resources Initiative (OERI) offers grants for faculty to replace traditional textbooks with free Open Educational Resources (OER). The third cohort began SP 18. The Library secured \$10k of outside funding for Fall 18 mini-grants.
- Division of Graduate and Continuing Education providing two \$1,000 for Open Educational Resources (OER) grants for graduate courses
- Establishing proactive for physical and digital archiving of graduate school culminating projects (theses, etc.)
- Creating two adaptive and collaborative work spaces for presentations, as well as independent and group study
- Since June 2015, hired 8 (of 15) full-time library staff (6 MSCA librarians and 2 AFSCME library assistants)
- Created a dedicated space for WSU Archives and Special Collections in Jan. 2017.
- Implemented off-campus access for all library electronic resources.
- Fully implemented link resolver software enabling full-text discovery from non-full-text listings (citations) in databases
- Developed reporting mechanism and workflow to report electronic resource access problems.
- Increased engagement activities by sponsoring events, and hosting tables.

Goal 2: Leverage WSU's distinctive strengths , both to enhance the University's reputation and to prepare students to lead, serve, and make a difference in the world



Strategy A Capitalize on WSU's urban location as a programmatic strength and educational asset

- Academic Affairs developed 5 new community partnerships
- Academic Affairs Increased number of advisory boards by 50%
- Academic Affairs Assisted in the founding of Academic Health Collaborative
- Academic Affairs Created Urban Networks: Community Action Research Projects
- Enrollment Management created new recruitment materials promoting urban location
- Enrollment Management capitalized on HECCMA opportunities
- Academic Affairs developed relationships with 133 new employees for internship and job opportunities
- CityLab, a research collaboration between Earth, Environment & Physics, Urban Studies and Education publishing studies on Worcester Public Schools and metropolitan voting patterns
- CitySpeak, a collaboration between Visual and Performing Arts and Urban Studies, uses theatre to analyze and propose solutions to urban problems
- Collaboration with Girls Inc., including Math, Urban Studies, and Visual and Performing Arts departments
- Center for Social Innovation sponsored New Economic Summit- location chosen specifically for centrality
- Academic Affairs collaborates with Worcester Public School system
- Academic Affairs collaborates with local hospitals
- Translation Center launched. Offers affordable document translation services to help campus clients and community members communicate effectively in order to increase cross-cultural understanding and diversity awareness. We currently provide Spanish-to-English and English-to-Spanish translation services.
- Communication Sciences and Disorders offered workshops for local speech language pathologists
- Founding member of the Academic Health Collaborative in conjunction with Worcester Department of Public Health
- VITA program provides free tax preparation for local community members
- New community advisory boards created for Health Sciences and Computer Science



Strategy B Expand efforts to integrate arts and sciences in innovative ways that enhance learning and distinguish WSU

- Liberal Studies major created
- Workshops on interdisciplinary teaching offered by the Center for Teaching and Learning
- Funds added to mini-grants focusing on interdisciplinary research
- Developed Watershed Science and Education Co-Laboratory
- Aisiku STEM center launched, 4 lectures held and 2 student externships placed in 2017-2018
- Academic Affairs held the 11th annual Celebration of Scholarship and Creativity, which highlights both research and creativity at the undergraduate and graduate levels



Strategy C Better articulate the relationship between academics and workforce alignment, particularly in the arts and humanities

- Academic program-specific workforce options identified and included in recruitment materials
- Internship Committee identified internships for awarding of Strategic Internship Fund
- Career Services provided Mock Interview sessions and presented career information in academic classrooms
- Career Services developed Filling the Gap in Undergraduate Career and Life-Planning Services and Support
- Career Services Liaison position funded to help develop relationships with faculty
- Increased the number of workforce trainings offered by the Center for Business and Center for Effective Instruction
- Created new codes for experiential learning courses, including internships, to be able to better track student experiences



Strategy D Promote and stress curricular inter-disciplinarily and programmatic connectedness to enrich learning and create multiple potential paths for WSU students to pursue upon graduation

- Liberal Studies major created
- Ethnic Studies concentration launched; first 50 students took initial courses
- Substance Abuse Counseling Certificate developed
- Forensic Science concentration sent to governance
- Environmental Science minor sent to governance
- 4+1 BS in Criminal Justice to MS in Counterterrorism program with Nichols College in development
- 3+3 BA/BS to JD program with UMASS Dartmouth School of Law and West New England University Law School
- Psychobiology minor launched



Strategy E Cultivate and enhance local, regional, and global connections to benefit students and strengthen WSU's contributions in the wider world

- Increased the number and diversity of students in study abroad and the number of locations
- Increase in number of students pursuing the Global Studies concentration
- Faculty-led study abroad opportunities were offered, including a trip to Cuba (for the first time)
- University Advancement visited 349 alumni face-to-face in 2015-2016
- Launched Lancers Across the Nation tour
- HRSA (Health Resources and Services Administration) Grant with Quinsigamond Community College (Nursing department) started a federal grant to support underrepresented individuals to succeed in BSN Nursing program.
- Worcester State University, Worcester Public School and Gear-Up Program - offers the Annual African American Read-In/ ALANA Preview Day- Fourth Annual Celebration
- Worcester State University, Worcester Public School and Friendly House – offers the Annual MLK Youth Breakfast 24th year Celebration.
- Worcester State University- Worcester Public Schools – continues educational pipeline efforts to enough educational attainment and post-secondary enrollment via the Upward Bound program for Worcester Public School student's enrollment of 65 students yearly.
- Founding member of the Academic Health Collaborative in conjunction with Worcester Department of Public Health
- New community advisory boards created for Health Sciences and Computer Science
- Strong numbers for Intensive English Language Institute and Community ESL programs

- The Intensive English Language Institute offered limited full-time tuition & fee waivers to people of Puerto Rico displaced by Hurricane Maria (for Spring 18, Summer 18 and Fall 18)
- Collaboration with Girls Inc., including Math, Urban Studies, and Visual and Performing Arts departments
- Expanding alumni and local, regional, global network of philanthropic, in-kind and mentoring supporters by holding regular, annual events during the late winter into to spring



Strategy F Nurture student interest in and appreciation for diversity, global awareness, environmental literacy, and engaged citizenship

- Increased the number of students in study abroad and the number of locations
- Increase in number of students pursuing the Global Studies concentration
- Ethnic Studies concentration launched; first 50 students took initial courses
- Environmental Science minor sent to governance
- 30 students employed on diversity initiatives with New England Resource Center for Higher Education (NERCHE) project and the Latino Education Institute
- Created Urban Networks: Community Action Research Projects
- Provided financial support through the Center for Teaching and Learning for student-faculty research
- Annual Sustainability Fair continues
- Campus Climate Committee created and launched research project examining campus culture
- Provost's Series Diplomacy and Democracy launched
- Guest Adrian Haugabrook was invited to speak at the Student Leader Orientation Dinner after successful workshops with previous leadership program students.
- Herman Boone spoke in September about race and his experience coaching for Annual Lecture Series
- CLEWS (Community Leadership Experience at Worcester State) continues to thrive. This year's graduating cohort is looking to outpace the control by 65% graduating on time, as compared to 25 % for the control group.



Strategy G Expand opportunities that encourage development of leadership potential within the student body

- Partnered with First Year Seminar for Peer Mentoring Program
- Offered Student Leaders Orientation keynote speaker on diversity and inclusion
- Gamma Chi WSU Chapter of Delta Alpha Phi, the international honor society for students with disabilities was created
- Host Captain's Leadership Breakfast for team Captains
- Developed Community and Leadership Experience at Worcester State (CLEWS) living-learning community
- Launched the Lifetime Lancer Student-Alumni Council
- Provided \$100,000 in support of the Center for Service Learning and Civic Engagement
- Provided financial support through the Center for Teaching and Learning for student-faculty research
- ENACTUS Group presents student service projects at ENACTUS meeting in the US and abroad
- Center for Entrepreneurship and Business Administration and Economics Department partners in programming with Worcester's IDEA Lab

- Collaboration with Education, Occupational Therapy and Communication Sciences & Disorders on peer mentoring programs
- WSU's chapter of Delta Alpha Pi, the international honor society for students with disabilities continues to induct new members. In 2018, 39 new members were inducted. 8 members received training as Peer Mentors (PAL – Peer Advisory Leadership)



Strategy H Strive to have the top degree-completion rate among the state universities in Massachusetts

- Graduation rates continue to climb. 4 year graduation rate is 40% and 6 year graduation rate is 55%
- The Math, Writing, and Spanish Centers increased availability of tutors
- Identified students at-risk for attrition resulting in numerous students eligible for graduation
- Added new flags to Starfish for FAFSA completion, not yet registered etc.
- Registrar's Office streamlined graduation process by doubling the communications to students and advisors before pre-registration, and by working with IT to create an online Intent to Graduate form.
- Success Coach Pilot included 90 invitations to students based on non-cognitive risk factors. PT success coaches reaching out to additional students at-risk
- Retention worked with AVPAA and Registrar's office to review 2010F & 2011F cohorts to encourage degree completion.
- 36 first-year students were offered one of 19 success coaches. One paid part-time coach has offered non-academic advising assistance to approximately 200 first-year students with two identified risk factors.
- Increased advising participation by requiring advising for pre-registration
- Number of departments using Starfish increased to 38
- With the hiring of a new Retention Director in Fall 2017, a full audit of Starfish is being completed in SP18. An improved usage experience, improved back-end management, and further use of the system's functionality is expected by FA18.
- Increase in number of office hours scheduled using Alert
- Implemented the 4,3,2,1 program in Residence Life (4 years to graduate, 3.0 G.P.A, 2 hours study each class, 1 extra-curricular activity)
- Strengthening advising on campus through workshops and developing an advising manual
- Improved non-matriculated student advising and access for non-traditional student populations
- Spring 2017 and Fall 2017 Tutoring Services include roughly 31 courses offered tutoring services for 450 hours per semester. This affects approximately 428 each semester.
- Hosted Registration Workshops (Fall 2017) for all new students. Among the 11 workshops, 861 students attended (839 First-years and 26 Transfers). Also, note, 270 students attended a Friday session.
- By New Student Orientation, 796 (87.8%) of the First-Year class was registered for Fall 2017. By 7/1/17, 859 (94.8%) of the First-Year class was registered for Fall 2017. This timeline allows students to connect appropriately with faculty at Orientation, receive their fall bill on time and have adequate time be issued a Financial Aid package. All of these elements are closely connected to the success and retention of the incoming class.
- All freshmen student-athletes still participate in Life Skills Workshops almost every month covering all the various areas of concentration such as Alcohol Awareness, Time Management Skills, Study Skills, Nutrition, etc.
- Specific sections of First Year Seminar have been created for student-athletes
Guidelines that are more detailed were implemented in order for coaches to recruit student-athletes that are "WSU caliber" who have the skill set to succeed academically at WSU.



Strategy I Improve career-related services and expand professional networking opportunities for WSU students and graduates

- Career Services provides Mock Interview sessions. October's event had 44 registered students. 12 employers (many from the City of Worcester) volunteered their time to assist our students. We collaborated with the Psychology and Urban Studies capstone/internship professors. March's event is the largest we have ever had with the partnership of Health Education, Psychology, and Biology we are planning for 80+ students.
- Presented Career information in academic classrooms. Fall 2017 and Spring 2018 (as of 1/25) have surpassed our expectations. We have seen an estimated 1150 students in 47 classroom presentations.
- Created a WSU internship/job bulletin board near Career Services offices
- Created a Career Services LinkedIn account
- Created instructional marketing flyer for employers to join CSO
- Partnered with Chamber of Commerce for Spring Career Fair
- Launched the Alumni Connections series
- Center for Business and Industry building networking opportunities for students
- Center for Entrepreneurship and Business Administration and Economics Department partners in programming with Worcester's IDEA Lab
- Career Services collaborated with Athletics to increase junior and senior student athlete knowledge of professional dining etiquette and job interview skills
- Career Services created and introduced to the campus our "Career Services A la Carte" This is a cart used across campus to advertise our resources and engage students
- Career Services presents to all undeclared students at Orientation
- Fall 2017 Career Services migrated to GradLeaders a new database for "LancerLink". Over 150 employers have been personally assisted in recruiting our students. 44 employers attended our Part time job fair. 568 jobs/internships were posted.
- September 2017 Career Services kicked off a google form assessment that goes out to every first time one on one appointment. We offer a monthly drawing as an incentive for completion. As of 1/23/18 we have 38 responses out of 154 surveys sent.
- Continue to increase student participation in The Washington Center Internship program
- PAL mentors worked with 6 first year and transfer students during Fall semester 2018.
- 2017-2018 thus far has brought in 31 employers for recruiting tables. We also introduced Wednesdays at Worcester, which brought in 10 employers.

Goal 3: Attract and enroll a diverse pool of highly motivated students and attach institution-wide priority to promoting their retention and success



Strategy A Strategically align programmatic offerings with student interest and employment trends

- Liberal Studies major created
- Ethnic Studies concentration launched; first 50 students took initial courses
- Forensic Science concentration sent to governance
- Environmental Science minor sent to governance
- Master of Public Policy/Administration and Master of Public Management approved through governance and BOT, submitted to DHE Spring 2018
- Substance Abuse Counseling Certificate developed
- MEd Leadership and Principal Licensure Program new cohorts in Fall 2015
- Substance Abuse Counseling Certificate developed
- Intensive English Language Institute curriculum revised
- 4+1 BS in Criminal Justice to MS in Counterterrorism program with Nichols College in development
- New majors in Political Science, Art and Theatre in development
- Psychobiology minor launched
- Graduate Certificate in Instructional Coaching proposed
- Science Education 4+1 MEd in development



Strategy B Implement a sustainable approach to online programming that meets market demands and is attractive to students, supported by faculty, and consistent with government requirements

- 10 online courses re-designed
- 5 faculty members trained in Quality Matters
- NEASC approval for initial programs granted
- Financial Aid updated the WSU Application for Approval to Participate in Federal Student Aid Programs and was approved by the Department of Education
- Best Practices in Online Teaching workshop offered
- Providing Quality Matters training to improve online course development and instruction for faculty
- Develop course codes to identify hybrid courses offered during the day
- Joined Mass Colleges Online
- In talks with online teaching vendors
- Purchased and initiated Scantron ClassClimate- an online course evaluation software for Division of Graduate and Continuing Education



Strategy C Implement a comprehensive marketing strategy and effectively position WSU as a first-choice option through clear messaging and by articulating a compelling value proposition

- New media plan and analytic tools have been developed
- Google Analytics has been used to measure website success
- A product called Site Improve has been added to the WSU website. This product assures that the site has limited broken links, website architecture errors, etc.
- Marketing is currently working on a project with Eduventures to research best practices for additional analytics efforts.
- Marketing is moving to use of audience personas for FA18, while leveraging additional information from the new CRM.
- Focused on new marketing approach and materials for the Division of Graduate and Continuing Education, including the first marketing piece for Continuing Education



Strategy D Implement recruitment strategies designed to increase diversity within the student body

- SAT optional admission approved
- 100 Males to College funded
- Purchased prospective student names for desired demographic groups and out-of-state names
- Began hosting bilingual admissions information sessions at open houses
- Created new marketing materials for the Latino Education Institute
- ALANA preview day for diverse prospective students
- Create a personalized schedule and implemented online registration form for Transfer Orientation
- Collaborated with International and Intensive English Language Institute regarding the needs of international students
- Established new graduate scholarship for diverse students
- Awarded 49 graduate assistantships for 2017/2018, 16.3% awarded to diverse students
- Grant Funded, developed, launched and coordinate the Worcester "100 Males to College" A cross-campus effort Multicultural Affairs, Latino Education Institute, and Enrollment Management along with city partners Worcester Public Schools and QCC
- WSU, Worcester Public School and Gear-Up Program - offers the Annual African American Read-In/ ALANA Preview Day- Fourth Annual Celebration
- WSU, Worcester Public School and Friendly House – offers the Annual MLK Youth Breakfast 24th year Celebration.
- WSU- Worcester Public Schools – continues educational pipeline efforts to enough educational attainment and post-secondary enrollment via the Upward Bound program for Worcester Public School student's enrollment of 65 students yearly.
- Purchased out-of-state names (upstate NY, northern NJ, NC). Purchased names from new and old sources, such as Carnegie and Princeton.
- Recruited in Albany and all other 5 NE states. Offering Excellence Scholarship, WSU's first out-of-state merit scholarship.
- Marketing has created a new "Fit and Feel" brochure to target, in part, out-of-state students.
- 90 new out-of-state students enrolled in FA 17



Strategy E More effectively engage faculty, students and alumni as active participants in the recruitment and admissions process

- Held 2 alumni career events
- Department chairs invited to participate in phone-a-thon coordinated by Admissions. Lists of new prospects and recruits are sent to all department chairs to aid in recruitment and yield activities.
- Open house and yield programs heavily feature students (in-person and in profiles)
- Included student speaker at Congrats Day
- Implemented Lancer Home for the Holidays
- Marketing collected video stories from multiple faculty to use in recruitment videos
- Invited alumni to open house and college fairs
- Launched Lancers Across the Nation tour
- Developed Lancer's Admissions Ambassadors program
- New student communications (story telling) to accepted students have been increased.
- Alumni at open house. Invited to participate in travel (attended some college fairs). A new alumni postcard has been developed for yield purposes. Admissions is working with Advancement now to possibly host recruitment efforts at alumni homes in FA18.



Strategy F Increase financial support to make enrollment and the overall WSU experience more affordable

- Increased financial literacy with Satisfactory Academic Progress (SAP), Pell grant, and loan limit trainings
- Implemented Transfer Scholarship Program
- Implemented Changing Lives Campaign for scholarship support over 6 Million raised by March 2017
- Launched the Adopt a Scholar program
- Developed Thank a Donor Day
- Sin Qua Non Faculty and Staff giving society event for donors created
- Scholarship award amounts were adjusted in FY18 based on a thorough review of the effectiveness of past award amounts.
- As of April 2018 Admissions is currently awarding 30 new Adopt a scholar scholarships. Event is planned for Fall where all new students will be invited to participate in the Tri-Board Dinner to meet their new donors
- Third cohort of the Transfer Scholarship Program (provides 15 \$1,000 scholarships for incoming transfer students that would be available to them for two years).
- Change Lives Campaign Goal Completed on June 30, 2017 – Successfully raised nearly \$17 million
- Encouraging all Military / veterans to fill out FASFA has led to a higher rate of FAFSA usage, scholarships and emergency funding to meet student needs.

**Strategy G Leverage WSU's current K-12 initiatives to create a pipeline of applicants from urban areas**

- New Worcester Public Schools/WSU data sharing agreement created for student recruitment
- Purchased school counselor mailing list
- Guidance counselor piece developed with view books
- Worked with MassEdCo Collegiate Success Institute CSI students in the Worcester Public Schools.
- Guidance Counselor Breakfast at WSU. GC & Athletic Director event coordinated with Athletics.
- WSU Alum poster for teachers to post in class
- Dual Enrollment efforts continue at WSU with existing CDEP grant, 100 Males PIF grant, possibly Early College award, etc.

**Strategy H Establish stronger articulation agreements with community colleges to attract more transfer students**

- Transfer Pathways created for 16 programs
- New articulation agreements created with Mount Wachusett Community College, Quinsigamond Community College, and Springfield Technical Community College
- Transfer Center established for the collection, storage, updating, and coordinating of campus articulation agreements.

**Strategy I Ensure availability of courses to allow students to stay on track toward degree completion**

- Implemented an academic due diligence process including 3 year course offering plans for all degree programs
- Deans and chairs continue to assess course offerings and adjust based on student needs
- The Registrar's Office sends out reports with each course submission request with course and majors info. Year out production is still active. Retention and Admission Office both send chairs reports of new and cont. students.

**Strategy J Strengthen academic advising across the University**

- Increased advising participation by requiring advising for pre-registration
- Number of departments using Starfish increased to 38
- Increase in number of office hours scheduled using Alert
- Surveyed faculty and students regarding advising
- Created the Academic Toolkit
- Installed a new waitlist functionality
- Clarified Academic Appeal process and documentation needed for student appeals
- Student Accessibility Services (SAS) staff serve as Academic Advisors for undeclared SAS students
- PAL mentors provide guidance during priority registration for SAS students



Strategy K Expand services in the evening for all students

- Many offices open until 6:00 pm, some offices open later than 6:00 pm when need arises (registration, beginning of semester etc.)
- Student Accessibility Services open until 6:00 pm on Mon, Tues, Wed. Number of intakes increased by 100% over a one-year period.
- Increased hours of Student Center to accommodate late night food
- Increased number of Student Affairs evening events
- Hired new Non-Matriculated/ Adult Student Advisor to assist non-traditional student populations (works 3 evenings a week)



Strategy L Provide excellent customer service to students in all divisions and offices

- 'Difficult Conversations' workshop delivered to all department chairs
- 29% decrease in overdue bill notices mailed for student accounts in arrears
- 53% decrease in deleted registrations due to unresolved account balances
- Number of accounts in arrears that were subject to Blackboard holds was down 9%
- Student Health Services continues to collect data on customer service via survey. Responses indicate a high satisfaction with Health Services.
- Student Accessibility Services collects data from surveys and focus groups.
- Two full-time staff have been assigned to the procurement function
- Two full-time staff have been assigned to the accounts payable function
- Part-time staff person has been assigned to processing all travel
- Professional trainer was contracted for service training with all Enrollment Management staff
- Developed Patient Satisfaction Survey for Health Services
- Edited the Recruitment Exemption Guideline Forms so that Athletic Director can review potential recruits in more detail
- Quality Customer Care and Services lecture and Transgender Students 2015 webinar attended by Nurses
- Provided individually based services for SAS students
- Administration and Finance has developed a survey for each department. 4 years of data show a consistent increase in customer service ratings.
- Internet bandwidth upgrade from 1 gig to 5 gig - high speed internet upgrade to expand the overall education experience of students
- Enrollment Management customer service training plans have been developed and completed. Included specific training related to veterans and students in distress.
- University Advancement continues best practices (No phone goes to voice mail, thank you letters within 48 hours, courteous helpful/service to all)
- Produced a new Student Services video for First Year Orientation to include updated information and/or new staff.
- Developed a First Year 101 session for the First Year Orientation program.

Goal 4: 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



Strategy A Foster a culture of engagement, pride and gratitude among all WSU constituencies

- Deans provide information on institutional matters and faculty achievements through Dean's Notes (EHNS) and Faculty Notes/Faculty Digest (HSS)
- Mary Cosgrove Dolphin Gallery mounts four exhibits annually, including two student shows
- Department of Visual and Performing Arts mounts three theatrical productions annually, including one student-directed production
- Student Affairs implemented Student Employee Appreciation Program
- Student Affairs celebrated the National Student Employee Appreciation Week
- Expanded annual celebration of service of recognize community partners, faculty, students, staff and alumni engaged with the community
- Creation of new stewardship events
- Presentation of annual Distinguished Alumni awards
- Launched new Lancer Mascot
- Graduate School offered new graduate student orientation to welcome students for Fall 2017
- Improve accessibility on campus--Walkway between SC and Health Services completed; Improvements at Garage underway; Accessibility Map underway



Strategy B Promote greater collaboration across divisions in support of shared, university-wide goals and mutual accountability for progress

- Co-sponsored events with Student Affairs
- Chart of accounts by department code has been cleaned up and coding for Academic Affairs changed to make pulling data easier
- Developed electronic workflows with Image Now software
- Created a full-time benefits coordinator position. Resulted in 21% increase in employee discount programs and 20% increase in flexible spending programs
- Contracted with Ellucian to purchase Elevate program for DGCE
- Improved website, employee handbooks, and benefit information packets
- Offered quarterly new employee orientation
- Improved utilization of FacStaff listserv to remind employees of benefits and deadlines
- Targeted communication through employee listservs
- Increased internal and external collaborations to support employee needs (WSU Speech and Language services, Chamber of Commerce Leadership and networking programs)
- Promoted information through Enrollment Management Info Sharing Sessions
- Data Quality Committee addresses proper use and storage of data
- Enrollment Management Committee includes members from across divisions
- Implemented Faculty Fellow program for Academic Affairs

- Faculty trained to sit on conduct boards
- University Advancement with Deans upon completion of Academic Program Reviews to raise money for programming. As of March 2017 more than \$5 million has been raised.
- Collaborative oversight of classroom technology and furniture study
- Diversity Office oversight of Campus Climate Study and Five Point Plan of Action including committee work, cultural competency training, diverse hiring and cross racial interaction
- HR offering increased opportunities for customer service training, title IX training
- Multiple co-sponsored events and professional development opportunities
- Conducted FERPA training in collaboration with counsel from Rubin and Rudman. Outcomes include 43 registrants from various divisions on campus (January 2017)
- Discussion on Institutional Learning Outcomes at Leadership Council
- Successfully offered professional development workshop *Assessment & Intervention Principles with Dual Language Learners* (for WSU students and professionals)



Strategy C Increase options for all students to participate in campus life outside the classroom

- Supported students in attending national events such as Presidential Inauguration, the Women's March on Washington
- Offered Dining Etiquette Event (table manners and interviewing techniques)
- Successfully implemented the STARS program to aid in the strengthening of student organizations
- Increased number of weekend events
- Commuter Appreciation Week
- UPASS available for purchase on campus and through student loan funding/scholarships
- Bulletin boards, forms, signage were added to the organizational wing of student center
- Numerous academic clubs and honor societies provide opportunities for participation outside of classroom
- Academic Departments sponsor informal gatherings and open houses for students and faculty
- Civic Corps secured funding for \$1000 stipends for sophomore ALANA students to participate in community engagement and faculty-led study abroad. 14 Sophomore ALANA students have engaged in civic learning and engagement and over 41 students have been supported.



Strategy D Establish living-learning communities in the residence halls and more student gathering spots throughout campus

- Residence Life offers FYRE: First Year Residential Experience; other LLCs have been retired due to lack of student and faculty participation
- Developed 3rd floor of student center as programming space
- Library is creating two adaptive and collaborative work spaces for presentations, as well as independent and group study



Strategy E Create more opportunities for informal interaction among students, faculty, and alumni and between senior administrators and the rest of the campus community

- Democracy Café's offered
- Co-sponsored Career Days with Alumni
- Presentation by Dr. Kristen Lee Costa '96 on navigating academic stress
- First Employee Fun Day was held summer of 2017
- As of April 2018, Admissions is currently awarding 30 new Adopt-A-Scholar scholarship
- Leadership Council is made up of department chairs and administrators from across the campus
- President holds 'Campus Conversations'-- opportunities for faculty, staff, and students to communicate with the president



Strategy F Nurture a campus culture that promotes cultural awareness and sensitivity as well as commitment to social responsibility and environmental stewardship

- Over 30 events on cultural awareness offered
- Human Resources offered training for campus leaders in Cultural Competency
- The Latino Education Institute produced a GradNation Summit
- The Center for Human Rights sponsored multiple roundtable and advisory sessions on immigration issues
- 100% of new hires received anti-discrimination training
- Reestablished Office of Inclusion and Diversity within A&F division
- Over 700 students completed the Culturally Engaging Campus Environments (CeCe) survey
- Contracted with New England Resource Center for Higher Education (NERCHE) to develop institutionalized approach to improve campus climate
- Improved tracking and outreach to Military and Veteran population
- Offered 2 day retreat on diversity and inclusion for the division
- Sent members of Athletic Department to the NCAA Inclusion Seminar
- Sent member of Student Affairs to NCORE - the leading national forum on issues of race and ethnicity in American higher education
- Sent member of Student Affairs to the National Active Minds Conference on Diversity and Inclusion
- Offered Student Leaders Orientation keynote speaker on diversity and inclusion
- Student-Athlete Orientation included session on diversity and inclusion
- Offered Accessible Housing Selection Process
- Online mental health screenings now available in 3 languages (English, Spanish, Portuguese)
- Diversity Lecture Series offered
- Student led group Active Minds offered Talk to Someone campus event and video
- Counseling Center staff facilitated 2 sections of Student Support Network (SSN) to train students in recognizing, responding and referring peers struggling with mental health
- Addiction trainings were offered campus-wide in concert with talk by Chris Herrin (former Boston Celtic)
- Offered presentation on Opioid Crisis

- One Love Foundation programming offered to bring awareness around dating violence
- Assisted Student led groups with diversity activities such as Ally week, Transgender day, Accessibility Awareness week, Coming out Day
- Student Accessibility Services offered workshop on Universal Design
- Changed the name of Disability Office to Student Accessibility Services. Positively received on campus
- Improved accessibility on campus through accessible walkway between Student Center and Health Services
- Fuller Foundation support for WSU students involved in the Latino Education Institute or who are Latino/Latina
- Raised over \$500,000 for the Latino Education Institute
- Diversity Office oversight of Campus Climate Study and Five Point Plan of Action including committee work, cultural competency training, diverse hiring and cross racial interaction
- African American Teach-In
- Faculty- and student-directed theatre productions in spring 2018 intentionally provided expanded opportunities for actors of color
- Campus Climate Committee formed and conducted first research project relating to campus culture
- Fall 2017 Department Chairs' retreat focused specifically on Department Chairs as promoters of diversity



Strategy G Significantly improve internal communication and ensure faculty and staff feel they have a voice in setting strategic direction and priorities for the University

- Memo of understanding with MSCA
- Held multiple meetings between faculty leadership and staff
- New civility webinars offered for supervisors
- Deans and Department Chairs participate in monthly meetings to discuss institutional matters and aid in setting priorities
- Provost holds direct report meetings once a month for communication
- The strategic plan and strategic plan review committee are made of up faculty and staff from all divisions of the university
- Leadership Council is made up of directors, chairs, deans, and vice presidents from all divisions.
- New England Resource Center for Higher Education (NERCHE)/NITE assessment, which led to the establishment of the Campus Climate Committee



Strategy H Celebrate contributions to campus and community by faculty, staff, students, and alumni who embody WSU's core values

- Community Service Award offered
- Increased presentations for the Celebration of Scholarship and Creativity by 43%
- Added 3 new academic achievement awards
- Student success story collection used in new media and recruitment materials
- Marketing staff added functionality to update faculty online profiles, faculty photos, and e-news stories about faculty
- A new award for adjunct faculty has been created
- Academic achievement awards are given to students each year and celebrated at Academic Achievement Awards Ceremony
- 2x year publication of Worcester State magazine, the Annual Report of gifts, monthly e-newsletter to alumni and scheduled events.

- Binienda Center holds Annual Celebration of Service to recognize community partners, faculty, students, and staff and alumni engaged with the community.
- Enrollment Management will begin offering an employee recognition award in Spring 2018 to recognize positive contributions to the campus community by staff members or faculty from any division.



Strategy I Ensure opportunities to succeed at WSU are equally available to all members of the faculty and staff

- A new award for adjunct faculty has been created
- New faculty are provided a semester-long orientation with workshops on various topics to help them succeed
- Revamped Faculty Scholarship/Creative Activity Grant program (formerly called the Mini-Grant program) to support more untenured faculty research



Strategy J Promote a pluralistic student experience and ensure that students of diverse backgrounds see themselves reflected in the adult population and leadership ranks on campus

- Increased diversity in Humanities and Social Sciences by 43%
- Diversified the Academic Affairs office staff
- Diversity has been a hiring priority for Athletics, Counseling Center, Residence Life, Student Accessibility Services, and University Police.
- Diversified Counseling Center staff as a result of multiple vacancies
- Host Annual AccessAbility Week (4th year 2018)



Strategy K Seek ways to increase alumni presence on campus and engagement with WSU through events and lifelong learning opportunities that correspond with their interests

- Held 2 alumni career events
- Increased focus on the part of coaches to engage alumni
- Alumni Connections Series
- Alumni Art show allows for collaboration between Alumni Office and the Mary Cosgrove Dolphin Gallery
- Increased alumni engagement in participation of events
- Presentation by Dr. Kristen Lee Costa '96 on navigating academic stress
- Redesign and Launch of new Worcester Statement magazine
- New template for Alumni Enews
- Academic Departments invited alumni to join advisory boards, return to campus for career-focused events and supervise interns
- WSU's Annual Day of Giving – In 2018 was re-named and updated to I love WSU day. Over 500 donors of which approx. 170 were students. Over \$70,000 raised in one 24 hour period
- Best Foot Forward Campaign--Goal is to raise \$13,000 by 6/30/18 for a fund to support students who take unpaid internships – so that they have funding while getting valuable experience
- Backpacks to Briefcases: A weeklong series of events geared to workplace readiness for current students. Includes dinner with Strangers, Dress for Success, Interviewing skills, resume critique, and more. Goal is to engage alumni to assist students with life after graduation.

Goal 5: Promote financial strength and organizational sustainability while continuing to secure and invest the resources required to maintain WSU's reputation for excellence and value



Strategy A Align programs and allocate academic resources in response to student interest and strategic priorities that support the academic vision of the University

- Liberal Studies major created
- M d Leadership and Principal Licensure Program new cohorts in Fall 2015
- Ethnic Studies concentration launched; first 50 students took initial courses
- Forensic Science concentration sent to governance
- Environmental Science minor sent to governance
- 4+1 BS in Criminal Justice to MS in Counterterrorism program with Nichols College in development
- Math Co-req program for MA 130 sequence launched
- Substance Abuse Counseling Certificate developed
- Intensive English Language Institute curriculum revised
- Installed customer relations management software to identify and track student interest information
- Expanded the role of the Non-Matriculated Student Advisor to serve as an ombudsperson to assist non-traditional student populations (reallocation of resources)
- Unused funds from the previous budget year were reallocated to support the Center for Business & Industry, which is a targeted growth area for DGCE
- Working cross-divisionally to streamline the registration process for non-matriculated and adult student populations with the goal of increasing student enrollment
- Image Now upgrade - to expand document sharing, storage and approval
- Psychobiology minor launched
- 3+3 BA/BS to JD program with UMASS Dartmouth School of Law and West New England University Law School
- New majors in Political Science, Art and Theatre in development
- Master of Public Policy/Administration approved through governance and BOT, going to DHE Spring 2018
- Science Education 4+1 MEd in development



Strategy B Mitigate uncertainty and offset reductions in state funding by identifying and growing new streams of revenue

- Center for Business and Industry increase in training delivered and revenue obtained
- Wellness Center is on pace to generate about \$100,000 in net revenue for rentals, group exercise, etc. We are almost to a point where we are maxed out in the amount of space we can rent.
- Implemented Changing Lives Campaign for scholarship support over 6 Million raised by March 2017
- Expansion of the district-based cohorts for the Masters in School Leadership & Administration
- Exploring possible collaboration with Academic Partnerships to bring some graduate programs 100% online

- Counseling Services secured grant monies for JED campus initiative and Healthy Minds Study. JED campus is designed to guide schools through a collaborative process of comprehensive systems, program and policy development with customized support to build upon existing student mental health, substance abuse and suicide prevention efforts.



Strategy C Implement the campus master plan based on evolving strategic priorities and consistent with the principles of green building and environmental sustainability

- Sheehan Hall and the Wellness Center have been LEED Gold Certified
- The Binienda Green was created in the center of the campus
- The Administration Building's entrance was rotated to open to the center of campus
- Listed as one of Princeton Review Most Environmentally Responsible Colleges



Strategy D Secure funding for deferred maintenance work on campus

- The Commonwealth implemented a new process to evaluate higher education funding requests for capital projects. VPAF and Director of Facilities participated in the regional workshops where the state sought input on the process.
- Submitted a \$40M plus funding request in Dec 2017 seeking funds to resolve the infrastructure issues at the Student Center
- Heating/AC/Ventilation system in the Ghosh Building needs to be replaced. We have applied for \$6M in deferred maintenance funds to be accomplished in summer of 2018.



Strategy E Explore options for expanding the campus footprint in creative, cost-effective ways

- Engaged a consultant (Rickes Associates) to examine academic space planning and the May St building opportunity
- Acquisition of Temple Emmanuel Property (May St. Building) and Parking. 71,300 square feet of additional programmable space for WSU and 126 parking spaces.
- Meetings with WSF facilities and Real Estate committee to discuss strategies for financing major capital infrastructure needs at May St.



Strategy F Bolster WSU's technology capacity and infrastructure through investment in administrative and instructional technology and through collaborations that maximize savings and efficiencies

- Outsourced website hosting to AWS which provides consistency and disaster recovery options
- Engaged Vantage Technology Consulting group to perform a Classroom Technology Visioning, Assessment, and Masterplan.
- DGCE working with A&F to clarify the reporting of the \$7million dollars in revenue generated by renaming revenue streams to map to budget units



Strategy G Strengthen and sustain efforts to inspire financial support from WSU alumni

- Change Lives Campaign completed in June 2017. Total raised \$17 million
- Developed new young alumni giving society
- Launched Lancers Across the Nation tour

- Young Alumni President's Circle is an exclusive giving society for our graduates of the past ten years, offering these recent alumni a way to give back to their alma mater through incremental levels of support each year. 32% of current members are minorities – they are active and engaged alumni and this program is keeping them connected to the University in a meaningful way



Strategy H Develop a long-term plan for increasing financial support and professional development opportunities for faculty and staff through enhanced operational efficiencies and fundraising

- Provost's Faculty Scholarship Travel Fund increased by \$30,000. Implemented twice a year in response to faculty concerns. All qualified applications supported.
- Established and launched new Faculty Research grant with the Worcester State Foundation
- Awarded student research grants to offset costs

APPENDIX C



2015-2020 Strategic Plan Evaluation

2017-2018 Administration and Finance Divisional Report

Introduction

During FY 2018 the Division of Administration and Finance continued to focus on supporting the strategic plan, with most efforts directed towards Community and Campus Life, and Resources, Revenues and Organizational Sustainability.

Community and Campus Life

Stacey Luster, AVP, has made great strides with her team focusing on cultural awareness and respect. Cultural awareness and respect are explicit in Worcester State University's Mission and Core Values. The Mission emphasis on a "diverse student centered environment", "global awareness", and "engaged citizenship" are embellished by University's core values, which include "diversity and inclusiveness" and "civility and Integrity." Worcester State University's commitment to customer service is firmly rooted in its mission and core values and is demonstrative of its fidelity to these fundamental principles.

In the employment context, customer service is embedded in all phases of recruitment, supervision and evaluation, and talent management. To the extent permitted by collective bargaining agreements, position descriptions include the following three (3) essential responsibilities:

1. Demonstrates civility and professional, customer-service oriented behavior, worthy of emulation by other staff and students;
2. Responsible for contributing to the WSU Strategic Plan; and
3. Responsible for contributing to Equal Opportunity/Affirmative Action objectives

Worcester State University regularly offers professional development, which strengthens employee skills, while emphasizing the University's commitment to customer service.

We continue to survey campus to assess the services provided to the campus community by our departments. We have accumulated multiple year results that we have reviewed and have discussed within departments. Working with Human Resources we have offered and will continue to offer staff in all areas customer service training. In the coming year we will set aside time as a division to discuss survey results in more depth, and brain storm across departments to identify strategies to increase customer satisfaction and streamline processes. We will work with the soon to be hired Manager of Internal Controls and Risk Assessment on change management initiatives across the division.

Every year, the University also provides employees with mandatory on-line Title IX Training. In addition, all new employees receive in-person antidiscrimination and Title IX training.

As Worcester State University's student body becomes increasingly diverse, our ability to maintain a culturally inclusive and respectfully environment is essential to our continued viability. Our Five Point Plan of Action: Toward a More Inclusive Campus Climate, reinforces the principles within the strategic plan, which promote cultural awareness and respect, as follows:

1. Cultural competency training
2. Diverse hiring
3. Student engagement
4. Classroom context
5. Cross-racial interaction

In order to assess its cultural climate relating to Administrative Leadership, Student Support, and Curriculum, the University partnered with the New England Resource Center for Higher Education

(NERCHE) at UMass Boston during the 2016-17 academic year. As recommended by NERCHE, the University also partnered with the National Institute for Transformation and Equity (NITE) at Indiana University to survey nearly 25% of the Undergraduate student body in the Spring 17 semester. Also as recommended by NERCHE, the University established a Campus Climate Committees (CCC) to conducted focus groups, analyze survey data and make recommendations to the President. In Spring 18, the Campus Climate Committee recommended the University take action in the following areas:

1. Institutional Committees
2. Training
3. Space
4. Procedural
5. Personnel

These recommendations are detailed in the Campus Climate Committee's report, which was vetted and edited by the Campus Community, and awaits Presidential consideration.

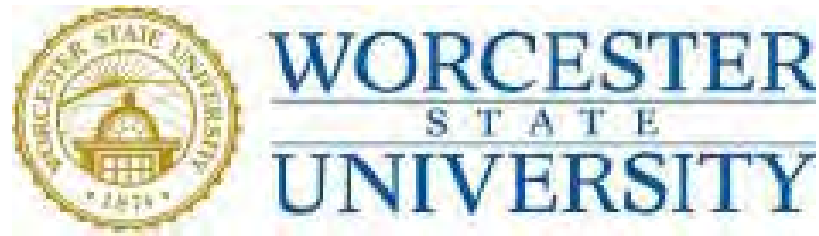
Resources, Revenues and Organizational Sustainability

The Administrative Policy work group has been re-convened and taken part in a policy training seminar. The President has charge the group to make FY 2018 the year of policy. The group is working to establish process and vet draft policy through that process. The work group is directed by Anisa Hoxha, Director of Budget, Planning and Policy Development with support from Heather La Marche, Budget Analyst, and Deb Kuczka, Admin. Assistant.

During the year staff was engaged in the Commonwealth's development of a new deferred maintenance model and submitted requests for funding for the coming summer and FY 2019. We are awaiting a response to our requests. Additionally, work on expansion of the campus footprint is ongoing. There have been formal and informal discussions surrounding the Temple property that is owned by Worcester State Foundation. The Foundation Board and the University Trustees have been engaged in the discussions and the administration is evaluating various funding models to finance construction activities on the site.

