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# FACT BOOK 2004 & 2005



# Fact Book 2004 & 2005



**Office of Assessment and Planning  
Worcester State College  
486 Chandler Street  
Worcester, Massachusetts 01602-2597  
(508) 929-8781**

Prepared by:  
Susan Wise  
Jeannine Hobson

Marcus Babaoye, AVPAAAP

*Worcester State College is an equal employment/education opportunity institution.*

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## Introduction

### Foreward

The Worcester State College (WSC) Fact Book provides important information about the College. More than at any other time in the past, institutions of higher learning are being asked to demonstrate the quality of the education they provide to students, when accreditation agencies are asking for documentation to demonstrate institutional effectiveness. This phenomenon was spurred by the Student Right to Know (SRK) Act of 1990. This Fact Book is aimed at fulfilling the demands of our clientele and the larger community. Although the Fact Book contains pertinent information about WSC, additional information about its students can be obtained by contacting the Office of Assessment and Planning (OAP).

We are committed to continuously improve our service delivery in many aspects, especially in learning outcomes assessment, program review, policy studies, institutional research and reporting to the public. To this end, the OAP is making a concerted effort to develop an ideal database system, as well as to embark on a comprehensive assessment program which is centered on students' college experiences at WSC. This effort necessitates the engagement of skilled personnel that are supported by state-of-the-art technology systems.

As a result, subsequent versions of the Fact Book will provide expanded historical and more detailed information that will be made available to our stakeholders. Nevertheless, the data presented in this Fact Book are facts and figures about the College that are aimed at educating the public in an accurate, timely, and reliable manner. In the near future, the OAP plans to go live in making data available directly on the internet. By so doing, the OAP hopes to put data on the fingertips of those needing information about WSC, by directly querying its data warehouse.

This document is a product of the OAP. We are striving to provide you with an informative, quality product that is found useful by all our stakeholders. Since you are the consumer of our products, you are best positioned to tell us how well we are doing. If you have any comments or suggestions about this Fact Book, we would like to hear from you. Please send your comments to the Office of Assessment and Planning.

Marcus S. Babaoye, Ph.D.  
Assistant Vice President for Assessment & Planning



## President's Message



At Worcester State College, students are our first priority. Students will find a strong commitment from our distinguished teaching faculty and a caring support staff who assist students to successfully engage in campus life. Our academic programs are of the finest, providing a wide range of offerings that should suit a student's academic goals.

Worcester State College does not ask our students to choose between liberal learning and careers; we combine the two. This blend of liberal learning and careers enables us to develop our human capital in such a way that the result is professionals who make decisions within the context of humane perspectives. In these times when unknown terrors can paralyze a nation, it is more critical than ever that our students become intellectually equipped to live and contribute in a changing world.

Within the safe and secure environment of our lovely campus, surrounded by residential neighborhoods and within easy distance to downtown Worcester, a student's intellect can become fully engaged. While most of our students come from Massachusetts and surrounding states, we educate students from more than 30 countries. Worcester State College is a microcosm of our global society with a diversity of age, race, ethnicity, and socio-economic backgrounds.

Through support from the Commonwealth of Massachusetts, our college is an excellent value. No matter what a student's economic status, with our low tuition and fees and our readily available financial aid and scholarship awards, students' dreams of a college degree are possible and affordable.

Sincerely,

Janelle Ashley  
President, Worcester State College

## Board and Administration

### Board of Trustees

Barbara J. Sinnott '55, *Chair*  
 John P. Brissette '88, *Vice Chair*  
 George W. Tetler III, *Vice Chair*  
 Jennie L. Caissie  
 John H. Dickson  
 Elmer Eubanks  
 Gregory O. Hunter '84  
 Phyllis Harrington  
 Annie M. Kalashia

### Standing Committee 2004-2005

#### Academic/Student

Development: Jennie Caissie, *Chair*  
 Phyllis Harrington  
 Annie Kalashian  
 Amrik Pabley

#### Finance and

Facilities: John Dickson, *Chair*  
 John Brissette  
 Elmer Eubanks  
 Gregory O. Hunter  
 John Kirwan

#### Human

Resources: Jennie Cassie, *Chair*  
 John Dickson  
 Gregory O. Hunter  
 George Tetler

#### Planning and

Development: George Tetler, *Chair*  
 John Brissette  
 Elmer Eubanks  
 Phyllis Harrington  
 Gregory O. Hunter  
 Annie Kalashian

### Campus Officers

Janelle C. Ashley, *President*  
 David Caruso, *VP, Academic Affairs*  
 Sibyl Brownlee, *VP, Student Affairs*  
 Kathleen Eichelroth, *VP, Fiscal Affairs*  
 Thomas M. McNamara, *VP, Inst. Advancement*  
 Dorothy Escibano, *Assoc. VP, Academic Affairs*  
 Don Vescio, *Assoc. VP, Information Technology*  
 Robin Quill, *Assoc. VP Fiscal Affairs*  
 Annmarie Samar, *Asst. VP, Academic Affairs*  
 Marcus S. Babaoye, *Asst. VP, Assessment and Planning*  
 William White, *Dean, Graduate and Continuing Education*  
 Jay Tierney, *Admissions Director, Interim*  
 Maria Del Rio, *Executive Director, Latino Educational Institute*  
 Robert Shafner, *Executive Director, Center for Health Professions*  
 Thomas Belanger, *Director, Center for Business and Industry*  
 Camilla Caffrey, *Director, Alumni Affairs*  
 Julie Chaffee, *Director, Student Records/Registrar*  
 Susan Chapman, *Director, Athletics*  
 Donald D. Hochstetler, *Director, Library*  
 Jayne McGinn, *Director of Financial Aid*  
 Rosemary Naughton, *Chief, Campus Police*  
 Sandra Olson, *Director, Facilities*  
 Edna P. Spencer, *Director of Diversity and Affirmative Action*  
 Timothy Sullivan, *Director, Student Center*  
 Kaine Thompson, *Dir., Public Relations and Marketing*  
 Russell Vickstrom, *Director, Human Resources*  
 Judith St.Amand, *Executive Assistant to the President*