The Division staff is currently collaborating with Academic Affairs in an effort to assess classroom technology and develop a master plan. This is a year-long effort that brings together facilities and IT staff with faculty and experts in the field of classroom technology to create a technology master plan.

APPENDIX C



2015-2020 Strategic Plan Evaluation

2017-2018 Academic Affairs Divisional Report

Introduction

The Academic Affairs Division worked cooperatively throughout the year to actively welcome, orient, and mentor 26 new faculty members who bring diversity and energy to the academic enterprise. We brought an Assistant Vice President for Assessment and Planning Dr. Sarah Strout, and an Associate Vice President for Academic Affairs Dr. Henry Theriault to the Division's Leadership Team. Dr. Madeline Campbell joined the office as Faculty Fellow in Administration while we conducted a search for the Director of Academic Support Services position following the retirement of Gerald Sorge. The Division put forward the NEASC Interim Report in July 2017 which was received by NEASC and reaffirmed comprehensive accreditation process for 2022.

The interdisciplinary programs were served by new leaders as program area chairs which resulted in an expansion and reinvigoration of programming under Dr. Theriault's leadership. The Provost's Series on Democracy and Diplomacy, an idea championed and led by faculty members, produced a series of events and opportunities for student and faculty collaboration across disciplinary lines. The Division was central to the Campus Climate efforts in a year long series of forums and study.

With the help of the Advancement and Alumni Affairs Division, the library secured funding to support faculty efforts in course redesign around open educational resources, which saved students substantial textbook costs and positively impacted the academic experience.

During the last year and the early part of this academic year, Academic Affairs, Enrollment Management, and the President's Office continued discussion with a third party supporter regarding wholly online programs with a potential to increase students in graduate areas. Additionally, four faculty received Quality Matters training in online and hybrid course design and delivery and are enthusiastically championing further support for faculty to engage with technology. Two faculty and staff governance committees have partnered with a consultant and surveyed students and faculty regarding the shaping of classroom technology. The group's work will result in 'sandbox' classroom configuration prototypes for faculty and students to experience in the fall and inform design and equipment purchases.

Increasingly, our faculty are engaged in research which requires infrastructure to support but which also can potentially attract extramural funding. Deans engaged with the A goal for next year and beyond would be to structure and enhance the ability of the University to incubate and support research agenda consistent with its mission and purposes.

An outgrowth of the concerted efforts of Enrollment Management and the funding for initiatives by Administration and Finance, has been the implementation of both Courseleaf Academic Catalog software and software to support Governance committees. Both are

yielding the opportunity to review, track, and respond to change in a systematic manner and to inform decision-making in Academic Affairs.

Focus Area: Campus Climate

The Academic Affairs Division prioritized campus climate throughout its pursuit of academic excellence and strategic initiatives this academic year. In addition to co-designing (with Student Affairs) the August Leadership Retreat on cultural diversity and inclusion to begin the year, the division engaged in multiple such activities throughout the year. Speakers, films and documentaries with panels for discussion and presenters across cultures and perspectives were brought to campus to engage with students, faculty, and staff in small and large groups through co-sponsorship and strategic use of resources.

During the election season, a series of Democracy Cafes was produced by dedicated faculty members to inform the campus community about the positions of candidates on issues of the day. The academic leadership team used results of a survey to engage a day long workshop on “Handling Difficult Conversations” for academic department chairs and academic leaders, and later emphasized FERPA guidelines to the Administrative Council. The division’s faculty and staff actively participated in the NERCHE campus climate research process and events throughout the year and will continue to be leaders in advancing the conversation and the improvement of the environment.

Campus climate is inextricably linked to community, state, and national climate. Our students and faculty are engaged in each of those venues and are supported in their endeavors. Examples include: The opening of the African American History Museum in Washington, D.C., CitySpeak, The Global Action Fair, “Fake News” Panels, Inauguration activities and several marches on Washington. The Center for Human Rights sponsored multiple immigration roundtables and advisory sessions. The Latino Education Institute produced the last of a national series of GradNation Summits this spring and continues to engage with multiple school systems in improving outcomes for diverse students.

Ongoing and continual communication of the ‘good news’ regarding our faculty and student accomplishments was made possible this year through concerted efforts with the President’s Office and the use of social media. Attendance and participation at the campus events described above was clearly enhanced by this improved emphasis on climate.

Focus Area: Academic Excellence

A highlight of our academic excellence focus would be the 100% pass rate results for our Nursing, Occupational Therapy, and Speech Language Pathology Graduate Program in national examinations. Our faculty continue to produce scholarly and creative works which garner national and international attention and invitations, and our emphasis on student participation in research as undergraduates continues to be displayed at events both on and off-campus.

With the excellent work of the Advancement Office and the generosity of a donor, the Aisiku STEM Center was launched this year, incorporating peer assisted learning in eighteen different courses impacting over 1,000 students, and providing students with research opportunities alongside faculty.

The Math Center and the Writing Center enhanced availability of tutoring to students across math and writing intensive courses. The Math Department participated in a DHE pilot project regarding the use of high school GPA to enter two mathematics college level courses, and used results of the experience to inform participation in ensuing semesters. Additionally, math faculty were supported in studying to implement corequisite remediation for math courses and will welcome their first cohort in the fall of 2017.

In a cooperative effort with our Council of Presidents and Council of Vice Presidents, the need for the state universities to achieve the ability to offer clinical doctorate programs is being addressed with the legislative and department of education oversight bodies. For WSU particularly, the need for a clinical doctorate offering for Occupational Therapy looms large. The Occupational Therapy Department and Dean of EHNS have partnered with Salem State University colleagues to produce an updated whitepaper on a cooperative D.OT. As of this writing, the Presidents are making the case for this barrier to be overcome so that we may move forward to proposal and governance approval.

In cooperation with Administration and Finance, the Provost's Office was able to support 30 more faculty members presenting their research at national and international conferences, a 40% increase over the prior year. Faculty-led study abroad experiences included Cuba for the first time this spring, and a steady increase in the number of opportunities for students to engage with faculty in academic and service learning experiences outside the United States continued in 2016-2017.

The Academic Affairs Division, in cooperation with Administration and Finance, engaged with a consultant (Rickes Associates) regarding academic space planning and the May St building opportunity, beginning in the summer of 2016. Systematic interviews with deans, department chairs, and academic leadership combined with an analysis of classroom and laboratory usage and specifications yielded an initial report shared with the University community in fall of 2016. Deans and faculty continue to formulate responses to the analysis regarding department groupings and faculty and student spaces towards the next phases of planning, which in 2017/2018 will also include classroom design and technology needs assessment.

Strategic Funding in Fiscal Year 2017

During the 2016-2017 academic year, Academic Affairs benefited from strategic priority funding pursued by Enrollment Management, particularly involving an external research and advisory service, Eduventures, which has worked with DGCE regarding ways to increase enrollment.

CAEL (\$85,000) is an initiative deferred to 2018 AY, due to the budget shortfall. The CAEL initiative will aid DGCE and the Schools in assessing competency and adult learning for transfer and non- traditional students entering WSU for degree completion.

Ethnic Studies Concentration launched with an initial budget of \$27,000. First courses were offered in the concentration this year, and multiple speakers and events were cosponsored.

A new Mac computer lab (\$65,000) was funded to improve instruction in the communication major and was fully operational for the spring 2017 semester. A study for renovations/construction of a video studio was completed. Estimates for the studio are in the \$250,000 or more range. Advancement staff and Dean will work together regarding prospects to support this endeavor.

Slightly under \$100,000 was used to improve laboratory equipment in the natural sciences and in response to strategic and foundational submissions of the Biology, Chemistry, and DEEP departments.

2016 Recommendations of the SPRC:

Last year's submission of Strategic Planning documents reflected the nature of a plan developed during a period of leadership transition in academic affairs and a fluid external environment for higher education. As the leadership team in Academic Affairs will be fully formed by the end of this academic year, the Division intends to increase its capacity for purposeful mid and longer range planning and implementation of overarching goals. The academic deans will take a close look at the organization and affiliations of their Schools, programs, and course offerings.

APPENDIX E



2015-2020 Strategic Plan Evaluation

2017-2018 Enrollment Management Divisional Report

March 5, 2018

Introduction

The Enrollment Management Division (EM) is pleased to provide this report on the division's progress on the 2015-2020 Strategic Plan. This report is presented to the Strategic Plan Review Committee (SPRC) on March 5, 2018, along with a verbal discussion of institutional goals and documentation of divisional Strategic Plan priorities and metric outcomes, during the 2017-2018 academic year.

As directed by the SPRC, this report includes a report on all of the five major goals of the 2015-2020 WSU Strategic Plan, with extra consideration given to Goals #2 and #4. A great deal more information is available on all of the Strategic Plan goals and is further shared with the SPRC in verbal discussions.

In 2017, recommendations were made to the university community and specifically to the Enrollment Management Division by the SPRC Assessment of Institutional Effectiveness 2015-2016 Strategic Plan Update Report. This report includes a communication of the division's attention and actions given to these recommendations over the last year.

The Division of Enrollment Management is glad to provide this report and proud of the efforts made during this period to support and meet the goals of the Worcester State University 2015-2020 Strategic Plan. Questions can be directed to Vice President Ryan Forsythe at 508-929-8498 or rforsythe@worcester.edu.

Goal 1: Academic Program and Excellence

As stated in last year's EM Divisional SPRC Report, the EM division does not deliver academic programs; rather, our work is designed to enhance students' interaction with academics through promotion, recruitment, registration, retention, etc. Goals and outcomes related to academics in EM often center on issues of program awareness, using registration data for program delivery and enhancements, enrolling appropriate numbers of students, etc. Specifically in the 2017-2018 academic year, in collaboration with other campus departments and divisions, the Enrollment Management Division is proud to have:

- Created the beginnings of the university's first real-time data library for weekly enrollment persistence comparisons (a goal set by the division for itself last year).
- Finished the installation of the university's first governance and catalog management software, through an iterative and cross-divisional process. Now, all course and program governance proposals encourage the proposer and governance committees to consider the implication of all changes to LASC and other academic programs. This assures greater awareness of the results of proposals, the changes to academic programs, and the effects on students. This initiative was completed by the Divisions of Enrollment and Academic Affairs.
- Intentionally and substantially invested in DGCE marketing efforts (specifically for the Center for Business and Industry) and recruitment efforts (specifically academic program promotion and landing pages for collecting prospective student information). This initiative was completed by the Divisions of Enrollment and Academic Affairs.
- Begun the installation of software to improve the scheduling of courses, which is expected to provide students with more advantageous section options to choose from. This project is expected to be completed by Summer 2018 and is being worked on by the Divisions of Enrollment and Academic Affairs.
- Met data-informed Enrollment Management Plan Goals through cross-divisional work in the Enrollment Management Committee.
- And more...

Goal 2: Differentiation and Impact in the Wider World

Leveraging WSU's distinctive strengths is one of the tenets of the work done in the Enrollment Management Division to enhance the university's reputation, promote the university to its various constituencies, and recruit new students to the university for enrollment. Goals and outcomes related to this portion of the strategic plan in EM often dominate the creation of related goals in marketing, in the areas of branding, advertising, etc. Specifically in the 2017-2018 academic year, in collaboration with other campus departments and divisions, the Enrollment Management Division is proud to have:

- Capitalized on the university's urban location by adding to the university's promotional materials some of the many benefits of Worcester and the surrounding areas. Specifically, this manifested itself in:
 - A Worcester profile in the new printed admission recruitment materials,
 - Additional local area promotion on the university's website, and
 - Greater promotion of the Higher Education Consortium of Central Massachusetts' (HECCMA) cross-registration opportunities.
- Improved the articulation of the relationship between academics and workforce alignment, in all areas including the arts and humanities. This was done with:
 - The promotion of outcomes results gathered from previous WSU graduates in the WSU Postgraduate Outcomes Report, and
 - The addition of career pathway information for every academic major on the major-specific promotional website, with workforce options/likelihoods for each academic program from the U.S. Department of Labor.
 - The State University Internship Incentive (SUII) was again funded by the State Legislature this year. This program provides the university with over \$100,000 in funds, which are matched by the Foundation by another approximately \$100,000. This \$200,000+ is then used to provide funds to students to participate in internships.
- Strived to have the top-degree completion rate among the state universities in Massachusetts and beyond. In 2017, the university achieved its highest four and six year graduation rates ever for the respective first-time, full-time student cohorts. The rates were 38.8% and 55.8% respectively. Though new data is not available at the time of this report's production on other state universities' retention and six-year graduation rates, the following tables show statuses of all state universities for the most current cohorts (2009 for six-year graduation rate and 2015 for fall-to-fall retention rate).

State University IPEDS Six Year Graduation Rate				
Institution	Cohort	Initial Cohort	# of Completers	%
Bridgewater State University	Fall 2009	1,453	841	57.88%
Fitchburg State University	Fall 2009	781	414	53.01%
Framingham State University	Fall 2009	719	403	56.05%
Massachusetts College of Art and Design	Fall 2009	314	226	71.97%
Massachusetts College of Liberal Arts	Fall 2009	347	181	52.16%
Massachusetts Maritime Academy	Fall 2009	296	212	71.62%
Salem State University	Fall 2009	973	486	49.95%
Westfield State University	Fall 2009	1,130	708	62.65%
Worcester State University	Fall 2009	693	353	50.94%
State Universities	Fall 2009	6,706	3,824	57.02%

Fall to Fall Retention of First-time Degree Seeking Students		
		Fall 2015
Bridgewater State University	Adjusted cohort	1,493
	% Retained at Inst	79.7%
Fitchburg State University	Adjusted cohort	781
	% Retained at Inst	75.2%
Framingham State University	Adjusted cohort	844
	% Retained at Inst	73.9%
Massachusetts College of Art and Design	Adjusted cohort	293
	% Retained at Inst	89.8%
Massachusetts College of Liberal Arts	Adjusted cohort	270
	% Retained at Inst	78.5%
Massachusetts Maritime Academy	Adjusted cohort	385
	% Retained at Inst	85.5%
Salem State University	Adjusted cohort	1,082
	% Retained at Inst	79.1%
Westfield State University	Adjusted cohort	1,292
	% Retained at Inst	77.2%
Worcester State University	Adjusted cohort	808
	% Retained at Inst	77.9%
State Universities	Adjusted cohort	7,248
	% Retained at Inst	78.4%

Worcester State University Retention and Graduation Data – 2008 to 2015

Entering Class	Initial Cohort	% Retained			% Graduating				
		After 1st Year	After 2nd Year	After 3rd Year	Within 4 Years	Within 5 Years	Within 6 Years	Within 7 Years	Within 8 Years
2008	654	76.6	65.0	59.6	31.2	46.6	53.1	55.0	55.4
2009	693	75.2	66.1	59.2	32.5	47.8	50.9	53.7	
2010	809	79.8	67.3	63.2	36.1	50.9	55.8		
2011	790	78.1	67.0	61.9	35.7	50.9			
2012	781	80.3	68.6	61.3	38.8				
2013	775	81.9	70.0	64.9					
2014	785	77.2	67.6						
2015	808	77.9							

Note: Calculations are based on adjusted cohorts, which excludes deceased students.

Though retention and graduation successes can rarely be attributed to any one effort, a few notable retention and graduation efforts that occurred during this year included:

- A streamlined graduation process in the Registrar's Office that now includes an online Intent to Graduate Form and has doubled the number of communications to students with Intents to Graduate in progress and their advisors,
- The development of the university's most sophisticated, timely, and useful retention and persistence reports ever, with greater information about real-time student registration and persistence than the university has ever experienced.
- The Success Coach program, which pairs marginally-at-risk students with faculty or staff mentors at the time of first enrollment, provided a small amount of measurable success in improving retention rates of Fall 2016 enrollees. Due to staffing changes, this program was not in place for Fall 2017 enrollees. With the new retention staff in place, the program will be revised, improved, and again instituted for Fall 2018 enrollees.
- With a belief that early alert and the benefits of a student's support ecosystem are both positive contributing factors in affecting student persistence, the Starfish Early Alert system continues to be a staple of the university's retention efforts.

Goal 3: Enrollment, Retention, and Student Success

As the recruitment, enrollment, and success of students is the mission of the Enrollment Management Division at Worcester State University, this Strategic Plan Goal is where much of the division's energy and efforts are focused. Though this goal is not a focus of the SPRC this year, a few initiatives, which have been worked on with other university divisions, include:

- Completion of the acquisition, installation, and first use of the university's first Customer Relationship Management software (CRM), which has already improved the frequency and quality of the university's communications to prospective students.
- Completion of the proposal, approval, and first use of a new scholarship targeted at recruiting out-of-state students, which is expected to increase the university's reach to new student populations outside of Massachusetts.
- Engaged with the Art & Science Group on the university's first positioning study, which is expected to provide the university with guidance on its future position in the crowded higher education market.
- Entered the university's first use of SAT optional admission for applied students, which is expected to open access to additional and more diverse student populations.
- Completion of numerous new promotional and recruitment brochures, including a new "fit and feel" brochure that gets at the heart of students "feeling" as though they "fit" at WSU.
- The production and promotion of the Advising Toolkit, which is a set of tools, available online for faculty to access, which is designed to bring as much information as possible to the fingertips of faculty, as they are engaging in the very important retention-related activity of academic advising.
- And many more items...

Goal 4: Community and Campus Life

The Enrollment Management Committee brings together members of the WSU community to address issues of enrollment, retention, and graduation of all students. Positive outcomes in these enrollment goals are only possible on a campus with 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. Examples of EM efforts to encourage progress towards a healthy campus climate, in the 2017-2018 academic year, in collaboration with other campus departments and divisions, have included:

- A new partnership with the Massachusetts Education and Career Opportunities organization (MassEdCO) to bring increased financial aid service to Worcester State University students. MassEdCO's Educational Opportunity Center (EOC) has begun providing assistance to students with FAFSA completion, financial aid verification processes, and more.
- The new SAT optional admission program, for Fall 2018 applicants, began in November 2017 with the first students admitted with this flexible criterion. To date, almost 300 accepted students have been considered for this admission category. This is expected to enhance the number of accepted applicants from diverse backgrounds by as many as 69 additional students.
- Hosting bilingual admission information sessions at open houses, for more diverse prospective students and families.
- Created new marketing materials for the Latino Education Institute.
- Participated in and helped planned the ALANA Preview Day for diverse prospective student populations, especially those interested in the field of education.
- Furthered customer service and civility training for all employees, with foci on serving veteran students and students in distress.
- Worked to develop an employee recognition award, which will be finalized in spring 2018, awarded in summer 2018, and allow the EM division to recognize positive contributions to the campus community by staff members or faculty from any division. It is expected that this will encourage greater awareness of staff and faculty contributions and generally improve morale.
- Served on the MassEdCO Board of Directors, supporting programs such as GEAR Up, Talent Search, Educational Opportunity Centers, Collegiate Success Institute, and more.
- Continued the collaborative and cross-divisional work of important committees, such as the Enrollment Management Committee, Transfer Advisory Board, etc.

- Coordinated an on-going, cross-divisional working group of faculty, staff, and students, who are charged with exploring ways to make the campus more inviting and inclusive to students with varied gender identities. This work is expected to reach some milestones for campus change in the late Spring 2018.
- And more...

Goal 5: Resources, Revenue, and Organizational Sustainability

A great deal of funding that supports the university's financial strength and organizational stability come from students' payments and financial aid. Therefore, it is vitally important that the university's levels of enrollment remain at an appropriate level to support university functions. This is a primary function of the Enrollment Management Division, the Enrollment Management Committee, and the Enrollment Management Plan. During the 2017-2018 academic year, items that were worked on by the Enrollment Management Division, in conjunction with other areas of the university, included:

- Judicious use of institutional financial aid funds, in a model that assures an appropriate level of enrollment without an excessive discount rate. To this end, the university limited the amounts of need-based and merit-based financial aid, due to the strong recruitment and retention rates for Fall 2018. Additionally, the university began offering an out-of-state scholarship incentive that provides no more than a 50% discount off the premium tuition rate for out-of-state students, which is expected to yield greater net revenue.
- The Enrollment Management Division has been working on securing funding to continue the dual/concurrent/early enrollment efforts that are considered vital to the university's continued promotion in high schools. Partners on these projects have included the Administration and Finance Division's grant staff, the Academic Affairs Division's Latino Education Institute and Multicultural Affairs staff, and others. Successful efforts have included, but are not limited to:
 - The \$40,000 2017-2018 Commonwealth Dual Enrollment Program (CDEP) grant from the Massachusetts Department of Higher Education (DHE) for the subsidizing of dual enrollment courses for Worcester Public Schools (WPS) students,
 - The \$100,000 2017-2018 100 Males to College (100 MTC) grant from the DHE for the provision of the 100 Males to College Worcester program, and
 - The recently applied for Early College designation from the DHE and the Department of Elementary and Secondary Education (DESE), which was applied for with Quinsigamond Community College (QCC) and the WPS, and is yet to be approved.
- The Customer Relations Management piece of software (CRM) has begun to bear fruit, specifically in the improvement of the quality and quantity of relational messages that have been sent to prospective students. Due to the improved storage and use of prospective student information in the CRM, the university is more confident in using this information to communicate regularly with prospective students. This confidence,

and the intended preparation for the positioning study with the Art & Science Group, have resulted in an increased number of students in WSU's Fall 2018 prospect pool (16,476). The increased number of prospective students, greater number of communications with prospective students, and higher quality of the communications is considered a contributing factor in the increased number of Fall 2018 applications (4,527), compared to 4,255 for Fall 2017 at this time last year.

2016-2017 SPRC Recommendations

In the 2016-2017 SPRC Assessment of Institutional Effectiveness Report, many recommendations were made. Some of the recommendations were, according to the report's authors, "University Recommendations" from their "30,000 foot view". While other recommendations were more specific to individuals divisions. Many of those recommendations were addressed during the 2017-2018 year by the EM Division and are addressed here:

University Recommendations

1. Improvement of Employee Morale Across Campus and Establishment of a University Culture of Kindness, Positivity, and Recognition

During this year, the EM division has worked to develop an employee recognition award. This award, which will be finalized in summer 2018 and awarded in summer 2018, will allow the EM division to recognize positive contributions to the campus community by staff members or faculty from any division. It is expected that this will encourage greater awareness of staff and faculty contributions and generally improve morale.

2. Institutionally Supported Training on Organizational Behavior

The EM division is not aware of any efforts during this year to provide organizational behavior training.

3. Incorporation of Strategic Plan into Daily Operations

Attach to this report are the 2017 - 2018 EM director goals. These goals, which represented the personal goals of the individual directors and the expected direction of their respective offices, are developed annually and informed by the strategic plan and the enrollment management plan. These office-specific, divisional, and university goals inform individual practices and daily operations in the various enrollment management offices.

4. Routine Communication of Accomplishments

Regular communication of staff and faculty accomplishments are made through various forms of communication. Some of these include the regular communications from the academic deans to faculty and chairs as well as the recognition portion of the E-News site, which is managed by the Communications Office.

5. Education and Training on Data Literacy for all Personnel

Data literacy, use of data in making data-informed decisions, and the general interpretation of reports and other analyses are necessities in a successful enrollment management division. That is why, during this academic year, the EM division has made concerted efforts to bring greater awareness of existing data to many constituencies. One specific example from this year includes the provision of the university's most comprehensive persistence and retention information to the Enrollment Management Committee.

6. Development of Standard Operating Procedures

The development of standard operating procedures in the EM division has been implemented as needed.

7. Hire More Support Personnel

In the absence of significant new resources to greatly expand the university's level of staff, this recommendation must be addressed judiciously. During this year, the EM division has worked hard to invest in individuals and positions that will best serve the university's goals. Examples of this intentional process include the hiring of an assistant director in Admissions specifically capable of managing the new customer relations management software and the hiring of a Director of Retention capable of creating new SIS queries and reports for data distribution purposes.

Enrollment Management Recommendations

1. Design and Implement Methods to Monitor Outcomes

For three years now, the EM division has been seeking to bring a set of sophisticated reports and a data warehouse to the campus, for the purpose of monitoring and reporting various measures of student success. This is a costly endeavor, which has unfortunately not been possible due to other university priorities. However, with the hiring of a data-aware and technologically-savvy Director of Retention, the university has been able to realize some portion of this vision without the costly expense of custom-designed reports and a data warehouse. This project is just beginning to bear fruit at the end of the 2017 - 2018 academic year in the form of sophisticated reports and data dashboards for appropriate constituencies.

2. Archive Progress Toward the Strategic Plan by Moving Completed Goals to a Separate Grid

This recommendation has not been addressed, as it is not a useful activity for the division to engage in. Progress towards goals in the strategic plan are tracked accurately and clearly on the existing strategic plan action grid. A separate grid for the purpose of tracking completed items would be a duplication of effort that is not necessary.

3. Implement an Employee Recognition Program

During this year, the EM division has worked to develop an employee recognition award. This award, which will be finalized in spring 2018 and awarded in summer 2018, will allow the EM division to recognize positive contributions to the campus community by staff members or faculty from any division. It is expected that this will encourage greater awareness of staff and faculty contributions and generally improve morale.

4. Proactively Share Best Practices at Direct Reports Meetings

Shortly after the distribution of the 2016-2017 SPRC Report, the Direct Reports group met to review the report. At this meeting, Vice President Forsythe, and other division heads, shared best practices and other insights into strategic planning, SPRC report writing, and more.

5. Success Coach Program Should be Expanded and Coaches Should Receive Training Materials

The Success Coach program was marginally effective in its first year (Fall 2016), showing a slight increase in retention of students with a Success Coach over other similarly-characteristic students in a control group. These outcomes, and the nationwide research that shows that success coach models are effective in positively affecting student persistence, have solidified this program's likelihood for the foreseeable future. However, in the spring of 2017, WSU lost the champion of this program, the then Director of Retention, and the rest of the EM division was not able to run the program for Fall 2017. Now, with a new Director of Retention, a renewed focus on making the program successful, and plans to improve the program, there is every expectation that it will be successful for Fall 2018.

6. Longitudinal Data on the Success of the Success Coach Program Should be Collected

Only one iteration of the program has occurred thus far (Fall 2016). Upon successful repetition of a similar program, longitudinal data will certainly be collected, analyzed, and used for future program improvements.

7. Gather Useful Data on Transfer and Non-Traditional Students

Data is regularly collected on these populations and others and used in making data-informed decisions in the EM division. These data are less able to be easily digested by outside populations, primarily due to the lack of homogeneity of these populations.

Strategic Plan Metrics and Trickle-Down Strategic Planning

Enrollment Management Metrics – Spring Update

Please see the attached *Enrollment Management Metrics – Spring 2018 Update* for specific key strategies, initiatives, and actions established for the Enrollment Management Division. This document includes clearly articulated goals, evidence of cross-divisional collaboration, and clear actions that will be taken in future terms/years.

Enrollment Management Directors Goal Documents

The 2018 goal documents for the Enrollment Management Directors of Admissions, Financial Aid, Registrar, Marketing, and Retention are available for SPRC review. These documents reflect the expectations of the individuals in the Director positions, as well as the expectations of the offices which they oversee. Director and office goals are established based on strategic plan goals and metrics, enrollment management plan goals and expectations, and other university priorities.

Worcester State University

Enrollment Management

Julie Chaffee 2017 Goals

February 13, 2017

- Work with Academic Success and Deans, by Summer 2017, to investigate a new saved seat process that offers Department Chairs the option to determine saved seats for their courses but provides a policy for saved seats by course level if a department does not respond.
- Investigate and implement the practice of capturing and recording student petitions in Colleague. Currently, pre-requisite waivers, overload forms and faculty consent are paper forms which then need to be filed/imaged. They are hard to track and sometimes impact the pre-requisite checking process. Tracking these petitions in Colleague makes them available to anyone with appropriate Colleague access and will greatly improve the accuracy of the pre-requisite checking process and student service. Plan is for implementation during pre-registration in the Spring 2018 semester, in November 2017.
- Automate the graduation process. Instead of reviewing students twice in the semester, Colleague can be set up to check that degree audit requirements have been met and to graduate in a batch. The hope is to eliminate a full re-review of all students and limit that to only those who fail the batch process. This will be set up in late Spring/early Summer 2017 in hopes to test on a smaller August 2017 graduation group.
- Automation of the student academic standing process, allowing a batch process to replace the hand-checking and manual process that currently exists. It is in the best interest of the students to notify them of any academic standing issues early after semester end so that any issues may be addressed and resolved in a timely fashion. Hopes are for this process to be in place for the end of the Spring 2017, Fall 2017 at the latest.
- Continue involvement in the planning and implementation of catalog/governance software, including coordination of the information exchange connection between Colleague SIS and such software.

- Conduct campus-wide promotion of FERPA. Create a user guide for faculty, academic department assistants and other campus constituencies regarding the FERPA law and how it should be observed at WSU. Topics will include, “What is considered an educational record?”, “What information can I discuss with parents of a student?”, “Maintenance of education records in offices other than the Registrar” etc. Pending Academic Affairs Admin Council presentation, coordinate information, fill-in any gaps and distribute. In the Spring 2017 term, promote this at Enrollment Management Committee meeting and convert this to an online document as a resource to be mailed to employees once or twice a year and to be distributed at the New Faculty Orientation at the start of each academic year.
- By Spring 2017, coordinate the scanning and filing of past approved governance policies and proposals that I have processed into an electronic record in Image Now. Right now these are just in paper format and this process will make finding past proposals much quicker and easier. Once software is in place, this will no longer need to be done, but it will organize past paperwork.
- Based on the progress of possible development of online academic program delivery during the 2017-2018 academic year, support the Academic Affairs Division in coordinating registration procedures for online-delivery programs.
- By December 2017, with Admissions support and input, investigate the possibility and pricing for an electronic transcript production and receipt package with possible budget implementation for FY 2018.
- By May 2017, work with the Academic Success Center and/or Academic Affairs staff to evaluate the effectiveness and possibility of moving to a required advising PIN process. If potential gains outweigh functional responsibilities, install pilot program for Spring 2018 pre-registration, in November 2017.

APPROVED: _____ Date: _____
Julie Chaffee, Registrar

APPROVED: _____ Date: _____
Ryan G. Forsythe, Vice President for Enrollment Management

**Worcester State University
Enrollment Management
Joe DiCarlo 2017 Goals
February 15, 2017**

- Fall 2017 Enrollment Goals (also supports the University Strategic Plan; Goal #3)
 - Increase first-time freshmen and transfer applications by 5% each (compared to FA/16)
 - Enroll 800 first-time and 500 transfer students
 - Enroll 100 out-of-state new students (7.7% of incoming class, an increase of 11% over FA/16 goal)
 - Enroll 14 international (F-1, J-1) new students (an increase of 16.6% over FA/16 goal)
 - Enroll 80 new first-year honors students
 - Enroll 625 new residential students, or other greater number as determined in concert with Residential Life to assure 100% resident hall occupancy
- Spring 2018 Enrollment Goals
 - Enroll 250 new students (freshmen and transfers)
 - Enroll 45 new residential students
- Fall 2018 Enrollment Goals
 - Increase first-time freshmen and transfer applications by 5% each (compared to FA/17)
 - Enroll 800 first-time and 500 transfer students
 - Enroll 100 out-of-state new students
 - Enroll 14 international (F-1, J-1) new students
 - Enroll 80 new first-year honors students
 - Enroll 650 new residential students, or other greater number as determined in concert with Residential Life to assure 100% resident hall occupancy. Utilize data from Eduventures study and other best practices to inform efforts to meet this goal.
- Engage faculty in the recruitment and admission process by establishing a classroom shadow visit program for accepted students and continue faculty phone-a-thon, in Spring 2017.
- Implement MA DHE Test Optional Admission Pilot policy, in Summer 2017 for Fall 2018 recruitment.
- Involve alumni in the admissions process by developing alumni admission ambassadors outside of New England to support out of state recruitment, in Fall 2017. (also supports the University Strategic Plan; Goal #3)
- Coordinate recruitment efforts with Athletics Department, by Fall 2017.
- Propose Campus Visit Application Fee Waiver program in Spring 2017. If approved, coordinate with appropriate offices/divisions (i.e. Athletics, A.I.D., Honors, etc.) to capitalize on recruitment opportunities outside of Admissions.
- Plan for hosting on-campus programming for secondary school counselors, in Spring 2018.

- In collaboration with the Marketing Office, develop a comprehensive recruitment and yield communication plan to be utilized by the new CRM, by August 2017.
- Continue professional involvement in NEACAC, along with attendance at one other conference pertaining to marketing or end-user systems, by December 2017.
 - Co-chair the Boston National College Fair – September 2017.
- Based on the progress of possible development of online academic program delivery during the 2017-2018 academic year, support the Academic Affairs Division in coordinating admission procedures for online-delivery programs.
- Based on the use of AIRC recruiters for international student recruitment, support the Academic Affairs Division in coordinating recruitment and admission practices for international students.
- Conduct customer service training for the Admissions Office, by December 2017.
- By September 2017, conduct an in-depth review of existing merit-based scholarships and make a recommendation to the Vice President for Enrollment Management regarding possible changes for 2018-2019 scholarship awarding. Consider the appropriate size, value, and number of merit-based scholarships for effective recruitment and yield efforts. Consider additional fiscal needs to meet recruitment and yield goals. Change appropriate sections of 2017-2018 catalog, financial aid documents, and other publications to be more generic about scholarship details, to allow possible changes to awarding practices/amounts/etc. in Sept. 2017.

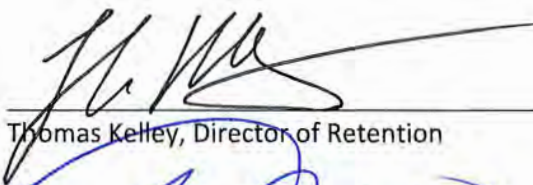
APPROVED: _____ Date: _____
 Joe Dicarlo, Director of Admissions

APPROVED: _____ Date: _____
 Ryan G. Forsythe, Vice President for Enrollment Management

**Worcester State University
Enrollment Management
Thomas Kelley 2017 Goals
August 29, 2017**

- 2017-2018 Retention Goals
 - As WSU's DHE-assigned retention goal for first-time, full-time students is 80%, Thomas will work with his resources and with members of the EMC Retention Sub-Committee to assure a retention rate of 82% or higher of Fall 2017 FTFT freshmen to Fall 2018.
 - As WSU just achieved its first 56% six-year graduation rate in Summer 2016 and WSU's DHE-assigned graduation rate goal for first-time, full-time students is 62% by 2021, Thomas will work with his resources, with members of the EMC Retention Sub-Committee, and with members of the Registrar's Office to assure a six-year graduation rate of 60% or higher in Summer 2018 of Fall 2012 FTFT freshmen.
- By November 2017, create reports to measure active Fall 2017 students from Spring 2018 pre-registration through registration and then through the beginning of the Fall 2018 semester. In real-time, identify students that have not yet registered for future terms and intervene to encourage registration. Keep detailed reports on the status of all Fall 2017 students, their current registration status, and the outcomes of outreach efforts (i.e.: will register, will not register, needs assistance, etc.). Run reports weekly (or more often) and store permanently for immediate needs and for longitudinal data purposes (i.e.: semester-to-semester and year-to-year comparisons).
- By January 2018, create cohorts in Starfish to support students via their catalog years. Cohorts will be created for full-time, transfers, and non-matrices for the Fall 2017 semester.
- Reconvene the Starfish Configuration Team over the Summer of 2018 to review activity, terminology, and implement possible upgrades (academic plans, student "raise-hand" feature, assign flags to individuals to serve high-risk students). Include the deans in this process.
- Continue to support the GEAR UP 13th year initiative through the 2017-2018 academic year.
- Continue the work of the EM retention sub-committee, including support for students on leave, a focus on increased services to transfer students, and other priorities identified by the committee.
- Assist ASC in moving their tutor request system completely into Starfish for Spring 2018.

APPROVED:


Thomas Kelley, Director of Retention

Date:

10/3/17

APPROVED:


Ryan G. Forsythe, Vice President for Enrollment Management

Date:

10/3/17

**Worcester State University
Enrollment Management
Jayne McGinn 2017 Goals
February 28, 2017**

- By June 2017, update the information in the WSU Financial Aid Guide, eliminate the Guide, and use the new information to update the Consumer Information on the Financial Aid web pages. Assure that Student Consumer Information, on <http://www.worcester.edu/Student-Consumer-Information/>, includes all information about costs, financial aid, scholarships, debt, refund policies, borrowing information, and other information that is required by regulation or financial aid best practices.
- By August 2017, provide Vice President for Enrollment Management with an analysis of existing WSU verification rules/policies/practices that are not required by Federal or state regulation. In the analysis, indicate the reason for the rule, policy, or practice's continuation. The intention of this goal is to conduct a critical review of our existing processes to identify any unnecessary documents, processes, or practices that affect awarding and verification processes, while assuring the university remains compliant with all external expectations.
- By December 2017, create a welcoming, functional, customer-service-friendly front office environment for the Financial Aid Office (pending approval of funding). This shall include but not be limited to determination of space, coordination of functionality, and development of staff to meet students' needs and desires. The ultimate goal is to assure that the space encourages meaningful and enjoyable dialogue between the office and students, faculty, and staff. This goal is carried over from 2015 and 2016, due to lack of funding.
- By December 2017, if funding is approved for the Colleague Self-Service software, work with Information Technology (IT) to provide electronic acceptance of financial aid awards service to all students offered financial aid for the 2017-2018 aid year in Webadvisor and/or Colleague Self-Service. This goal is carried over from 2016.
- Based on the progress of possible development of online academic program delivery during the 2017-2018 academic year, support the Academic Affairs Division in coordinating financial aid procedures for online-delivery programs. This goal is carried over from 2016, based on need for action from Academic Affairs.
- By December 1, 2017, issue first round of 2018-2019 financial aid estimates.
- By April 2017, develop personal structures to avoid using work resources for personal communications (i.e.: email).

APPROVED: _____ Date: _____
Jayne McGinn, Director of Financial Aid

APPROVED: _____ Date: _____
Ryan G. Forsythe, Vice President for Enrollment Management

Worcester State University
Enrollment Management
Sarah McMaster 2017-2018 Goals
May 31, 2017

- Research and implement new homepage and admissions page redesigns for the website, regardless of the status of the website replatforming project, by end of June 2018.
- Provide benchmarked marketing campaign performance/outcomes data to internal stakeholders at least 2x per year; develop and utilize a dashboard for reporting and sharing of same by June 2018; report outcomes of 2017 annual goals of new markets, landing page strategy, etc.
- Propose a pilot campus mural project to support campus life, beautification, and campus vibrancy; incorporate key retention and brand messaging, by February 2018.
- Assess all external-facing university printed materials by December 2017. Develop regular review schedule of all external-facing university printed materials to ensure brand consistency, quality up-to-date visuals; develop/strengthen cross-departmental processes with P&P to ensure brand standards, quality, content, by June 2018.
- Conceptualize, create, and distribute at least 4 new video pieces that support and communicate our key messages to primary recruitment audiences, by May 2018.
- Expand Marketing team's role in and support of campus events and academic ceremonies by May 2018; capitalize on event coverage to support campaign initiatives and tactics; develop plan to address proposed expansion by August 2017 (ahead of convocation); support ongoing relationship and collaboration with CESO.
- Continue efforts to create and strengthen team cohesion; hold at least 2 team retreats throughout year to address department-level long term goals; review and update Marketing Mission Statement annually.
- Finalize art and placement plan for marketing opportunities in the new ice arena, by August 2017.
- In collaboration with the Admissions Office, develop a comprehensive recruitment and yield communication plans to be utilized by the new CRM, by August 2017.

- Support the Admissions Office in attaining the following new student enrollment goals:
 - Fall 2017 Enrollment Goals
 - Increase first-time freshmen and transfer applications by 5% each (compared to FA/16)
 - Enroll 800 first-time and 500 transfer students
 - Enroll 100 out-of-state new students (7.7% of incoming class, an increase of 11% over FA/16 goal)
 - Enroll 14 international (F-1, J-1) new students (an increase of 16.6% over FA/16 goal)
 - Enroll 80 new first-year honors students
 - Enroll 625 new residential students, or other greater number as determined in concert with Residential Life to assure 100% resident hall occupancy
 - Spring 2018 Enrollment Goals
 - Enroll 250 new students (freshmen and transfers)
 - Enroll 45 new residential students
 - Fall 2018 Enrollment Goals
 - Increase first-time freshmen and transfer applications by 5% each (compared to FA/17)
 - Enroll 800 first-time and 500 transfer students
 - Enroll 100 out-of-state new students
 - Enroll 14 international (F-1, J-1) new students
 - Enroll 80 new first-year honors students
 - Enroll 650 new residential students, or other greater number as determined in concert with Residential Life to assure 100% resident hall occupancy. Utilize data from Eduventures study and other best practices to inform efforts to meet this goal.
- Based on the progress of possible development of online academic program delivery during the 2017-2018 academic year, support the Academic Affairs Division in coordinating marketing for online-delivery programs.
- Based on the use of AIRC recruiters for international student recruitment, support the Academic Affairs Division in coordinating marketing practices for international students.

APPROVED: _____ Date: _____
 Sarah McMaster, Director of Marketing

APPROVED: _____ Date: _____
 Ryan G. Forsythe, Vice President for Enrollment Management

APPENDIX F



2015-2020 Strategic Plan Evaluation

2017-2018 Student Affairs Divisional Report

Overview

Comprised of 15 departments, the mission of Student Affairs is to promote and enrich students' education through a seamless learning environment that enhances the classroom learning experiences. This is fostered by interacting with students in their everyday lives through teaching, mentoring, advising, and counseling.

For the past 15 months, the work in Student Affairs focused on campus climate, strategic goals two and four, and a review of the division's organizational structure. The departure of two long-serving staff members in key positions allowed the opportunity to review how we might increase the engagement and satisfaction of students through new programs and initiatives. This process not only resulted in new structures for offices such as Office of Student Involvement and Leadership Development (OSILD) and Dean of Students Office, it resulted with a new divisional structure. Starting in July, Student Affairs will be organized in two distinct clusters: engagement and health and wellness.

"...As student affairs professionals our job is to foster and promote these interactions. Encouraging an understanding and respect for diversity, a belief the worth of individuals, and supporting our students in their needs are just some of the core concepts of the profession (NASPA 2017)."

In support of this, the division set out to investigate what role we play in working and supporting a diverse and inclusive environment as part of developing the next group of regional and global leaders.

Focus Area: Goal #2 Leverage WSU's distinctive strengths, both to enhance the University's reputation and to prepare students to lead, serve, and make a difference in the world.

Programs offered by and supported through the Binienda Center for Civic Engagement focus on programmatic connectedness and cultivate students' interest in diversity, global awareness, and engaged citizenship. These programs also achieve crossdivisional collaboration between Academic and Student Affairs.

- Worcester State University's partnership with the Boston-based Jumpstart is in its third year. Jumpstart aims to address literacy among poor and working class families in Worcester. We have had 109 corps members, primarily from WSU, though some students have participated from Clark (4), Holy Cross (2) and Assumption (2). 45 WSU students are active in the 2017-18 academic year. Students completing the training, classroom literacy work, and observation hours receive \$1500 AmeriCorps scholarship.

Roughly 1/3 of our corps members complete Jumpstart as part of work-study. Jumpstart Worcester State partnership – at the end of FY 2018, will have leveraged \$165,000 in AmeriCorps funds and approximately \$36,000 in Federal Work Study Awards.

- The Civic Corps, run by the Honorable John J. Binienda Center for Civic Engagement in tandem with Sociology and International Programs connects students with servicelearning and volunteer opportunities for first generation students in the local community as well as with national and international organizations. The purpose of the Civic Corps is to connect local community service opportunities that align with participating students' interests and career goals. It also shows students the many ways they can be engaged citizens. We have had 39 students work on projects in the 3 years we have run the program.
- WSU History Department and the Binienda Center continue to build programs with

The Edward M Kennedy Institute in Boston. Edward M. Kennedy Institute for the US Senate. September 15: we celebrated Constitution Day with South high Worcester and Worcester State University and Edward M. Kennedy Institute for the US Senate led by Faculty and Student Fellows to the Kennedy Institute Dr. Tony Dell A'era and Nana Darkwa. We participated in the Senate Sims on The Compromise of 1850 and then conducted a debate of our own design on the Electoral College.

In addition to work supported by the Binienda Center, Residence Life and the Office of Student Involvement and Leadership Development (OSILD) introduced two new initiatives that expand opportunities to encourage development of leadership potential within the student body.

- In Fall of 2017, Residence Life introduced FYRE (First Year Residential Experience) for all incoming first year resident students. FYRE focuses programming on the areas of: Academic success, Career Exploration, Community Engagement, Global Citizenry, Personal Growth and Social Change. A goal is to connect peers in a diverse, shared living environment, and with essential academic and co-curricular support services. Its comprehensive approach aims to motivate and deepen student engagement through fun and rewarding activities. FYRE will support residents in development of a strong connection to Worcester State and the greater Worcester community.
- In spring 2018, OSILD kicked off a new life skills series entitled "Adulting: A How to Guide for Real Life". This workshop series is focused on topics that would benefit our students in life outside of college and includes personal money management, dining etiquette, personal health, career prep, and buying or leasing a car. This series is targeted to all students on campus.

Focus Area: Goal #4 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.

In February 2016, President Maloney launched the *Five Points of Action: Towards a More Inclusive Campus Climate*. In response, Student Affairs developed the following action plans to support the campus plan and a key strategy under Goal 4 to “*nurture a campus culture that promotes cultural awareness and sensitivity...*” for the student body:

- Develop a divisional plan for training on topics of diversity as it relates to social justice, inclusive workplace, and engagement of our student body.
- Develop a University-wide plan to promote mental health awareness
- Develop and advertise division-wide approach to holistic student wellness

The commitment to improve campus climate continues through the development and support of a divisional culture that puts diversity and inclusion as a priority. To date, a progressive training model has moved members of the division through common trainings on topics of diversity as it relates to social justice, inclusive workplace, and engagement of our student body. These topics have been a focus of the past two annual retreats and several trainings per semester.

Conference attendance with diversity programming is supported for students and staff members. The goals of these workshops were to help Student Affairs professionals gain cultural competence, acquire skills at developing open lines of communication, and consider future programming opportunities.

As one way for promoting a pluralistic student experience and ensure that students of diverse backgrounds see themselves reflected in the staff, a high priority on recruiting, hiring, and promoting qualified minority candidates in positions for Counseling, UPD, Residence Life, and OSILD.

In addition to this commitment, departments such as Athletics and Career Services are also supporting Goal #4 by developing ways to increase the alumni presence on campus through new programs.

- Athletics and the Alumni Engagement Office are hosting an All-Sports Alumni Day in April. It is a busy day on campus with our spring sports teams. The goal is to engage alumni from some other sports to come back to campus.....sort of a very small scale homecoming for spring sports.
- The Worcester Ice Center had its Grand Opening in October 2017. It is the new home to the WSU Hockey Team. The Opening Night Hockey game was a capacity crowd with a lot of pageantry that recognized the history of Worcester State Ice Hockey. In addition, the arena has been used for other alumni festivities with the Advancement Office.

- Incorporating alumni to assist with programs such as mock interview days, career networking events for juniors and seniors. Career Services has created a more specific networking and skill practice for students by directly matching them with alumni in their respective field.

Moving Forward

The Millennial generation which includes our students and younger members of the University's workforce are the most ethnically and racially diverse cohort of youth in the nation's history (Pew Research Center). The Division of Student Affairs will continue to substantively integrate diversity topics (race, gender, disability, LBGTQIA, mental health) in divisional trainings, programmatic efforts, and hiring. We will use the outcomes of the Campus Climate survey to direct many of our efforts to become a more inclusive campus. The goal is to move from cultural competence to become cultural literate and conversant on race. The division continues to seek additional cross divisional collaborations. Recently, the new student orientation process for 2019 was reviewed by Academic Affairs, Enrollment Management, and Student Affairs. Career Services actively seeks Advancement and Academic Affairs as a partner in service to our students.

Finally, as a result of a semester-long assessment of the division, the following goals have been set for the upcoming year-18 months:

- Recognize that students want access to information 24/7.
- Define what leadership looks like and could be, across campus and the core competencies that all student leaders should possess.
- Create new initiatives and request assistance from campus stakeholders to sufficiently collect the first destination data of students
- Increase the numbers of volunteer opportunities for students
- Collect internship/externship/practicum data from students and faculty into a central database.
- Begin to become a data driven division
- Support fewer but larger events

APPENDIX G



2015 – 2020 Strategic Plan Evaluation

2017 – 2018 OFFICE OF UNIVERSITY ADVANCEMENT DIVISIONAL REPORT

MARCH 26, 2018

Introduction

The Office of University Advancement is pleased to present our updates on the division's progress on the 2015-2016 Strategic Plan.

In addition to this written report, we submit the updates to our Strategic Plan grids and related supporting documents. This narrative and data will present an overview of how our work intersects with Goal 2 and Goal 4 of the plan. This submission will be augmented by the divisional interview with Vice President Thomas M. McNamara '94.

We also follow up on past recommendations from SPARC, and the challenges and successes we have had in executing them.

Further inquiry or commentary can be directed to Vice President Thomas M. McNamara '94, at tmcnamara@worchester.edu or at extension 8033.

Goal 2: Leverage WSU's distinctive strengths, both to enhance the University's reputation and to prepare students to lead, serve, and make a difference in the world.

Advancement's role in supporting most of the goals and initiatives in the strategic plan is as a supporting agent, providing the resources and connections to enable things to happen. While it may be clear that the resources are most often financial, our staff frequently serves as logistical coordinators, promoters, and event/program managers for activities that serve other divisions of the University.

In particular, for Goal 2, Advancement provides the financial and staff support for both important annual activities, as well as providing new and growing support for distinctive programs.

Aisiku STEM CENTER

WSU has long been recognized for the strength of its sciences. With the realization of a seven-figure gift during the campaign to name, create, and financially support the Imoigele P. Aisiku, M.D., '92 STEM Center at WSU, Advancement has provided the resources necessary to improve on most of the initiatives identified in Goal 2. The Aisiku STEM Center enhances student learning and success in science, technology, and math fields by facilitating interdisciplinary collaboration and initiatives. Representatives from STEM-related departments (biology; chemistry; computer science; earth, environment, and physics; and mathematics) work diligently on initiatives aimed at increasing student retention and providing pathways for academic excellence in these programs.

Interdisciplinary teams are the foundation of the Center's work. It provides a one-year opportunity for students to work closely with faculty mentors from several disciplines. Students will be granted the mental space to focus a year of their lives to a pre-graduate school research experience and the opportunity to work collaboratively on a research problem.

Another unique activity of the STEM center is the Brigham-WSU Bridge to Excellence Program. This is a unique initiative that aims to enhance undergraduate mentoring and education in the STEM fields through the support of collaborative mentoring relationships with the diverse faculty in the Department of Emergency Medicine at Brigham and Women's Hospital in Boston. Brigham and Women's faculty will serve as virtual mentors and guest lecturers, and participate as faculty sponsors of a summer externship program. It is important for us to note *that OUA staff* serve as the organizational and logistical coordinators for the Bridge to Excellence program.

Other components include:

Virtual remote mentoring: Students and faculty may form career mentorship partners.

Mentoring is voluntary by the student and faculty and encourages remote support to students from faculty. The mentor-mentee relationship is an individual experience and the depth of the mentorship may vary.

Educational lecturers: WSU STEM faculty may invite Brigham and Women's emergency medicine faculty to participate and give lectures at the mutual convenience of the faculty from both institutions.

Summer externship: Up to two disadvantaged students will be chosen to spend the summer shadowing a Brigham and Women's emergency medicine faculty to further their experience in the health-related fields. This program will be a competitive application process with defined goals for the summer externship. The goal of this initiative includes increasing exposure and opportunities to disadvantaged students through an open and competitive process.

Alternative Spring Break and DC Legislative Week

Additional financial support for programs such as the Binienda Center's Alternative Spring Break program, and the President's Office Spring Break Legislative Week in Washington, D.C. further augment WSU's efforts to cultivate global relationships and partnerships, while providing opportunities for students to learn what it means to be a citizen of our diverse world.

Backpack to Briefcase

Our annual Backpack to Briefcase event in April is a direct outcome from requests from students for access to networking with and career mentorship from WSU alumni. The expanded schedule for this year includes:

Monday, April 6
Resume Writing Workshop
1- 2 pm ~ Student Center, North South Auditorium

Tuesday, April 7
Dress for Success
1- 2 pm ~ Student Center, North South Auditorium

Wednesday, April 8
Networking Etiquette Lunch

Thursday, April 9
Dinner with Strangers Student Alumni Networking Dinner

This program is led by the Alumni Office, but is entirely cross-divisional, and is co-sponsored by Enactus and the WSU Business Club.

Alumni Connections

Similar events that improve career-related services and expand networking opportunities are our "Alumni Connections" events, such as the Sciences Alumni Connections for students, featuring alumni from the departments of Biology, BioTechnology, and Chemistry. The Alumni Office runs a minimum of four Alumni Connections events per year.

Goal 4: 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.

With the risk of sounding redundant, the Office of University Advancement's student-alumni engagement activities detailed in our Goal 2 update also fulfill much of our work towards supporting Goal 4. We are thrilled that alumni engagement and connections are so greatly valued in this goal.

Backpack to Briefcase

In the Backpack to Briefcase alone, more than 40 alumni representing nearly all majors, as well as numerous professions, will be present on campus interacting with students, fulfilling multiple Goal 4 initiatives. Likewise, the Alumni Connections program increases alumni presence on campus.

Several other signature activities run by OUA this year support Goal 4:

Reset Your Stress

In April, we will present Reset: Make the Most of Your Stress, An evening of stress-managing strategies for students and young alumni featuring WSU alumna and nationally-recognized stress expert Dr. Kristen Lee Costa '96.

Dr. Kristen Lee Costa, Ed.D., LICSW, known as "Dr. Kris" and "America's Stress Doctor", is an award-winning behavioral sciences professor, clinician, author, and graduate of Worcester State University.

As the Lead Faculty for Behavioral Sciences at Northeastern University, Dr. Kris's research and teaching interests include individual and organizational well-being and resilience. She operates a clinical and consulting practice devoted to preventing and treating burnout and is the author of *RESET: Make the Most of Your Stress*, winner of the Next Generation Indie Book Awards Motivational Book of 2015. She is a regular contributor for the Huffington Post and Psychology Today. Dr. Kris's work has been featured on NPR and CBS radio.

Listening Skills and Appreciative Inquiry

Finally, also in April, OUA will bring Diane Blumenson, of Human Productivity Solutions, to lead a workshop for the WSU Leadership Council. Blumenson will address "Listening Skills and Appreciative Inquiry: Keys to a Friendly Workplace and a Culture of Philanthropy."

It is our goal to help participants see the importance of listening and truly hearing in fundraising and donor relations. Diane will engage us in activities that will bring us to a new level of

proficient listening, rapport, and rapid relationship success in the workplace. She will introduce us to the models and practices for “Appreciative Inquiry”, “Instant Rapport”, and “Active Listening” -- skills that inform a friendly and productive environment and are also the foundation of both high-performance teams and a culture of philanthropy.

Follow Up to FY17 Recommendation

Campus Climate

Sharing of information about use of Foundation funds: While the SPARC group recommended working with Admin & Finance to document procedures, A&F does not have direct oversight on utilization of Foundation dollars, as the Foundation’s fiduciary managers are its board of directors. All transfer of funds from the Foundation to the University is governed by a Memorandum of Agreement, executed in 2015, in which University requests for Foundation funding for any given fiscal year should be submitted in advance for the following year to the Foundation at its annual meeting in June. Additionally, as a support organization that is part of the University audit, all financial procedures must follow established University policy.

In practice, we have found a nimble approach to supporting requests is most successful. For academic-year initiatives, accessing Foundation funding differs based on the type of activity. Most of these processes have existed for some time. The following are established methods or procedures in place:

- Utilizing Foundation support for University activities such as student and faculty research grants, is well documented and is distributed to the students and faculty two times a year through the Deans. When a grant is awarded, the recipient receives detailed instructions on how to access the funding, including contact information specific to the activities of purchasing things as well as how to book travel.
- At the start of each academic year, the Deans meet with grants consultant Sharon McDonald and Vice President Tom McNamara to discuss initiatives and activities that might need support that year. Projects are prioritized and outside grant funding is sought to augment any existing restricted funding from the Foundation as well as potential donor opportunities. This process is worked on collaboratively between OUA and the Deans throughout the academic year.
- A team of OUA and A&F staff have regular meetings throughout the year to review any issues with utilizing Foundation dollars for University purchases or activities. With the establishment of budget lines for the Foundation last year, using funding is much simpler for purchases and other activities.
- Capital support from the Foundation is determined through discussions with the CFO, the OUA VP, and the President. Approval of use of such funding is contingent upon agreement by the Real Estate Committee of the Foundation Board and the Facilities and Finance Committee of the WSU Board of Trustees.

- One area still under development is the process of reporting out to the Deans, and possibly the department chairs, an assessment of available resources for students and faculty at the start of each academic year. This would include scholarships available in each discipline, academic awards, and department or initiative-related funds. However, with more than 800 individual funds, with numerous criteria and restrictions, the process and a working draft of what might be offered is not yet completed.

Cross-Divisional Collaboration

SPARC recommended collaboration with faculty on the identification and fundraising for academic initiatives not covered by academic budgets.

- As noted above, this process has already been happening through the Deans' offices every year. It is at the request of the Deans that OUA work through them specifically, rather than with individual faculty. Individual faculty who have contacted OUA staff during this fiscal year have been redirected to discuss their needs with their respective Deans.
- This focusing of requests helps keep priorities straight and aids in combining activities that might benefit from working together.

Data Gathering

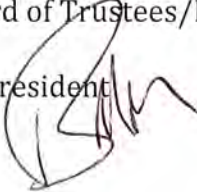
- Working with Enrollment Management, we have gained access to four years of data on scholarships' effects on retention. However, neither OUA nor EM have had staffing resources available to analyze further. A staffing vacancy in IR has also challenged our ability to dig deeper.



WORCESTER
S T A T E
UNIVERSITY

President's Office
Phone: 508-929-8020
Fax: 508-929-8191
Email: bmaloney@worcester.edu

TO: Members, WSU Board of Trustees/Human Resources Committee

FROM: Barry M. Maloney, President 

DATE: May 21, 2018

SUBJECT: Proposed Reorganization of Communications, Marketing and Publications

As we approached the five-year anniversary of a 2013 reorganization of communications and marketing functions at Worcester State, and in order to plan thoughtfully for the retirement from state service of the Assistant to the President for Campus Communications (effective June 30, 2018), the Assistant and I retained consultant Linda Campanella, of SOS Consulting, to review those functions. Her recommendations, call for: 1) establishing a centralized reporting structure, and 2) having all staff whose functions relate to communications, marketing, and publications report to a newly created Vice President position.

While I am sympathetic to Campanella's argument that this is an ideal structure, I am *not* recommending we create a VP position at this time. Instead, I am recommending an Assistant Vice President position, created from the current Assistant to the President position with some important changes, and at the same salary. I have included the job description in your packet. I would like to search the position as soon as possible.

I recommend this proposal to you for two primary reasons:

- 1) It provides a backfill for the soon-to-be-vacated position of Assistant to the President for Campus Communications that is cost-neutral.
- 2) It consolidates into one division the staff who currently handle communications, PR/newswriting, marketing, and publications – staff who now are spread out over four areas/divisions (the President's Office, Enrollment Management, University Advancement, and Administration and Finance). As noted in the report, this centralization will not only enhance our communications and marketing synergy, it also will add clarity and ease of use for the internal campus community in accessing PR/Marketing services.

This new position, should you approve it, would take the place of the Assistant to the President for Campus Communications position, and rather than report to me, it would report to the Vice President for Enrollment Management. My aim is to preserve a central recommendation of the Campanella study, that by bringing those functions together, under one reporting line, we will greatly enhance the University's ability to more effectively and efficiently communicate our high-level messages - via all channels and to all target audiences. At the same time, I seek to avoid the expense of creating a new division.

OFFICIAL TITLE: Assistant Vice President of Communications and Marketing

SUPERVISION RECEIVED: Vice President for Enrollment Management

SUPERVISION EXERCISED: Marketing, PR/News Services, Communications, and Publications Offices

POSTED SALARY RANGE: \$90,000 - \$100,000

GENERAL STATEMENT OF DUTIES:

Oversees the marketing, public relations, media relations, crisis communications, advancement communications, and publications functions of the University. The position is responsible for ensuring integrated communications and marketing messaging and implementation across the Communications and Marketing Department and across the University. Must be able to work independently and constructively in an institutional setting that strongly values cross-division collaboration, and do so on occasion beyond normal business hours. Manages, creates, edits, and ensures timely, accurate, clear, and creative communications that promote positive internal, community, and constituent relations, in collaboration with all areas of the University. Handles media relations as University spokesperson and serves as the Public Information Office in crisis situations. Is a key position involved in promoting campus pride and enhancing Worcester State University's reputation.

RESPONSIBILITIES:

1. Is a direct report to the Vice President for Enrollment Management, and also serves as a member of the President's Leadership Team. As a member of the University Cabinet, makes recommendations to the campus's senior leadership on a wide variety of campus matters and brings the perspective of a communications and marketing expert to the table.
2. Develops and implements integrated communication and marketing strategies to support the strategic goals of the University, including development and execution of communications strategies supportive of the University's mission and brand; oversees undergraduate marketing and university marketing strategies in close collaboration with the Director of Marketing; ensures that all university communication practitioners are writing and sharing content so that it is widely available for repurposing through various communication and social media vehicles, in an integrated way; works to ensure the most efficient means of coordinating design, editing, and photography functions in a way that best serves marketing and communication priorities, through the lens of the University's strategic goals; ensures that internal campus communication goals are met; provides communications leadership in support of diversity and inclusion efforts on campus.

3. Works with the President's Office collaboratively and as needed providing communication and public relations support for efforts led by that office. Also provides communications support and advice to other members of the Direct Reports group, including the Vice President for Enrollment Management, for key messages to the campus.
4. Raises the visibility and profile of the University through effective and purposeful communication with the media, and maintains strong relations with media contacts.
5. Serves as spokesperson with media, responding to inquiries and/or designating then working with faculty and staff experts to respond, when needed, seeking to shape the direction of stories; provides media promotion of major and special events; promotes faculty and staff experts to media; develops story ideas worthy of generating positive media coverage, pitching those ideas and coverage of university initiatives to members of the media.
6. Works closely with the Public Records Officer on requests that are generated from media outlets or may attract the attention of media.
7. Manages the President's social media accounts, coordinating closely with Marketing staff responsible for the University social media accounts. Oversees the University's news site and ensures that resources are available to provide adequate written content, as well as photography/videography PR content. Oversees employee(s), cross-divisional staff, freelancers, and intern(s) to ensure they are providing adequate and appropriate content, and creates content when needed.
8. Ensures appropriate monitoring of the University's online reputation and presence in traditional media outlets, and responds as needed.
9. Works collaboratively across divisions and between offices to ensure the communications goals of the senior leadership and the University are coordinated.
10. Serves as a liaison with other colleges, the Department of Higher Education, the Council of Presidents, and other organizations as necessary and appropriate for University public relations efforts. Serves as a member of appropriate campus committees as determined by the VP for Enrollment Management.
11. Oversees the fiscal budgets for marketing, public relations, and communications.
12. Acts as an essential employee, during emergency and weather-related events, as a member of the Emergency Response Team, to assure timely and accurate communication to campus constituencies.
13. Responsible for contributing to the WSU Strategic Plan.
14. Responsible for contributing to the Equal Opportunity/Affirmative Action objectives.
15. Performs similar and related duties as assigned by the Vice President for Enrollment Management or President.

QUALIFICATIONS:

1. Knowledge of the U.S. higher education community, its principles, practices and procedures.
2. Familiarity with media relations, communications, and marketing demands in a higher education environment, preferably in a public environment.

3. A minimum of five (5) years' experience in public relations, marketing, communication, media/news, or a related field; experience with and contacts at Central Massachusetts media outlets preferred.
4. Impeccable writing and editing skills, and strong effective interpersonal and verbal communication skills working in an environment that is deadline-oriented, with a premium on transparency.
5. Experience working within an organization, with professional strengths including self-direction, credibility, project management, flexibility, respect for confidentiality, and affinity for teamwork.
6. Ability to exercise judgment and discretion in applying and interpreting University policies and procedures.
7. A Master's Degree preferred or appropriate equivalent professional experience.
8. Ability to work effectively with faculty, administrators, and students in an environment with sensitive time constraints and an ability to anticipate and meet deadlines.
9. Current experience and ability to work with standard office and online communication tools and is comfortable working with social media.
10. Commitment to campus efforts to promote diversity and inclusion.

WORCESTER STATE UNIVERSITY

JOB DESCRIPTION

OFFICIAL TITLE: *Assistant to the President (NON-UNIT)
for Campus Communications

SUPERVISION RECEIVED: President

SUPERVISION EXERCISED: May supervise subordinate staff and/or student assistants

GENERAL STATEMENT OF DUTIES:

Responsible for strategic communications campus-wide with particular attention to presidential communications and generating appropriate, effective communications representing the Office of the President and the University. Includes specifically emergency and crisis communications and issues management. Must be able to work independently and constructively in an institutional setting that strongly values cross-division collaboration, and do so on occasion beyond normal business hours. Manages, creates, edits, and ensures timely, accurate, clear, and creative communications that promote positive internal, community, and constituent relations, in collaboration with the President and staff. Additionally, responsible for various internal and external constituent services on behalf of the President. Handles media relations and serves as spokesperson with media. Leverages campus-wide communications support.

RESPONSIBILITIES:

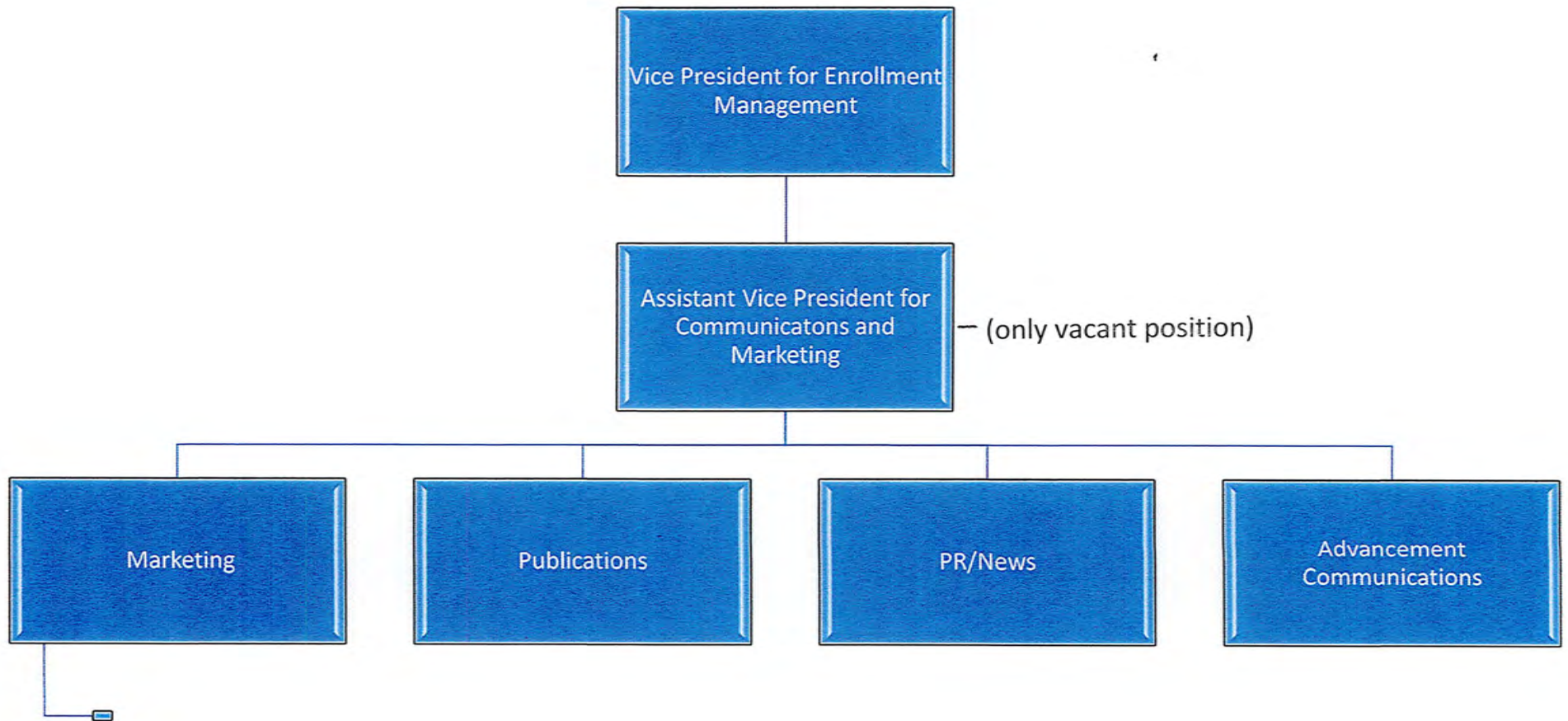
1. Serves as a member of the President's leadership team and is responsible for advising the President, senior leadership, and Trustees and other board members on matters related to communications for both internal and external audiences. As a member of Direct Reports group and Cabinet, makes recommendations to the President on a wide variety of campus matters.
2. Develops and implements communication strategies to support the strategic goals of the President and University, including development and execution of communications strategies supportive of the University's mission and brand.
3. Provides additional communication and public relations support for the President for ceremonies, speeches, news conferences, and critical events.
4. Raises the visibility and profile of the University through effective and purposeful communication with the media and other appropriate community leaders, and maintains strong relations with media executives and other area opinion leaders.
5. Serves as spokesperson with media, responding to inquiries, and, when needed, seeking to shape the direction of stories; provides media promotion of major and special events on- and off- campus activities; promotes faculty and staff experts to media, and develops story ideas worthy of generating positive media coverage, pitching those ideas and coverage of university events to members of the media.
6. Consults and works with the President, Provost, Vice Presidents, Deans, and other key administrative personnel regarding the University's communications and media relations.
7. Manages PR and the President's social media accounts; works collaboratively with Marketing staff responsible for the University social media accounts.
8. As a key member of the President's personal staff, provides backup support for government and community relations when needed, interacts with Trustees and other stakeholders, and represents the university at fundraising and other events.

9. Oversees the University's news site and ensures that resources are available to provide adequate written content. Oversees employee(s), cross-divisional staff, and intern(s) to ensure they are providing adequate and appropriate content, and creates content when needed..
10. Ensures appropriate monitoring of the University's online reputation and presence in traditional media outlets, and responds as needed.
11. Works collaboratively across divisions and between offices to ensure the communications goals of the President's Office and the University are coordinated.
12. Provides public relations advice and support for the President, all university offices, faculty and staff seeking to promote University activities to on- and off-campus audiences.
13. Handles designated correspondence on behalf of the President.
14. Serves as a liaison with other colleges and organizations as necessary and appropriate for University public relations efforts, including participating in any emergency response as time and events dictate.
15. Plans appropriate arrangements for visiting dignitaries to the Office of the President when so designated.
16. Serves as a member of appropriate campus committees as determined by the President.
17. Consults and assists in promoting and publicizing the University's mission, faculty achievements, student achievements and new programs.
18. Serves as primary liaison to external contracted public relations and media advisory firms hired by the University.
19. Coordinates special projects on behalf of the President as directed.
20. Performs similar and related issues as assigned.

QUALIFICATIONS:

1. Knowledge of the U.S. higher education community, its principles, practices and procedures.
2. Familiarity with media relations and communications demands in a higher education environment.
3. A minimum of five (5) years' experience in public relations, communication, media/news, or a related field.
4. Impeccable writing and editing skills, and strong effective interpersonal and verbal communication skills working in an environment with a premium on transparency.
5. Experience working within an organization, with professional strengths including self-direction, credibility, project management, flexibility, respect for confidentiality, and affinity for teamwork.
6. Ability to exercise judgment and discretion in applying and interpreting University policies and procedures.
7. A Master's Degree preferred or appropriate equivalent professional experience.
8. Ability to work effectively with faculty, administrators, and students in an environment with sensitive time constraints and an ability to anticipate and meet deadlines.
9. Current experience and ability to work with standard office and online communication tools and is comfortable working with social media.

****Served as foundation for the development of job description for Assist Vice President of Communications and Marketing***



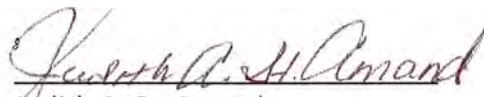
Nominating Committee



N O T I C E

THE NOMINATING COMMITTEE OF THE WORCESTER STATE UNIVERSITY BOARD OF TRUSTEES
WILL MEET AT 4:15 P.M. ON TUESDAY, JUNE 5, 2018 IN ROOM 204 OF THE WELLNESS CENTER.

1. CALL TO ORDER
2. VOTES
3. SLATE OF OFFICERS FOR 2018-2019
4. ADJOURN


Judith A. St. Amand
May 29, 2018

NOMINATING COMMITTEE

Trustee Maryanne Hammond

Trustee Karen LaFond

Trustee Stephen Madaus

Nominating Committee

VOTES

Upon a motion made and seconded, it was

VOTED: to recommend approval to the full Board the following slate of officers for 2018-2019:

Chair _____

(2) Vice Chairs _____

Secretary _____

Assistant Secretary _____

(2) Foundation Board _____

Executive Committee _____

Alternate _____

MA State Colleges Presidents/
Trustees Association _____

Alternate
(Chair and Vice Chairs as alternate) _____

Upon a motion made and seconded, it was

VOTED: to adjourn the meeting at _____

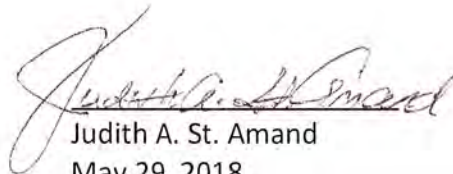
Finance and Facilities Committee



NOTICE

THE FINANCE & FACILITIES COMMITTEE OF THE WORCESTER STATE UNIVERSITY BOARD OF TRUSTEES WILL MEET AT 4:30 P.M. ON TUESDAY, JUNE 5, 2018 IN ROOM 204 OF THE WELLNESS CENTER.

1. CALL TO ORDER
2. VOTES
3. APPROVAL OF MINUTES – April 10, 2018
4. APPROVAL OF OFY 2019 UNIVERSITY BUDGET
5. FY 2018 TRUST FUND REPORTS – QUARTER 3 – Information Only
6. S & P RATING – Information Only
7. OTHER BUSINESS
8. ADJOURNMENT



Judith A. St. Amand
May 29, 2018

FINANCE & FACILITIES COMMITTEE

Trustee Stephen Madaus, Chair
Trustee Aleta Fazzone
Trustee Dina Nichols
Trustee Shirley Steele
Trustee Marina Taylor
Trustee Craig Blais, Ex-Officio Voting Member
President Barry Maloney, Ex-Officio Non-Voting Member

All trustee are welcome as non-voting members

Finance & Facilities Committee

VOTES

Upon a motion made and seconded, it was unanimously

VOTED: to approve the minutes of April 10, 2018 as submitted.

Upon a motion made and seconded, it was unanimously

VOTED: to recommend to the full Board the approval of the FY 2019 Comprehensive University Budget as presented.

Upon a motion made and seconded, it was unanimously

VOTED: to adjourn the meeting at

**WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES**

FINANCE & FACILITIES COMMITTEE

April 10, 2018

PRESENT: Trustee Stephen Madaus, Chair
Trustee Aleta Fazzone
Trustee Dina Nichols
Trustee Marina Taylor
Trustee Craig Blais, Ex-Officio Voting Member
President Barry Maloney, Ex-Officio Non-Voting Member
Ms. Judith St. Amand, Assistant Secretary

ABSENT: Trustee Shirley Steele, Attended Academic Affairs/Student Development

The provisions of General Laws, Chapter 30A having been complied with, and a quorum present, a meeting of the Finance & Facilities Committee was held on Tuesday, April 10, 2018 in the Conference Room of Sheehan Hall. Trustee Madaus called the meeting to order at 3:05 p.m.

APPROVAL OF MINUTES – March 26, 2018

Amendment to page 2, 4th bullet to read: *Imperative to realign existing resources to balance past years expenditures.*

Upon a motion by Trustee LaFond and seconded by Trustee Nichols, it was unanimously

VOTED: to approve the minutes of March 26, 2018 as amended.

FY 2019 BUDGET

Vice President Eichelroth reviewed her memo relative to budget discussions highlighting the following:

- Memo and additional spreadsheets provided to supplement information made available at the March 26th meeting
- Main points discussed and agreed to at March 26th meeting included:
 - \$520 annual fee increase to fund collective bargaining and fringe benefits
 - \$109 annual fee increase to fund deferred maintenance gap and expired grant funds
 - Proposed fee increases noted above to be reduced by state funds received for Collective Bargaining and/or Performance Incentive Funds
 - A 1% increase over the FY 18 appropriation would result in a reduction to the \$109 fee to \$43
 - Focus on strict budget controls to ensure operating surplus is returned to reserve funds for future capital projects
- Possible to recoup FY 2017 collective bargaining costs by having them added to the FY 2019 base appropriation

BOT – Finance & Facilities

April 10, 2018

- In FY 2017 student fees were increased \$230 to fund the collective bargaining increase
- If the final State budget for FY 2019 includes this funding to our base any approved increase could be reduced by an annual amount up to \$230
- Discussions were held anticipating that enrollment will remain flat
- Trustee Steele requested at the March 26th meeting information be provided showing what an impact of a 2% decline in enrollment would have on the budget and strategies to address any shortfall:
 - 2% reduction would result in an approximate loss of 83 students and would result in a \$723,262 reduction to the General Trust Fund
 - Other trust funds would be impacted as well (Student Activity, Student Health Service and Capital Improvement)
 - If it were 100% residential students it would mean a loss of \$653,293 to RH Trust Fund
 - Information indicating Capital Adaptation & Renewal Projects to be deferred if FY 19 fee increase is not approved and projects to be deferred if enrollment declines 2% - Could have critical impact on capital projects
- Sightlines, a consulting firm that assesses buildings and equipment shows we need \$10m annually to cover capital improvements - DHE requires a 5% in annual funding which is \$4M and we are currently budgeted at \$3.3M. Trustees requested a presentation from Sightlines in the fall
- Timing of this fee increase is consistent with prior years and allows the University to publish its rates for fall semester and also allows the Financial Aid Office to prepare offers for students
- Trustees reviewed the chart provided at the last meeting listing the mandatory fees at the Massachusetts Public Colleges and Universities that proved to be very helpful showing that even with this fee increase, WSU is still lower than sister institutions
- The budget is a work in progress and will be presented for final approval to the Board at the June 5, 2018 meeting.

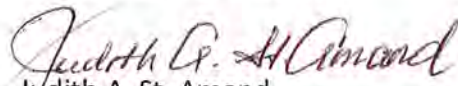
Upon a motion by Trustee Nichols and seconded by Trustee Taylor, it was unanimously

VOTED: **to recommend approval to the full Board a maximum \$520 annual fee increase for undergraduate students to fund the collective bargaining and fringe benefits, and a \$109 annual fee increase to fund the deferred maintenance gap and expired grant funds; and to be adjusted accordingly should additional funds become available.**

Upon a motion by Trustee Fazzone and seconded by Trustee Taylor, it was unanimously

VOTED: **to adjourn the meeting at 3:57 p.m.**

Respectfully submitted,


Judith A. St. Amand
Assistant Secretary



WORCESTER
STATE
UNIVERSITY

FY 2019

**Comprehensive
University Budget**

Worcester State University
FY 2019 Budget Package

I Fiscal Year 2019 Budget Overview

II Fiscal Year 2019 Budget

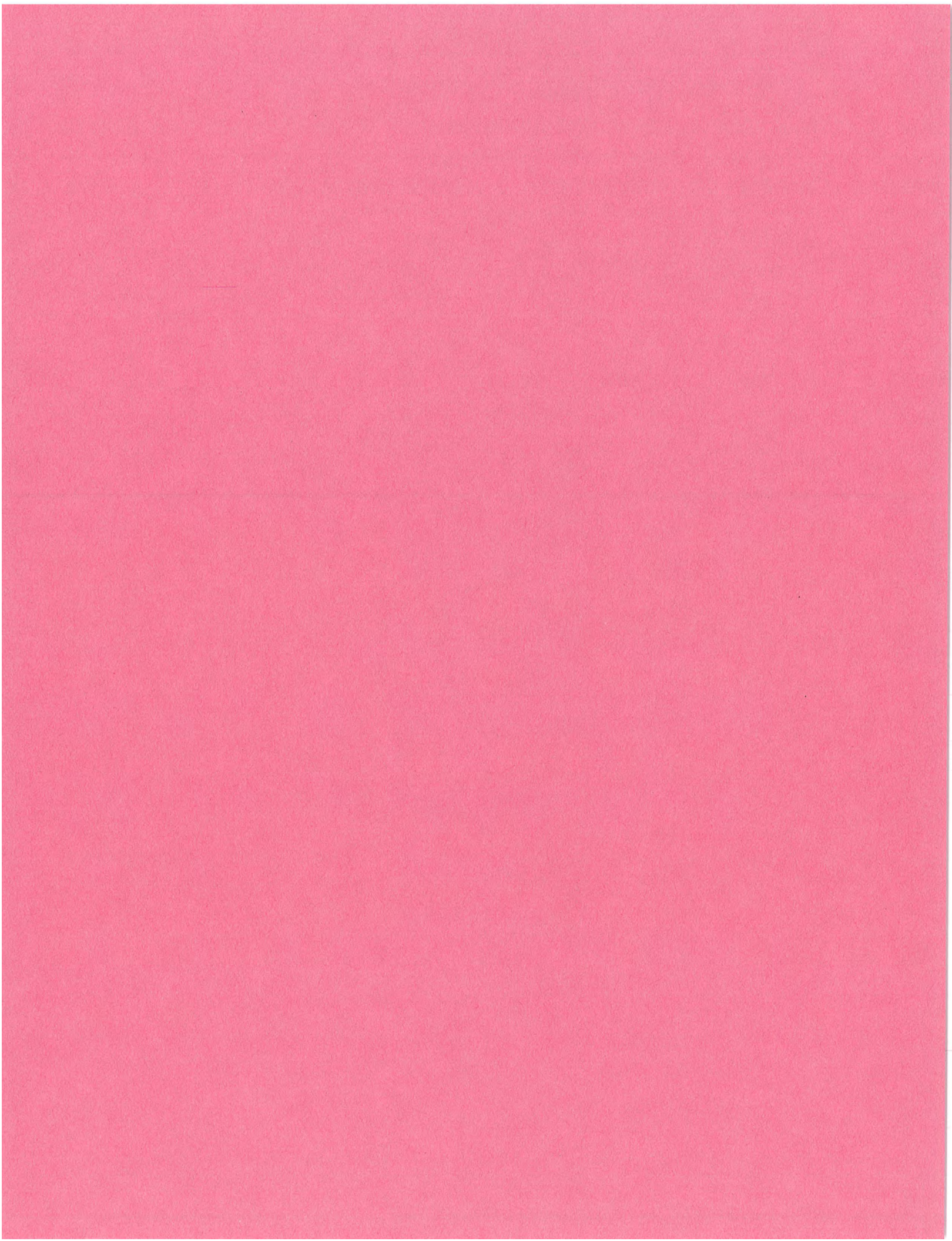
- 1 Summary FY2019 Budget - Sources and Uses of Funds
- 2 Pie Chart: Source of Funds
- 3 Bar Chart: Use of Funds
- 4 FY 2019 Summary of Sources of Funds
- 5 FY2019 Trust Fund Summary
- 6 Pie Chart: Trust Fund Summary
- 7 Operating Revenue Budget

III Individual Fund Budgets compared with FY2019 Budget

- 8 General Operating Budget (111 & 400 Combined)
- 9 General Operating Budget - Expenditures by Division and Pie Chart
- 10 State Maintenance Appropriation (111)
- 11 General Trust Fund (400)
- 12 Capital Improvement Trust Fund (405)
- 13 Parking Garage Operating Fund (408)
- 14 Parking Fines Scholarship Fund (439)
- 15 Health Services Trust Fund (442)
- 16 Residence Halls Trust Fund (445)
- 17 Student Activities Trust Fund (446)
- 18 Residence Hall Technology and Equipment Trust Fund (448)

IV Appendix

- A Budget Package - initial budget presentation dated February 9, 2018
- B Rate Setting budget memo dated March 30, 2018
- C Capital Adaptation and Renwal spending plan
- D FY 2019 Tuition and Fee Schedule





Memorandum

DATE: MAY 18, 2018

TO: Barry M. Maloney, President

FROM: Kathleen Eichelroth, Vice President for Administration and Finance

RE: PRESENTATION OF COMPREHENSIVE FY 2019 BUDGET

Enclosed is the comprehensive budget for FY 2019. The \$111,292,753 budget includes state appropriations and state funded fringe benefits, in addition to eight trust funds. An annual payroll budget of \$42,043,640 provides for 583 full time employee positions. The campus is further supported by an \$8,418,922 budget to fund part-time non-benefitted faculty and staff who support core functions of the University. The University budget supports activities in seven functional areas; President, Administration and Finance, University Advancement, Academic Affairs, Student Affairs, Enrollment Management, and Institutional Expense. The functional areas are comprised of 111 active budget units, each overseen by a designated budget manager.