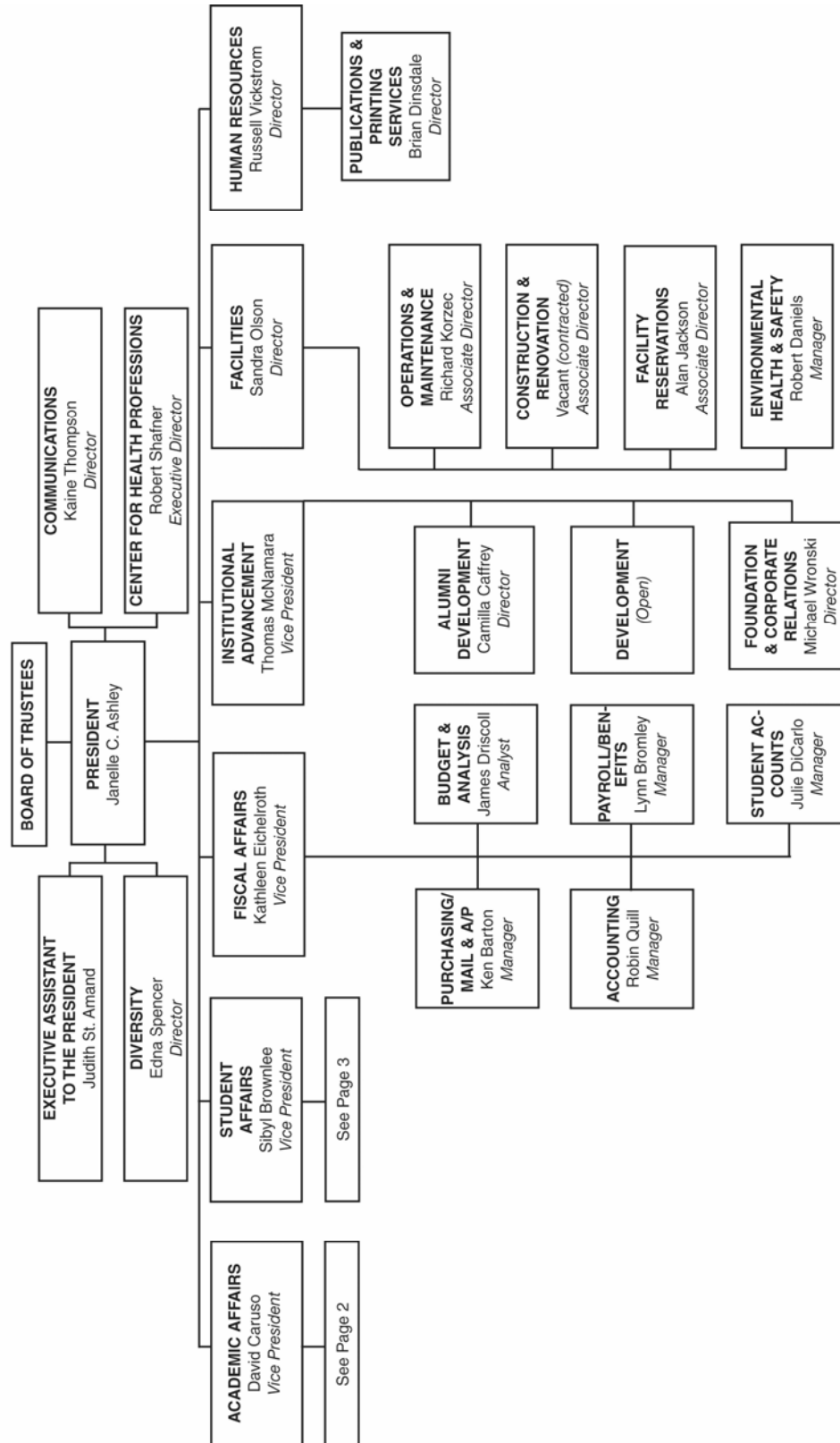
## Administration

<i>Name</i>	<i>Department</i>	<i>Title</i>
Andrea Wamboldt	Academic Success Center	Director, Academic Success
Susan Chapman	Athletics	Director, Athletics
Edna Spencer	Diversity/Affirmative Action	Director, Diversity/Affirmative
Russell Vickstrom	Human Resources	Director, Human Resources
Donald Hochstetler	Library	Director
Brian Dinsdale	Printing/Publishing	Director, Publication/Printing
Kaine Thompson	Publications and Marketing	Director
Timothy Sullivan	Student Activities	Director, Campus Center
Maureen Shamgochian	Biology	Chair
Weipeng Lee	Business and Economics	Chair (2004)
Renuka Jain		Chair (2005)
Alan Cooper	Chemistry	Chair
Maryann Power	Communication Disorders	Chair (2004)
Linda Larrivee		Chair (2005)
Carlos Fontes	Communication	Chair
Aparna Mahadev	Computer Science	Chair (2004)
Karl Wurst		Chair (2005)
Erika Gebo	Criminal Justice	Chair (2004)
Penny Martin		Chair (2005)
Elaine Tateronis	Education	Chair
Helena Semerjian	Health Sciences	Chair
Bruce Cohen	History/Political Science	Chair
Philip Burns	Languages/Literature - English	Chair
Richard Bisk	Mathematics	Chair
Helen Rogers	Nursing	Chair
Joanne Gallagher	Occupational Therapy	Chair
Dan Shartin	Philosophy	Chair (2004)
Kristin Waters		Chair (2005)
Richard Hunt	Physical & Earth Science	Chair
June Allard	Psychology	Chair (2004)
Jeanne Plas		Chair (2005)
Corey Dolgon	Sociology	Chair
Maureen Power	Urban Studies	Chair (2004)
Steven Corey		Chair (2005)
Christie Nigro	Visual & Performing Arts	Chair (2004)
Michael Hachey		Chair (2005)