Trust Fund revenue generated locally represents 59% of the total budget. Student financial aid from state and federal sources represents 8% of the budget, state operating appropriation is 24% of the budget, and state funded fringe benefits make up the remaining 9%.

We began the FY 2019 budget cycle with a detailed review of all accounts by department within each division. We conducted this review over a two day period with participation from division leadership and various budget managers from across the University. A detailed review of this nature has not been performed over the past ten years. The process provided a view into the overall financial framework of the University's operations and a clearer understanding of the manner in which resources are allocated and expended.

The charge for the FY 2019 budget cycle was for each division to identify reductions in the range of 3% - 5% of the overall divisional budgets. The budget staff provided to each division the 3-5% range of reductions that would be consistent with the level of funding received by that division. The V.P. /Dean of each area worked with their budget managers to identify funds that could be contributed toward the resource target for each division.

As presented in the March 26, 2018 Finance and Facilities meeting materials, (Appendix A), there has been broad discussion about the University's operating budget. Budget discussions this year primarily focused on increasing demands on resources noting that pressures ebb and flow but more recently those pressures have escalated as they are coming from all aspects of the University's operations. It has been noted that 75% of the operating budget is comprised of fixed or semi-fixed costs. Discretionary spending of approximately \$11M (25% of operating budget) has been subject to scrutiny over recent years and more so during this budget cycle.

Through this year's budget process, the divisions collectively reduced their discretionary spending lines by 2.67%. The reductions achieved through this process have been re-allocated towards the Capital Adaptation and Renewal line to address increasing campus deferred maintenance needs. Demands on resources to address campus infrastructure are two-fold. Deferred maintenance and adaption projects address the ongoing operational needs of the institution. It has become increasingly difficult to keep up with the cost associated with this work even at a minimal commitment of 5% of university revenues. The 5% figure is a benchmark established for the State University campuses by the Board of Higher Education years ago and requires an additional \$700,000 investment to maintain this level in FY 2019. Long term planning for campus infrastructure requires a multi-year strategy to build unrestricted reserves. The University has a process in place to plan for and assess the results of stabilizing reserves by updating its capital financing plan on an annual basis and focusing on strict budget controls to ensure an annual operating surplus is returned to reserves to provide financial leverage for future large scale capital projects.

The most immediate pressure in this budget cycle relates to payroll and fringe benefit costs. In FY 2019 the University is subject to an increase in the Commonwealth of Massachusetts Fringe Benefit rate as it applies to locally funded salaries, in addition to collective bargaining contract parameters negotiated at the state level indicating a 2% pay increase annually during the contract term of July 1, 2017 through June 30, 2020. The increased costs to the FY 2019 operating budget due to these items is approximately \$2M.

Resources available to address the ever increasing demands from internal and external influences are very limited. We continue to actively explore opportunities for new revenue streams and aggressively examine opportunities for cost-reduction and re-allocation. We will enter FY 2019 with a positive outlook for increasing conferencing revenue and a successful roll out of Wellness Center programming that is producing a net return and opportunities for growth over the coming year.

The comprehensive budget reflects the actions taken by the Board of Trustees in April to fund expected increased costs in FY 2019. The General Fee has been increased by 8% over the previous year. The annual increase in the General Fee of \$629 has been distributed to the Capital Adaptation and Renewal budget line at annual rate of increase of \$109 per full time student. The remainder of the annual General Fee increase of \$520 per full time student has been distributed to the Regular Employee (AA) and Staff Benefit Expenses (DD) lines. The board package detailing the proposed fee increases is in Appendix B.

As we present this comprehensive budget we still await the conclusion of the Commonwealth's budget process. State University incentive funds have been proposed as a 1% increase in base appropriation throughout the process. In the event the Commonwealth budget includes these incentive funds at the conclusion of the FY 2019 budget process, an amendment to the attached budget will be presented to the Board for approval at the September Board meeting.

In addition, a decision by the Board of Trustees to offset student fees as a result of an increase in state appropriations was articulated and approved during the April 10th Board of Trustee meeting. Such action provides the administration flexibility to reduce student charges prior to the fall semester billing which is expected to occur the week of July 9, 2018.

We continue to be hopeful that the cost of collective bargaining increases that went in to effect in the past (FY 2017), and are currently paid from campus resources, will eventually be funded in our base appropriation in a prospective manner. In the event the final FY 2019 budget of the Commonwealth includes funding of this past obligation, a proposal regarding the distribution of the funds in FY 2019 would be brought to the Board for discussion in September.

The proposed FY 2018 budget as presented in this package results in the cost of attendance for an in-state commuter student to be set at \$10,161 per year, the cost for an in-state resident student starts at \$21,959 per year, and the cost for an out-of-state resident student starts at \$28,039 per year.

Worcester State University
Summary of Sources and Uses of Funds
FY 2019 - All Sources and Trust Funds

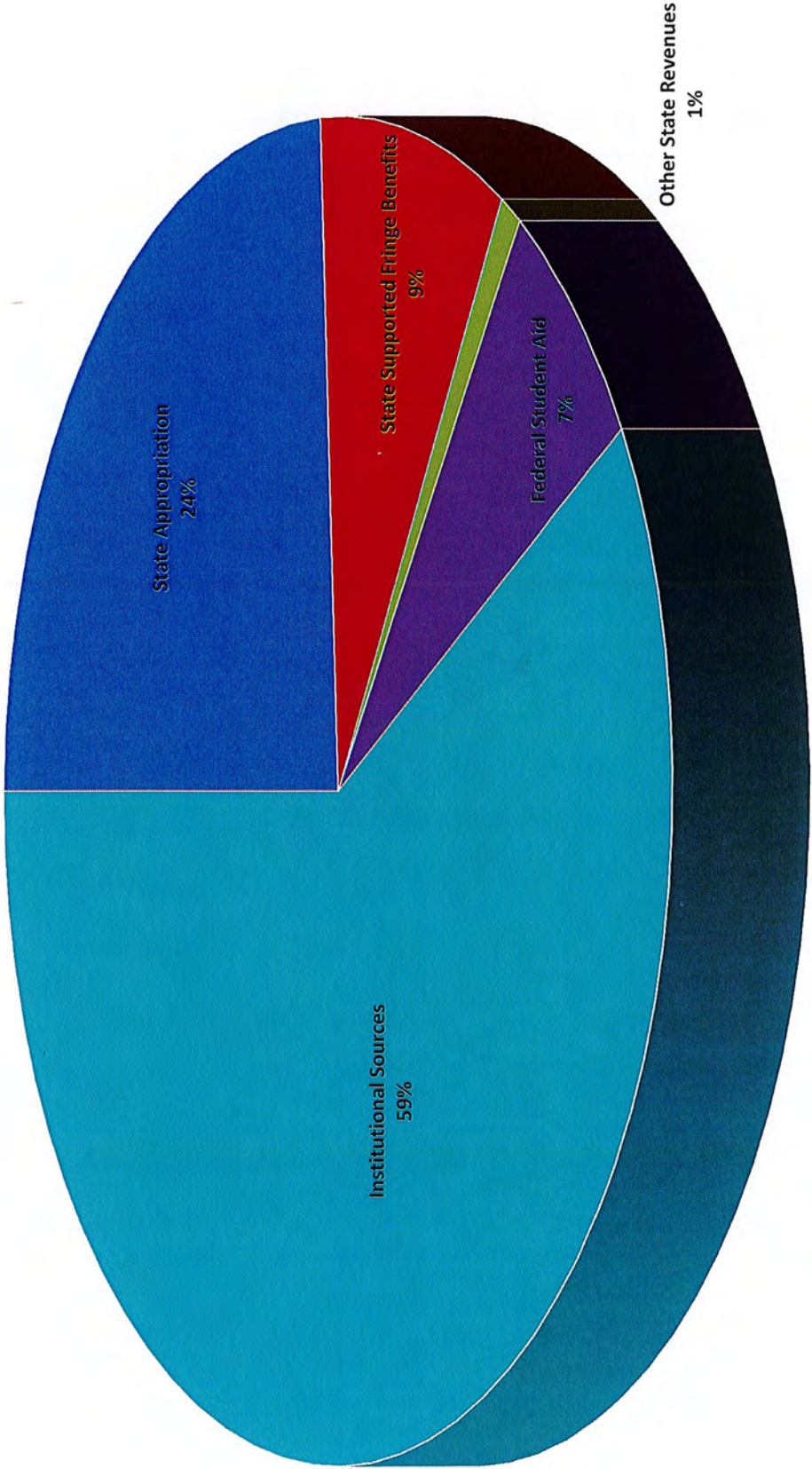
Sources of Funds:

State Appropriation	\$ 26,632,372
State Supported Fringe Benefits	\$ 9,891,263
Other State Revenues	989,226
Federal Student Aid	7,852,543
Institutional Sources	65,927,349
Total Sources	<u><u>\$ 111,292,753</u></u>

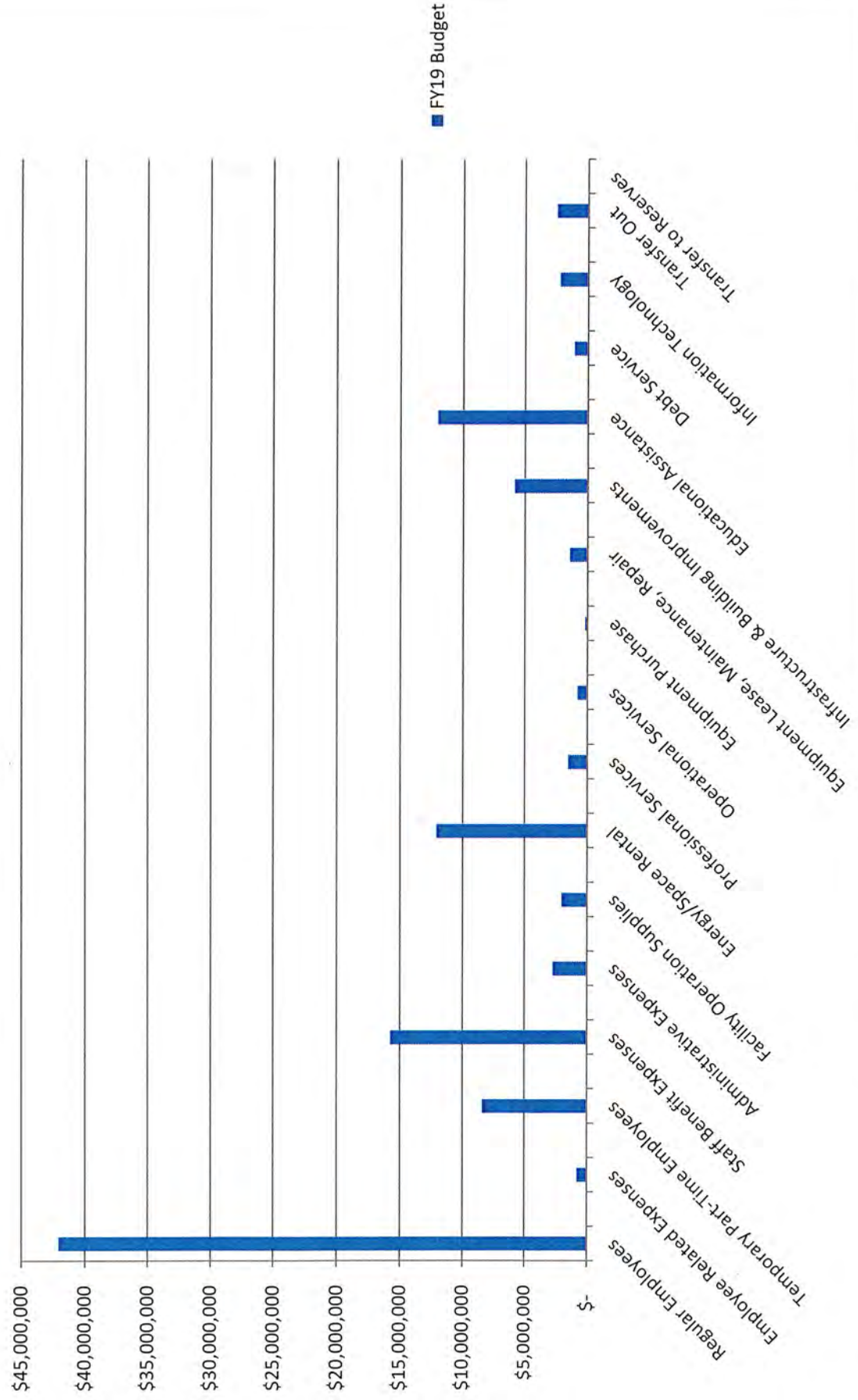
Uses of Funds:

AA	Regular Employees	\$ 42,043,640
BB	Employee Related Expenses	795,862
CC	Temporary Part-Time Employees	8,418,922
DD	Staff Benefit Expenses	15,724,854
EE	Administrative Expenses	2,705,746
FF	Facility Operation Supplies	1,991,726
GG	Energy/Space Rental	12,083,598
HH	Professional Services	1,526,625
JJ	Operational Services	782,227
KK	Equipment Purchase	155,748
LL	Equipment Lease, Maintenance, Repair	1,427,706
NN	Infrastructure & Building Improvements	5,889,198
RR	Educational Assistance	12,020,698
SS	Debt Service	1,097,063
UU	Information Technology	2,181,427
	Transfer Out	2,447,713
	Transfer to Reserves	-
	Total Uses	<u><u>\$ 111,292,753</u></u>

Worcester State University
Sources Of Funds
FY2019 Budget



Worcester State University Uses of Funds FY2019 Budget



Worcester State University
Summary of Sources
FY 2019 - All Sources and Trust Funds

State Sources

Annual State Maintenance Appropriation		\$	26,632,372
State Supported Fringe Benefits	9,891,263		
Student Aid Program (Cash Grant & PT Student)	989,226		
Total Other State Sources			10,880,489
Total State Sources			37,512,861

Federal Sources

SEOG Program	225,853		
College Work Study Program	102,794		
Pell Grants	7,397,621		
Local match (Transfer from General Trust Fund Reserve)	126,275		
Total Federal Sources			7,852,543

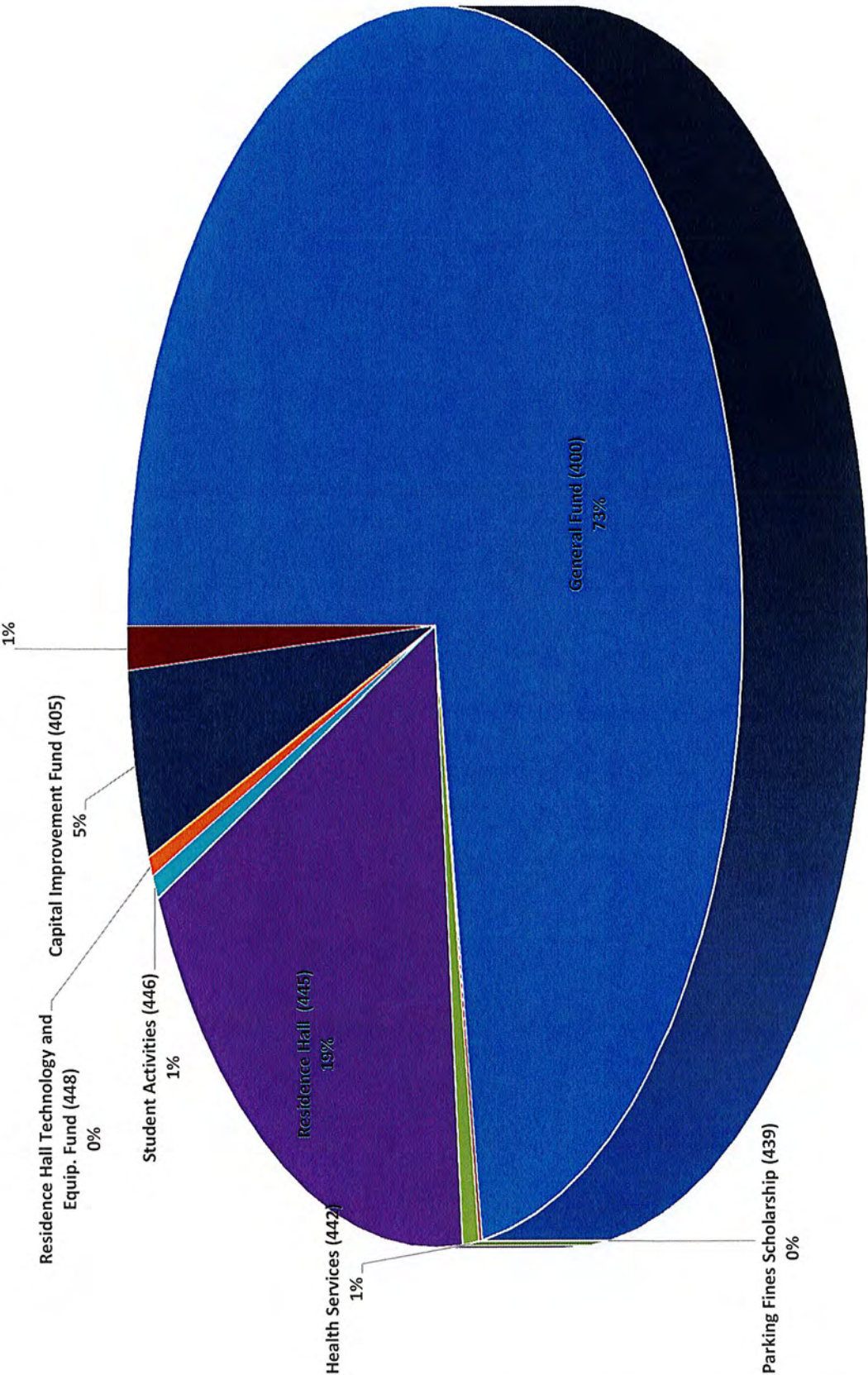
Institutional Sources

Revenue			
General Fund	47,822,100		
Parking Fines Scholarship Fund	110,086		
Health Services Fund	445,623		
Residence Halls Fund	12,682,765		
Student Activities Fund	288,872		
Residence Hall Technology and Equip. Fund	346,940		
Capital Improvement Fund	3,232,677		
Transfers In			
*Transfer from Health Services Fund Reserve	121,299		
*Transfer from Student Activities Trust Fund Reserve	126,128		
*Transfer from Capital Improvement Trust Fund	750,859		
Total Institutional Sources			65,927,349
Total Sources		\$	111,292,753

Worcester State UniversityTrust Fund Summary
FY 2019 Requested Budget

	Budget FY 2019		
	Sources	Uses	
General Fund (400)	\$47,822,100	\$ 47,822,100	73%
Parking Fines Scholarship (439)	110,086	110,086	0%
Health Services (442)	566,922	566,922	1%
Residence Hall (445)	12,682,765	12,682,765	19%
Student Activities (446)	415,000	415,000	1%
Residence Hall Technology and Equip. Fund (448)	346,940	346,940	1%
Capital Improvement Fund (405)	3,232,677	3,232,677	5%
Parking Garage Operating Fund (408)	750,859	750,859	1%
Total Trust Fund Budget	<u>\$65,927,349</u>	<u>\$ 65,927,349</u>	

Worcester State University
Trust Fund Summary
FY2019 Budget



Worcester State University
Operating Revenue

	Requested FY2019 Budget	Final FY2018 Budget
<i>State Sources</i>		
State Maintenance	36,523,635	35,921,743
Total State Sources	36,523,635	35,921,743
<i>Institutional Sources</i>		
<i>General Trust Fund</i>		
Tuition/ In state Undergraduate	4,653,000	4,608,000
Tuition/ Graduate	1,720,000	1,498,000
Tuition/ Out of State Undergraduate	1,362,000	1,261,000
Total Tuition	7,735,000	7,367,000
Waivers/Undergraduate	(178,000)	(211,560)
Waivers/Graduate	(241,000)	(180,000)
Total Tuition Waivers	(419,000)	(391,560)
Net Tuition	7,316,000	6,975,440
Undergraduate Day Division	34,036,000	31,479,382
Undergraduate Eve/Summer Programs	2,656,000	2,681,399
Graduate School	1,363,000	1,458,107
Total Fees	38,055,000	35,618,888
Undergraduate Day Division waivers	(638,000)	(686,083)
Undergraduate Eve/Summer Programs/waivers	(77,000)	-
Graduate Fee waiver	(193,000)	(110,000)
Total Fees Waivers	(908,000)	(796,083)
Net Fees	37,147,000	34,822,805
Application Fees	121,000	136,000
Special fees	345,000	365,660
Commencement Fees	2,500	2,500
Transcript Fees	50,000	50,000
Orientation Fees	134,000	134,000
Testing Fees	18,000	18,000
Libr. fines/ copier inc.	1,600	1,500
Activity income	77,000	50,000
Commissions	355,000	355,000
Non-Credit Courses incl Restricted	741,000	668,700
Center for Effective Instruction	341,000	372,570
Intensive English Institute	484,000	605,400
Center for Business & Industry	50,000	243,400
Facilities rentals	388,000	285,000
Miscellaneous	251,000	165,000
Other income	3,359,100	3,452,730
Total General Trust Fund Source	47,822,100	45,250,975
General Operating Budget Income	\$ 84,345,735	\$ 81,172,718

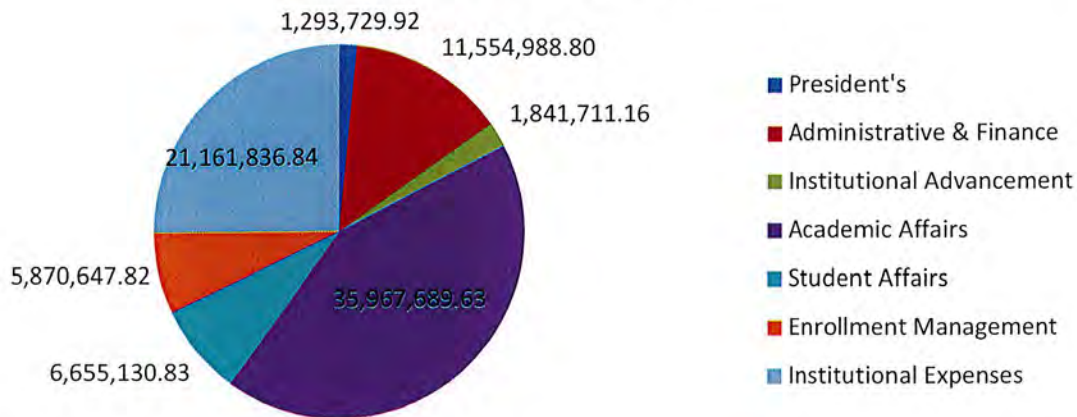
Worcester State University
General Operating Budget (111 & 400)
FY 2019 Budget

	FY2019 Requested Budget	FY2018 Final Budget
<u>Sources of Funds:</u>		
Revenues	\$ 74,454,472	\$ 71,883,347
State Funded Fringe Benefits	\$ 9,891,263	\$ 9,289,371
Total Sources	<u>\$ 84,345,735</u>	<u>\$ 81,172,718</u>
<u>Uses of Funds:</u>		
AA Regular Employees	\$ 40,665,037	\$ 39,603,454
BB Employee Related Expenses	748,462	763,103
CC Temporary Part-Time Employees	8,135,822	8,198,116
DD Staff Benefit Expenses	15,219,553	13,612,705
EE Administrative Expenses	2,500,496	2,586,107
FF Facility Operation Supplies	1,499,726	1,615,714
GG Energy/Space Rental	2,389,498	2,389,498
HH Professional Services	1,068,325	1,089,533
JJ Operational Services	761,227	772,564
KK Equipment Purchase	120,748	94,748
LL Equipment Lease, Maintenance, Repair	1,256,681	1,262,104
NN Infrastructure & Building Improvements	5,064,969	4,348,744
RR Educational Assistance	2,510,961	2,517,439
SS Debt Service	307,013	307,013
UU Technology Expenses	2,097,217	2,011,876
Total Uses	<u>\$ 84,345,735</u>	<u>\$ 81,172,718</u>
Net Sources / (Uses)	<u>\$ -</u>	<u>\$ -</u>

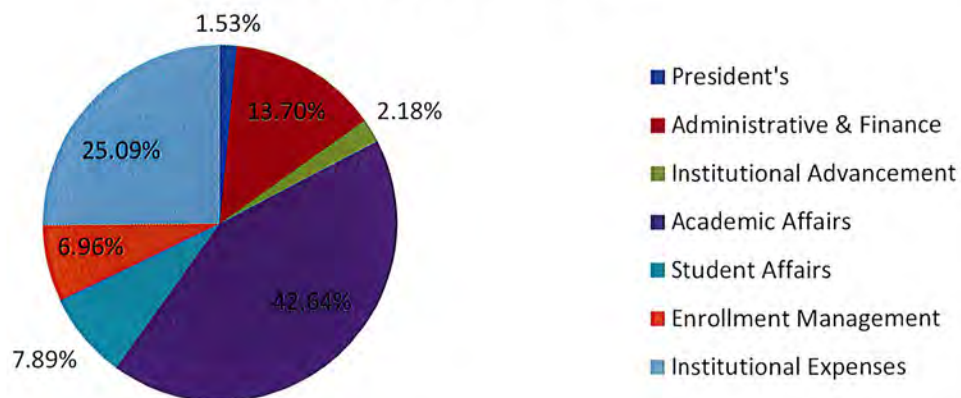
**Worcester State University
400/111 Expenditures by Division
FY 2019 Budget**

Class	Division	Budget FY 19 Subtotals	Budget FY 19 Exp %
2	President's	1,293,729.92	1.53%
3	Administrative & Finance	11,554,988.80	13.70%
4	Institutional Advancement	1,841,711.16	2.18%
6	Academic Affairs	35,967,689.63	42.64%
7	Student Affairs	6,655,130.83	7.89%
8	Enrollment Management	5,870,647.82	6.96%
3	Institutional Expenses	21,161,836.84	25.09%
		<u>\$84,345,735.00</u>	<u>99.99%</u>

**Budget FY19
Subtotals by Division**



**Budget FY19
Expense % by Division**



Worcester State University
State Maintenance Appropriation (111)
FY2019 Budget

		FY2019 Requested Budget	FY2018 Final Budget
<u>Sources of Funds:</u>			
	State Appropriation	\$26,632,372	\$ 26,632,372
	State Funded Fringe Benefits	9,891,263	9,289,371
	Total Sources	<u>\$36,523,635</u>	<u>\$ 35,921,743</u>
<u>Uses of Funds:</u>			
AA	Regular Employees	\$26,632,372	\$ 26,632,372
BB	Employee Related Expenses	-	-
CC	Temporary Part-Time Employees	-	-
DD	Staff Benefit Expenses	9,891,263	9,289,371
EE	Administrative Expenses	-	-
FF	Facility Operation Supplies	-	-
GG	Energy/Space Rental	-	-
HH	Professional Services	-	-
JJ	Operational Services	-	-
KK	Equipment Purchase	-	-
NN	Infrastructure & Building Improvements	-	-
	Total Uses	<u>\$36,523,635</u>	<u>\$ 35,921,743</u>
	Net Sources / (Uses)	<u>\$ -</u>	<u>\$ -</u>

Worcester State University

General Trust Fund (400)

FY2019 Budget

		FY2019 Requested Budget	FY2018 Final Budget
<u>Sources of Funds:</u>			
Revenues		\$ 47,822,100	\$ 45,250,975
Total Sources		<u>\$ 47,822,100</u>	<u>\$ 45,250,975</u>
<u>Uses of Funds:</u>			
AA	Regular Employees	\$ 14,032,665	\$ 12,971,082
BB	Employee Related Expenses	748,462	763,103
CC	Temporary Part-Time Employees	8,135,822	8,198,116
DD	Staff Benefit Expenses	5,328,290	4,323,334
EE	Administrative Expenses	2,500,496	2,586,107
FF	Facility Operation Supplies	1,499,726	1,615,714
GG	Energy/Space Rental	2,389,498	2,389,498
HH	Professional Services	1,068,325	1,089,533
JJ	Operational Services	761,227	772,564
KK	Equipment Purchase	120,748	94,748
LL	Equipment Lease, Maintenance, Repair	1,256,681	1,262,104
NN	Infrastructure & Building Improvements	5,064,969	4,348,744
RR	Educational Assistance	2,510,961	2,517,439
SS	Debt Service	307,013	307,013
UU	Technology Expenses	2,097,217	2,011,876
Total Uses		<u>\$ 47,822,100</u>	<u>\$ 45,250,975</u>
Net Sources / (Uses)		<u>\$ -</u>	<u>\$ -</u>

Worcester State University
Capital Improvement Trust Fund (405)
FY2019 Budget

	FY2019 Requested Budget	FY2018 Approved Budget
<u>Sources of Funds:</u>		
Capital Improvement Fee	\$ 3,171,662	\$ 3,171,662
Transfer In - General Fund	-	-
Parking Revenue	61,015	61,015
Total Sources	<u>\$ 3,232,677</u>	<u>\$ 3,232,677</u>
<u>Uses of Funds:</u>		
SS - Debt Service	\$ 790,050	\$ 788,850
Transfer Out - Parking Garage Oper. Fund	750,859	860,000
Transfer Out - To Reserves	1,691,768	1,583,827
Total Uses	<u>\$ 3,232,677</u>	<u>\$ 3,232,677</u>
Net Sources / (Uses)	<u>\$ -</u>	<u>\$ -</u>

Worcester State University
Parking Garage Operating Fund (408)
FY2019 Requested Budget

	FY2019 Requested Budget	FY2018 Approved Budget
<u>Sources of Funds:</u>		
Transfer In - Capital Improvement T. F.	\$ 750,859	\$ 860,000
Total Sources	<u>\$ 750,859</u>	<u>\$ 860,000</u>
<u>Uses of Funds:</u>		
FF Facility operating supplies	\$ -	\$ -
GG Energy and space rental	699,630	646,000
HH Professional services		4,000
JJ Operational services	-	-
LL Equipment lease, maint and repair	2,500	-
NN Construction/Maintenance/Improvements	\$ 48,729	\$ 210,000
Total Uses	<u>\$ 750,859</u>	<u>\$ 860,000</u>
Net Sources / (Uses)	<u>\$ -</u>	<u>\$ -</u>

Worcester State University
Parking Fines Scholarship Fund (439)
FY2019 Budget

	FY2019 Requested Budget	FY2018 Approved Budget
<u>Sources of Funds:</u>		
Fines and Other Income	\$ 110,086	\$ 91,834
Transfer in - Reserves		11,540
Total Sources	<u>\$ 110,086</u>	<u>\$ 103,374</u>
<u>Uses of Funds:</u>		
EE Administrative Supplies	45,000	43,374
RR Educational Assistance	60,000	60,000
Transfer Out - To Reserves	5,086	
Total Uses	<u>\$ 110,086</u>	<u>\$ 103,374</u>
Net Sources / (Uses)	<u>\$ -</u>	<u>\$ -</u>

Worcester State University
Health Services Trust Fund (442)
FY2019 Budget

		FY2019 Requested Budget	FY2018 Approved Budget
<u>Sources of Funds:</u>			
	Fees and Other Income	\$ 445,623	\$ 446,966
	Transfer In - reserves	\$ 121,299	\$ 112,428
	Total Sources	<u>\$ 566,922</u>	<u>\$ 559,394</u>
<u>Uses of Funds:</u>			
AA	Regular Employees	\$ 118,271	\$ 114,570
BB	Employee Related Expenses	4,400	4,400
CC	Temporary Part-Time Employees	11,100	11,100
DD	Staff Benefit Expenses	43,926	40,099
EE	Administrative Expenses	3,250	3,250
FF	Facility Operation Supplies	19,000	19,000
HH	Professional Services	362,300	362,300
LL	Equipment Lease, Maintenance, Repair	525	525
RR	Client Medical Services	700	700
UU	Technology Expenses	3,450	3,450
	Total Uses	<u>\$ 566,922</u>	<u>\$ 559,394</u>
	Net Sources / (Uses)	<u>\$ -</u>	<u>\$ -</u>

Worcester State University

Resident Hall Trust Fund (445)

FY2019 Budget

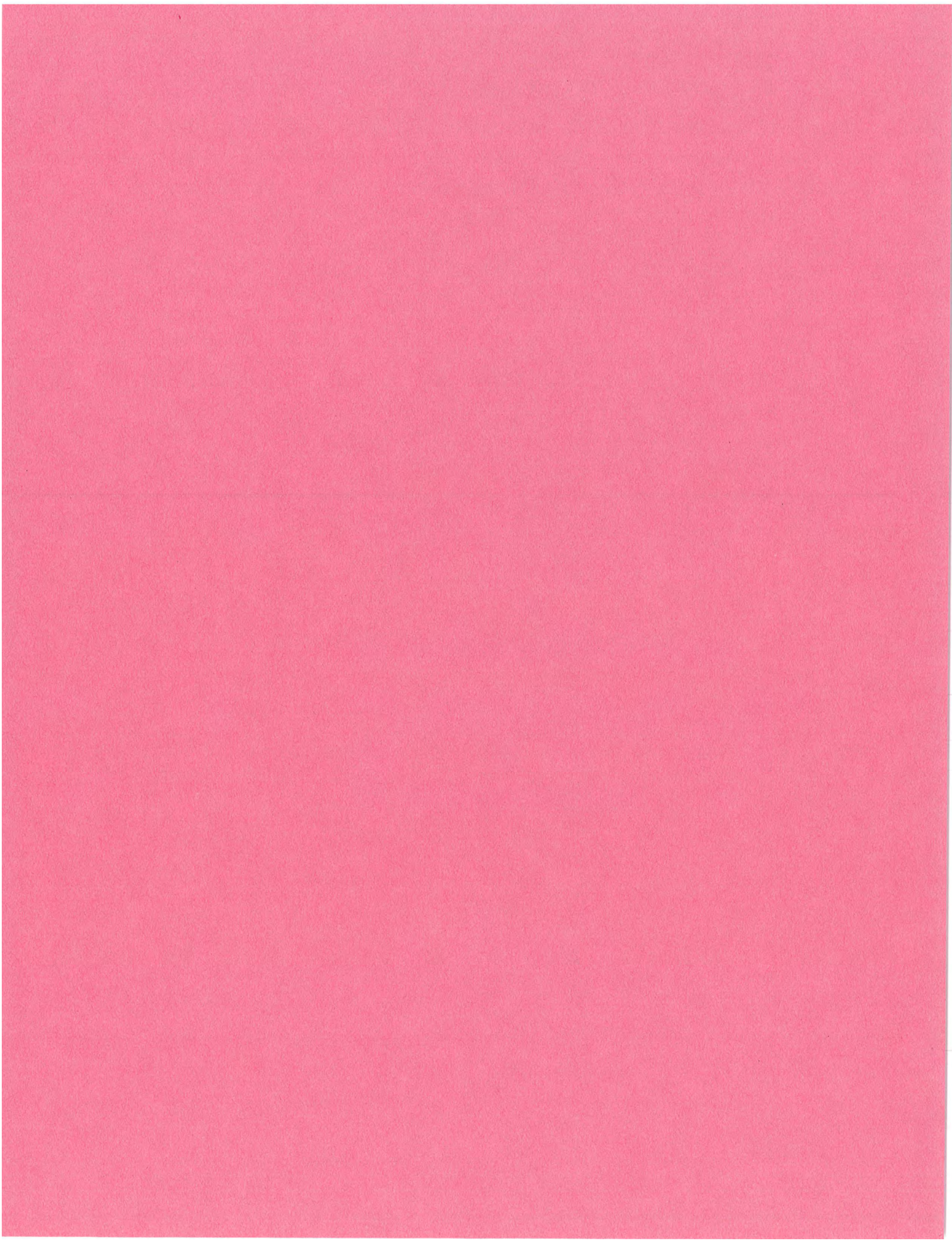
		FY2019 Requested Budget	FY2018 Approved Budget
<u>Sources of Funds:</u>			
	Fees and Other Income	\$ 12,682,765	\$ 12,657,698
	Total Sources	<u>\$ 12,682,765</u>	<u>\$ 12,657,698</u>
<u>Uses of Funds:</u>			
AA	Regular Employees	\$ 1,260,332	\$ 1,318,199
BB	Employee Related Expenses	35,000	35,000
CC	Temporary Part-Time Employees	257,000	265,000
DD	Staff Benefit Expenses	461,375	482,558
EE	Administrative Expenses	127,000	123,000
FF	Facility Operation Supplies	242,500	262,500
GG	Energy/Space Rental	8,694,290	8,594,040
HH	Professional Services	26,000	26,000
JJ	Operational Services	15,000	15,000
KK	Equipment Purchase	30,000	30,000
LL	Equipment Lease, Maintenance, Repair	118,000	140,000
NN	Infrastructure & Building Improvements	775,000	733,742
RR	Educational Assistance	607,268	590,659
UU	Technology Related Expenses	34,000	42,000
	Total Uses	<u>\$ 12,682,765</u>	<u>\$ 12,657,698</u>
	Net Sources / (Uses)	<u>\$ -</u>	<u>\$ -</u>

Worcester State University
Student Activities Trust Fund (446)
FY2019 Budget

		FY2019 Requested Budget	FY2018 Approved Budget
<u>Sources of Funds:</u>			
	Fees	\$ 288,872	\$ 284,545
	Transfer In - Reserves	\$ 126,128	\$ 120,455
	Total Sources	<u>\$ 415,000</u>	<u>\$ 405,000</u>
<u>Uses of Funds:</u>			
BB	Employee Related Expenses	\$ 8,000	\$ 500
CC	Temporary Part-Time Employees	15,000	12,000
DD	Staff Benefit Expenses	-	100
EE	Administrative Expenses	30,000	60,000
FF	Facility Operation Supplies	230,500	195,000
GG	Energy/Space Rental	-	-
HH	Professional Services	70,000	77,000
JJ	Operational Services	6,000	5,000
KK	Equipment Purchase	5,000	15,000
LL	Equipment Lease, Maintenance, Repair	50,000	40,400
NN	Construction/Maintenance/Improvements	500	
	Total Uses	<u>\$ 415,000</u>	<u>\$ 405,000</u>
	Net Sources / (Uses)	<u>\$ -</u>	<u>\$ -</u>

Worcester State UniversityResidence Hall Technology and Equipment Trust Fund (448)
FY2019 Budget

	FY2019 Requested Budget	FY2018 Approved Budget
<u>Sources of Funds:</u>		
Fees and Other Income	\$ 346,940	\$ 346,940
Transfer In - Reserves		
Total Sources	<u>\$ 346,940</u>	<u>\$ 346,940</u>
<u>Uses of Funds:</u>		
AA Regular Employees	\$ -	\$ -
DD Staff Benefits Expense	-	-
EE Administrative Expenses	-	-
GG Energy/Space Rental	300,180	299,498
LL Equipment Lease, Maintenance, Repair	-	-
UU Technology Expenses	46,760	47,442
Total Uses	<u>\$ 346,940</u>	<u>\$ 346,940</u>



Memorandum

DATE: February 9, 2018

TO: Budget Managers

FROM: Kathleen Eichelroth, Vice President for Administration and Finance

RE: FISCAL YEAR 2019 BUDGET PREPARATION

We have begun the FY 2019 budget cycle with a detailed review of all accounts by department within each division. We conducted this review over a two day period earlier this week with participation from division leadership and various budget managers from across the University. A detailed review of this nature has not been performed over the past ten years. The process provided a view into the overall financial framework of the University's operations and a clearer understanding of the manner in which resources are allocated and expended.

As we look towards the future it is vital that the foundation of the university financial resources be solid. Over the past several years various spending categories have exceeded budget and it is imperative that existing resources be re-aligned to balance necessary spending in a few areas that have been recently underfunded. As we have examined the results of operations and the composition of the operating budget we aware that the majority of funds are expended on payroll and fringe benefits. Furthermore, when other fixed costs (adjunct faculty, maintenance of property and related infrastructure, financial aid and general support costs such as local travel, central supplies, insurance, legal and auditor fees, as examples) are removed from the budget (\$81,172,718) approximately 16%, or \$12,936,667, remains as discretionary spending.

We have looked at various scenarios to create a pool of resources to re-align the budget. A 3% - 5% reduction in spending in the discretionary lines referenced above would result in \$380K - \$650K of resources that would be used to ensure the FY 2019 budget is balanced and accurately reflects the existing obligations of the University.

The charge for this budget cycle is for each Division to identify reductions in the range of 3% - 5% of the overall divisional budgets. We will provide to each division the 3-5% range of reductions that would be consistent with the level of funding received by that division. The V.P. /Dean in your area will work with you over the next few weeks to review your budget and determine if there are funds that can be contributed toward the resource target for your division.

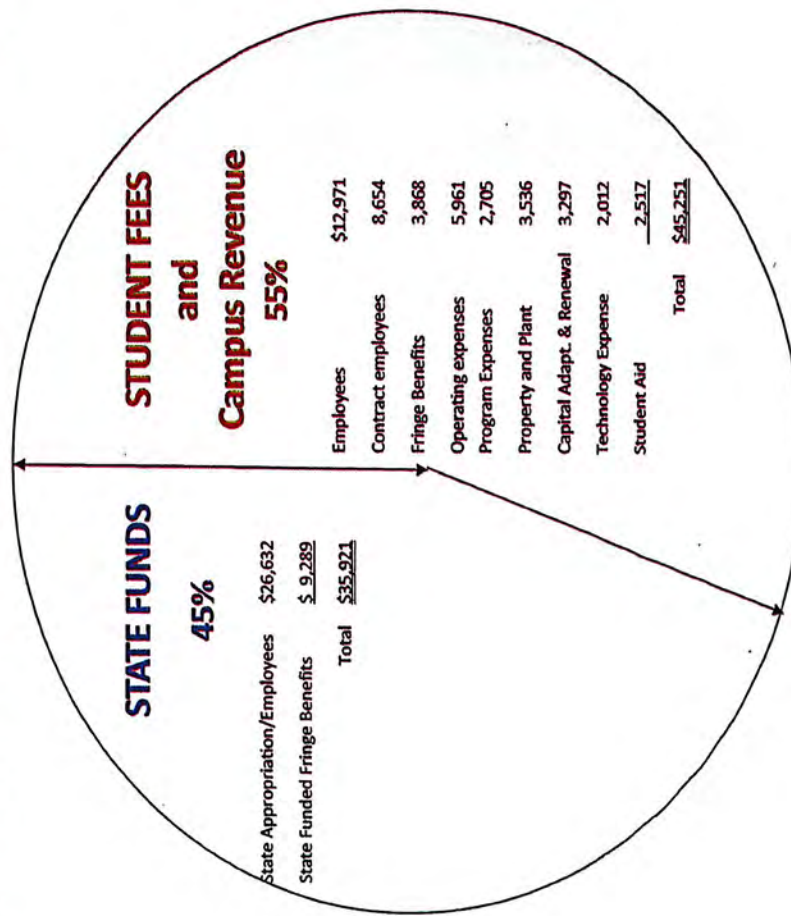
In anticipation of this process, we will load the FY 2018 approved budget as FY 2019 baseline. Once we receive a reduction plan from each division, we will load it as an adjustment to the FY 2019 baseline and create the FY 2019 working budget.

While we are aware that the Governor's budget proposal provides a 1% increase for the State University's in FY 2019, it is uncertain as to whether this will make its way to a final budget come June. Also uncertain at this time is the level of enrollment we will realize in the coming academic year. In the event we find that there is a pool of unallocated resources during the year, we may consider transferring funds to the Strategic Plan Trust Fund, which has been dormant for several years, and implement a competitive proposal process to fund initiatives aligned with the strategic plan.

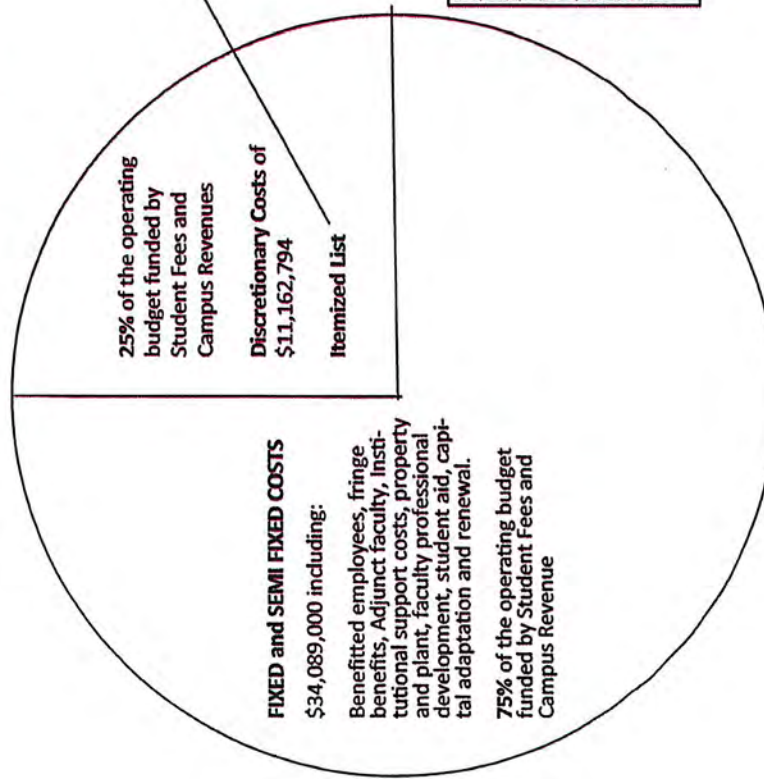
Attached is a budget timeline that we will be working through over the next few months. Please review the calendar so you are aware of the key dates in the budget timeline. We look forward to working through this process with you.

FY 2018 Operating Budget is \$81,172,718

University Operations are funded by State Appropriation and the General Purpose Trust Fund.



Operating Budget—Drill Down Campus Funds—ONLY

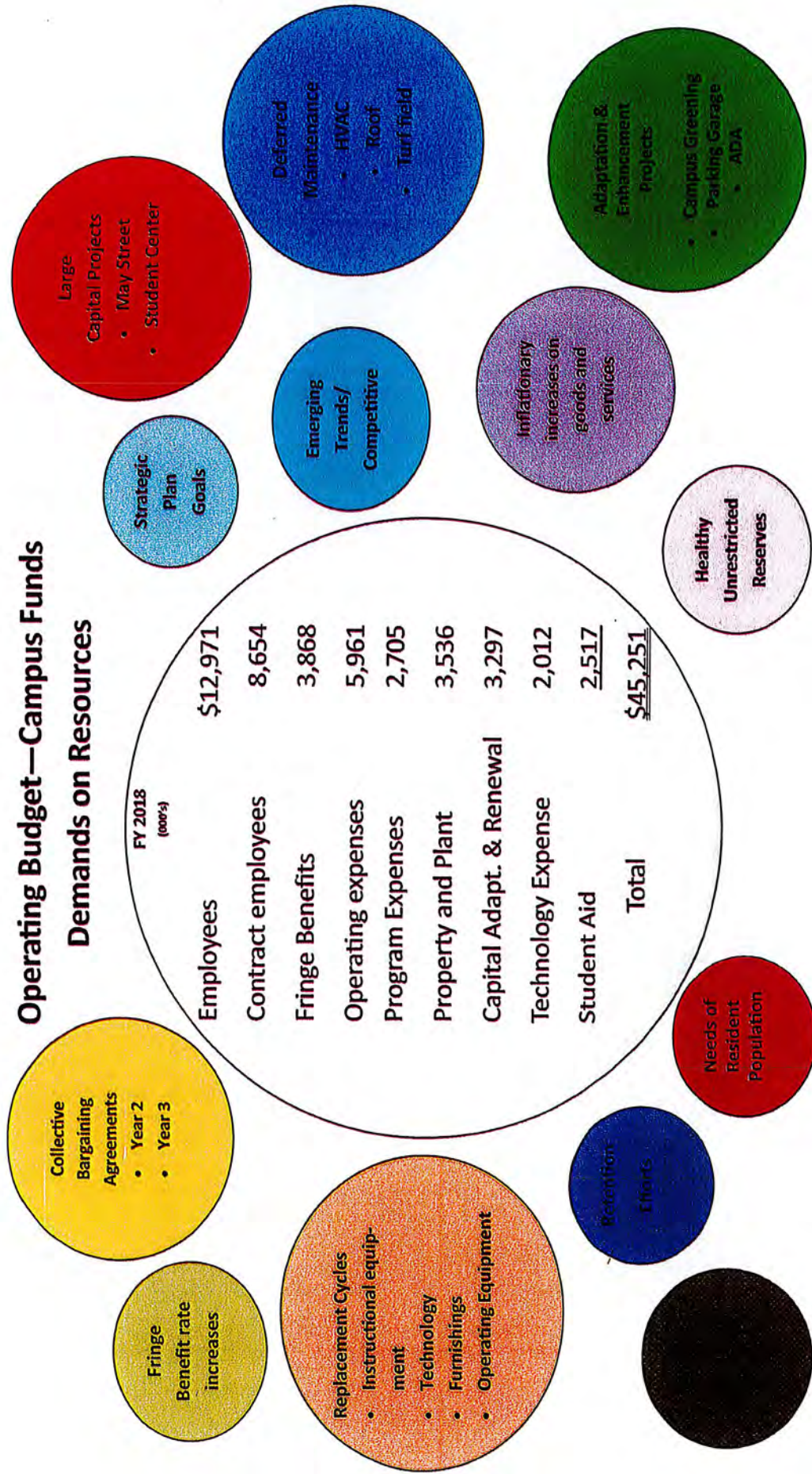


Contract Employees	\$ 2,733,488
Operating expenses	3,946,677
Program expenses	2,247,376
Property and Plant	374,971
Technology expenses	<u>1,860,282</u>
Total	\$11,162,794
Subject to reduction for FY 2019	

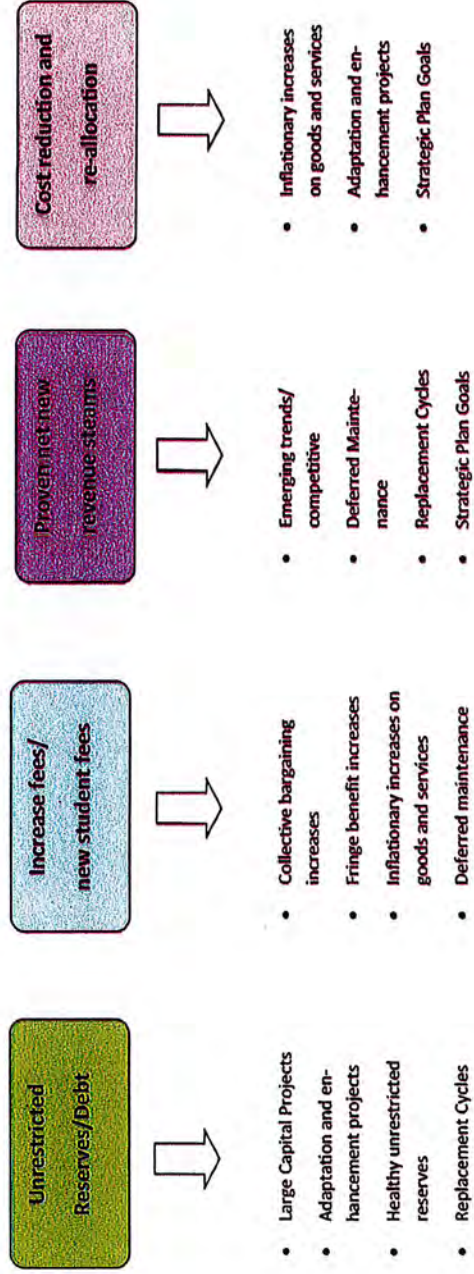
Division Reduction Summary			
Division	FY18 Budget	\$ decrease	% decrease
President	589,259	23,726	4.03
A & F	1,383,152	55,326	4.00
IA	676,556	27,062	4.00
AA	5,176,435	103,085	1.99
SA	2,078,699	62,360	3.00
EM	<u>1,258,693</u>	<u>25,275</u>	<u>2.01</u>
Total	11,162,794	296,835	2.66

Operating Budget—Campus Funds

Demands on Resources



Resources Alignment



Increases to Payroll and Benefit Costs FY 2019

	<u>Total</u>	<u>Salary</u>	<u>Benefits</u>
<u>new collective bargaining costs</u>			
2% union increases year 2	793,048	793,048	-
fringe on 2% increase	280,818	-	280,818
payroll tax on 2% increase	13,720	-	13,720
subtotal	1,087,585	793,048	294,538
<u>existing collective bargaining commitments</u>			
Fringe/payroll tax increase on base	696,158	-	696,158
existing collective bargaining commitments	330,000	330,000	-
subtotal	1,026,158	330,000	696,158
Total	2,113,743	1,123,048	990,696
Cost per Undergrad FTE	520	276	244

Capital Adaptation and Renewal and Grant Obligations

	Cost item	Equivalent Student Fee
Funding gap for 5% capital adaptation and renewal	700,000	172
		Currently budgeted at 3.3M 5% requirement is \$4M (study recommends \$10M annually)
Funding gap to continue work of grant projects	39,000	10
Funding GAP	739,000	182
Resources Available		
Division Reductions	(296,835)	(73)
Net Difference	442,165	109
1% Increase in State Appropriations	(266,323)	(66)
Net Difference	175,842	43

Grant obligations

Worcester State University
Operations Budget Gap
3/22/2018

Name	Amount	Fee	Reason
IT License Cost	67,989	16.72	inflationary funding gap
Memberships	25,586	6.29	overexpended budget line
Interpreters	32,000	7.87	More Interpreters needed to serve our students
NNN line (Facilities)	158,000	38.86	inflationary funding gap
EEE Line (Library)	35,000	8.61	inflationary funding gap
Properties Mgmt	383,394	94.29	Overrides
Total	701,969	172.64	

Cost reductions

Individual Memberships	(12,263)	(3.02)
Institutional Memberships	(13,323)	(3.28)
	(25,586)	(6.29)
net costs	676,383	166.35

Potential reductions

Contract Employee reductions

Potential Resources

Increase funding from Foundation
Online Graduate Degree Programs

Major Points

Broad View



Operating budget is 45% state funds/55% students fees and campus revenue



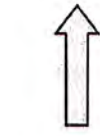
Campus funded operating budget is 75% Fixed and Semi-fixed costs/25% Discretionary costs



Enormous pressure on Campus Resources from all aspects of University operations



Limited resources to align with increasing demands



External pressures including public view of fee increases, tuition discounting by other institutions, rating agencies, accounting regulation (pension/healthcare accruals), public institution as a resource to the community at large, etc.

FY 2019 consideration



\$520 annual fee increase to fund collective bargaining and fringe benefits



\$109 annual fee increase to fund deferred maintenance gap and expired grant funds



Proposed fee increases above *to be reduced by state funds received* for Collective Bargaining and/or Performance Incentive Funds



Currently evaluating cost reductions and other resources to address operational budget gaps



Focus on strict budget controls to ensure operating surplus returned to reserve for future capital projects

**Mandatory Fees at Massachusetts Public Colleges and Universities
(Based on Fall Resident Undergraduate State-Supported Rates)**

Segment	Institution	FY- 2009	FY- 2010	FY- 2011	FY- 2012	FY- 2013	FY- 2014	FY- 2015	FY- 2016	FY- 2017	FY- 2018	1 Yr % Chg	higher/ (lower)
State Universities	Bridgewater State University	\$5,328	\$5,694	\$6,144	\$6,644	\$7,144	\$7,144	\$7,444	\$8,018	\$8,718	\$9,102	4%	\$540
State Universities	Fitchburg State University	\$5,430	\$5,930	\$6,030	\$7,230	\$7,740	\$8,016	\$8,290	\$8,964	\$9,164	\$9,184	0%	\$622
State Universities	Framingham State University	\$5,172	\$5,570	\$6,096	\$6,610	\$7,114	\$7,114	\$7,354	\$7,734	\$8,374	\$8,350	7%	\$388
State Universities	Massachusetts College of Art and Design	\$6,870	\$7,370	\$7,970	\$8,670	\$9,370	\$9,370	\$10,194	\$10,694	\$11,170	\$11,670	4%	\$3,108
State Universities	Massachusetts College of Liberal Arts	\$5,396	\$5,946	\$6,546	\$7,046	\$7,496	\$7,496	\$7,946	\$8,446	\$8,846	\$9,106	3%	\$544
State Universities	Massachusetts Maritime Academy	\$4,644	\$4,880	\$5,268	\$5,444	\$5,740	\$5,724	\$5,778	\$6,076	\$6,374	\$6,684	5%	(\$1,878)
State Universities	Salmon State University	\$5,610	\$5,940	\$6,320	\$6,820	\$7,200	\$7,220	\$7,736	\$8,336	\$8,826	\$9,268	6%	\$806
State Universities	Westfield State University	\$5,482	\$6,048	\$6,462	\$6,918	\$7,328	\$7,328	\$7,712	\$8,396	\$8,396	\$8,746	5%	\$184
State Universities	Worcester State University	\$5,200	\$5,636	\$6,186	\$6,684	\$7,188	\$7,188	\$7,588	\$8,232	\$8,232	\$8,562	4%	0
Weighted Average	State Universities*	\$5,441	\$5,857	\$6,373	\$6,866	\$7,313	\$7,336	\$7,710	\$8,153	\$8,634	\$9,023	5%	
Weighted Average	State Universities excludes MCAD and MMA**	\$5,391	\$5,812	\$6,328	\$6,820	\$7,266	\$7,296	\$7,660	\$8,118	\$8,621	\$9,016	5%	\$454

Source: Massachusetts Department of Higher Education

Weighted data calculated based on % Undergraduate FTE of total Segment and overall. (FTE figures used for calculation are one year in arrears due to reporting schedules.)

Mass Maritime and Mass College of Art and Design are reported separately because they are specialty schools and for purpose of Performance Measurement are not compared to other MA state colleges.

Reserve Stabilization Plan

	Total Unrestricted Reserves	Capital Improvement Trust Fund				General Fund Unrestricted	Capital Impr. Fund Unrestricted	O/S Debt
		Parking Fee	Capital Improvement Fee	Dedicated revenue Combined	Expenditures/ Transfers	Annual Net		
6/30/2017 Financial statements add back: accrued pension obligations add back: cash basis reserve fund balance BUDGET	13,902,096 16,674,114 52,066,280						15,967,165	0.56
FY 2018 results of operations Debt service Transfer to Pkg Car TF Transfer to operating for adaptation and renewal Transfer to INCAM for Wellness Center	1,042,315	60,000	3,201,677	3,261,677	(1,359,362) (860,000) -			
June 30, 2018	33,108,595		3,201,677	3,261,677	(2,219,362)	1,042,315 year 1	17,009,480	1.41
FY 2019 results of operations Debt service Transfer to Pkg Car TF Transfer for future projects	1,042,315	60,000	3,201,677	3,261,677	(1,359,362) (860,000) -			
June 30, 2019	34,150,910		3,201,677	3,261,677	(2,219,362)	1,042,315 year 2	18,051,795	1.50
FY 2020 results of operations Debt service Transfer to Pkg Car TF Transfer for future projects	1,042,315	60,000	3,201,677	3,261,677	(1,359,362) (860,000) -			
June 30, 2020	35,193,225		3,201,677	3,261,677	(2,219,362)	1,042,315 year 3	19,094,110	1.60
FY 2021 results of operations Debt service Transfer to Pkg Car TF Transfer for future projects	1,042,315	60,000	3,201,677	3,261,677	(1,359,362) (860,000) -			
June 30, 2021	36,235,540		3,201,677	3,261,677	(2,219,362)	1,042,315 year 4	20,136,425	1.70
FY 2022 results of operations Debt service Transfer to Pkg Car TF Transfer for future projects	1,042,315	60,000	3,201,677	3,261,677	(1,359,362) (860,000) -			
June 30, 2022	37,277,855		3,201,677	3,261,677	(2,219,362)	1,042,315 year 5	21,178,740	1.81

Projected Unrestricted Reserves June 30, 2022

Project Equity contribution	15,000,000	22,277,855.00	1.08
Project Equity contribution	10,000,000	27,277,855.00	1.32
Project Equity contribution	8,000,000	29,277,855.00	1.42
Project Equity contribution	5,000,000	32,277,855.00	1.56

Worcester State University Capital Adaptation & Renewal Projects

DRAFT

FY '19 - FY '24

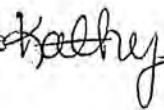
PROJECTS:	FY '19	FY '20	FY '21	FY '22	FY '23	FY '24	PENDING
Facilities Assessment	24	24	24	24	24	24	
S&T Lighting Upgrades - State Funds							
S&T RTU Replacement	1600	1950					
Coughlin Field Turf replacement/infrastructure upgrades Phase I	550	1300					
Grounds - Campus Edge Improvements	0	500	600	800	800		
Grounds - Student Center Roadway	360						
May Street/S&T A&E, programming, SD, DD	750	750					
Building Management System upgrades	120						
Parking Garage Site Study	110						
Boiler shutdown switches - code requirement	70						
LRC Library circulation flooring	100						
Wasylean Parking Lot	200	300					
LRC Data Center AC replacement			400				
ADA Compliance Studies		100					
S&T Fume Hood Replacement			700				
Sullivan Auditorium refurbishment & ADA Compliance			2550				
S&T Roof replacement		60		1800			
Student Center - Replace Elevators				1200			
LRC 1st floor - upgrade wiring and ceiling replacement				1000	1250		
Student Center Envelope Refurbishment Phase I & II					800		
Student Center Envelope Refurbishment Phase III					1000		
Sullivan Academic Center 1st floor - VCT replacement/painting					900		
Campus ADA Upgrades				50	50	50	150
Coughlin Field Phase Renovations II							1700
Coughlin Field Renovations Phase III							1100
Admin, S&T, SC: Update/Re-certify lightning protection systems							35
Admin - Academic Success waiting room, test room							65
Admin Exterior Repairs/Repainting							500
Admin - Reprogram 3rd Floor A&F wing							1800
Campus Ministry re-roof							10
Campus Ministry Programming Study							16
Grounds - Loop Feed 13.8kV							1300
Grounds - Repaving - walkways & parking lots							800
Grounds - Roadway & Snowdump efficiency Improvements							100
Grounds - Biology & DEEP Field building							800
Grounds - Tennis Court repairs							85
Grounds - Potable water infrastructure replacement							1800
Grounds - Tiffany gate restoration							
LRC Classroom furniture							295
LRC TV Studio Refurbishment							621
LRC Main Electric panel replacement							500
LRC Lower Roof Joint Repacking/Deck Resealing							80
LRC Faculty and staff office furniture replacement							449
LRC Roof deck furniture							25
LRC 117 & 121 classroom furniture							200
LRC replace electric heat w/boiler plant, ducts, sprinkler system							8000
LRC - Renovate Photo Lab							725
Modular emergency power	70						
S&T First Floor carpet replacement							250
S&T student bathroom refurbishment			100				
S&T lab furniture							123
S&T lobby furniture							97.5
S&T Carpet replacement floors 2-4							750
S&T - Refurbish Terrazzo Flooring							30
Student Center Reprogram Student Affairs							1800
Student Center ceiling, mechanical system, sprinklers							9000
Student Center Blue Lounge refurbishment							400
Student Center Food Court reprogram/refurbishment							1800
Student Center Exhibit Area Renovation							150
Student Center Main Electric panel replacement							500
Student Center - 3rd floor ADA bathroom renovation							550
Student Center Blue Lounge window caulking							10
Sullivan - replace main entrance marway steps							26
Sullivan - Eager Auditorium Seating replacement							92
Sullivan - replace tablet chairs 108,117,126,208,230,309							125
Sullivan RTU Replacement							5000
Sullivan Classroom Furniture Replacement							1200
Sullivan Food Concept Expansion							1500
Sullivan Academic Center 2nd floor - VCT replacement/painting							900
Sullivan Academic Center 3rd floor - VCT replacement/painting							900
Sullivan Roof replacement							1200
Animal Research Facility							
Honor's Program suite							
Center for Women, Gender and Sexuality							
Education Testing Center							
TOTAL Project Cost	4038	5059	4324	4674	4324		72770.5

Memorandum

DATE: March 30, 2018

TO: Barry M. Maloney, President

FROM: Kathleen Eichelroth, Vice President for Administration and Finance



RE: FY 2019 BUDGET DISCUSSIONS

This memo and the attached spreadsheets have been prepared to supplement the slides that were discussed during the March 26, 2018, Finance and Facilities sub-committee meeting.

In summary, the main points discussed on the 26th remain as the recommended course of action with regard to the FY 2019 budget.

- \$520 annual fee increase to fund collective bargaining and fringe benefits
- \$109 annual fee increase to fund deferred maintenance gap and expired grant funds
- Proposed fee increases above *to be reduced by state funds received* for Collective Bargaining and/or Performance Incentive Funds
- Identify cost reductions and other resources to address other operational budget gaps
- Focus on strict budget controls to ensure operating surplus returned to reserve for future capital projects

There is also an effort to recoup FY 2017 collective bargaining costs in a prospective fashion by having them added to our FY 2019 base appropriation. In FY 2017 the University increased student fees by \$230 a year to funding the collective bargaining increase. In the event the final State budget for FY 2019 includes this funding in our base any approved increase to the General Fee in FY 2019 could be reduced by an annual amount up to \$230.

During the meeting we also discussed the FY 2019 budget assumption that enrollment will remain flat. Current data regarding the applicant pool for the fall of 2018 is trending consistent with prior years leading us to believe level projections for revenue are a realistic expectation.

As requested by members of the Finance and Facilities sub-committee, a package has been prepared that summarizes the impact of a 2% decline in undergraduate day students and the strategies that would be deployed to address shortfalls in campus based trust funds.

The timing of the request for fee approval is consistent with prior years as it enables the University to publish its rates for the coming fall semester thereby allowing the Financial Aid Office to extend financial aid offers to prospective students.

The comprehensive budget for FY 2019 is still a work in progress as we look to contain costs in an effort to re-allocate resources to fund operational budget pressures. The completed FY 2019 budget package will be presented to the Board at the Trustee meeting on June 5, 2018.

Worcester State University
Operating Revenue
General Purpose Trust Fund - Only

	FY 18	2% reduction in	
	% FY2018 Budget	UG day students	FY2017 Budget
<u>Undergraduate Day</u>			
Tuition/ Out of State Undergraduate	1,261,000		1,200,000
Tuition/ In state Undergraduate	1,700,000	(80,510)	1,700,000
Waivers/Undergraduate	(211,560)		(260,000)
Tuition - net	2,749,440	(80,510)	2,640,000
Undergraduate Day Division	31,479,382	(642,752)	31,261,010
Undergraduate Day Division/waivers	(686,083)		(630,575)
Fees - net	30,793,299	(642,752)	30,630,435
Tuition and Fees - net	74% 33,542,739	(723,262)	33,270,435
<u>Graduate</u>			
Tuition/ Graduate	1,498,000		1,410,000
Waivers/Graduate	(180,000)		(200,000)
Tuition - net	1,318,000		1,210,000
Graduate School - Fees	1,458,107		1,161,487
Tuition and Fees - net	6% 2,776,107		2,371,487
<u>Evening/Summer Undergraduate</u>			
Tuition/ In state Undergraduate	2,908,000		3,400,000
Undergraduate Eve/Summer Programs	2,681,399		3,249,894
Undergraduate Eve/Summer/Waivers	(110,000)		(181,302)
Fees - net	2,571,399		3,068,592
Tuition and Fees - net	12% 5,479,399		6,468,592
Net Tuition and Fees	92% 41,798,245	(723,262)	42,110,514
<u>Other Income</u>			
	8% 3,452,730.0		3,021,000.0
Total General Trust Fund Source	100% 45,250,975	(723,262)	45,131,514

Worcester State University Capital Adaptation & Renewal Projects

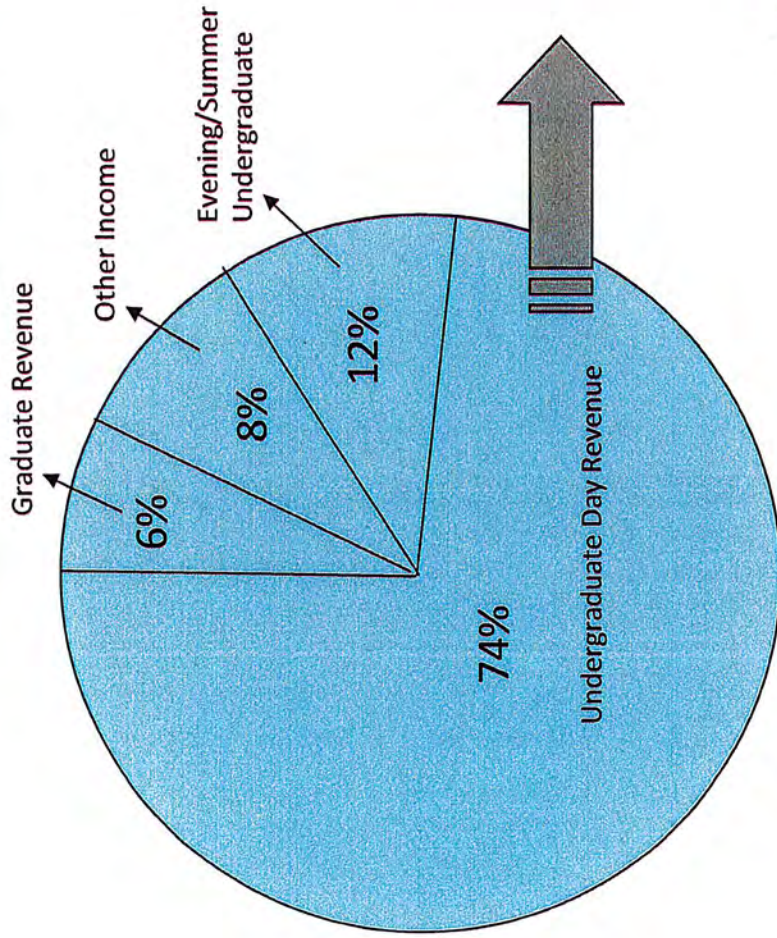
FY' 19 - FY '23

DRAFT

PROJECTS: (000's)

	FY '19	FY '20	FY '21	FY '22	FY '23
Facilities Assessment	24	24	24	24	24
S&T Lighting Upgrades - State Funds					
S&T RTU Replacement	1600	1950			
Coughlin Field Turf replacement/infrastructure upgrades Phase I	550	1300			
Grounds - Student Center Roadway	360				
May Street/S&T A&E, programming, SD, DD	750	750			
Building Management System upgrades	120				
Parking Garage Site Study	110				
Boiler shutdown switches - code requirement	70				
LRC Library circulation flooring	100				
Wasylean Parking Lot	200	300			
LRC Data Center AC replacement			400		
ADA Compliance Studies		100			
S&T Fume Hood Replacement			700		
Sullivan Auditorium refurbishment & ADA Compliance			2500		
S&T Roof replacement		60		1800	
Student Center - Replace Elevators				1200	
LRC 1st floor - upgrade wiring and ceiling replacement				1000	1250
Student Center Envelope Refurbishment Phase I & II					500
Student Center Envelope Refurbishment Phase III					1000
Sullivan Academic Center 1st floor - VCT replacement/painting					900
Campus ADA Upgrades				50	50
Modular emergency power	32				
S&T student bathroom refurbishment			100		
Grounds - Campus Edge Improvements	0	0	600	600	600
TOTAL Project Cost	4000	4559	4324	4674	4324
Key Code:					
Projects to be deferred if FY19 fee increase is not approved	692				
Project to be Deferred If enrollment declines 2%	750				

Baseline Operating Revenue—General purpose Trust Fund



Effect of a 2% reduction in Undergraduate Day Students

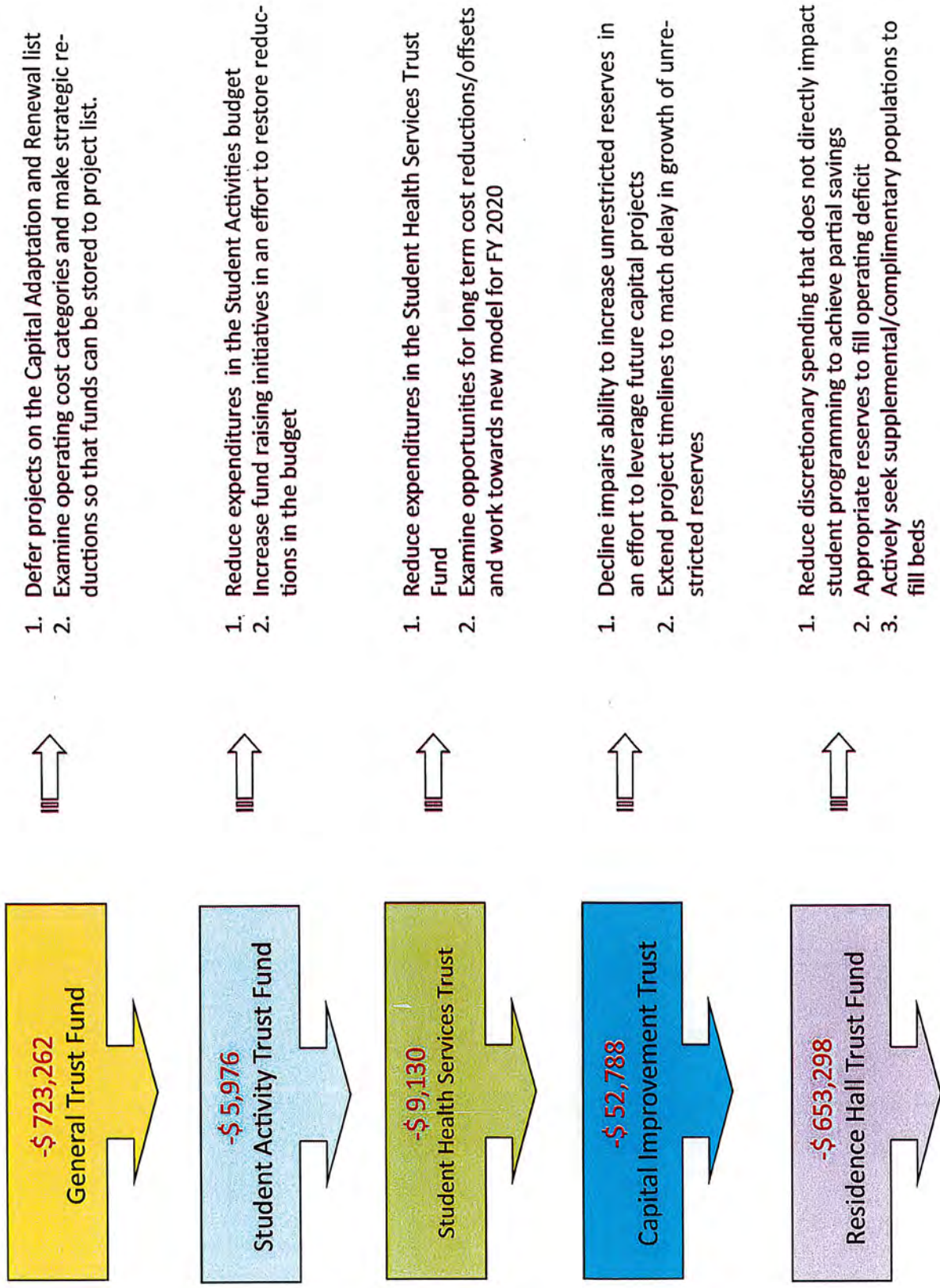
A loss of approximately 83 students

\$723,262 reduction in General Fund Trust

Other Trust Funds will be impacted

- Student Activity Trust (\$ 5,976)
- Student Health Service Trust (\$ 9,130)
- Capital Improvement Trust (\$ 52,788)
- If the loss was 100% Residential Students
⇒ Residence Hall Trust (\$ 653,293)

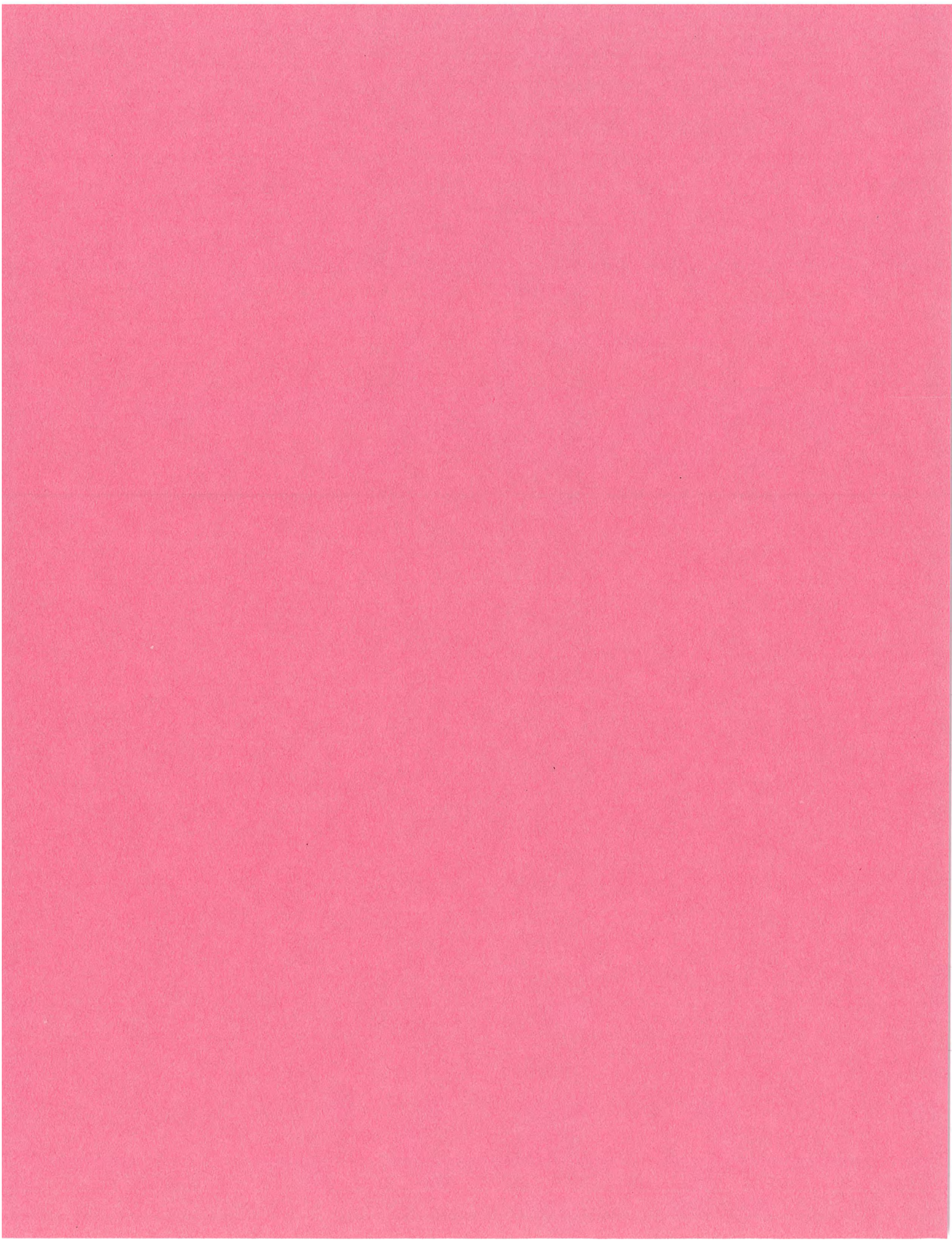
Re-Balance Accounts Due to Scenario of 2% Decline in Undergraduate Day Students



Worcester State University
Capital Adaptation and Renewal
FY 2019

Appendix C

Operational assessment	24,000
Studies	194,000
Roadways/Parking Lots	560,000
Coughlin Field I	550,000
May Street Comprehensive Study I	750,000
Science and Technology Building RTU Replacement II	1,600,000
Infrastructure Upgrades	322,000
	<u>\$ 4,000,000</u>



Worcester State University
Tuition and Fees - Fall 2018/2019

	Annual	Per Semester	Per Cr Hour
Undergraduate Day Division *			
Cost for Full-Time In-State Student	10,161.00	5,080.50	423.38
Tuition:			
MA Resident	970.00	485.00	40.42
Non-Resident	7,050.00	3,525.00	293.75
NE Regional	1,455.00	727.50	60.63
Fees:			
General Fee	8,373.00	4,186.50	348.88
Student Activity Fee	72.00	36.00	3.00
Student Health Svc Fee	110.00	55.00	4.58
Capital Improvement Fee	636.00	318.00	26.50
Total Fees	9,191.00	4,595.50	382.96

Residence Halls

Residence Hall Rates		
Chandler Village I	8,078.00	4,039.00
Dowden Hall	7,778.00	3,889.00
Wasylean Hall	8,478.00	4,239.00
Sheehan Hall	8,298.00	4,149.00
Single (Additional charge)	400.00	200.00
Residence Activity Fee	50.00	25.00
Technology and equipment fee	220.00	110.00
Resident Parking Fee - satellite lot	100.00	50.00
Board	3,750.00	1,875.00

Damage Deposit (1st Semester) 100.00

Other

Health Insurance	2,985.00	na
Orientation Fee (New Students)	75.00	na
Commuter Meal Plan	300.00	150.00

Division of Graduate and Continuing Education**Tuition:**

Undergraduate **	130.00
Graduate	169.00

Fees:

Administrative Fee	
Undergraduate	125.00
Graduate	126.50
Capital Improvement Fee	26.50

Other University fees:

Student Teaching	75.00	per course
Lab Instruction	90.00	per course
Art Model Fee	25.00	per course
Applied Music Fee	260.00	per course
Application Fee	50.00	per item
Transcript Fee	5.00	per item
Field Work Supervision		15.00
Internship		15.00

* Undergraduate Day division courses are offered M-F, 8 am - 4 pm

** Undergraduate courses in the Division of Continuing Education begin at 4 pm M - F, Sat/Sun, and on-line

Memorandum

DATE: May 11, 2018

TO: Steve Madaus, Chair, Finance and Facilities Subcommittee

FROM: Kathleen Eichelroth, Vice President for Administration and Finance *Kathy*

RE: FY 2018 TRUST FUND REPORTS– QUARTER 3

Attached are the Trust Fund Reports for the third quarter of Fiscal Year 2018, ended March 31, 2018.