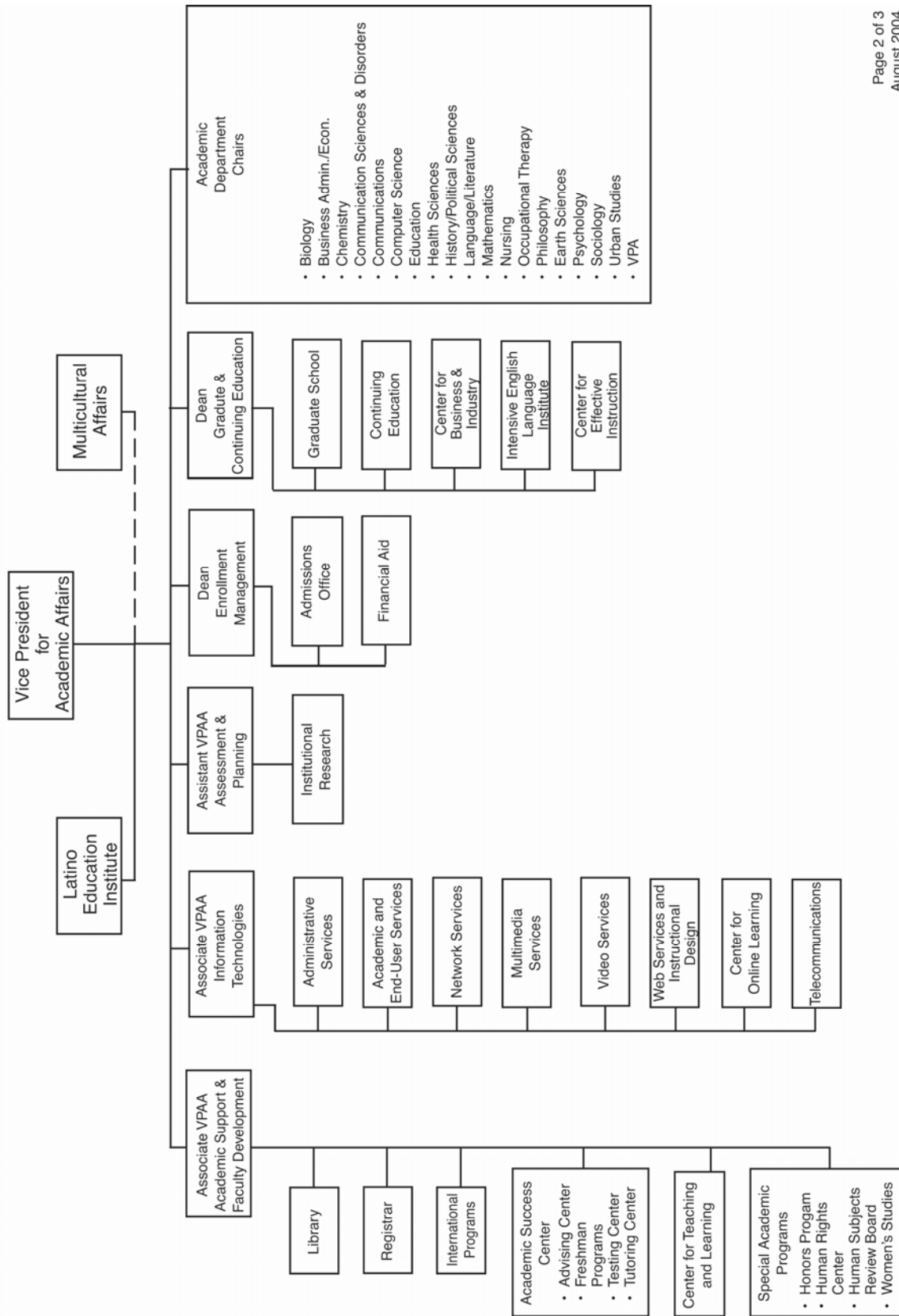


# Organizational Chart

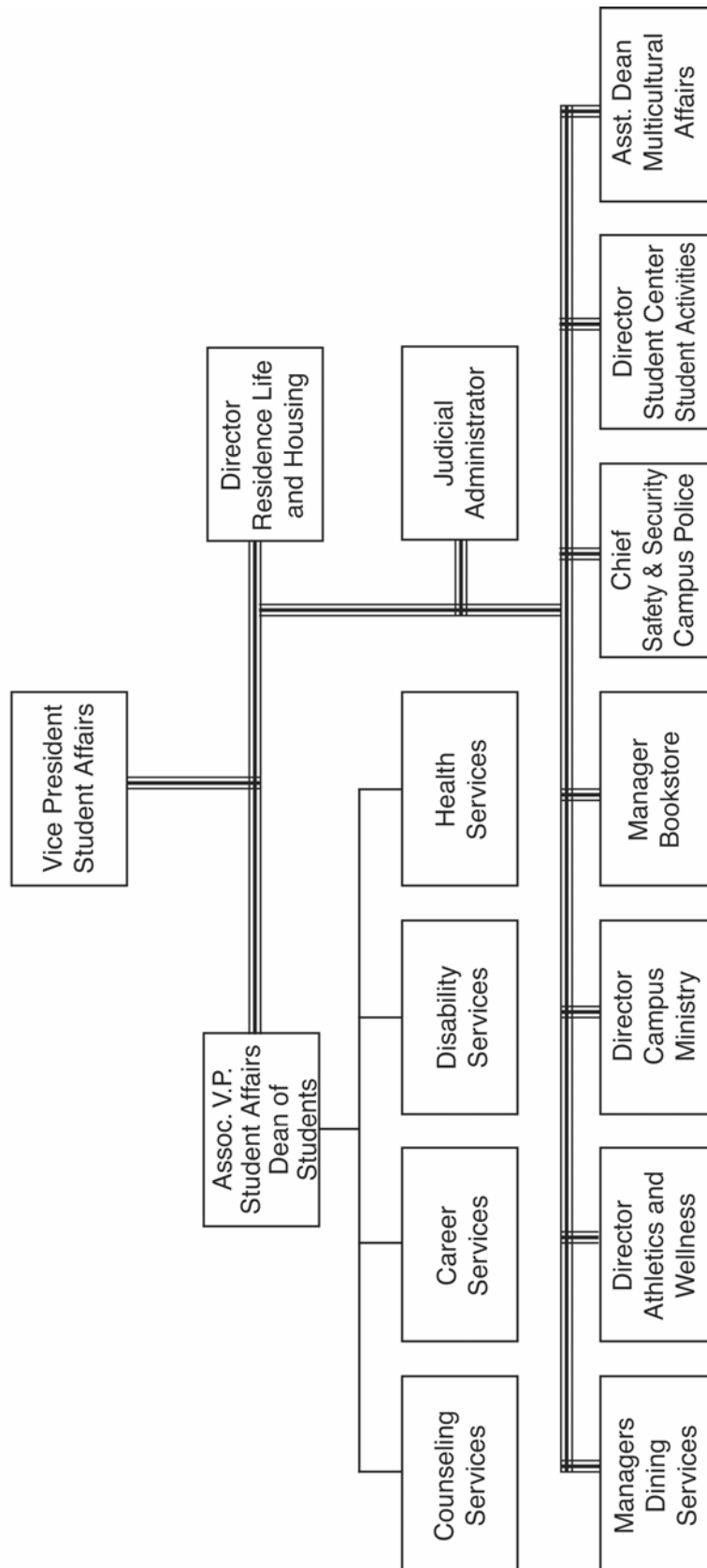
## WORCESTER STATE COLLEGE TABLE OF ORGANIZATION



# Division of Academic Affairs



# Division of Student Affairs



## General Information

### Worcester State College Snapshot

#### STUDENT PROFILE

##### Fall Enrollment 2005:

Undergraduate Full-Time	3,242
Undergraduate Part-Time	1,356
Graduate Full-Time	92
Graduate Part-Time	781
Total Headcount	5,471

##### Student Characteristics:

Women (Undergraduate)	60%
Men (Undergraduate)	40%
Out-of-State	3%
International (30 Countries)	2%
ALANA Students	11%
Residential Students	30%
Avg. Age – Undergraduate	25
Average HSGPA	3.00
Average SAT Score	1,014
Retention (Fall '04, 1 <sup>st</sup> year)	75.6%
Graduation (6 <sup>th</sup> year)	43.3%

##### First-time Freshmen Admissions:

Applied	3,113
Accepted	1,841
Enrolled	648

#### FINANCES

##### Cost of Attendance:

Undergraduate Tuition	\$970
Undergraduate Fees	\$4,109
Room and Board (Average)	\$7,420

##### Revenues (2004-2005):

State Appropriation	\$23,051,265
Tuition and Fees-Net	\$19,349,059
Other Sources	\$10,634,384
Total Revenues	\$53,034,708

##### Student Financial Aid (2004-2005):

Students Receiving FAID	2,463
Average Size of Award	\$6,838
Students on WSC Scholarships	901

##### Market Value of Funds under Mngt:

Endowment:	\$9,586,535
	\$6,841,855

#### FACULTY-STAFF PROFILE

##### Faculty:

Full-Time	167
Part-Time Day Faculty	115
Part-Time CE Faculty	105
Full-Time Faculty with PhD/T Degree	127
Faculty to Full-Time Student Ratio	1:17

##### Staff:

Association of Professional Adm.	103
AFSCME	156
Non-unit Professionals	29

#### ACADEMICS

##### Academic Programs:

Undergraduate Majors	24
Undergraduate Minors	26
Graduate Programs	19
Study Abroad Programs	30

##### Largest Major (1<sup>st</sup> Major only):

Business Administration	764
Psychology	402
Communications	284
Nursing	257
Education (ELE & ECH)	251

##### Average Class Size

18

##### Completions (2004-2005):

Baccalaureates	705
Post Bachelor's Certificates	137
Master's	147
Total Degrees Conferred	989

#### STUDENT LIFE

Student Organizations and Clubs	40
Honor Societies	18

##### Intercollegiate Sports:

Men	9
Women	9

#### ALUMNI

Total Alumni	25,317
Alumni Living in MA	17,086
Alumni in Worcester County	13,555

## Brief History of WSC

1874	The State Normal School in Worcester was founded on September 11 <sup>th</sup> .
1920s	The Normal School introduced a four-year Bachelor of Science in Education degree.
1932	Became Worcester State Teacher's College (WSTC), and began awarding baccalaureate degrees in education.
1941	Became the first Massachusetts teacher's college to earn professional accreditation from the American Association of Teachers Colleges.
1963	The Board of Education renamed the school Worcester State College to reflect the expansion of Liberal Arts and Science disciplines.
1974	The College introduced a Bachelor of Science Degree in Business Administration, which has since grown into the largest program in the Worcester area. In this year the College also offered its first Graduate degree program, Master of Science in Education. 1974 also saw the establishment of the Nursing Program, the first Bachelor of Science program for registered nurses in New England, and the first to be accredited by the National League of Nursing.
1980	The area's first Master of Science degree in Speech-Language Pathology was offered, and the area's first college-operated Speech, Language, and Hearing Clinic was established.
1984	The first baccalaureate-level Occupational Therapy program in the Massachusetts State College system was established. These offerings expanded to include a Master of Occupational Therapy in 1998.
2000	The College established a Master of Science in Health Care Administration, built a state-of-the-art athletic field, established a campus-wide area network and website, and opened the Kaylan K. Ghosh Center for Science and Technology.
2002	The Board of trustees appointed Janelle C. Ashley as WSC's 10 <sup>th</sup> president.
2003	The Development and Alumni Relations Office was able to generate a record amount of funding from private sources, and increase the number of donors to the highest level in the College's history.
2004	The new 6-story, Wasylean Hall opened to 348 students, bringing the resident student population to nearly 1,000. The office of Institutional Advancement raised over \$2.2 million from over 3,500 donors, a record-breaking milestone at the College.
2005	The Eugene A. Sullivan Academic Center opened as a fully refurbished building equipped for full wireless technology and multi-media capability in every classroom.

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## Core Values

Worcester State College values inclusiveness and diversity, recognizes higher education's responsibility to society, and embraces the belief that widespread access to excellent educational opportunities is the cornerstone of a democratic society.

## Vision

Worcester State College is dedicated to offering high quality, affordable undergraduate and graduate academic programs and to promoting the lifelong intellectual growth, global awareness, and career opportunities of its students.

## Mission

Worcester State College, a public metropolitan institution of higher learning located in a culturally vibrant region of the Commonwealth, affirms the principles of liberal learning as the foundation for all traditional liberal arts and sciences disciplines, while maintaining its historical focus on teacher education. It has expanded its offerings with professional degree programs in biomedical sciences, business, and the health professions. Through its curricula, the college addresses the intellectual and career needs of the increasingly diverse citizenry of central Massachusetts.

Worcester State College is dedicated to offering high quality, affordable undergraduate and graduate academic programs and to promoting global awareness, lifelong intellectual growth, and career opportunities of its students. To this end, the college values teaching excellence rooted in scholarship and community service; cooperates with the business, social and cultural resources of Worcester County; collaborates with other institutions of higher learning in the region, and develops new programs responsive to emerging community needs.