The reports include the “All Trust Funds” revenue and expenditure reports in the same format as presented for previous quarters. There is also a set of “Operating Budget” reports that present the year to date revenue and expenditure results for the combined state appropriated funds and the General Purpose Trust Fund. “Unearned” revenue as reported represents the gap between budgeted revenue and realized revenue, and may be realized by the close of the fiscal year.

As indicated on the “All Trust Funds” report for Revenue, the net percent of earned revenue is 94.1%. At this point traditional semester revenue has been earned and additional revenue to accrue to accounts through June 30 will be realized through summer registrations, other closed courses through DGCE and activity income related to orientations, commissions and conferencing.

The “All Trust Funds” Expenditure report reflects anticipated incremental monthly spending within the trust fund accounts. Most of the funds reflect spending of 75 % or more as expected. General Fund spending will continue through June 30th with significant spending in the deferred maintenance accounts to occur after commencement in mid-May as summer improvement projects get under way. The Parking Fines Fund, Health Service Fund and Student Activities Fund are expected to be fully expended by June 30th. The Residence Hall Trust Fund expenditures are being contained and will not be fully expended. Fall and projected spring occupancy was reviewed mid-year and a decision was made to defer spending in certain lines in an effort to lessen the impact of occupancy being less than 100% during the year.

The “Operating Budget” Revenue report includes all sources that directly support the operating budget. Revenue categories appear on target as of March 31st with remaining earnings through June 30th to be realized through additional allocations of state appropriations, activity income such as conferencing and commissions and other student charges such as orientation fees.

FY 2018 – Quarter 3
9 Months Ended March 31, 2018
All Trust Funds

- Revenue - to date
- Expenditures to –date

Worcester State University
All Trust Fund Report - Quarter 3
FY18 Budget vs Actuals
Revenue 03/31/2018

Account Description	Original Budget - BOT	Revenue Budget excluding Transfers	Revenue Earned Actual	Percent of Budget Earned	Unearned
General Trust Fund (400)	45,250,975	45,250,975	41,994,053	92.8%	3,256,922
Capital Improvement Trust Fund (405)	3,232,677	3,232,677	3,206,049	99.2%	26,628
Parking Garage Operating Fund (408)	860,000	-	-	0.0%	-
Federal Grants/Program Overhead (433)	46,701	-	-	0.0%	-
Parking Fines Scholarship Fund (439)	103,374	91,834	100,682	109.6%	(8,848)
Health Services Trust Fund (442)	559,394	446,966	445,452	99.7%	1,514
Resident Hall Trust Fund (445)	12,657,698	12,657,698	12,294,828	97.1%	362,870
Student Activities Trust Fund (446)	405,000	284,545	288,032	101.2%	(3,487)
Residence Hall Technology and Equipment Trust Fund (448)	346,940	346,940	323,730	93.3%	23,210
	63,462,759	62,311,635	58,652,826	94.1%	3,658,809

Approved Budget	63,462,759.00
Amount is not earned revenue but transfers to fund current activity	(869,010.00)
Amount is not earned revenue but reserve balances budgeted to fund current activity	(282,114.00)
	<u>62,311,635.00</u>
Variance	-

Worcester State University
All Trust Fund Report - Quarter 3
FY18 Budget vs Actuals
Expenses 03/31/2018

Account Description	Original Budget - BOT	Expenditure Budget	Expenditure Actual	Percent of Budget Spent	Available
General Trust Fund (400)	45,250,975	45,250,975	28,179,847	62.27%	17,071,128
Capital Improvement Trust Fund (405)	3,232,677	788,850	790,050	100.15%	(1,200)
Parking Garage Operating Fund (408)	860,000	860,000	659,195	76.65%	200,805
Federal Grants/Program Overhead (433)	46,701	46,701	36,133	77.37%	10,568
Parking Fines Scholarship Fund (439)	103,374	103,374	32,740	31.67%	70,634
Health Services Trust Fund (442)	559,394	559,394	293,666	52.50%	265,728
Resident Hall Trust Fund (445)	12,657,698	12,657,698	10,597,455	83.72%	2,060,243
Student Activities Trust Fund (446)	405,000	405,000	213,111	52.62%	191,889
Residence Hall Technology and Equipment Trust Fund (448)	346,940	346,940	348,713	100.51%	(1,773)
	63,462,759	61,018,932	41,150,910	67.44%	19,868,022
Approved Budget		63,462,759.00			
Amount reflects a budgeted transfer from fund 405 to fund 408		(860,000.00)			
Amount reflects a transfer to fund balance to increase reserves in fund 405		(1,583,827.00)			
		<u>61,018,932.00</u>			
Variance		-			

FY 2018 – Quarter 3
9 Months Ended March 31, 2018
Operating Budget
(State Appropriations and General Purpose Trust Fund Only)

- Revenue - to date
- Expenditures to –date

Worcester State University
FY18 Budget vs Actuals - Quarter 3
Operating Budget Revenue (source 400 & 111)
03/31/2018

Description	Original Budget - Upload	Revenue Earned		Percent of Budget Earned	Unearned
		Actual			
Academic Fees	(36,307,048.00)	(36,075,126.76)		99.36%	(231,921.24)
Fee Waivers	796,083.00	881,786.36		110.77%	(85,703.36)
Tuition	(9,257,070.00)	(8,500,199.86)		91.82%	(756,870.14)
Tuition Waivers	391,560.00	479,102.42		122.36%	(87,542.42)
Activity Income	(215,000.00)	(134,333.16)		62.48%	(80,666.84)
Other Student Charges	(659,500.00)	(474,252.39)		71.91%	(185,247.61)
State Maintenance	(35,921,743.00)	(22,193,643.33)		61.78%	(13,728,099.67)
	(81,172,718.00)	(66,016,666.72)		81.33%	(15,156,051.28)

Worcester State University
FY18 Budget vs Actuals - Quarter 3
Operating Budget Expenses (source 400 & 111)
03/31/2018

Account Description	Object	Original Budget - BOT	Current Budget	Actual	Percent of Budget Spent	Available
Regular Employees	AAA	39,603,454.00	39,603,454.00	27,430,252.88	69.26%	12,173,201.12
Employee Related Expenses	BBB	763,103.00	819,147.54	509,750.11	62.23%	309,397.43
Temporary Part-Time Employees	CCC	8,653,906.00	8,296,239.55	6,236,370.72	75.17%	2,059,868.83
Staff Benefit Expenses	DDD	13,156,915.00	13,612,704.67	7,885,960.35	57.93%	5,726,744.32
Administrative Expenses	EEE	2,586,107.00	2,365,186.94	2,093,368.50	88.51%	271,818.44
Facility Operation Supplies	FFF	1,615,714.00	1,523,973.04	820,533.68	53.84%	703,439.36
Energy/Space Rental	GGG	2,389,498.00	2,334,761.04	1,778,206.64	76.16%	556,554.40
Professional Services	HHH	1,089,533.00	1,501,975.27	1,086,660.46	72.35%	415,314.81
Operational Services	JJJ	772,564.00	819,007.17	762,703.18	93.13%	56,303.99
Equipment Purchase	KKK	94,748.00	95,642.18	120,226.24	125.70%	(24,584.06)
Equipment Lease, Maintenance, Repair	LLL	1,262,104.00	1,325,127.93	1,017,908.21	76.82%	307,219.72
Infrastructure & Building Improvements	NNN	4,348,744.00	4,000,433.08	1,985,721.62	49.64%	2,014,711.46
Educational Assistance	RRR	2,517,439.00	2,482,312.45	2,397,034.58	96.56%	85,277.87
Debt Service	SSS	307,013.00	307,013.00	172,412.62	56.16%	134,600.38
Technology Expenses	UUU	2,011,876.00	2,085,740.14	1,503,222.02	72.07%	582,518.12
		81,172,718.00	81,172,718.00	55,800,331.81	68.74%	25,372,386.19

**Worcester State University,
Massachusetts
Massachusetts Development Finance
Agency; Public Coll/Univ - Unlimited
Student Fees**

Primary Credit Analyst:

Ken W Rodgers, New York (1) 212-438-2087; ken.rodgers@spglobal.com

Secondary Contact:

America Murillo, Centennial; america.murillo@spglobal.com

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Enterprise Profile

Financial Profile

Worcester State University, Massachusetts Massachusetts Development Finance Agency; Public Coll/Univ - Unlimited Student Fees

Credit Profile

Massachusetts Development Finance Agency, Massachusetts

Worcester State University, Massachusetts

Massachusetts Dev Fin Agy (Worcester State Univ) rfdg bnds

Long Term Rating

A/Stable

Current

Rationale

S&P Global Ratings assessed its 'A' long-term rating on the Massachusetts Development Finance Agency's series 2012 bonds, issued for Worcester State University (WSU). The outlook is stable.

We assessed WSU's enterprise profile as strong, reflecting stable enrollment and reasonably good selectivity and retention for a school that largely has a regional draw in a competitive market. Also reflected in the enterprise profile are the region's weak demographics for high school age graduating seniors and satisfactory management and governance. We assessed the financial profile as very strong, characterized by healthy financial performance on a cash basis and available resource levels, with a low debt burden based on maximum annual debt service (MADS), because WSU benefits from its relationship with Massachusetts State College Building Authority (MSCBA), which finances auxiliary debt for state colleges and universities. The combined enterprise and financial profiles lead to an indicative stand-alone credit profile of 'a+'. As our criteria indicate, the final rating can be within one notch of the indicative credit level. In our view, the final 'A' long-term rating on the university's bonds better reflects WSU's largely regional draw in a competitive market and healthy, though somewhat modest, available resources, with an adjusted unrestricted net assets (UNA) to operating expenses ratio that, in our view, is low for the rating category compared with medians and peers'.

The 'A' rating also reflects our assessment of WSU's:

- Fairly stable enrollment over the past five years, with other demand indicators sufficient to support the rating;
- Recurring cash-based operating surpluses for each of the past five years with same for most years on a full accrual basis;
- Rising operating and fringe benefit appropriations from the Commonwealth of Massachusetts and limited capital support; and
- Low debt levels, with a 1.6% debt burden of fiscal 2017 operating expenses based on MADS.

Partially offsetting credit factors include our view of WSU's:

- Significant amount of off-balance-sheet debt, issued for WSU through the MSCBA;

- Strong competition for students from other state schools, including community colleges; and
- Somewhat low for the rating adjusted UNA to operating expenses.

WSU is a public, commonwealth-supported university located in Worcester, Mass. While the university is expanding its on-campus residential presence, it still caters to a large commuter population, which accounts for two-thirds of the student body, according to management.

Outlook

The stable outlook reflects our expectation that through the two-year outlook period enrollment will remain stable and possibly grow modestly, financial performance on a cash basis will remain positive, and available resources will likely increase slightly while no new additional debt is anticipated.

Downside scenario

We could consider a negative rating action during the outlook period if WSU experiences a substantial decline in enrollment, full-accrual deficits continue to grow, or if available resources decline relative to operating expenses and debt. Also, we would consider a significant increase in debt or a drop in commonwealth support a credit risk.

Upside scenario

Though not likely over the next two years, we would consider a positive rating action if WSU enrollment grows significantly while achieving positive financial performance on a full-accrual basis and builds its available resources up sufficiently to a level commensurate with a higher rating. In addition, consideration of a higher rating would be predicated on little, if any, additional debt needs.

Enterprise Profile

Industry risk

Industry risk addresses the higher education sector's overall cyclical and competitive risk and growth by applying various stress scenarios and evaluating barriers to entry, levels and trends of profitability, substitution risk, and growth trends observed in the industry. We believe the higher education sector represents a low credit risk when compared with other industries and sectors.

Economic fundamentals

In our view, the college has limited geographic diversity. About 94.4% of students are from Massachusetts, with the vast majority being from Worcester County, where the school is located. Therefore, our assessment of WSU's economic fundamentals is anchored by Massachusetts' GDP per capita.

Market position and demand

Enrollment remains similar to historical levels with a full-time equivalent (FTE) enrollment of 4,954 in fall 2017, up 2.0% from the prior year. In the past five years, FTE enrollment increased by about 2%, with most of that growth occurring in graduate FTE enrollment. Freshman applications decreased about 3.3% in fall 2017 to 3,747 from 3,876 from the prior year. WSU does not use the common application. The acceptance rate weakened to 76.6% in fall 2017

from the mid-60% area in recent prior years, but still is in line with that of other similarly rated regional universities. The matriculation rate improved to 31.2% in fall 2017 from 29% in fall 2016, at 909 students, the entering freshman class size was at its all-time high for fall 2017. Retention also improved to 80% from 77.5% for fall 2016, though it has generally remained in the range of 78% to 80%, which we consider favorable for a regional public university. We expect modest enrollment growth through the next several years, including some increase in out-of-state enrollment as result of targeted marketing and a greater capacity to house students on campus.

Management reports WSU has managed two large capital campaigns historically and that it exceeded its goal for each. Annual giving remains on track at \$500,000 to \$600,000 annually.

Management and governance

Barry Maloney, WSU's current president, came to the university in 2011. In our view, the management team is stable and the board has exercised adequate oversight over management. Management remains committed to improving four-year graduation rates and is five years into its "Succeed in 4" initiative that improves communication between students and advisors. Management notes it has improved its six-year graduation rate to 55.4% from a level that had been in the low 50% area.

Financial Profile

Financial policies

The university has formal policies for reserves, investment management, and debt. It operates according to a five-year strategic plan, and has a formal reserve liquidity policy. The university meets standard annual disclosure requirements. The financial policies assessment reflects our opinion that, while there may be some areas of risk, the organization's overall financial policies are not likely to weaken its future ability to pay debt service. Our analysis of financial policies includes a review of the organization's financial reporting and disclosure, investment allocation, and liquidity, debt profile, contingent liabilities, and legal structure and a comparison of these policies with those of comparable providers.

Financial performance

The university posted a GAAP operating deficit of \$2.2 million in fiscal 2017; these results are largely due to the recording of a pension liability required by the state pursuant to Governmental Accounting Standards Board Statement 68 and an increase in depreciation expense. WSU is expecting to post a smaller full-accrual deficit for fiscal 2018. Given the university's history of break-even operations, we believe management's projections are achievable. The largest source of adjusted operating revenue is tuition revenue at 43% of the total, followed by state operating appropriation at 33.4%, auxiliary operations at 11.7%, and other at 11.3%. WSU's tuition is among the lowest for public colleges and universities in the commonwealth. Costs for the 2017-2018 school year for an in-state student, including tuition, room, and board total \$21,662, an increase of 3.3% from the prior year's cost.

The university received \$35.2 million (including fringe benefits and tuition remitted back to the state) in net state appropriation in fiscal 2017, up 4.4% for the 2017-2018 school year from the prior year's \$33.6 million.

Available resources

We believe WSU's available resources overall are healthy; however, the university's adjusted UNA-to-operating expense ratio is considered somewhat modest for the rating category in comparison with those of the rating medians and its peers. Adjusted UNA to operating expenses in fiscal 2017 were 28.4% and in comparison to debt are much higher at 117%. We also view the latter number as somewhat overstated because MSCBA is the conduit issuer for the majority of WSU's debt. The balance sheet also receives support from a small endowment, which had a fiscal 2017 market value of approximately \$18.7 million.

Debt and contingent liabilities

WSU has \$23.8 million in total debt, composed of MDFA-issued series 2007 bonds of \$103,000 and MDFA-issued series 2012 bonds of \$9.8 million and a \$14.2 million financing agreement with MSCBA to fund part of its wellness project that was completed in 2016.

The 2012 bonds are a general obligation of WSU and do not contain a debt service reserve (DSR). Other debt service obligations are not on WSU's balance sheet because they are separately secured and include debt service paid on dormitory bonds issued through the MSCBA (for more information on the security and pledge to pay debt service, see the full analysis on the MSCBA, published Jan. 16, 2018, on RatingsDirect). Project revenues, multi-tiered series of DSRs, and a state intercept exist if project revenues are insufficient to secure all MSCBA debt. Total debt outstanding issued through the MSCBA for WSU is \$133.04 million.

On Dec. 20, 2012, WSU entered into a memorandum of understanding with the commonwealth and the MSCBA to jointly finance a new wellness center at WSU (\$50.7 million project). Management indicates that the commonwealth used funds earmarked for the project in the amount of \$25.5 million and the university used \$15 million of MSBCA loan proceeds as well as approximately \$10 million of its reserves set aside for capital purposes. Although WSU's reserves have been reduced as a result of the drawdown for the wellness center, management indicates it intends to start building up reserves, and a potential source of reserves could be money collected from the fundraising campaign.

WSU's balance sheet does not include other postemployment employee benefit liabilities, as these liabilities are recorded at the state level. Its net pension liability at fiscal year-end 2017 totaled \$18.90 million, up from \$9.36 million in fiscal 2016.

Worcester State University, Massachusetts

Enterprise And Financial Statistics

	--Fiscal year ended June 30--					Medians for 'A' rated Public Colleges & Universities
	2018	2017	2016	2015	2014	2016
Enrollment and demand						
Headcount	6,434	6,471	6,306	6,350	6,447	MNR
Full-time equivalent	4,954	4,860	4,873	4,872	4,891	11,962
Freshman acceptance rate (%)	76.3	70.6	68.6	61.3	60.6	74.4
Freshman matriculation rate (%)	31.8	28.9	32.1	31.1	31.0	MNR
Undergraduates as a % of total enrollment (%)	85.4	83.2	87.4	87.6	86.2	84.5

Worcester State University, Massachusetts (cont.)

Enterprise And Financial Statistics

	--Fiscal year ended June 30--					Medians for 'A' rated Public Colleges & Universities
	2018	2017	2016	2015	2014	2016
Freshman retention (%)	80.0	77.5	77.2	81.7	80.3	77.0
Graduation rates (six years) (%)	55.4	55.8	50.9	53.1	N.A.	MNR
Income statement						
Adjusted operating revenue (\$000s)	N.A.	106,001	103,794	97,758	91,757	MNR
Adjusted operating expense (\$000s)	N.A.	108,265	103,825	98,499	90,218	MNR
Net adjusted operating income (\$000s)	N.A.	(2,264)	(31)	(741)	1,539	MNR
Net adjusted operating margin (%)	N.A.	(2.09)	(0.03)	(0.75)	1.71	(0.72)
Estimated operating gain/loss before depreciation (\$000s)	N.A.	3,064	4,634	3,484	5,698	MNR
Change in unrestricted net assets (UNA; \$000s)	N.A.	(200)	(10,512)	(9,947)	3,328	MNR
State operating appropriations (\$000s)	N.A.	35,170	33,606	31,841	30,056	MNR
State appropriations to revenue (%)	N.A.	33.2	32.4	32.6	32.8	22.6
Student dependence (%)	N.A.	54.1	55.4	55.0	54.8	53.2
Health care operations dependence (%)	N.A.	N.A.	N.A.	N.A.	N.A.	MNR
Research dependence (%)	N.A.	8.0	8.1	9.1	9.0	MNR
Endowment and investment income dependence (%)	N.A.	0.5	0.6	0.5	0.5	0.4
Debt						
Outstanding debt (\$000s)	N.A.	23,866	24,893	25,433	26,084	164,127
Proposed debt (\$000s)	N.A.	N.A.	N.A.	N.A.	N.A.	MNR
Total pro forma debt (\$000s)	N.A.	23,866	N.A.	N.A.	N.A.	MNR
Pro forma MADS	N.A.	N.A.	N.A.	N.A.	N.A.	MNR
Current debt service burden (%)	N.A.	1.28	1.33	1.41	N.A.	MNR
Current MADS burden (%)	N.A.	1.56	1.62	1.71	N.A.	4.40
Pro forma MADS burden (%)	N.A.	N.A.	N.A.	N.A.	N.A.	MNR
Financial resource ratios						
Endowment market value (\$000s)	N.A.	18,706	15,697	15,774	15,777	81,992
Related foundation market value (\$000s)	N.A.	26,576	22,267	23,077	22,998	111,376
Cash and investments (\$000s)	N.A.	41,509	50,140	55,622	66,869	MNR
UNA (\$000s)	N.A.	13,392	13,592	24,104	34,051	MNR
Adjusted UNA (\$000s)	N.A.	30,394	29,130	37,820	37,770	MNR
Cash and investments to operations (%)	N.A.	38.3	48.3	56.5	74.1	45.2
Cash and investments to debt (%)	N.A.	173.9	201.4	218.7	256.4	96.3
Cash and investments to pro forma debt (%)	N.A.	173.9	N.A.	N.A.	N.A.	MNR
Adjusted UNA to operations (%)	N.A.	28.1	28.1	38.4	41.9	26.8
Adjusted UNA plus debt service reserve to debt (%)	N.A.	127.4	117.0	148.7	144.8	52.0

Worcester State University, Massachusetts (cont.)

Enterprise And Financial Statistics

	--Fiscal year ended June 30--					Medians for 'A' rated Public Colleges & Universities
	2018	2017	2016	2015	2014	2016
Adjusted UNA plus debt service reserve to pro forma debt (%)	N.A.	127.4	N.A.	N.A.	N.A.	MNR
Average age of plant (years)	N.A.	12.4	13.1	13.5	12.8	14.0
OPEB liability to total liabilities (%)	N.A.	N.A.	0.0	0.0	N.A.	MNR

N.A.--Not available. MNR--Median not reported. MADS--Maximum annual debt service. Total adjusted operating revenue = unrestricted revenue less realized and unrealized gains/losses and financial aid. Total adjusted operating expense = unrestricted expense

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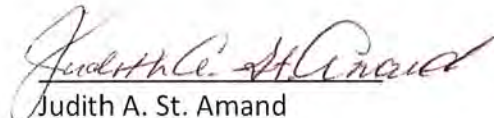
Board of Trustees Meeting



NOTICE

THE WORCESTER STATE UNIVERSITY BOARD OF TRUSTEES WILL MEET AT 6:30 P.M. ON TUESDAY, JUNE 5, 2018 IN ROOM 204 IN THE WELLNESS CENTER.

1. CALL TO ORDER
2. VOTES
3. APPROVAL OF MINUTES
 - A) April 10, 2018 – Academic Affairs/Student Development
 - B) April 10, 2018
4. CHAIR OF THE BOARD UPDATE
Welcome – New Student Trustee
5. APPROVAL OF 2018-2019 MEETING SCHEDULE
6. PRESIDENT'S REPORT
 - A) Enrollment Management Update – Ryan Forsythe
 - Admissions Snapshot Data
 - Mt. Ida Information
 - B) Latino Education Institute Update – Mary Jo Marion
 - LEI Brochure
 - LEI End of Year Report
 - LEI PowerPoint
 - C) Redesigning MA State Financial Aide
7. NOMINATING COMMITTEE REPORT
8. FINANCE & FACILITIES COMMITTEE REPORT
9. HUMAN RESOURCES COMMITTEE REPORT
10. OTHER BUSINESS
11. ADJOURNMENT


Judith A. St. Amand
May 29, 2018

VOTES

Upon a motion made and seconded, it was unanimously

VOTED: **to approve the minutes of April 10, 2018 Academic Affairs/Student Development Committee meeting as submitted.**

Upon a motion made and seconded, it was unanimously

VOTED: **to approve the minutes of April 10, 2018 as submitted.**

Upon a motion made and seconded, it was unanimously

VOTED: **to approve the 2018-2019 meeting schedule as presented.**

Upon a motion made and seconded, it was unanimously

VOTED: **to accept the report of the Nominating Committee and approve the following Slate of Officers for 2018-2019 as submitted:**

Chair _____

(2) Vice Chairs _____

Secretary _____

Assistant Secretary _____

(2) Foundation Board _____

Executive Committee _____

Alternate _____

VOTES

**MA State Colleges Presidents/
Trustees Association**

**Alternate
(Chair and Vice Chairs as alternate)**

Upon a motion made and seconded, it was unanimously

**VOTED: to accept the report of the Finance & Facilities Committee and approve
the following:**

Upon a motion made and seconded, it was unanimously

**VOTED: to accept the report of the Human Resources Committee and approve
the following:**

Upon a motion made and seconded, it was unanimously

VOTED: to adjourn the meeting at

**WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES**

ACADEMIC AFFAIRS/STUDENT DEVELOPMENT

April 10, 2018

PRESENT: Trustee Lisa Colombo
Trustee Karen LaFond
Trustee Amber Suarez
Trustee David Tuttle
Trustee Shirley Steele, Chair, via conference call
Ms. Nikki Kapurch, Special Assistant to President

ABSENT: Trustee Stephen Madaus, attending Finance Meeting
Trustee Craig Blais, attending Finance Meeting
President Barry Maloney, attending Finance Meeting
Ms. Judith St. Amand, attending Finance Meeting

The provisions of General Laws, Chapter 3A having been complied with, and a quorum present, a meeting of the Academic Affairs/Student Development Committee was held at 3:00 p.m. in the Multi-Purpose Room in Sheehan Hall. Trustee Steele who is participating via remote access kindly requested Trustee LaFond to chair the meeting on her behalf. Remote Access Policy requires all votes to be taken by recorded roll call. Trustee LaFond called the meeting to order at 3:03 p.m.

TENURE AND FACULTY PROMOTION

- Dr. Lois Wims, Provost and Vice President for Academic Affairs, provided a very informative presentation regarding the process for the awarding of tenure and promotion.

Tenure:

- “The granting of tenure is the single most important type of decision made in an educational institution...Tenure has its place in the academic community as the principal means through which academic freedom is preserved.” (MSCA contract p. 154)
- The power point presentation highlighted the process for both tenure and promotion, and included a brief summary of each candidate’s educational background and scholarly activities
- No set number for awarding of tenure – depends on time of hire and how many apply
- One person was not recommended this year at any of the steps
- A negative tenure decision requires a terminal contract to the faculty member for the seventh year
- Faculty may apply for early tenure decision
- Each tenure-track faculty member is evaluated every year
- Process is governed by MSCA contract

Promotion:

- All faculty who have the terminal degree in their field are appointed to the rank of Assistant Professor
- Contract determines time period when faculty member may apply for promotion
- According to contractual time period, Assistant Professor may apply for promotion to Associate Professor, and Associate Professor to Professor
- Each promotion increases the base salary by academic rank by whichever is the greater – the amount equal to 5% of the current salary or corresponding rate contractually listed, this year's rates are effective as of September 2016

Committee Questions/Answers:

Trustees inquired how the awarding of tenure and approval of promotion affects the budget and if funding for these promotions were included in the budget.

- Although it is contractually controlled, administration tries to look carefully at promotion/tenure lines and the use of adjunct faculty.

Trustee Colombo asked if we have historical data.

- We do not have data presently, VP Eichelroth plans to gather this data to use in future budget planning processes.

AWARDING OF TENURE

Upon a motion by Trustee Colombo and seconded by Trustee Suarez, it was

VOTED: by recorded roll call to recommend to the full Board the approval of the awarding of tenure for the following faculty, effective 09/01/2018:

Jeremy Andreatta	Chemistry
Erika Briesacher	History/Political Science
Mariana Calle	Health Sciences
Madeline Campbell	Urban Studies
Mary Clay	Business Administration/Economics
Thomas Conroy	Urban Studies
Pamela Hollander	Education
Eileen Perez	Mathematics
Colleen Sullivan	Psychology

VOTING IN FAVOR

OPPOSED

Trustee Colombo
Trustee Suarez
Trustee Tuttle
Trustee Steele
Trustee LaFond

0

APPROVAL OF FACULTY PROMOTONS

Upon a motion by Trustee Colombo and seconded by Trustee Tuttle, it was

VOTED: by recorded roll call to recommend to the full Board the approval of the following faculty promotions, effective 09/01/2018

PROMOTION TO FULL PROFESSOR

Allison Dunn	Earth, Environment & Physics
Maria Fung	Mathematics
Charlotte Haller	History/Political Science
Stephen Morreale	Criminal Justice
Emanuel Emeka Nneji	Communication
Stacey Parker	Visual & Performing Arts
Donald Vescio	English

PROMOTION TO ASSOCIATE PROFESSOR

Jeremy Andreatta	Chemistry
Julian Berrian	Communication
Erika Briesacher	History/Political Science
Mariana Calle	Health Sciences
Madeline Campbell	Urban Studies
Mary Clay	Business Administration/Economics
Pamela Hollander	Education
Eileen Perez	Mathematics
Colleen Sullivan	Psychology


<u>VOTING IN FAVOR</u>		<u>OPPOSED</u>
Trustee Colombo	Trustee Suarez	0
Trustee Tuttle	Trustee Steele	
Trustee LaFond		

Upon a motion by Trustee Tuttle and seconded by Trustee Colombo, it was

VOTED: by recorded roll call to adjourn the meeting at 3:30 p.m.

<u>VOTING IN FAVOR</u>		<u>OPPOSED</u>
Trustee Colombo	Trustee Suarez	0
Trustee Tuttle	Trustee Steele	
Trustee LaFond		

Respectfully submitted,


Nikki Kapurch
Special Assistant to the President

**WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES**

April 10, 2018

PRESENT: Trustee Craig Blais, Chair
Trustee Maryanne Hammond, Vice Chair
Trustee Stephen Madaus, Vice Chair
Trustee Lisa Colombo
Trustee Aleta Fazzone
Trustee Karen LaFond
Trustee Dina Nichols
Trustee Shirley Steele, Chair, via conference call
Trustee Amber Suarez
Trustee Marina Taylor
Trustee David Tuttle
President Barry Maloney, Secretary
Ms. Judith St. Amand, Assistant Secretary

In accordance with the provisions of General Laws, Chapter 30A having been complied with, and a quorum present, a meeting of the Worcester State University Board of Trustees was held at 4:00 P.M. in the Multi-Purpose room of Sheehan Hall. Trustee Steele requested consideration from Chairman Blais to participate in the meeting via conference call. The *Remote Access Policy* for the Board requires approval by the Chair and also requires all votes to be recorded roll call votes. Chairman Blais approved her request due to personal injury and her not able to drive to campus. Chairman Blais called the meeting to order at 4:07 p.m.

INTRODUCTION OF WOMEN'S VOLLEYBALL TEAM

- Chairman Blais recognized the group and introduced Mike Mudd, Director of Athletics, who in turn introduced the members present of the Worcester State University Women's Volleyball team who won the MASCAC Women's Volleyball Championship this past November. It was their first title since 1986. The team advanced to the NCAA Tournament in Atlanta, Georgia where they lost a hard fought match to Emory University.

Emily Carens	Megan Leavens
Stephanie Chapin	Marissa Proia
Jillian Dombroski	Rebekah Riley
Katie Gagnon	Madison Rowland, and Coach Bernie Chase
Katrina Kangwijaya	
Amari King	
Madison Kuzio	

- Mr. Mudd also shared that junior Amari King from Lawrence, MA was named the MASCAC Volleyball Player of the Year, and Coach Bernie Chase, in his 13th year, was named the MASCAC Volleyball Coach of the Year.
- Juniors Emily Carens from Northborough, MA, Megan Leavens from Storrs, CT, and Allie Nolan of Melrose, MA were named to the MASCAC Volleyball All-Star team.
- With 12/13 players returning next year (only one senior on the current roster) the future looks bright! Congratulations to all!

APPROVAL OF MINUTES – March 16, 2018

Upon a motion by Trustee Hammond and seconded by Trustee Taylor, it was unanimously

VOTED: **by recorded roll call to approve the minutes of March 16, 2018 as submitted.**

VOTING IN FAVOR

Trustee Colombo
Trustee Fazzone
Trustee Hammond
Trustee LaFond
Trustee Madaus
Trustee Nichols
Trustee Steele
Trustee Suarez
Trustee Taylor
Trustee Tuttle
Trustee Blais

OPPOSED

0

APPROVAL OF MINUTES – March 20, 2018

Upon a motion by Trustee LaFond and seconded by Trustee Nichols, it was unanimously

VOTED: **by recorded roll call to approve the minutes of March 20, 2018 as submitted.**

VOTING IN FAVOR

Trustee Colombo
Trustee Fazzone
Trustee Hammond
Trustee LaFond
Trustee Madaus
Trustee Nichols
Trustee Steele
Trustee Suarez
Trustee Taylor
Trustee Tuttle
Trustee Blais

OPPOSED

0

CHAIR OF BOARD UPDATE

- Chairman Blais notified the Board that the Bylaws require the Chair to appoint the Nominating Committee and to charge them with meeting and presenting a slate of officers at the annual meeting in June.
- Chairman Blais appointed Trustee Madaus, Trustee Hammond and Trustee LaFond to the Nominating Committee and charged them with bringing forth a slate of officers for the following positions for election at the June 5, 2018 meeting:

2018-2019

Chair	Executive Committee and Alternate
(2) Vice Chairs	MA State College Presidents/
Secretary	Trustees Association
Assistant Secretary	and alternates (usually vice chairs)
(2) Foundation Board	

PRESIDENT'S REPORT

- It is with mixed emotions I share with the Board that this is our Student Trustee Amber Suarez's last official meeting. I wish to thank her for contributions on behalf of the students. Amber will be graduating on May 19th and will be formally recognized for her service at that time. As with all trustees upon their leaving the Board, she will be given a *University Chair* acknowledging her term on the Board.
- Chairman Blais also thanked Trustee Suarez for her valuable input on the Board and wished her the very best in her future endeavors.
- Admission numbers continue to look good despite demographic declines in first-year traditionally aged students.
- Last Saturday was *Congratulations Day* for accepted students. 646 students registered and 525 students attended with approximately 1300 people in attendance. Biggest positive was deposits paid were up 49% from last year's number, with 64 students paying their deposits. May 1st is official deadline date and more accurate information will be available.
- President Maloney announced that an admissions update will be provided at each Board meeting.
- An agreement signing was held this past week with WSU and UMass Dartmouth School of Law for a new 3+3 agreement. The agreement will provide an expedited pathway for completing undergraduate and law school coursework in six years. This option can save a student one full year of tuition. President thanked Dean Pottle and his team for their efforts in bringing this agreement to closure in such a timely fashion.
- Student elections are being held this week and hopefully the new student trustee will be elected and sworn into office prior to the June Board meeting.
- President Maloney reviewed the Conference & Events Profit and Loss Statement for FY18. No previous data available for comparison. New director has been hired and the division is now reports to the President's Office. Wellness Center showed a YTD Rental Income of \$79,553.00. Total net income for FY18 was \$123,450.00 with a 31% profit margin. Next year's report will include comparative data.

- Just learned that Governor Charlie Baker will be attending our undergraduate commencement exercises on May 19th and will also deliver a Commencement address.
- Previously, we brought forward the name of Eugene Bah '12 to be the speaker. His name was vetted through our speaker/awards committee composed of faculty, students and staff. We are honored to have two outstanding speakers.
- President Maloney shared with the Board information relative to WSU's offer to Mt. Ida students for the Fall 2018 semester:
 - Guaranteed Admission for students in good academic standing at Mt. Ida College
 - Generous Transfer of Credits
 - Waived Admission Application Fees
 - Guaranteed Housing
 - Enhanced Academic Advising
 - High Quality Academic Programs
 - Low Tuition and Assistant with Financial Aid
 - Mt. Ida students will continue in an academic program very similar to their current program – some academic programs such a Funeral Service and Veterinary Technology are not offered at WSU.

Upon a motion by Trustee Colombo and seconded by Trustee Fazzone, it was unanimously

VOTED: **by recorded roll call to award a Doctor of Public Administration, *Honoris Causa*, to Charles D. Baker, Jr. at commencement exercises on May 19, 2018.**

VOTING IN FAVOR

Trustee Colombo
Trustee Fazzone
Trustee Hammond
Trustee LaFond
Trustee Madaus
Trustee Nichols
Trustee Steele
Trustee Suarez
Trustee Taylor
Trustee Tuttle
Trustee Blais

OPPOSED

0

ACADEMIC AFFAIRS/STUDENT DEVELOPMENT COMMITTEE REPORT

Trustee Steele, who participated via remote access, requested Trustee LaFond to chair the meeting on her behalf. Trustee LaFond was pleased to do so and the committee convened today at 3:00 p.m.

AWARDING OF TENURE AND FACULTY PROMOTIONS

- Dr. Lois Wims, Provost and Vice President for Academic Affairs, provided a very informative presentation regarding the process for the awarding of tenure and promotion.
- Both processes were discussed and reviewed at length.

Upon a motion by Trustee Hammond and seconded by Trustee Tuttle, it was unanimously

VOTED: **by recorded roll call to accept the report of the Academic Affairs/Student Development Committee and approve the awarding of tenure for the following faculty, and faculty promotions as presented:**

<u>AWARDING OF TENURE</u>	<u>Effective 09-01-2018</u>
Jeremy Andreatta	Chemistry
Erika Briesacher	History/Political Science
Mariana Calle	Health Sciences
Madeline Campbell	Urban Studies
Mary Clay	Business Administration/Economics
Thomas Conroy	Urban Studies
Pamela Hollander	Education
Eileen Perez	Mathematics
Colleen Sullivan	Psychology

<u>PROMOTION TO FULL PROFESSOR</u>	<u>Effective 09-01-2018</u>
Allison Dunn	Earth, Environment & Physics
Maria Fung	Mathematics
Charlotte Haller	History/Political Science
Stephen Morreale	Criminal Justice
Emanuel Emeka Nneji	Communication
Stacey Parker	Visual & Performing Arts
Donald Vescio	English

<u>PROMOTION TO ASSOCIATE PROFESSOR</u>	<u>Effective 09-01-2018</u>
Jeremy Andreatta	Chemistry
Julian Berrian	Communication
Erika Briesacher	History/Political Science

Mariana Calle
Madeline Campbell
Mary Clay
Pamela Hollander
Eileen Perez
Colleen Sullivan

Health Sciences
Urban Studies
Business Administration/Economics
Education
Mathematics
Psychology

VOTING IN FAVOR

Trustee Colombo
Trustee Fazzone
Trustee Hammond
Trustee LaFond
Trustee Madaus
Trustee Nichols
Trustee Steele
Trustee Suarez
Trustee Taylor
Trustee Tuttle
Trustee Blais

OPPOSED

0

FINANCE AND FACILITIES COMMITTEE REPORT

Chairman Stephen Madaus provided an overview of the Finance & Facilities Committee meeting held today.

FY 2019 BUDGET

- VP Eichelroth's memo and additional spreadsheets provided to supplement information made available at the March 26th meeting
- Main points discussed and agreed to at March 26th meeting included:
 - \$520 annual fee increase to fund collective bargaining and fringe benefits
 - \$109 annual fee increase to fund deferred maintenance gap and expired grant funds
- Proposed fee increases noted above to be reduced by state funds received for Collective Bargaining and/or Performance Incentive Funds
- A 1% increase over the FY 18 appropriation would result in a reduction to the \$109 fee to \$43
- Focus on strict budget controls to ensure operating surplus is returned to reserve funds for future capital projects
- Possible to recoup FY 2017 collective bargaining costs by having them added to the FY 2019 base appropriation
- Discussions were held anticipating that enrollment will remain flat
- Trustee Steele requested at the March 26th meeting information be provided showing what an impact of a 2% decline in enrollment would have on the budget and strategies to address any shortfall

- A 2% reduction would be an approximate loss of 83 students and would result in a \$723,262 reduction to the General Trust Fund
- Other trust funds would be impacted as well (Student Activity, Student Health Services and Capital Improvement)
- If it were 100% residential students it would mean a loss of \$653,293 to RH Trust Fund
- Information indicating Capital Adaptation & Renewal Projects to be deferred if FY 19 fee increase is not approved and projects to be deferred if enrollment declines 2% - Could have critical impact on capital projects
- Sightlines, a consulting firm that assesses buildings and equipment shows we need \$10m annually to cover capital improvements - DHE requires a 5% in annual funding which is \$4M and we are currently budgeted at \$3.3M. Trustees requested a presentation from Sightlines in the fall
- Timing of this fee increase is consistent with prior years and allows the University to publish its rates for fall semester and also allows the Financial Aid Office to prepare offers for students
- Trustees reviewed the chart provided at the last meeting listing the mandatory fees at the Massachusetts Public Colleges and Universities that proved to be very helpful showing that even with this fee increase, WSU is still lower than sister institutions
- The budget is a work in progress and will be presented for final approval to the Board at the June 5, 2018 meeting.

Upon a motion by Trustee Colombo and seconded by Trustee Hammond, it was unanimously

VOTED: by recorded roll call to accept the recommendation of the Finance & Facilities Committee and approve a maximum \$520 annual undergraduate student general purpose trust fund fee increase to fund the collective bargaining and fringe benefits and a \$109 annual fee increase to fund deferred maintenance gap and expired grant funds; to be adjusted accordingly should additional funds become available.

VOTING IN FAVOR

Trustee Colombo
Trustee Fazzone
Trustee Hammond
Trustee LaFond
Trustee Madaus
Trustee Nichols
Trustee Steele
Trustee Suarez
Trustee Taylor
Trustee Tuttle
Trustee Blais

OPPOSED

0

HUMAN RESOURCES COMMITTEE REPORT

Trustee Hammond, Chair of the HR Committee, reported that the group met today and the following summarizes the actions and discussions of the meeting:

Reorganization Proposal for the Division of Student Affairs

- This item was originally presented to the HR Committee on March 20th at which time it was tabled until additional information requested by the trustees was available and supplementary documents were presented to the trustees for this meeting
- President Maloney referred once again to the study that was conducted by Consultant Barbara Fienman and Dean Julie Kazarian to restructure the Division of Student Affairs
- The proposal presented on March 20th was cost neutral, except for the position of Vice President for Student Affairs
- The reorganization came about following the retirement of two long-time members of the division – Associate Dean in the Office of Student Involvement and Leadership Development (OSILD) and the Associate Dean in Student Activities
- Stacey Luster, Assistant Vice President for Human Resources, Payroll, Diversity Inclusion & Equal Opportunity presented tables of organization for Fitchburg State University, Framingham State University, Westfield State University and Worcester State University
- All are comparable in size, enrollment, programs, etc. Two have the position of VP for Student Affairs and one is VP for Enrollment and Student Development.
- A historical perspective was provided for WSU from 2013 showing the VP for Student Affairs position and a divisional organizational chart
- Consultant recommended a decrease in the ten direct reports to Dean Kazarian and the establishment of the two lead positions
- Responsibilities of the division are many and have grown with the increase in student enrollment and resident students
- New position of Assistant Vice President for Student Engagement will be advertised once proposal is approved. A national search will be conducted for this position. It would be helpful to attract candidates to have a vice president as their direct report
- Trustees felt that the new information was well organized and most helpful in explaining the administration's desire to restructure the division
- The question of whether it would be beneficial to have a position of "Dean" was brought up and President Maloney explained that Julie Kazarian's present title is Dean of Students and Chief Student Affairs Officer. The new position being proposed is Vice President for Student Affairs and Dean of Students
- It was agreed that the proposal for reorganization is needed and all were willing to move forward with a two-tier approval of the plan
- First being the approval of the reorganization plan as presented with the two leadership positions: 1) Vice President for Student Affairs and Dean of Students, and 2) Assistant Vice President for Student Engagement.
- The second tier will be the filling of the position of the Vice President and Dean of Students

- President Maloney went on record supporting his original recommendation that was tabled at the March 20th meeting to promote Julie Kazarian to the position of vice president. She is an efficient manager and leader and is well respected by her direct reports and team. She has proven to meet the expectations and demands of the division over the past four years and has been a loyal and productive member of the president's leadership team
- President Maloney noted that Dean Kazarian will remain in her position of Dean of Students and Chief Student Affairs Officer until Tier 2 is completed
- President Maloney remains supportive of his original recommendation and looks forward to bringing it back as the Tier 2 segment of the reorganization plan.

Upon a motion by Trustee Nichols and seconded by Trustee LaFond, it was unanimously

VOTED: **by recorded roll call to accept the report of the Human Resources Committee to approve the acceptance of the Reorganization Proposal for the Division of Student Affairs as part one of the two-tier approval plan.**

VOTING IN FAVOR

Trustee Colombo
Trustee Fazzone
Trustee Hammond
Trustee LaFond
Trustee Madaus
Trustee Nichols
Trustee Steele
Trustee Suarez
Trustee Taylor
Trustee Tuttle
Trustee Blais

OPPOSED

0

Upon a motion by Trustee Colombo and seconded by Trustee Hammond, it was unanimously

VOTED: **by recorded roll call to adjourn the meeting at 5:09 p.m.**

VOTING IN FAVOR

Trustee Colombo
Trustee Fazzone
Trustee Hammond
Trustee LaFond
Trustee Madaus
Trustee Nichols
Trustee Steele

OPPOSED

0

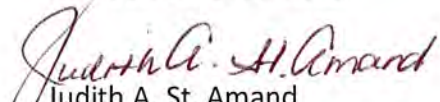
VOTING IN FAVOR (cont.)

Trustee Suarez
Trustee Taylor
Trustee Tuttle
Trustee Blais

OPPOSED

0

Respectfully submitted,


Judith A. St. Amand
Assistant Secretary

**WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES**

MEETING SCHEDULE

2018 – 2019

**SEPTEMBER 11, 2018
(Tuesday)
Tri-Board Dinner
Board Meeting at 7:00 p.m.**

**OCTOBER 16, 2018
(Tuesday)**

**NOVEMBER 13, 2018
(Tuesday)**

**JANUARY 8, 2019
(Tuesday)**

**MARCH 12, 2019
(Tuesday)**

**APRIL 9, 2019
(Tuesday)**

**JUNE 4, 2019
(Tuesday)**

Dinners are held at 5:30 P.M. followed by Board meetings at 6:30 P.M. – Locations TBD

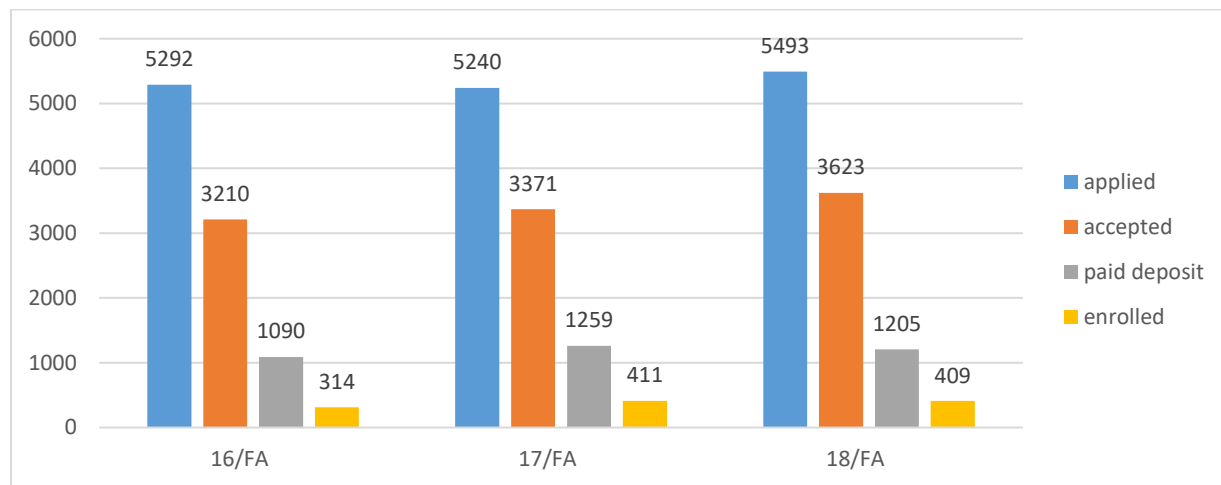


UNDERGRADUATE ADMISSIONS APPLICANT DATA SNAPSHOT

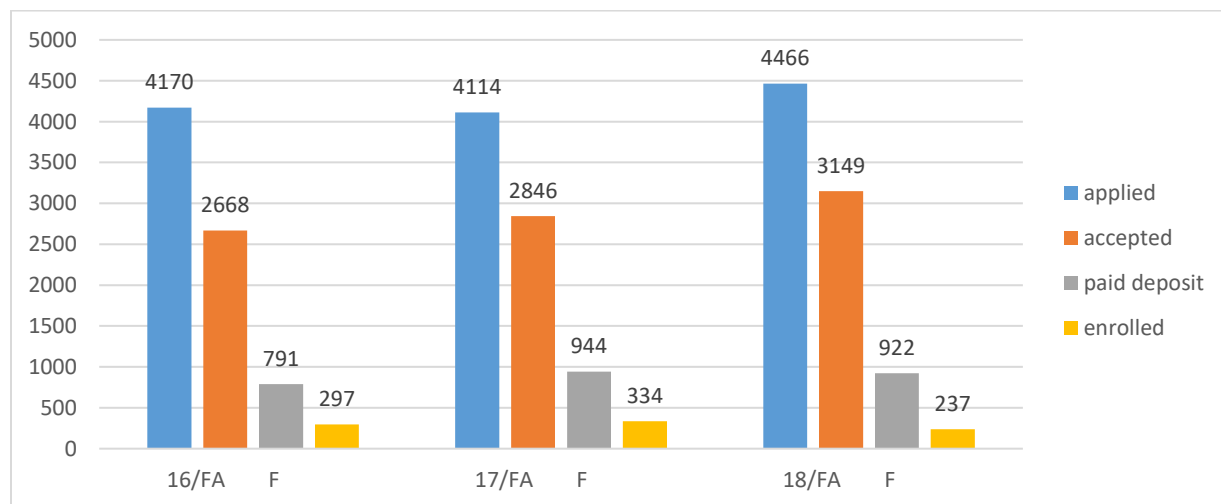
INTERNAL USE ONLY

As of May 22, 2018

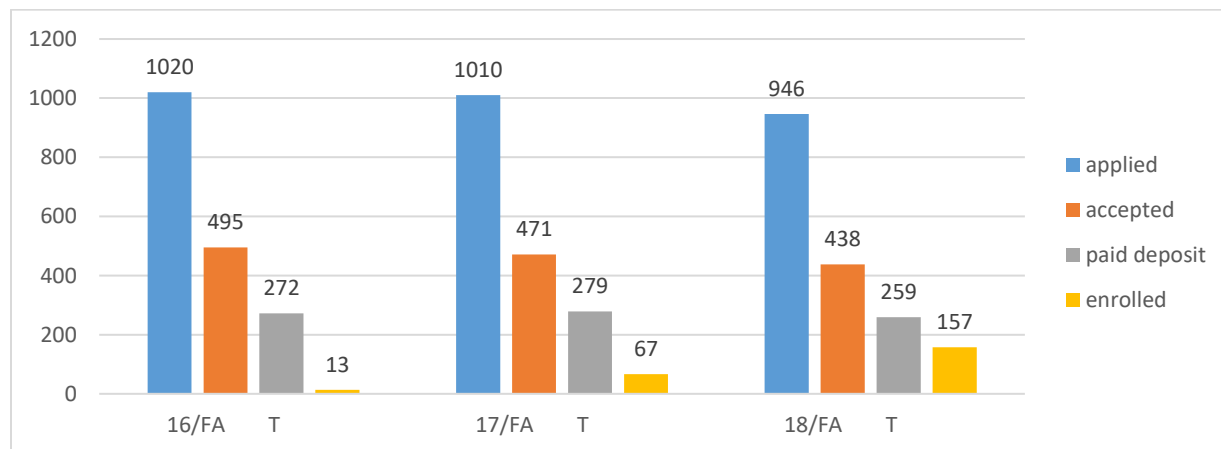
Total (enrollment goal (MS) = 1300):



First-Year (enrollment goal (MS) = 800):

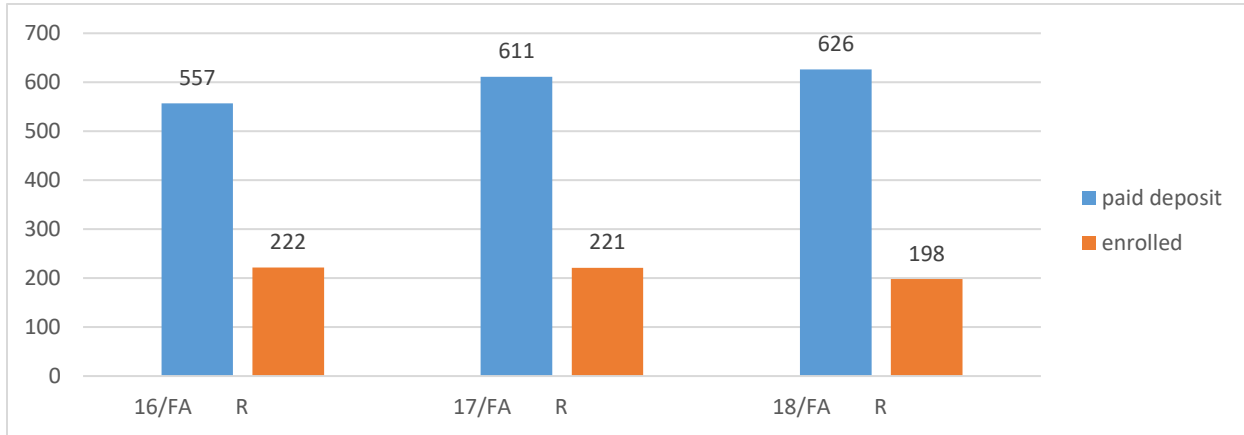


Transfers (enrollment goal (MS) = 500):

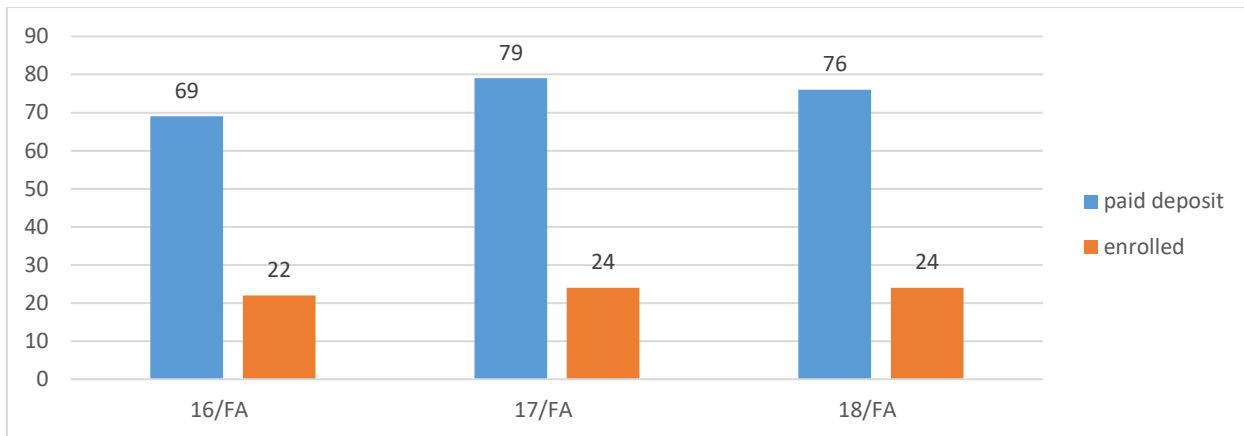




On Campus Resident (enrollment goal (MS) = 650):



Out of State (enrollment goals (MS) = 100):



Mount Ida College Transfer Applicants to Worcester State

Data as of May 29, 2018

Number of Applications: 50

Number of Accepts: 25

Number of Paid Deposits: 11

Number of Applications – Commuter: 11 (22%)

Number of Applications – Residential: 39 (78%)

Number of Applications – out-of-state: 35 (70%)

Number of Applications – in-state: 15 (30%)

Academic Program Distribution:

BA_CMN (Communication)	2
BA_HIS (History)	1
BS_BIO (Biology)	5
BS_BSA (Business Admin)	17
BS_CRJ (Criminal Justice)	9
BS_ECH (Early Child Ed)	4
BS_ENV (Environmental Sci)	1
BS_GEO (Geography)	1
BS_HED (Health Education)	1
BS_MAT (Mathematics)	1
BS_PSY (Psychology)	4
BS_SOC (Sociology)	1
BS_UND (Undeclared)	3



92%

LEI STUDENTS
ATTEND COLLEGE



2,169

FAMILIES
SERVED IN 2017



\$638,913

EXTERNAL
FUNDING



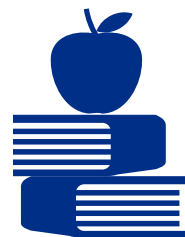
15

WORCESTER
PUBLIC SCHOOLS SERVED



57%

LEI YOUTH ARE
ENGLISH LEARNERS



438

K-12 STUDENTS
IN SIGNATURE PROGRAMS

We are very grateful to the funders of the Latino Education Institute, whose generous financial support has made it possible for us to carry out our mission.

Balfour Foundation
Boston Foundation
Davis Foundation
Ellsworth Trust Grant
Fallon Clinic Foundation
Fred Harris Daniels Foundation
Fuller Foundation
Greater Worcester Community Foundation
GWCF Ruth and John Adam Fund
Health Foundation of Central Massachusetts
Mass Mutual Foundation
Nellie Mae Education Foundation
Peoples Bank
United Way of Central Massachusetts
Webster Five Foundation
Women's Initiative of the United Way of Central Massachusetts
Worcester Public Schools
Worcester State Foundation

We also thank the Latino Education Institute board of directors, staff, and volunteers. Their tireless work and donations of time and talent enrich the lives of Worcester's Latino youth and their families.

Contact the Latino Education Institute:

• worcester.edu/lei
• kathleen.orengo@worcester.edu
• 508-798-6507
• 508-798-6508



WORCESTER
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Latino Education Institute

486 Chandler Street, Worcester, MA 01602
worcester.edu/lei | 508-798-6507

A PLACE TO LEARN, EXPLORE, AND GROW

LATINO EDUCATION INSTITUTE



WORCESTER
STATE
UNIVERSITY

12/14/2017



OUR MISSION:

Improving the **academic achievement** and **well-being** of Latino students (grades K-16) and their families from the city of Worcester

The **Latino Education Institute** at Worcester State University was founded in 2000 by a partnership of community leaders to positively impact education, literacy, leadership, civic engagement, and health.

We serve more than 2,800 families yearly with programs in education, literacy, leadership, civic engagement, health, and violence prevention. We've developed innovative models that boost the strengths of Latino families, reduce school dropout rates, provide English as a second language instruction, improve enrollment in higher education, and promote an informed citizenry.



ELEMENTARY SCHOOL

Innovative Services for Latino Achievers (ISLA) is an after-school program for grades 1-6 that focuses on drama, literacy, math, and health.

Latina Achievers in Search Of Success (LASOS) engages 6th grade Latina girls and their mothers in a resiliency-building program focusing on self-exploration, personal development, cultural enrichment, early college awareness, and career exploration.



MIDDLE SCHOOL

Encouraging Latinos to ACHieve Excellence (ENLACE) inspires and transforms boys into scholars through life skills, personal development, educational and cultural enrichment, career exploration, early college awareness, and sports.

My Voice, My Community incorporates elements of identity and leadership development by individually and collectively exploring participants' community and what it means to be a youth in Worcester.

Families Active in the Mission of Education (FAME) established the Latinos Involved in Discovering Education Resources initiative in partnership with the South End Middle School and Springfield Technical Community College.

Teen Circle uses an evidence based Girls Circle curriculum to address identity, healthy relationships, and leadership with middle-school-aged girls in partnership with Worcester Youth Center and Community Builders at Plumley Village.



HIGH SCHOOL

100 Males to College, Worcester brings mentoring, free college classes, college readiness, and career exploration to 100 junior and senior male students from area high schools partnership with Worcester State University, Worcester Public Schools, and Quinsigamond Community College.

Latinos Involved in Discovering Educational Resources (LIDER) is a program engaging students and parents with year-round activities that increase access to higher education and enrollment in post-secondary education.

Youth Civics Union increases student achievement and post-graduation readiness through education policy advocacy, and social and emotional support at school and in the community.



POST-SECONDARY

Club Educación (Club E) develops English-language proficiency through ESL classes and enrichment opportunities for adult English language learners.

WSU Teaching Corps is a paid internship program that improves college graduation rates and work readiness among Latino and other under-represented students at Worcester State University and increases the number of students considering a career in education.



PARENT-ENGAGEMENT PROGRAMS

For young Latino children, parent engagement strategies can strengthen their school success and achievement. All of our programs are committed to work with families to help them navigate the school system and to ensure they reach success beyond high school. We run two programs targeted specifically at parents:

Family Academies

These intensive mini-conferences are typically held on weekends and bring participants together for self-development opportunities, where they learn about health, education, and civic engagement.

Worcester Institute for Parent Leadership in Education (WIPLE)

This parent-engagement institute, based on the nationally recognized Parent Institute for Quality Education, provides parents with seminars to equip them with the knowledge, skills, and tools to partner with schools and community agencies to ensure that their children achieve their full potential.



LATINO-FOCUSED RESEARCH

The Latino Education Institute's data analysis and participatory action research have been instrumental in shedding light on the trajectories of Latino students.

Our Objectives Include:

- Creating links among scholars, policy experts, public officials, and community advocates
- Illuminating conditions and solving problems that affect Latinos
- Advancing the Latino intellectual presence in Worcester
- Increasing the availability of policy relevant to Latinos research with an emphasis on education

Research Publications

We are a respected source of timely education policy analysis—we're frequently commissioned to provide reports to private foundations, elected officials, and the Commonwealth of Massachusetts.



REPLICATION

In 2014, the Latino Education Institute opened an office at Springfield Technical Community College to replicate our model.

IN FY 2016-2017

2169

FAMILIES SERVED

LEI STUDENTS AND THEIR FAMILIES ACHIEVED REMARKABLE OUTCOMES LAST YEAR:

100%

OF STUDENTS SERVED ENGAGED IN RESILIENCE BUILDING ACTIVITIES

92%

OF LIDER SENIORS WERE ACCEPTED INTO COLLEGES/UNIVERSITIES

86%

OF ESL ADULTS MADE EDUCATIONAL GAINS

LEI CHRONIC ABSENTEEISM RATE IS

60%

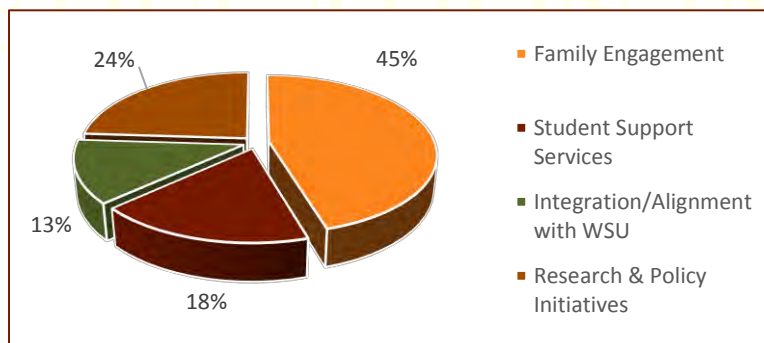
LOWER THAN THAT OF THEIR DEMOGRAPHIC PEERS

Latino Education Institute 2016-2017 End of Year Report



WORCESTER
STATE
UNIVERSITY

FAMILY ENGAGEMENT	TOTAL
Family Academies	639
School-Based Family Workshops	208
Club Educación – Club E (Adult ESL)	270
Total	1,117
STUDENT SUPPORT SERVICES	TOTAL
Elementary – Academic Enrichment	69
Middle School – Self Esteem, Culture and Leadership	201
High School – College Access, Career Access & Family College Fair	168
Total	438
INTEGRATION/ALIGNMENT WITH WORCESTER STATE UNIVERSITY	TOTAL
WSU Campus Tours <i>(not included in total served)</i>	290*
College Students as Support Staff	24
Total	314
RESEARCH AND POLICY INITIATIVES	
Grad Nation Community Summit, Language of Excellence	250
Right Step Youth Summit	200
In Search of Opportunity Latino Men's Path to Post-Secondary Education	50
Community and Schools Working Together for English Language Learners in Worcester	50
How Do Latino Students Fare in Massachusetts Charter School?	20
Springfield: LEI Models	20
Total	590



LEI HIGHLIGHTS:

SERVED

15

WORCESTER
PUBLIC SCHOOLS

HIRED

24

COLLEGE STUDENTS

290

K-12 STUDENTS
PARTICIPATED IN OUR
WSU CAMPUS TOURS

438

K-12 STUDENTS
ENROLLED IN OUR
SIGNATURE PROGRAMS

Latino Education Institute 2016-2017 End of Year Report

FAMILY ENGAGEMENT	GOAL	PROGRESS	OUTCOMES
<p>Family Academies: Intensive mini-conferences typically held on weekends that bring together participants to learn about specific topics such as healthy habits, introduction to STEM (Science, Technology, Engineering and Math) , communicating with my child, and early college awareness. The format of the events responds to family need through bi-lingual delivery, childcare and topic selection geared towards areas of greatest need by our families.</p> <ul style="list-style-type: none"> Eversource Walk for Boston Children's Hospital Family Connections, Financial Literacy and Social Media Healthy Relationships and Communication Springfield Winter Showcase at STCC SEM Communication Workshop 	300	639	<ul style="list-style-type: none"> Over 600+ parents and students attended workshops and interactive activities about how to enhance their children's learning and to get to know more partners in the community. 91% increased their understanding about healthy relationships and wellbeing 86% enhanced their social media understanding and learned how to obtain the many benefits that go hand in hand with a smart, well-planned financial future A group of 70 people participated in the Eversource Walk for Boston Children's Hospital and worked with Milagros Para Niños to support Latino families seeking the services and support that the hospital provides.
<p>School-Based Family Workshops:</p> <ul style="list-style-type: none"> Worcester Institute for Parent Leadership in Education (WIPLE) is a parent engagement institute that provides parents with seminars to equip them with the knowledge, skills and tools to partner with schools and community to ensure that their children achieve their full potential. WIPLE is based on the nationally recognized Parent Institute for Quality Education (PIQE) based in California. 	50	158	<ul style="list-style-type: none"> Provided parents with skills and tools to ensure their children graduate high school and attend college Worcester is the first location in New England to have been selected to be licensed for this program Founded through the partnerships among the African Community Education (ACE), the LEI at WSU, the South Eastern Asian Coalition (SEAC), The Worcester Community Connections Coalition (WCCC), the Worcester Educational Collaborative (WEC), and WPS.
	25	50	<ul style="list-style-type: none"> Increased literacy skills from ages 0 – 8 through educational games.
<p>Club Education (Club "E") Adult ESL Classes: A program for families committed to improving their children's educational outcomes and their own human capital. It engages parents and other adults in ESL classes designed to teach English while imparting health, literacy and information about how to navigate the public school system. The program is intensive, student-centered, and holistic in that it also provides programming for the participant's young children. Club E graduates have well-documented gains in English proficiency, achieve greater self-confidence, and are more active and engaged citizens. The program is funded in part by the United Way of Central Massachusetts.</p>	300 (Adult ESL Classes)	270 (Adult ESL Classes)	<ul style="list-style-type: none"> 80% increased their English literacy skills including listening, grammar, reading, spelling, pronunciation and writing 94% use English in their job and life 83% communicated in English with their friends, co-workers and community 31.2% advanced one level throughout FY2017 21% increased literacy skills

SCHOOL BASED PROGRAMS	GOAL	PROGRESS	OUTCOMES
ELEMENTARY- ACADEMIC ENRICHMENT			
<p>Innovative Service for Latino Adolescents (ISLA) Belmont Leadership Club: A program at Belmont Street School that served first to sixth grade boys and girls by providing before and after school time literacy support. The program uses computer technology (LEXIA) as the platform for students to work on the academic areas they need most improvement on.</p>	45	50	<ul style="list-style-type: none"> 100% showed academic improvements 96% attendance rate who participated in this quality before school program 92% increased their levels in both MAP and Fontas/Pinnell testing. 60% are reading ABOVE grade level after completing program
<p>Latina Achievers in Search Of Success (LASOS): Engages 6th grade Latina girls and their mothers in an enrichment program which focuses on self-exploration, personal development, cultural enrichment,</p>	20 (Girls)	19 (Girls)	<ul style="list-style-type: none"> 92% improved relationships with their mothers

Latino Education Institute 2016-2017 End of Year Report

early college awareness and career exploration. The program enlists the assistance of college students as mentors to the daughter-mother dyad. The program is funded in part by the United Way of Central Massachusetts.

20
(Family
Members)

19
(Family
Members)

- 88% developed problem solving and communication skills and learned healthy conflict resolution
- 88% communicated their overall understanding of traditional Latino gender roles within the Latino culture
- 86% displayed active communication and relationship building skills

MIDDLE-SELF-ESTEEM, CULTURE AND LEADERSHIP

Dear World: My Voice, My Community: A two week violence prevention summer camp program for girls entering grades 7 – 9. This collaboration between the LEI and Girls Inc. of Worcester provides best practices for middle schools girls to prevent violence through peer leadership, cultural appreciation and community service opportunities.

15

15

- Girls were introduced to a creative aspect of a STEAM curriculum with a photovoice project about their community.
- Gained photography skills and critical thinking skills.

Encouraging Latinos to Achieve Excellence (ENLACE): serves 7TH and 8th grade boys in an educational after school program which focuses on personal development, mentoring, life skills, cultural enrichment, early college awareness, career exploration, and sport clinics. Through the various workshops and activities students will engage in opportunities where they will grow, exercise discipline, learn about themselves, culture and the Worcester community.

25

30
(WEM)
18
(Claremont)

- Students attending more than 75% of sessions experienced a 220% decline in disciplinary actions, while non-ENLACE peers decreased by 96.5%
- Students experienced a 0.2% increase in attendance while peers decreased by 1.6%
- 74% showed improvement in their social support
- 53% demonstrated improved relationships

LIDER Middle: is a 3 month pilot program for English Learners at Sullivan Middle School that incorporates elements of identity and leadership development by individually and collectively exploring their community and what it means to be a new comer youth in Worcester.

10

12

- Exposed students to an overview of the City of Worcester.
- Allowed for students to get involved in getting to know their community and will continue to connect the students to a longer term 30 week program in the fall.

Families Active in the Mission of Education (FAME): replicates the LEI model in Springfield MA through partnerships with the South End Middle School (SEMS), Duggan Middle School, and Springfield Technical Community College (STCC). Activities include classes during the school day and afterschool and a STEM academy held at STCC.

30

86

- 91% reported that knowing math and science is important for them to be successful after completing STEM ACADEMY.
- 80% developed healthy relationship through problem solving, family relations & communication building, and behavior management
- Percentage of youth in honor's classes increased significantly

Teen Circle, a program for middle school aged girls is a partnership between Worcester State University, the Worcester Youth Center and The Community Builders Inc., at Plumley Village. The program model is built on the evidence based curriculum to address identity, healthy relationship and leadership.

45

40

- 93% discussed the role that cultural traditions and practices play in their lives, promote acceptance and inclusion of differences and commonalities amongst cultures
- 91% demonstrated an increase in information about positive healthy relationship and sexual health
- 80% learned the importance of healthy self-esteem and identified ways to improve their self-esteem

HIGH SCHOOL- COLLEGE ACCESS

100 Males to College, Worcester: a partnership between Worcester State University, Worcester Public Schools and Quinsigamond Community College will bring mentoring, free college classes, college readiness, and career exploration to 100 junior and senior students from area high schools.

100

97

- 95% passed the dual enrollment courses (Intro to Sociology & World Music) – 60 students enrolled at WSU

Latino Education Institute 2016-2017 End of Year Report



Latinos Involved in Discovering Educational Resources (LIDER): is an educational afterschool program that engages high school student and her/his parents in activities that facilitate access to higher education in order to increase enrollment of Latino students in colleges and universities. The program offers free credit bearing college classes, informational workshops, college open house visits, campus tours and info sessions, individual college counseling, college application and financial aid application assistance, parent seminars and referrals. The program strives to educate Latino families in order to reduce barriers.

30

41

- 96% passed with B- and above in Photographing People & Intro to Microcomputer – 26 students enrolled at QCC
- 100% participated in one or more workshops on: team building, being a college student and career pathways

Youth Civics Union (YCU): is self-organized and created by Worcester Public Schools high school students to improve their educational experiences through direct advocacy. The YCU initiative will increase student achievement and post-graduation readiness through policy advocacy promoting student centered learning at both the school and community level.

30

30

- 92% of senior were accepted into colleges/universities
- 80% are active in currently pursuing their personal and educational goals
- 83% know what type of career they would like to have after college
- 75% attended a college tour: Eastern Connecticut State University, University of New Hampshire, Worcester State University
- 90% participated in a presentation to stakeholders at the Grad Nation summit about the issues faced by bilingual students in WPS
- 76% created the basis and fundamentals that will resonate throughout the school district when the launch of clubs happen
- 50% created and 80% participated in a leadership role of a community wide youth summit for middle schools and high school students
- Participated in the development of a city-wide youth summit.

INTEGRATION/ALIGNMENT WITH WORCESTER STATE UNIVERSITY

GOAL

PROGRESS

OUTCOMES

WSU Campus Tours – (Burncoat High, Claremont Academy, Chandler Magnet, Goddard School, May Street School, South High, University Campus Park School, Woodland Academy, Worcester East Middle, Worcester Technical High School)

45

- Took tours of our beautiful WSU campus
- Visited various departments and programs that may be of interest to the students
- Familiarized with the many student services WSU offers

College Students as Support Staff – Developing students through training and paid work-based learning opportunities. They are able to build their resume, gain experience, create some valuable connections and have a reference for the next time they start job searching.

10

27

- Allow students to work in the Worcester Public Schools and Worcester State University

RESEARCH & POLICY INITIATIVES

GOAL

PROGRESS

OUTCOMES

Latino Education Institute of WSU and America's Promise Alliance for **Grad Nation Community Summit, Language of Excellence** An afternoon of discussion and planning on the importance of valuing and leveraging our cultural and linguistic assets to build America's next generation leaders. The Grad Nation Campaign aims to mobilize Americans to increase the nation's on-time high school graduation rate to 90 percent by the class 2020. Together we can help young people succeed in school and put them on the path to adult success.

100

250

- Action plan created and implemented with policy items and programmatic areas of impact to improve the conditions of Bilingual students in the Worcester Public Schools.

Right Step Youth Summit A day for young adults to take action and navigate all forms of relationships preparing them for success with workshops and activities by youth for youth. Workshops topics are positive/negative relationship discussion, sex education trivia, financial knowledge, time

100

200

- Developed a collaboration of youth serving organizations to support youth leadership in designing and coordinating a youth summit.

Latino Education Institute 2016-2017 End of Year Report

management, career exploration and community involvement. The participating organizations were, LEI, Upward Bound Bruce Wells Scholars Program, Dynamy Youth Academy, Community Builders at Plumley Village, Worcester Youth Center, Claremont Academy.

How Do Latino Students Fare in Massachusetts Charter School? A research collaboration with University of Massachusetts Boston's Mauricio Gastón Institute for Latino Community Development and Public Policy to produce report on Latinos and charter schools,

15 20

- The collaboration between organizations allowed youth to amplify their voices around issues of Healthy Relationships and College Access.
- Provided an unbiased, facts-only look at the performance of Latino and English language learners (ELLs) in 10 charter schools across the state
 - Boston, Chelsea, Fall River, Fitchburg, Holyoke, Lawrence, Lynn, New Bedford, Southbridge, Springfield and Worcester
- The panel, Educational Implications for Latino Students, included members of the Boston School Committee, elected official, and other senior administrators.

Community and Schools Working Together for English Language Learners in Worcester: statewide symposium to gain insight about how community/school partnerships and elected officials work together to promote a positive climate for newcomers in Worcester Public Schools.

40 50

- Learned about improving student outcomes for the city's ELL students, now representing 38% of all students.
- A panel discussion with:
 - ❖ Marco Rodrigues, Chief Academic Officer for WPS,
 - ❖ Worcester City Manager Ed Augustus,
 - ❖ City Councilor Sarai Rivera,
 - ❖ Berta Elena Rojas, Manager for English Language Learners, WPS.
 - ❖ Moderated by Hilda Ramirez, Assistant Director of the Latino Education Institute and former School Committee Member.

Springfield: LEI Model: presentation for the City of Springfield School Committee to discuss and share the Latino Education Institute model and approach

20 20

- Hilda Ramirez, Associate Director and Jose Saaverde, Springfield Liaison presented the LEI model and approach

In Search of Opportunity Latino Men's Path to Post-Secondary Education in Urban Massachusetts: this year-long study examined outcomes for Latino young men in higher education - how many went to higher education exploring why or why not.

30 50

- Offered an analysis of public education from young Latino males as they share their own experiences
- Some findings of the research study included:
 - ❖ Many Latino young men do not view higher education as a prerequisite to achieving their aspirations
 - ❖ Many parents and students are debt-averse
- Hosted November 30, 2016 at Emmanuel College with Massachusetts Commissioner of Higher Education Carlos Santiago offered opening comments
- Download and view the [In Search of Opportunity: Latino Men's Paths to Post-Secondary Education in Urban Massachusetts](#) report.

Latino Education Institute 2016-2017 End of Year Report

The LEI will provide up to date and relevant information from their core components (cultural and developmentally responsive programs, research and policy impact and community and family engagement) to the public and key stakeholders through the development and implementation of a marketing and communications plan.

Develop clear
branding for
the LEI

Conversations
with WSU and
staff to begin
process of
brand identity
and use

- WSU News:
[Study Reveals Reasons Latino Men Experience an 'Opportunity Gap'](#)
[100 Males to College Program Celebrates First Achievement Ceremony](#)
[Marion Showcases LEI model during an Education Week Webinar](#)
- Telegram & Gazette:
[New school program in Worcester aims to foster stronger parent involvement](#)
- Worcester Patch:
[Worcester Institute Congratulates Graduating Parents](#)
- Increased collaborations with Latino faculty within Worcester



WORCESTER STATE UNIVERSITY

LATINO EDUCATION INSTITUTE



WORCESTER STATE UNIVERSITY
LATINO EDUCATION INSTITUTE

A PLACE TO LEARN, EXPLORE AND GROW

LEI MISSION: TO IMPROVE THE ACADEMIC ACHIEVEMENT AND WELL-BEING OF LATINO STUDENTS AND THEIR FAMILIES.

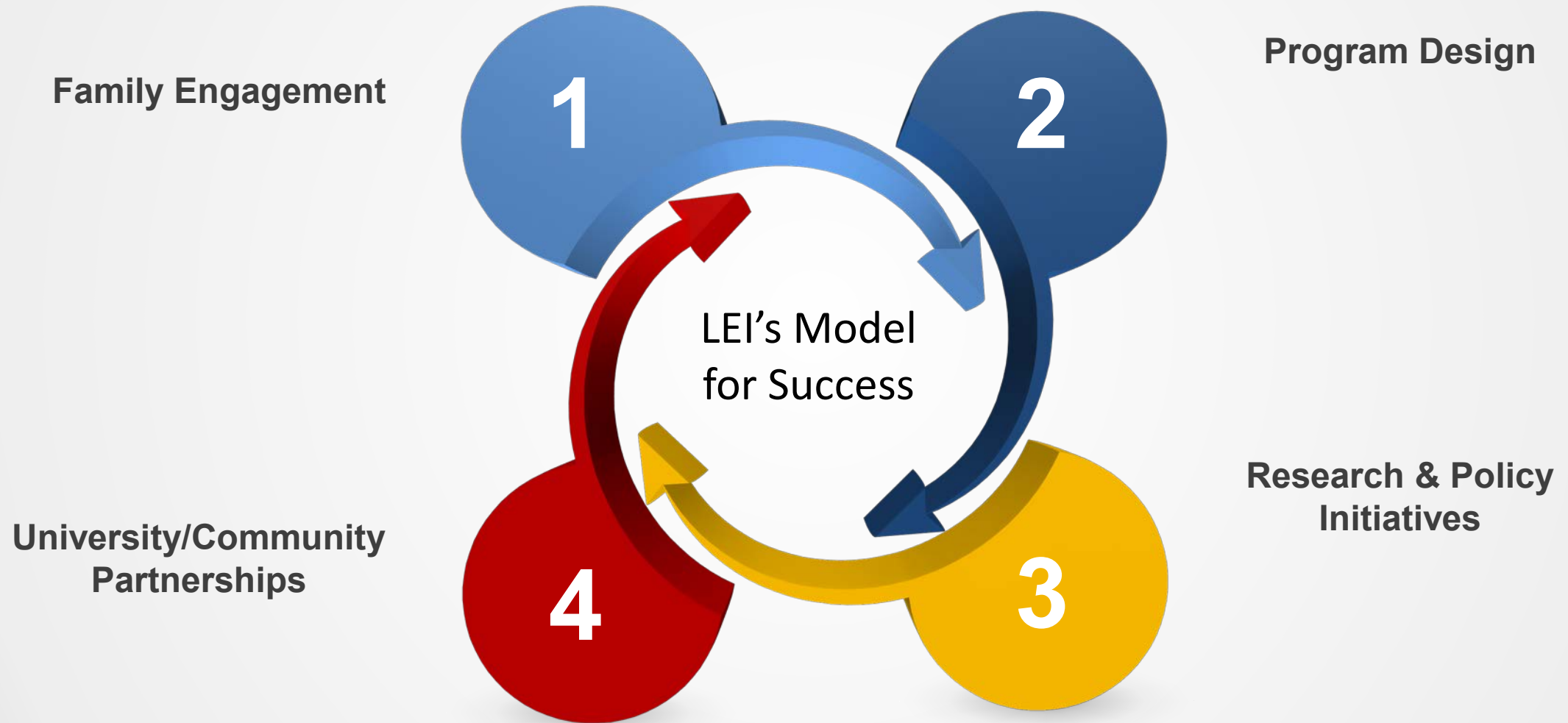
Rationale

Massachusetts' four-year high school graduation gap between White and Black students is the third best in the nation, its White-Latino graduation gap is 37th worst out of all 50 states. This is especially surprising, because Massachusetts' Latino students have higher K-12 achievement levels than Massachusetts' Black students and higher K-12 achievement levels than Latino students nationally.