## Strategic Priorities FY 2004 – 2009

### Academic and Student Affairs

#### **A. Develop a more integrated and interdisciplinary curriculum that includes a global perspective while strengthening and emphasizing the traditional focus on literacy and liberal learning**

##### Strategic Goals:

1. Include an increased focus on global issues and the global community as curriculum options for students within traditional undergraduate majors
2. Revise general education to provide more connections among disciplines and develop students' awareness of global issues while strengthening the traditional focus on literacy and liberal learning
3. Enhance connections to the diverse community of central Massachusetts through increased opportunities for community service and service learning

*Rationale: It is increasingly apparent that the world has been transitioning to a new and more significant level of social, political, economic, and environmental integration. This priority focuses on educating students to function responsibly, effectively, and competitively in this new global environment.*

#### **B. Increase the effectiveness of the academic support provided by the library and academic advising**

##### Strategic Goals:

1. Update and enhance library collections to support the curriculum, and provide adequate library staffing
2. Develop a state-of-the-art system of academic advising and tutoring available to all students
3. Develop effective linkages between Academic Affairs and Student Affairs to support students academic success

*Rationale: Academic support and advising services must provide diverse students with the state-of-the-art tools and assistance they need to succeed in college and in their professional lives after graduation. Vital academic supports and services include thorough and well-informed academic advising, a library collection and staffing that adequately support the curriculum, and targeted tutoring services at both the departmental and college-wide levels.*

#### **C. Enhance the quality and recognition of the graduate school**

##### Strategic Goals:

1. Identify and/or hire additional graduate faculty
2. Provide additional support for graduate student research and scholarship
3. Develop mission for graduate education that clarifies how it is intellectually distinct from undergraduate studies and its role within the College

Rationale: This priority stresses the development of a specific identity and mission for the graduate school that will assure the quality of graduate teaching, promote high academic standards for admission and graduation, and support graduate student performance, particularly in research and scholarship.

**D. Increase the quantity and quality of co-curricular and student activities outside the classroom to engage commuter and residential students in campus life**

Strategic Goals:

1. Develop programs and activities that focus on cultural and global awareness to complement the curricular focus on a global perspective
2. Develop services and activities for an increased residential population and that also engage commuter students in campus life
3. Develop effective linkages between student affairs and academic affairs

Rationale: The experiences available to students outside of the formal curriculum play a critical part in the overall learning environment of the College. This priority focuses on providing a seamless learning environment that enhances and complements the classroom experience.

**Assessment, Campus Diversity, and Decision Making**

**E. Increase our capacity to effectively assess student learning, academic supports, student affairs, and other key outcomes**

Strategic Goals:

1. Ensure that quality data is widely available for decision making
2. Develop and implement a departmentally based, faculty driven student learning outcome assessment process for each academic major
3. Develop and implement assessment strategies for academic supports, student affairs, and other key outcomes

Rationale: The College's ability to assess its effectiveness in a variety of areas and to use the information obtained to make improvements are critical to inform its planning, decision-making, and resource allocation. The important area of assessment of student learning outcomes must be faculty driven and departmentally based and supported by the availability of quality data systems.

**F. Achieve a significant increase in diversity among our students, faculty, and administration**

Strategic Goals:

1. Implement specific strategies to develop a campus culture that is welcoming to a range of diverse students and employees
2. Utilize new approaches for recruitment and retention of a range of diverse faculty and administrators
3. Establish a target of 20% of new faculty hires from under-represented groups each year over the next 5 years
4. Implement methods designed to recruit and retain an increasingly diverse student body

***Rationale:** The importance of increasing the diversity of the campus community is supported by the fact that the citizenry of the Commonwealth, which we serve, is becoming increasingly diverse. A more diverse campus community will support the goals related to developing a global perspective established in other priorities. To successfully recruit and retain diverse faculty and students, it is essential to create a campus culture that is welcoming to people of color.*

### **G. Engage faculty, students, and staff effectively in institutional decision making**

#### Strategic Goals:

1. Promote, nurture and sustain a sense of academic community among the faculty, students, and administration
2. Support and encourage faculty, students and staff to contribute appropriately to institutional decision making

***Rationale:** The central work of the College is accomplished in the interaction between faculty and students both within and outside the classroom. In all aspects of campus life, the best decisions will be made by incorporating the experience and expectations of faculty, students, and staff. The formal governance procedures specify important ways in which this priority can be met. The College should follow the contractual procedures in ways that ensure the broadest and fullest participation of faculty, students and staff in the decision making process.*

### **Facilities and Grounds**

### **H. Engage the campus community in a facility master planning process**

#### Strategic Goals:

1. Create physical facilities and a natural setting that reflect and support the mission, values and vision of the College
2. Develop a facilities master plan that reflects the needs of commuting students and the increased residential population
3. Design and support a sustainable information technology infrastructure

***Rationale:** In order to thrive in the future the College needs to maintain a high quality physical plant and natural environment that reflect and support its mission. A facility master plan is needed to guide the next phase of this ongoing process. The physical and natural spaces at the College should support and encourage the learning process envisioned in the College's strategic priorities, a vibrant social life, and exciting co-curricular events and student activities.*

### **Fiscal Resources and Public Relations**

### **I. Strengthen the link of fund raising strategies and stewardship of fiscal resources to the College's mission and strategic priorities**

#### Strategic Goals:

1. Support research and scholarship that connect the College with local and global communities
2. Initiate a capital campaign that supports the College's strategic priorities

***Rationale:** The enhancement of revenue through fundraising and the careful stewardship of financial resources will be essential for the College to maintain and enhance its ability to fulfill its mission. The ongoing development of mutually advantageous community engagement should*

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*provide the foundation for a new capital campaign that will increase the endowment in a manner that targets key mission priorities.*

**J. Foster and communicate the sense of pride we have about the College**

Strategic Goals:

1. Focus on internal and external communities, state policy makers, and potential funders
2. Develop and implement communications strategies focused on key messages that capture the unique characteristics of the College and its strategic priorities

Rationale: *The College has much to be proud of and it is critical that this sense of accomplishment and pride be communicated effectively to prospective students and their families, state policy makers, potential funders, and regional and national academic constituencies.*

## Accreditation

Worcester State College is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

The following programs are also accredited by their respective professional organizations:

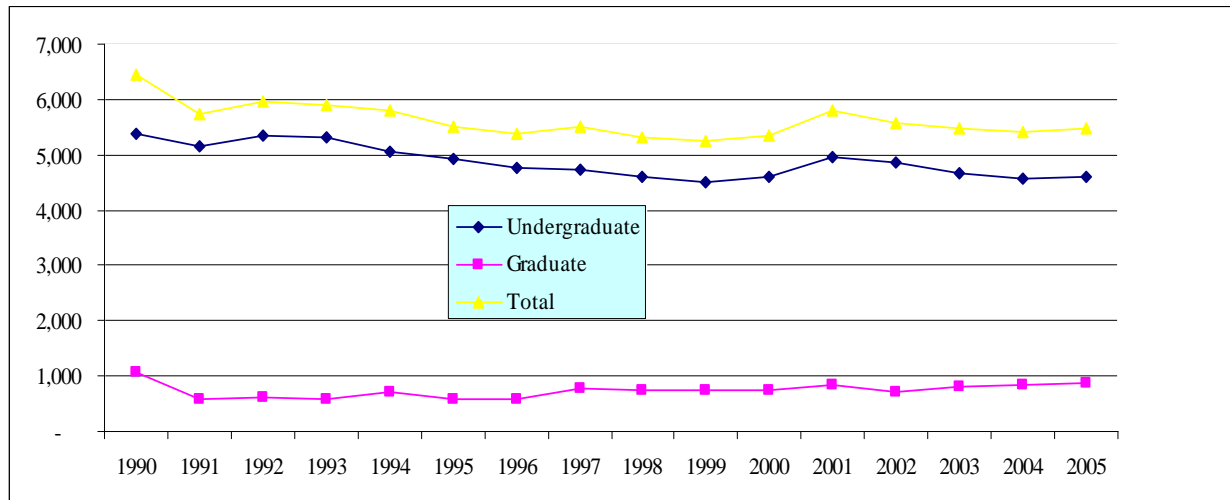
- Nursing: The National League for Nursing
- Speech-Language Pathology: The American Speech-Language-Hearing Association
- Occupational Therapy: Accreditation Council for Occupational Therapy Education
- Nuclear Medicine Technology: The Joint Review Committee on Educational Programs in Nuclear Medicine Technology.