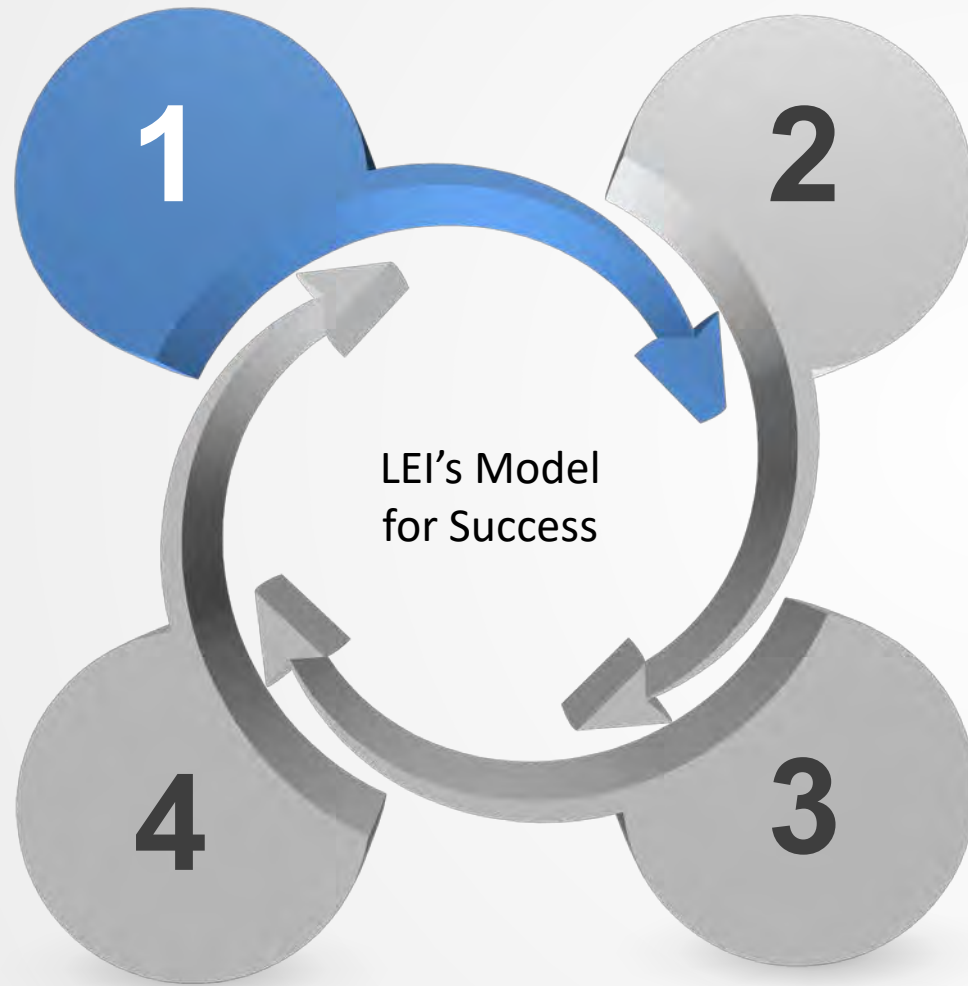
Rationale

In Massachusetts, only 20% of Latino males enroll in at least one semester of college within six months of their projected high school graduation, but only 13.5% of Latino males enroll in at least three semesters. This means that of those who enrolled in college, 67.7% did not make it past the first year.

Worcester State University's Latino Education Institute



Worcester State University's Latino Education Institute



Family Engagement

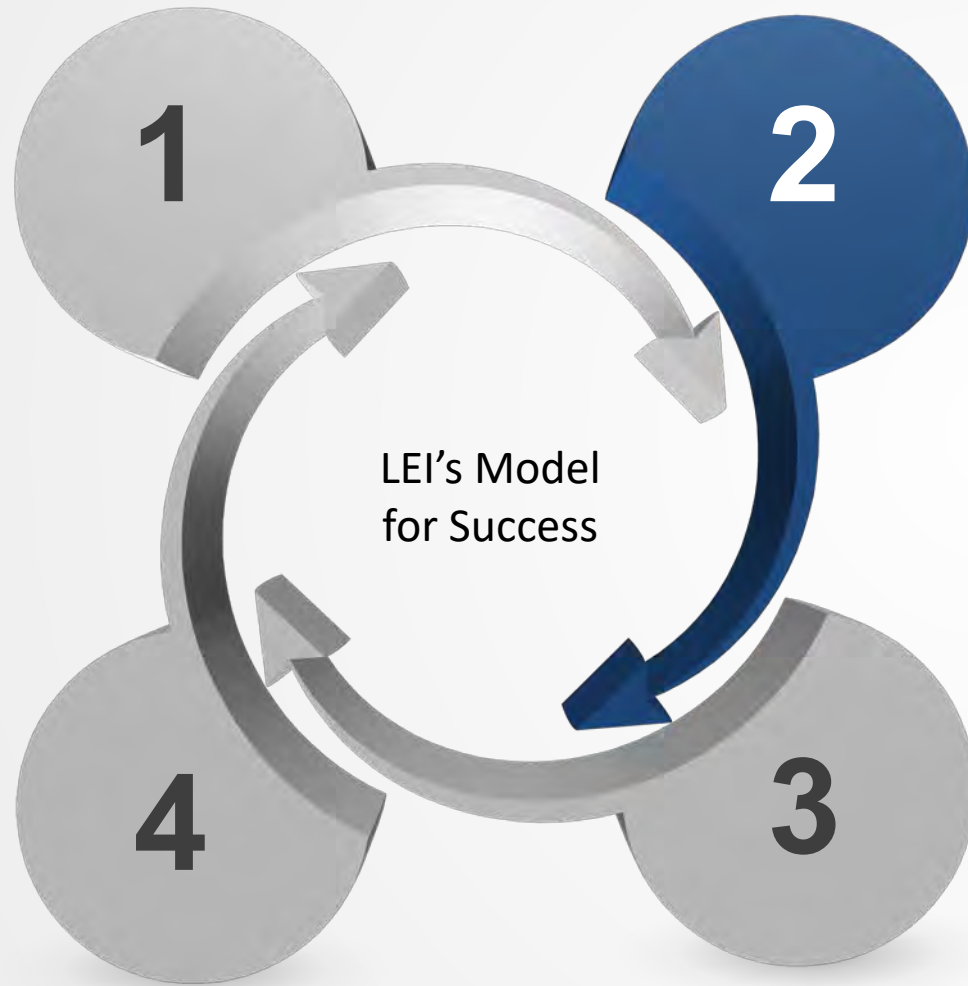
The entire family must do well if we want to achieve success

- ☐ Family Academies
- ☐ College Fairs
- ☐ Implementing Parent Institutes in Six Schools
- ☐ Over 900 one-on-one Conversations with Parents.

Family Engagement at Work



Worcester State University's Latino Education Institute



Program Design

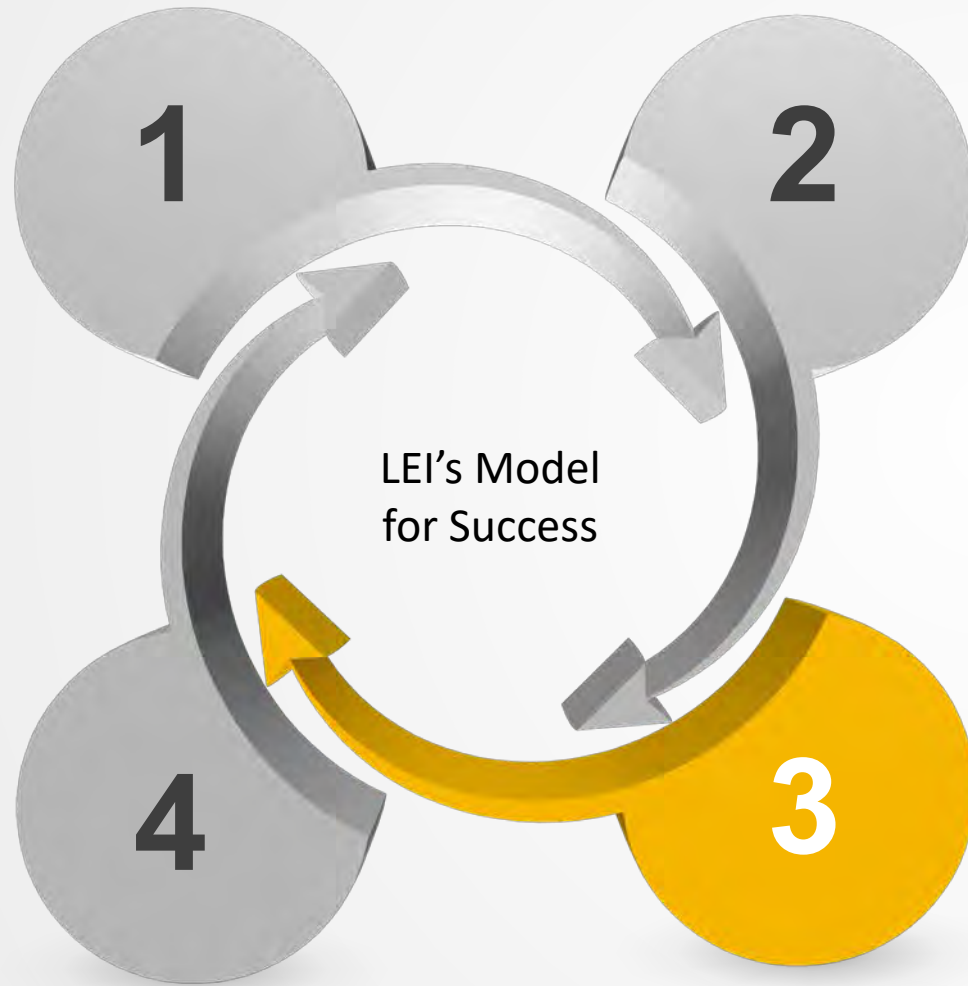
Serve students K-12 through personalized academic and social supports with rigor and cultural context tailored to the needs of each school

- ❑ 18 Schools Served in Worcester
- ❑ 3 Schools Served in Springfield
- ❑ 92% of LEI Graduates Enroll in College
- ❑ Students Reading at Grade Level Increased by 400%

Increased by 400%

- ❑ Students Reading at Grade Level

Worcester State University's Latino Education Institute

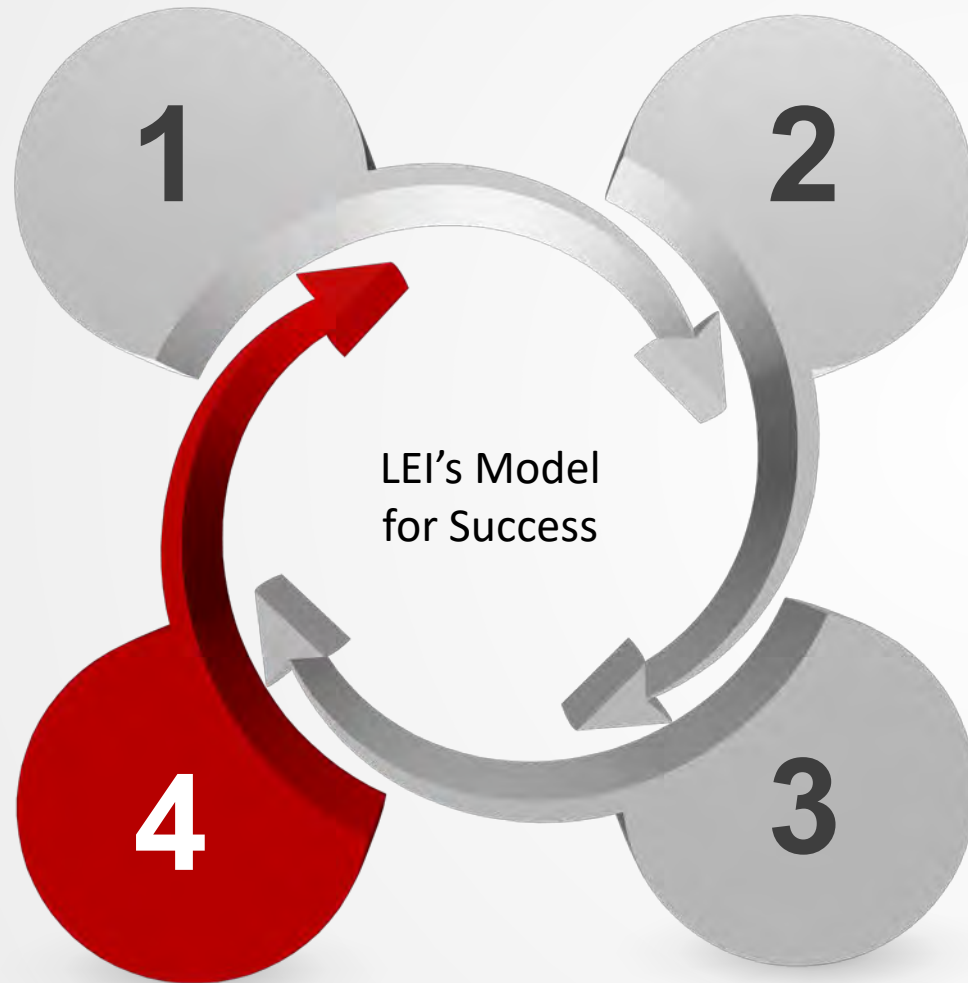


Research & Policy Initiatives

Data and research to inform policy and practice as a catalyst for advocacy and reform

- ☐ Published reports with WSU Faculty
- ☐ DESE Commissioned Analysis
- ☐ Thought Partner and Co-facilitator for City of Worcester Office of the Mayor's Office

Worcester State University's Latino Education Institute



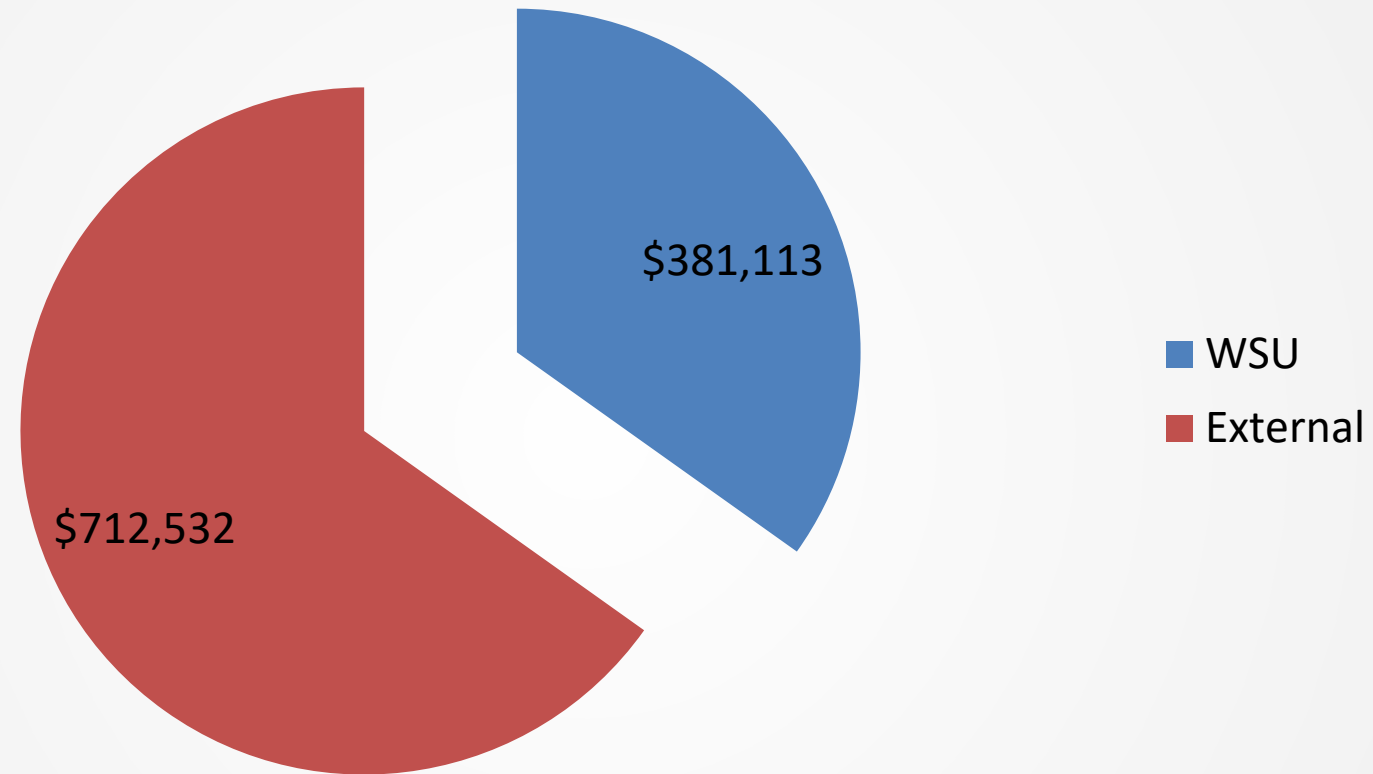
University/Community Partnerships

If we align resources and missions we can be more effective

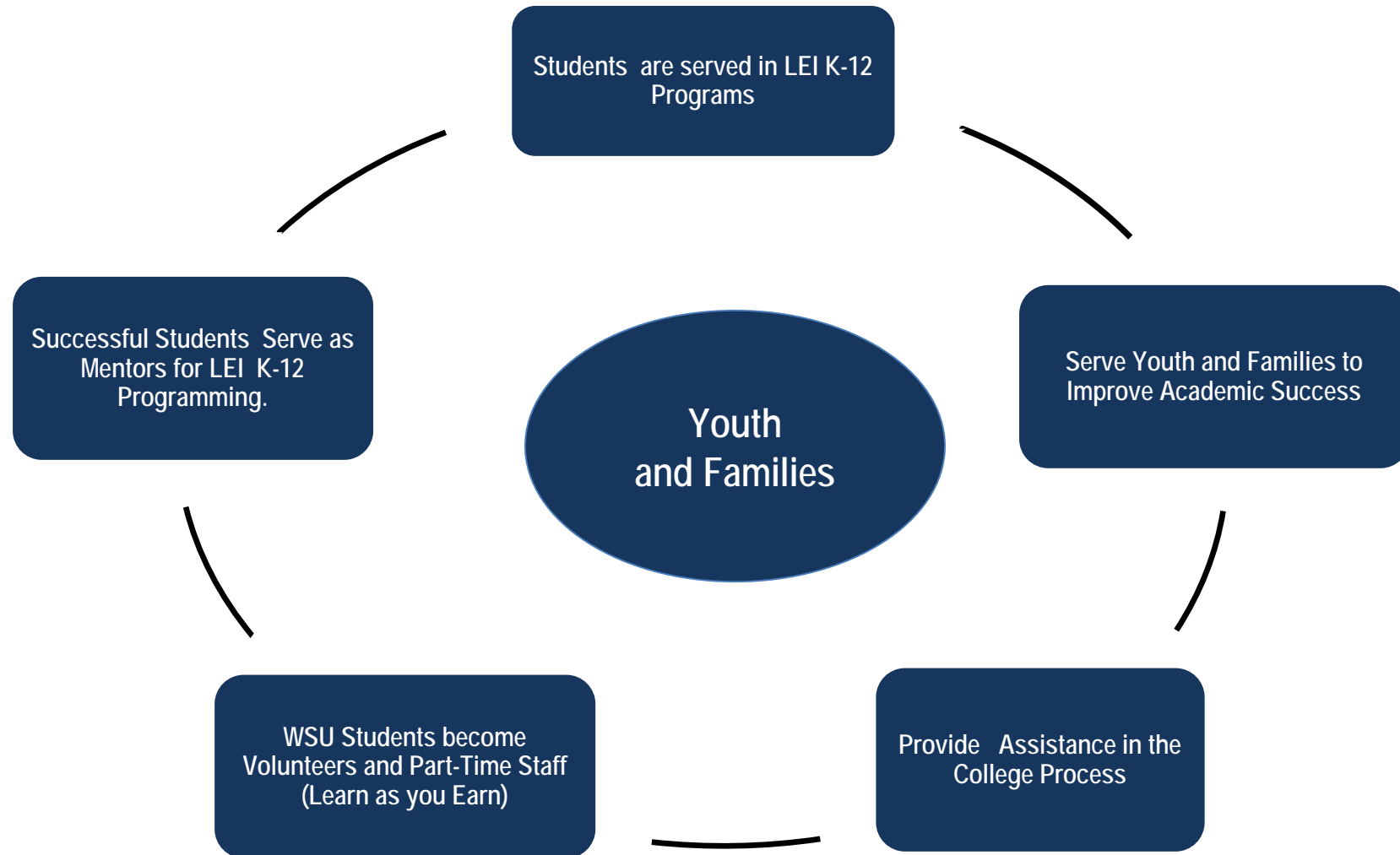
❑ WSU students working at LEI have higher retention rates



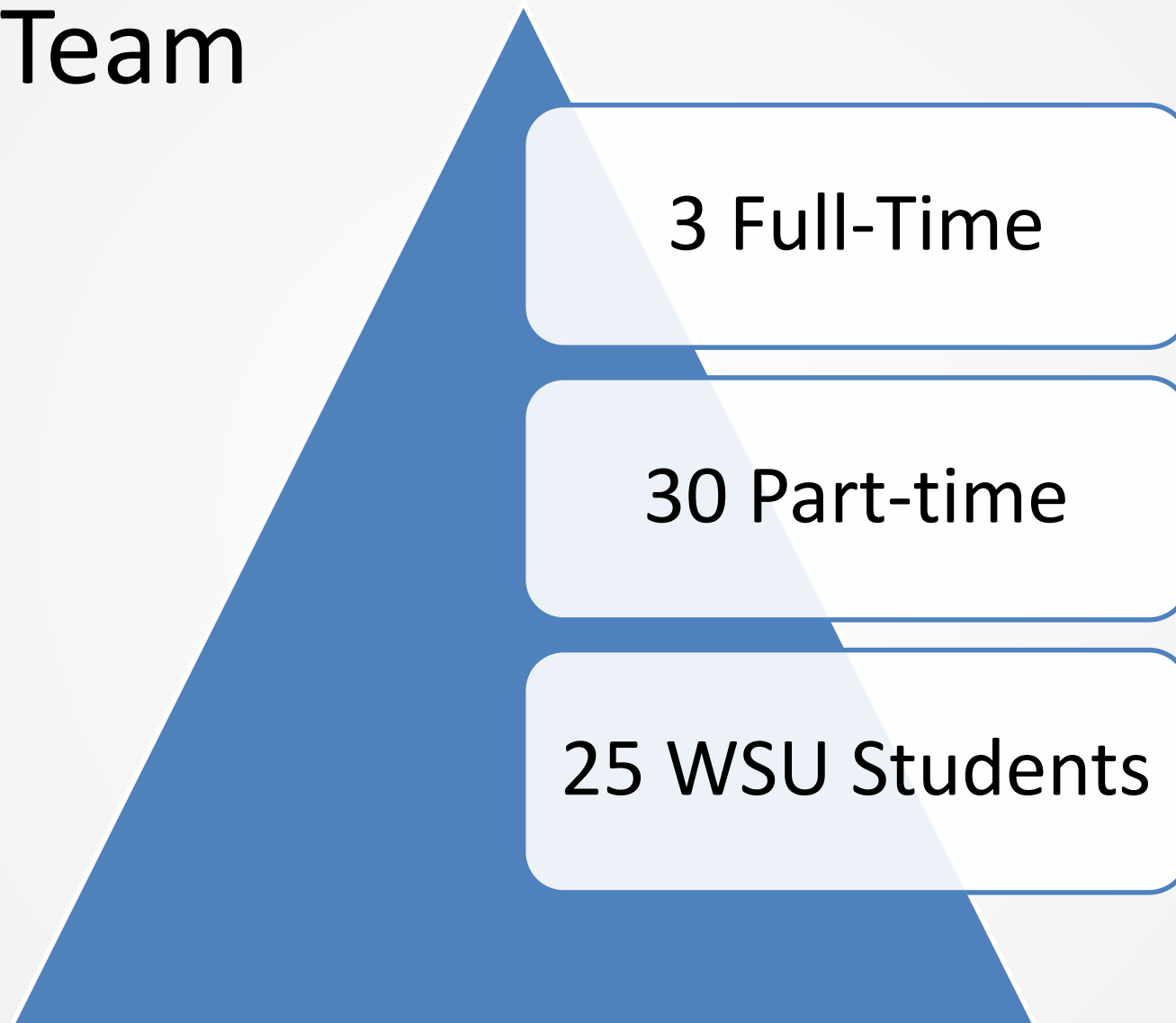
Success Leveraging WSU Funding



LEI Value Proposition



LEI Team



Thank You



MEMORANDUM

TO: Community College Presidents
State University Presidents
Martin Meehan, President, University of Massachusetts System

FROM: Carlos E. Santiago, Commissioner, MA Department of Higher Education

DATE: May 21, 2018

SUBJECT: Redesigning Massachusetts State Financial Aid

I am pleased to share the attached document, which was presented to the Board of Higher Education (BHE) in response to the Redesigning Massachusetts State Financial Aid Study by Dr. Bridget Terry Long and Monnica Chan, Harvard University. As you may be aware, the BHE received a review of the Long-Chan study during the March 6, 2018 meeting (a copy of the study was shared with you in November 2017). The DHE's staff response to the study recommendations was provided to the BHE earlier this month.

Essentially, the DHE is proposing multiple action steps to be completed over the next several months for implementation by FY2020, in response to the recommendations identified in the financial aid study. These action steps are student centered and target strategies that will address unmet need for full and part-time students; simplify the student's journey through the financial aid process through clarity and transparency; and identifies opportunities and initiatives that will help improve program effectiveness and efficiency and eliminate disparities. The action steps outlined in this document are also aligned with key DHE educational priorities, which include college affordability, closing achievement gaps and raising degree completion rates.

I invite you to review the document and also share it with others on your campus, including those in student affairs, admissions and financial aid. We welcome your comments on the proposed action steps, which we hope will guide the future of Massachusetts financial aid policy and program design.

The DHE is planning to advance the recommended plan for financial aid policy reform to the Board of Higher Education at the June 19, 2018 meeting. To facilitate further discussion of the proposed action steps, the DHE will once again host a financial aid policy forum on the morning of June 7, 2018. The forum will allow stakeholders an opportunity to provide direct feedback to the DHE, and more importantly, share any further concerns regarding state financial aid and potential recommendations.

Additional information regarding the June 7 forum will be forwarded to campuses within the next few days. In the meantime, Dr. Clantha McCurdy, Senior Deputy Commissioner, will serve as the DHE's contact for this initiative. Please do not hesitate to forward any immediate questions or concerns to Dr. McCurdy, cmccurdy@dhe.mass.edu.

REDESIGNING MASSACHUSETTS STATE FINANCIAL AID

Simplifying Process, Maximizing Impact

Board of Higher Education Meeting | May 1, 2018



MASSACHUSETTS
Department of
Higher Education

Redesigning Massachusetts State Financial Aid

Background

- **Massachusetts Student Financial Aid Study**
 - Initiated by the “Redesigning State Aid in New England” Project, supported by the New England Board of Higher Education and funded by The Lumina Foundation
- **Consultants from Harvard Graduate School of Education:**
 - Professor Bridget Terry Long, Ph.D.
 - Monnica Chan, Ph.D. Candidate
- **Study produced a set of recommendations** for reforming / consolidating state financial aid to move the Commonwealth forward on DHE’s “Big Three” Priority Objectives:
 - **Making college more accessible and affordable** for all Massachusetts residents
 - **Closing gaps in student opportunity and achievement**
 - **Improving college completion rates**

Study Overview

BHE presentation in March—Dr. Long and Ms. Chan offered overview of the scope/results of their study:

- Analysis of the extent to which current financial aid programs are meeting residents' needs
- Identification of opportunities to create efficiencies
- Identification of opportunities to simplify the aid process for families
- Forecast of future state financial aid needs, projected demographics/socioeconomic changes

Summary of Study Recommendations

- **Five overarching recommendations** for improving effectiveness and efficiency of current state aid system:
 - **Address the substantial unmet financial need** facing many students and families
 - **Consolidate programs with similar goals** into a simpler, more streamlined system to benefit multiple stakeholders
 - **Repackage the Massachusetts system of tuition waivers** into a simplified, well-publicized grant program
 - **Apply lessons learned and innovations from pilot programs** to existing aid policies
 - **Improve communications** regarding state financial aid programs for clarity and increased awareness

Recommendations & Action Steps

- **Recommendation 1:**
 - **Address the substantial unmet financial need** facing many students and families.
- **Action Steps:**
 - BHE, Governor, and House of Representatives recommended an additional \$7.1M in the FY2019 Budget General Scholarship line item
 - DHE has been working with college representatives to design a solution for allocating projected funding increase to address unmet need for tuition and fees for community college students
 - Develop long-term financial aid funding strategies that target unmet need for tuition/fees for **all** public college students
 - Establish an Emergency Matching Fund and administrative guidelines to provide assistance for extreme hardship cases for students with demonstrated financial need.

Recommendations & Action Steps

- **Recommendation 1 (continued):**
 - **Address the substantial unmet financial need** facing many students and families.
- **Action Steps (continued)**
 - Review and make recommendations to revise the “state-supported” requirement for all financial aid programs so that students have greater access to funds that may help them cover full tuition and fee charges.
 - Align work on the “state-supported” requirement with the work of the Tuition Retention Task Force
 - Seek legislative and/or statutory changes, as necessary
 - Modify financial aid program guidelines accordingly
- **Timeline:** FY2019-FY2020

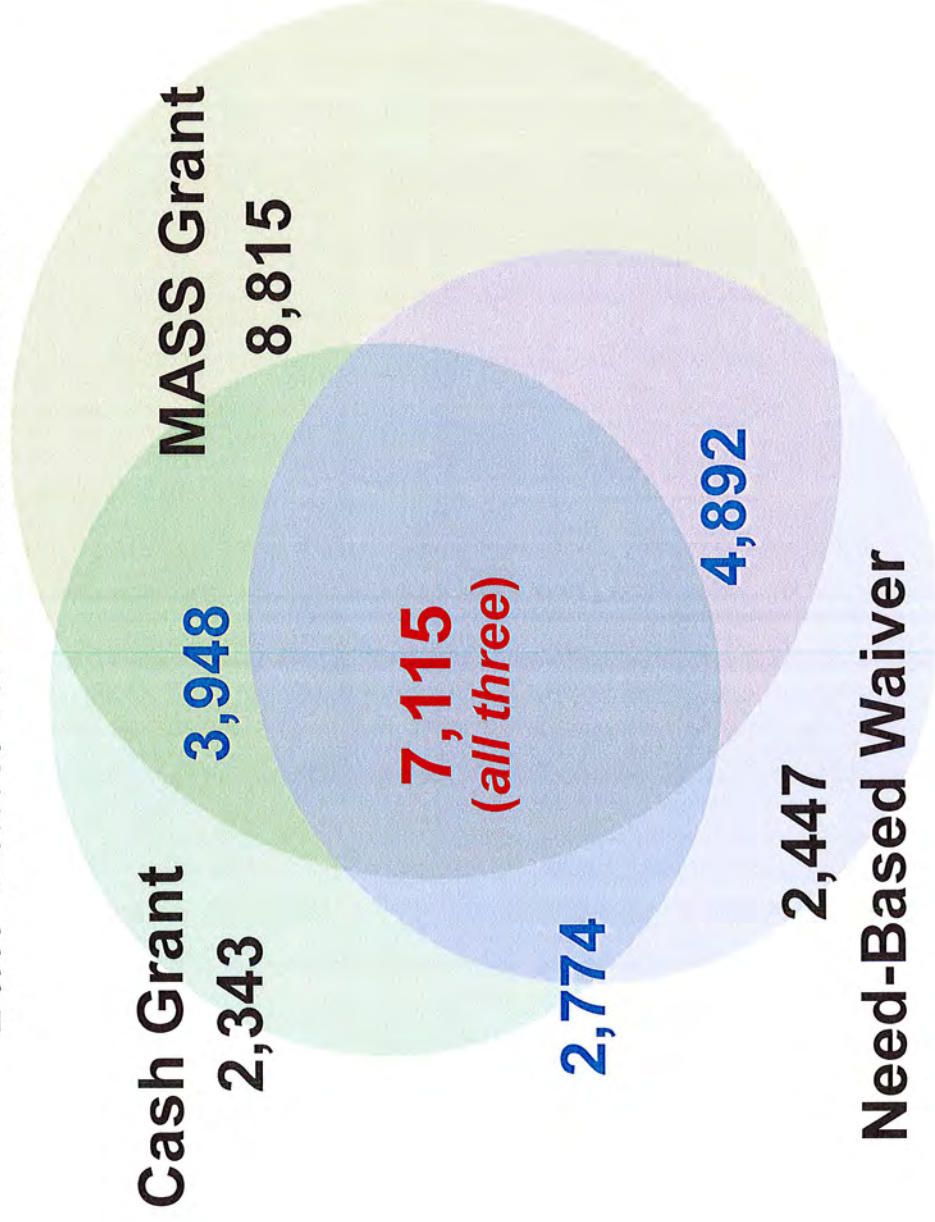
Recommendations & Action Steps

- **Recommendation 2:**
 - **Consolidate programs with similar goals** into a simpler, more streamlined system to facilitate student planning for college and improve their understanding of the Commonwealth's investment in their education
- **Action Steps:**
 - DHE will work with stakeholders to develop a plan to:
 - Reform MASSGrant by converting needs-based resources from other programs into a single funding source that serves the same students
 - Maintain current level of support to students within public and private sectors, to ensure that there is no diminishment of state support based on program consolidation
- **Timeline:** Implementation – FY2020

Redesigning Massachusetts State Financial Aid

Overlap in State Need-Based Grant Awards

Public Institutions, FY2014
Full-Time/Full-Year students



68% of *Cash Grant* recipients also received a *MASS Grant*

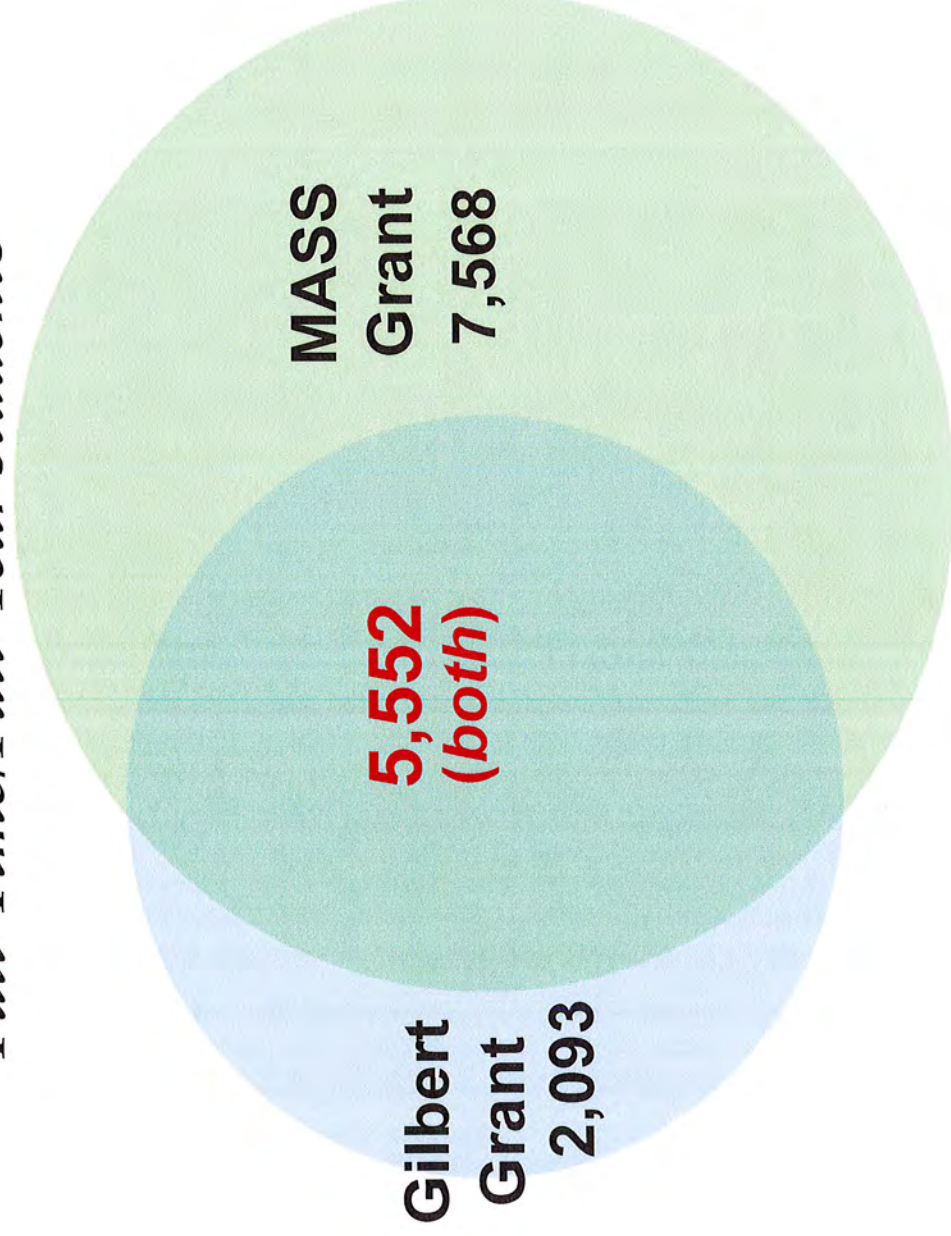
70% of *Need-based Waiver* recipients also received a *MASS Grant*

Redesigning Massachusetts State Financial Aid

Overlap in State Need-Based Grant Awards

Private Institutions, FY2014
Full-Time/Full-Year students

73% of Gilbert
Grant
recipients also
received a
MASS Grant



Recommendations & Action Steps

- **Recommendation 3:**
 - **Repackage the Massachusetts system of tuition waivers** into a simplified, well-publicized grant program
- **Action Steps:**
 - Review the current array of tuition waivers to determine feasibility of consolidating and/or eliminating waiver programs that are duplicative or no longer required due to a lack of utilization or outdated purpose
 - Align efforts with the work of the Tuition Retention Task Force
 - Implement approval process, based on recommended status
 - Plan and execute an awareness campaign for institutions/general public
- **Timeline:** Implement changes for FY2020 to allow for institutional planning and adjustments

Recommendations & Action Steps

- **Recommendation 4:**
 - **Apply lessons learned and innovations from pilot programs** to existing aid policies
- **Action Steps:**
 - Establish metrics to comprehensively evaluate financial aid funding and other factors that support “Big Three” objectives
 - Use results/findings to critically assess the effectiveness and usefulness of programs and implement course corrections
 - Specifically assess the impact of the No Interest Loan (NIL) Program on reducing unmet need for middle income families
 - Determine need for continuation of NIL as a viable state program and either phase out or continue support for NIL through the use of state financial aid appropriations

Recommendations & Action Steps

- **Recommendation 4 (continued):**
 - **Apply lessons learned and innovations from pilot programs** to existing aid policies
- **Action Steps (continued):**
 - Assess impact and overall effectiveness of current financial aid programs directed toward meeting workforce needs
 - Align scholarship aid with state workforce development strategies
 - Explore opportunities to support incentive-based financial aid programs, including Early College
 - Explore opportunities for community and institutional partnerships
 - Develop plan for a sustainable funding level, based on annual budget, college costs and program effectiveness
- **Timeline:** Implementation should commence with the FY2020, based on fiscal year budget

Recommendations & Action Steps

- **Recommendation 5:**
 - **Improve communications** regarding state financial aid programs for clarity and increased awareness
- **Action Steps**
 - Revamp the State Financial Aid website for greater clarity, transparency, and navigation ease to enable informed decisions about higher ed opportunities and financing.
 - Implement recommendations from Business Process Review (BPR) that seek to streamline student's journey through financial aid process
 - Explore opportunities for communicating with students with education partners, MEFA and DESE
 - Use focus group of students, parents, and institutions to insure utility and clarity of information
- **Timeline:** Phased-in over the next several months; completion targeted for the 2019-20 academic year

Programs Not Recommended for Change

- **Entitlement Programs**
 - Foster Child Grant (7066-0016)
 - Adopted and Foster Fee Assistance Program (7066-0021)
- **Statutory Programs**
 - Public Service Grant (General Scholarship - 7070-0065)
 - Christian Herter Memorial Scholarship (General Scholarship - 7070-0065)
- **Rationale:**
 - Programs are statutory / legislatively supported
 - Targets high-need students / those for whom overcoming obstacles is critical
 - Successful in promoting student access and persistence

Key Factors for Policy Recommendations

Addresses BHE priorities:

■ College Affordability

- Maximizes impact on unmet need
- Focus on tuition/fee costs

■ Improving College Participation and Completion Rates

- Incentivizes persistence/ degree completion
- Sustains funding, preserving initiatives
- Provides guarantee

■ Closing Achievement & Opportunity Gaps

- Promotes quality information / services
- Supports Early College Initiatives / partnerships

Next Steps

- ❑ **Share recommendations** with general public and stakeholders
- ❑ **Collect feedback**
- ❑ **Revise policy recommendations** as necessary
- ❑ **Revisit with BHE for review and endorsement** in June 2018

Questions & Discussion

Redesigning Massachusetts State Financial Aid