In addition, Worcester State College has recently been named “A Best Northeastern College” by *The Princeton Review* in its “Best Colleges: Region by Region” publication. This ranking is based on student survey responses and statistical data collected for over 700 northeastern schools. WSC is one of 151 schools to receive a “Best in the Northeast” designation.



## Student Profile

### Total Headcount Enrollment, Fall 1990-2005



Year	Undergraduate	Graduate	Total
1990	5,366	1,069	6,435
1991	5,139	596	5,735
1992	5,350	609	5,959
1993	5,308	593	5,901
1994	5,067	721	5,788
1995	4,922	583	5,505
1996	4,778	590	5,368
1997	4,735	772	5,507
1998	4,592	738	5,330
1999	4,495	755	5,250
2000	4,600	735	5,335
2001	4,954	853	5,807
2002	4,856	712	5,568
2003	4,665	805	5,470
2004	4,554	850	5,404
2005	4,598	873	5,471



## Student Residency (by Country), Fall 2004

<i>Country</i>	<i>Undergraduate</i>	<i>Graduate</i>	<i>Total</i>
Albania	21	1	22
Bangladesh	2		2
Brazil	3		3
Canada	2		2
Cameroon	1		1
China	5		5
Colombia	1		1
Dominican Republic	1		1
Ghana	8		8
Guyana	1		1
Haiti	1		1
India	4	1	5
Jamaica		1	1
Japan	1		1
Kenya	52	2	54
Cambodia	1		1
South Korea	1		1
Nigeria	5	2	7
Nicaragua	1		1
Pakistan		1	1
Poland	7		7
Romania	1		1
Sweden	1		1
Senegal		1	1
Syria	1	1	2
Swaziland	1		1
Thailand		1	1
Turkey	3		3
Trinidad	1		1
Taiwan	1		1
<b>United States</b>	<b>4,416</b>	<b>839</b>	<b>5,255</b>
Vietnam	7		7
South Africa	1		1
Zimbabwe	3		3
<b>Total</b>	<b>4,554</b>	<b>850</b>	<b>5,404</b>

## Student Residency (by Country), Fall 2005

<i>Country</i>	<i>Undergraduate</i>	<i>Graduate</i>	<i>Total</i>
Albania	21		21
Brazil	3		3
Cameroon	1		1
Canada	2		2
China	3	1	4
Cuba		1	1
Fiji	1		1
Ghana	2		2
Guatemala	1		1
India	5		5
Jamaica		1	1
Japan	1		1
Kenya	51	2	53
Korea, Republic of (S)	1	1	2
Lebanon	1		1
Moldova, Republic of	1		1
Nicaragua	1		1
Niger	1		1
Nigeria	2	1	3
Poland	7		7
Romania	1		1
Russian Federation	1		1
Senegal		1	1
Sweden	1		1
Taiwan	1		1
Turkey	2		2
United Kingdom	2		2
<b>United States</b>	<b>4,478</b>	<b>865</b>	<b>5,343</b>
Vietnam	3		3
Zimbabwe	3		3
Unknown	1		1
<b>Total</b>	<b>4,598</b>	<b>873</b>	<b>5,471</b>

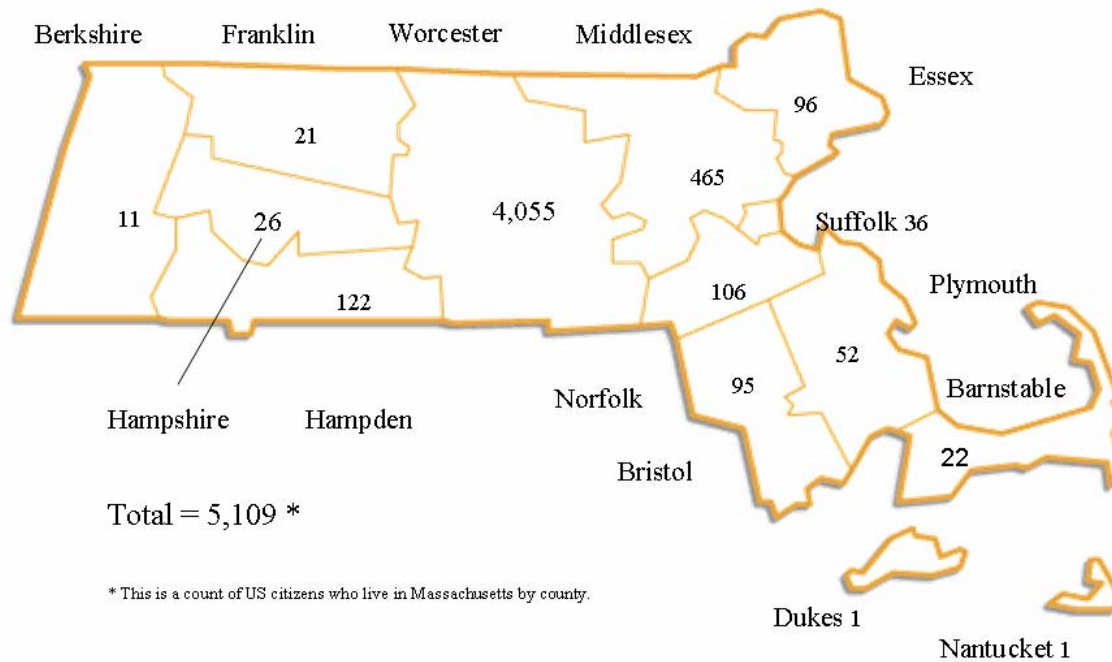
## Student Residency (by State), Fall 2004

<i>State</i>	<u>Undergraduate</u>			<u>Graduate</u>			<i>Grand Total</i>
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	
Arkansas		1	1				1
Arizona	2		2				2
California	1		1				1
Connecticut	22	27	49	4	7	11	60
Florida	2	3	5				5
Georgia		1	1				1
<b>Massachusetts</b>	<b>1,685</b>	<b>2,612</b>	<b>4,297</b>	<b>186</b>	<b>626</b>	<b>812</b>	<b>5,109</b>
Maryland	1		1				1
Maine	2	4	6				6
Michigan					1	1	1
New Hampshire	4	6	10		1	1	11
New Jersey	2		2				2
Nevada					1	1	1
New York	7	2	9		2	2	11
Ohio	1		1				1
Pennsylvania	2	1	3		2	2	5
Rhode Island	9	13	22		7	7	29
South Carolina		1	1				1
Virginia	1		1		1	1	2
Vermont	2	1	3				3
Wisconsin					1	1	1
Unknown	1		1				1
Non-US Citizen	69	69	138	5	6	11	149
<b>Total</b>	<b>1,813</b>	<b>2,741</b>	<b>4,554</b>	<b>195</b>	<b>655</b>	<b>850</b>	<b>5,404</b>

## Student Residency (by State), Fall 2005

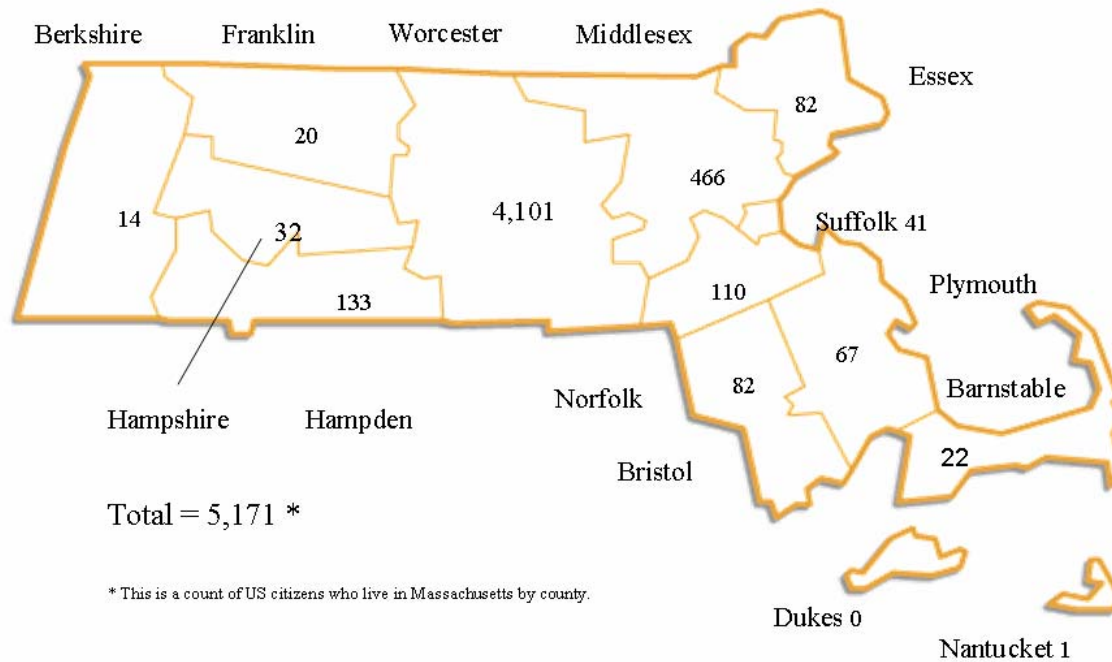
<i>State</i>	<u>Undergraduate</u>			<u>Graduate</u>			<i>Grand</i>
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Total</i>
Alaska		1	1				1
Arizona	1		1				1
Arkansas				1		1	1
Connecticut	19	38	57	5	9	14	71
Florida	1		1				1
Georgia		1	1				1
Illinois	2		2				2
Iowa				1		1	1
Louisiana		4	4				4
Maine	1	3	4		2	2	6
<b>Massachusetts</b>	<b>1,724</b>	<b>2,621</b>	<b>4,345</b>	<b>188</b>	<b>638</b>	<b>826</b>	<b>5,171</b>
Mississippi		1	1				1
New Hampshire	6	11	17	1	3	4	21
New Jersey	2	1	3				3
New York	7	1	8		2	2	10
North Carolina	1		1				1
Ohio					2	2	2
Pennsylvania	3		3		1	1	4
Puerto Rico		3	3				3
Rhode Island	8	13	21	2	8	10	31
Tennessee		1	1				1
Vermont	2	2	4				4
West Virginia					1	1	1
Wisconsin					1	1	1
Non-US Citizen	50	70	120	4	4	8	128
<b>Total</b>	<b>1,827</b>	<b>2,771</b>	<b>4,598</b>	<b>202</b>	<b>671</b>	<b>873</b>	<b>5,471</b>

## Student Residency (by County), Fall 2004



<i>County</i>	<i>Undergraduate</i>	<i>Graduate</i>	<i>Total</i>
Barnstable	20	2	22
Berkshire	11		11
Bristol	87	8	95
Dukes	1		1
Essex	89	7	96
Franklin	18	3	21
Hampden	110	12	122
Hampshire	19	7	26
Middlesex	394	71	465
Nantucket	1		1
Norfolk	77	29	106
Plymouth	50	2	52
Suffolk	26	10	36
Worcester	3,394	661	4,055
<b>Total</b>	<b>4,297</b>	<b>812</b>	<b>5,109</b>

## Student Residency (by County), Fall 2005



<i>County</i>	<i>Undergraduate</i>	<i>Graduate</i>	<i>Total</i>
Barnstable	21	1	22
Berkshire	13	1	14
Bristol	73	9	82
Dukes			0
Essex	77	5	82
Franklin	18	2	20
Hampden	114	19	133
Hampshire	27	5	32
Middlesex	400	66	466
Nantucket	1		1
Norfolk	99	11	110
Plymouth	61	6	67
Suffolk	35	6	41
Worcester	3,406	695	4,101
<b>Total</b>	<b>4,345</b>	<b>826</b>	<b>5,171</b>

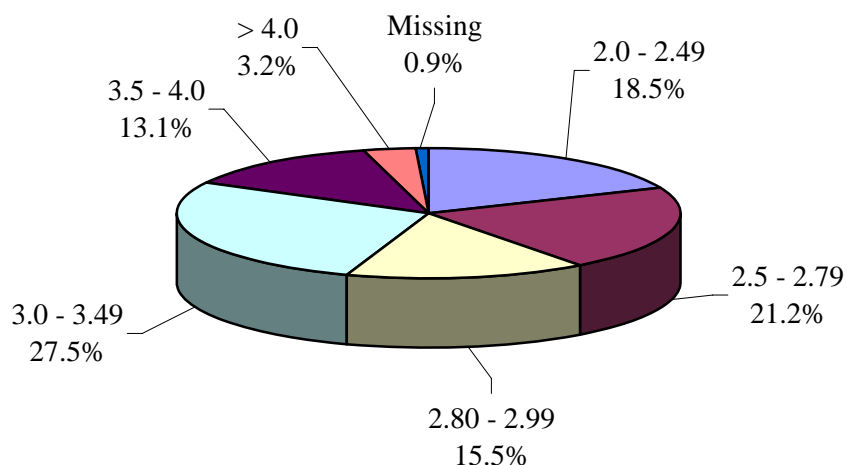


## First-time Freshmen by Age, Fall 2004

<i>Age Range</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Under 18	0	2	2
18 - 20	241	362	603
21 - 22	5	5	10
23 - 24	7	2	9
Over 25	5	3	8
Unknown			0
<b>Total</b>	<b>258</b>	<b>374</b>	<b>632</b>
<b>Average Age</b>	<b>18.82</b>	<b>18.30</b>	<b>18.51</b>

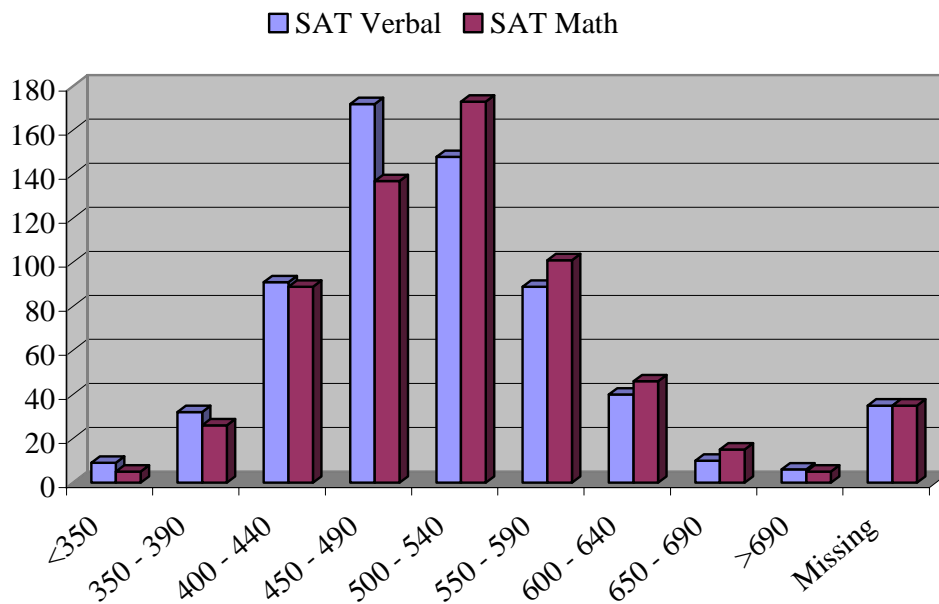
## First-time Freshmen High School GPA, Fall 2004

<i>Score Range</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
2.0 - 2.49	75	42	117
2.5 - 2.79	62	72	134
2.80 - 2.99	39	59	98
3.0 - 3.49	54	120	174
3.5 - 4.0	21	62	83
> 4.0	4	16	20
Missing	3	3	6
<b>Total</b>	<b>258</b>	<b>374</b>	<b>632</b>



## First-time Freshmen SAT Scores, Fall 2004

Score Range	SAT Verbal			SAT Math		
	Male	Female	Total	Male	Female	Total
<350	4	5	9	0	5	5
350 - 390	13	19	32	11	15	26
400 - 440	37	54	91	28	61	89
450 - 490	74	98	172	50	87	137
500 - 540	54	94	148	61	112	173
550 - 590	37	52	89	52	49	101
600 - 640	16	24	40	26	20	46
650 - 690	4	6	10	10	5	15
>690	4	2	6	5	0	5
Missing	15	20	35	15	20	35
<b>Total</b>	<b>258</b>	<b>374</b>	<b>632</b>	<b>258</b>	<b>374</b>	<b>632</b>



## Average Combined SAT Score, Fall 2004

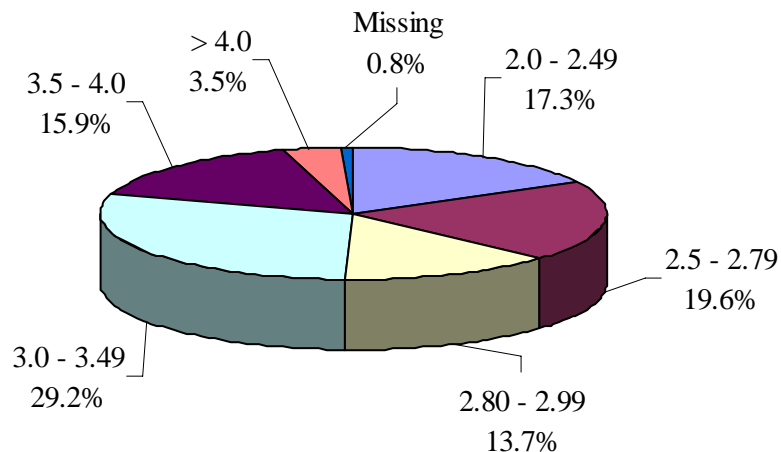
Male 1020.5      Female 994.2      Total 1004.9

## First-time Freshmen by Age, Fall 2005

<i>Age Range</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Under 18	2	2	4
18 - 20	251	356	607
21 - 22	3	3	6
23 - 24	4	0	4
Over 25	3	1	4
Unknown	11	12	23
<b>Total</b>	<b>274</b>	<b>374</b>	<b>648</b>
<b>Average Age</b>	<b>18.71</b>	<b>18.34</b>	<b>18.50</b>

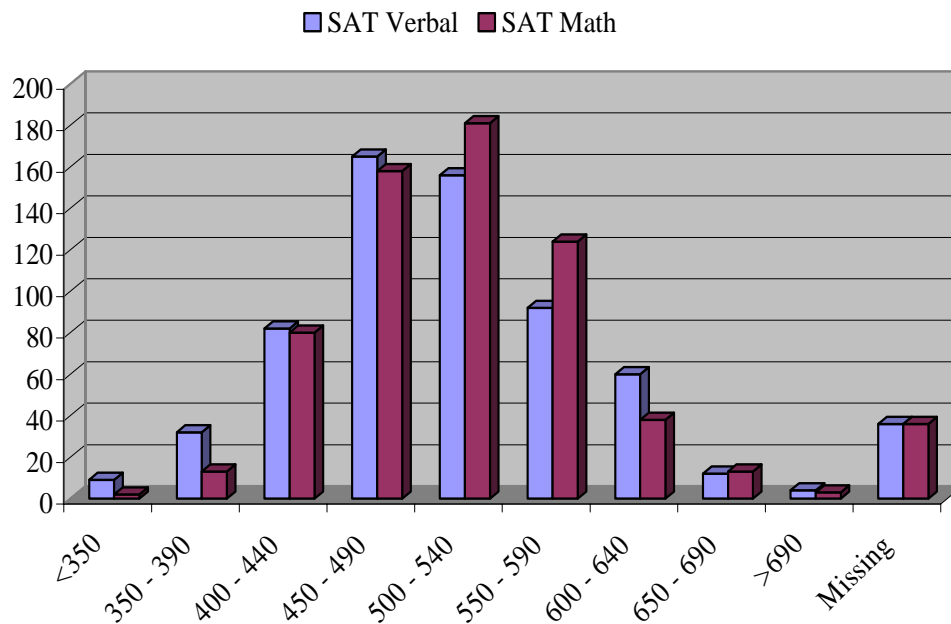
## First-time Freshmen High School GPA, Fall 2005

<i>Score Range</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
2.0 - 2.49	77	35	112
2.5 - 2.79	73	54	127
2.80 - 2.99	37	52	89
3.0 - 3.49	55	134	189
3.5 - 4.0	26	77	103
> 4.0	3	20	23
Missing	2	3	5
<b>Total</b>	<b>273</b>	<b>375</b>	<b>648</b>



## First-time Freshmen SAT Scores, Fall 2005

<i>Score Range</i>	SAT Verbal			SAT Math		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<350	5	4	9	0	2	2
350 - 390	14	18	32	4	9	13
400 - 440	32	50	82	25	55	80
450 - 490	68	97	165	48	110	158
500 - 540	59	97	156	81	100	181
550 - 590	42	50	92	65	59	124
600 - 640	26	34	60	22	16	38
650 - 690	7	5	12	8	5	13
>690	3	1	4	3	0	3
Missing	18	18	36	18	18	36
<b>Total</b>	<b>274</b>	<b>374</b>	<b>648</b>	<b>274</b>	<b>374</b>	<b>648</b>

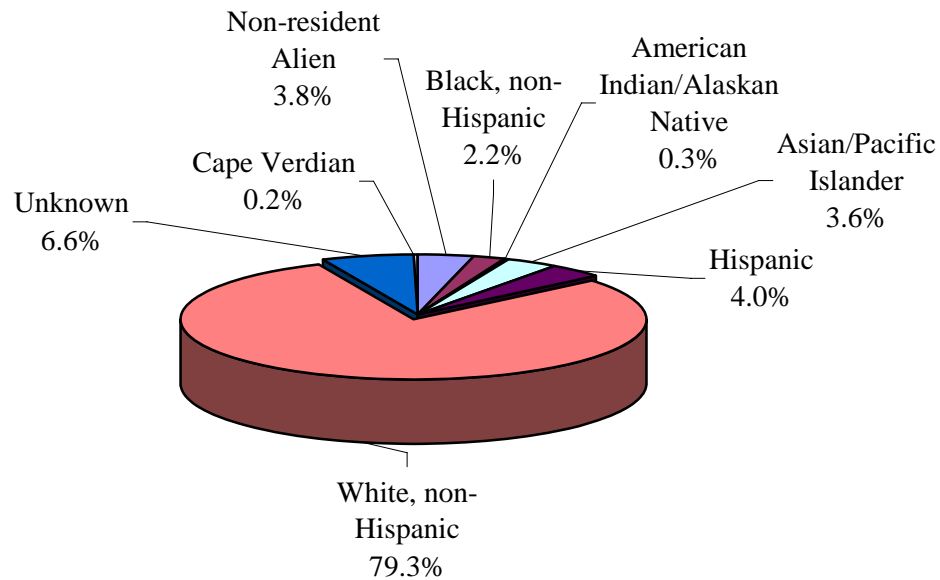
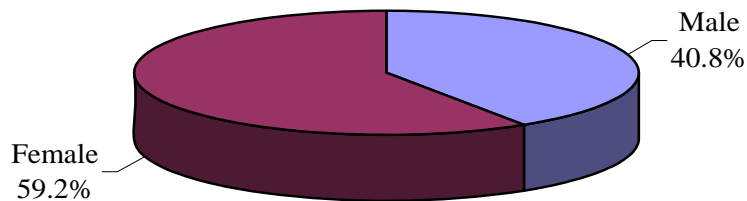


## Average Combined SAT Score, Fall 2005

Male 1031.3      Female 1001.1      Total 1013.7

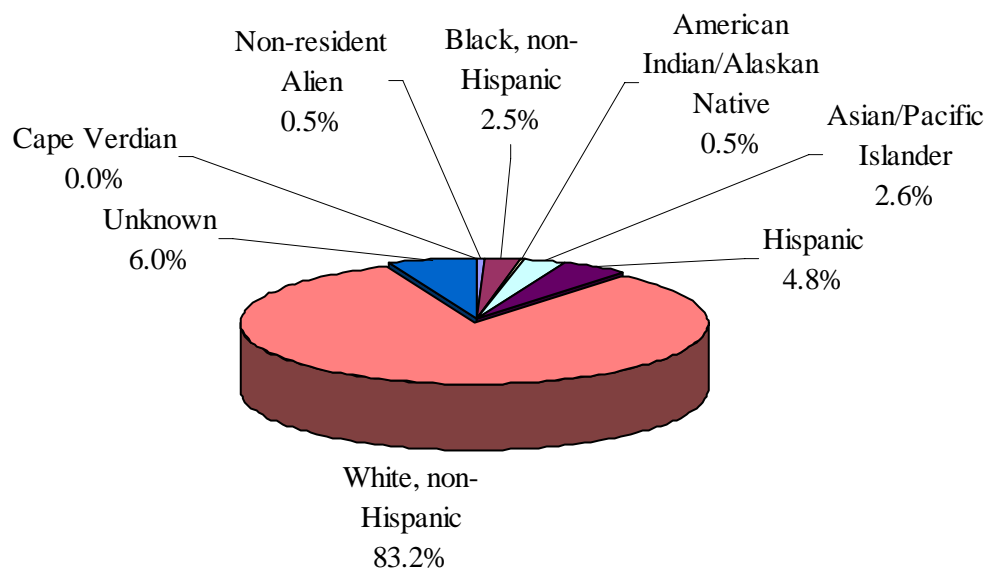
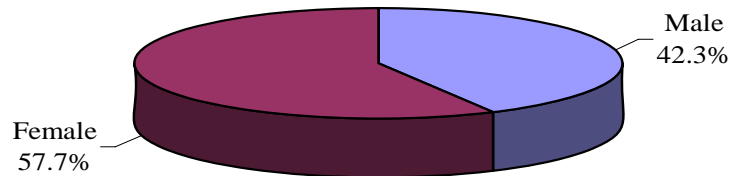
## First-time Full-time Freshmen, Fall 2004

<i>Race</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Non-resident Alien	12	12	24
Black, non-Hispanic	9	5	14
American Indian/Alaskan Native		2	2
Asian/Pacific Islander	8	15	23
Hispanic	11	14	25
White, non-Hispanic	199	302	501
Unknown	18	24	42
Cape Verdian	1		1
<b>Total</b>	<b>258</b>	<b>374</b>	<b>632</b>



## First-time Full-time Freshmen, Fall 2005

<i>Race</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Non-resident Alien	2	1	3
Black, non-Hispanic	9	7	16
American Indian/Alaskan Native	2	1	3
Asian/Pacific Islander	7	10	17
Hispanic	15	16	31
White, non-Hispanic	222	317	539
Unknown	17	22	39
Cape Verdian			0
<b>Total</b>	<b>274</b>	<b>374</b>	<b>648</b>





## Transfer Students by Age, Fall 2004

<i>Age Range</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Under 18	0	0	0
18 - 20	62	99	161
21 - 22	62	52	114
23 - 24	23	30	53
25 - 29	22	24	46
30 - 39	20	29	49
40 - 49	4	13	17
Over 50	1	1	2
Unknown	2	1	3
<b>Total</b>	<b>196</b>	<b>249</b>	<b>445</b>
<b>Average Age</b>	<b>23.5</b>	<b>24.1</b>	<b>23.8</b>

## Transfer Students by Race, Fall 2004

<i>Race</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Percentage</i>
Non-resident Alien	4	6	10	2.2%
Black, non-Hispanic	13	14	27	6.1%
American Indian/Alaskan Native		1	1	0.2%
Asian/Pacific Islander	8	8	16	3.6%
Hispanic	5	6	11	2.5%
White, non-Hispanic	145	193	338	76.0%
Unknown	21	21	42	9.4%
Cape Verdian			0	0.0%
<b>Total</b>	<b>196</b>	<b>249</b>	<b>445</b>	

## Transfer Institutions, Fall 2004

<i>Institution</i>	<i># of Students</i>
Quinsigamond Community College	111
Framingham State College	19
Mount Wachusett Community College	18
University of Massachusetts (Amherst)	16
University of Massachusetts (Dartmouth)	16
Westfield State College	16
Assumption	12
Foreign College	12
Dean Junior College	11
University of Massachusetts (Lowell)	10
Middlesex Community College	9
	250

**\*\* Institutions contributing approximately 1/2 the transfer students**

## Transfer Students by Major, Fall 2004

<i>Major</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Biology	8	15	23
Business Administration	56	37	93
Biotechnology	6	2	8
Chemistry	4	8	12
Community Health	4	4	8
Communications	18	18	36
Communication Sciences & Disorders	1	10	11
Criminal Justice	7	8	15
Computer Science	14	2	16
Early Childhood Education		8	8
Economics	1	1	2
Elementary Education		10	10
English	4	15	19
Geography		1	1
Health Education	2	3	5
Health Studies	3	1	4
History	4	7	11
Mathematics	8	1	9
Natural Science	4	2	6
Nursing (Track 1)	2	15	17
Occupational Therapy (Track 1)	2		2
Occupational Therapy (Track 2)		1	1
Psychology	6	33	39
Sociology	2	6	8
Spanish	2	2	4
Undeclared	36	33	69
Urban Studies	2	6	8
<b>Grand Total</b>	<b>196</b>	<b>249</b>	<b>445</b>

## Transfer Students by Age, Fall 2005

<i>Age Range</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Under 18	0	0	0
18 - 20	62	96	158
21 - 22	57	74	131
23 - 24	23	24	47
25 - 29	25	28	53
30 - 39	15	30	45
40 - 49	7	7	14
Over 50	6	5	11
Unknown	13	18	31
<b>Total</b>	<b>208</b>	<b>282</b>	<b>490</b>
<b>Average Age</b>	<b>24.5</b>	<b>24.2</b>	<b>24.3</b>

## Transfer Students by Race, Fall 2005

<i>Race</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Percentage</i>
Non-resident Alien	7	9	16	3.3%
Black, non-Hispanic	17	11	28	5.7%
American Indian/Alaskan Native	2		2	0.4%
Asian/Pacific Islander	5	10	15	3.1%
Hispanic	13	10	23	4.7%
White, non-Hispanic	146	208	354	72.2%
Unknown	18	32	50	10.2%
Cape Verdian		2	2	0.4%
<b>Total</b>	<b>208</b>	<b>282</b>	<b>490</b>	

## Transfer Institutions, Fall 2005

<i>Institution</i>	<i># of Students</i>
Quinsigamond Community College	108
Mount Wachusett Community College	31
University of Massachusetts (Dartmouth)	13
University of Massachusetts (Amherst)	13
Assumption College	13
Westfield State College	13
Foreign College	12
Framingham State College	11
Worcester State College	10
Holyoke Community College	10
Dean Junior College	9
MassBay Community College	9
	252

**\*\* Institutions contributing approximately 1/2 the transfer students**

## Transfer Students by Major, Fall 2005

<i>Major</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Biology	9	16	25
Business Administration	61	54	115
Biotechnology	9	2	11
Chemistry	10	3	13
Community Health	2	6	8
Communications	15	13	28
Communication Sciences & Disorders		14	14
Criminal Justice	6	9	15
Computer Science	7	3	10
Early Childhood Education		7	7
Economics	4	2	6
Elementary Education	4	10	14
English	5	12	17
Geography	4	1	5
Health Education	6	1	7
Health Studies	1	7	8
History	14	9	23
Mathematics	5	2	7
Natural Science	3	2	5
Nursing (Track 1)	1	9	10
Occupational Studies		9	9
Occupational Therapy (Track 1)		1	1
Psychology	11	38	49
Sociology	5	9	14
Spanish		2	2
Undeclared	23	37	60
Urban Studies	3	4	7
<b>Total</b>	<b>208</b>	<b>282</b>	<b>490</b>

## Total Full-time Students, Fall 2004

<i>Race</i>	<u>Undergraduate</u>			<u>Graduate</u>			<i>Grand</i>	
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Total</i>	<i>Percentage</i>
Non-resident Alien	58	57	115	1	2	3	118	3.7%
Black, non-Hispanic	65	45	110		1	1	111	3.5%
American Indian/Alaskan Native	2	7	9			-	9	0.3%
Asian/Pacific Islander	45	55	100			-	100	3.1%
Hispanic	39	70	109		1	1	110	3.5%
White, non-Hispanic	984	1,466	2,450	6	55	61	2,511	79.0%
Unknown	94	115	209	1	3	4	213	6.7%
Cape Verdian	4	3	7			-	7	0.2%
<b>Total</b>	<b>1,291</b>	<b>1,818</b>	<b>3,109</b>	<b>8</b>	<b>62</b>	<b>70</b>	<b>3,179</b>	

## Total Full-time Students, Fall 2005

<i>Race</i>	<u>Undergraduate</u>			<u>Graduate</u>			<i>Grand</i>	
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Total</i>	<i>Percentage</i>
Non-resident Alien	45	54	99	2		2	101	3.0%
Black, non-Hispanic	72	45	117			-	117	3.5%
American Indian/Alaskan Native	5	7	12			-	12	0.4%
Asian/Pacific Islander	34	61	95		2	2	97	2.9%
Hispanic	51	66	117	1	1	2	119	3.6%
White, non-Hispanic	1,033	1,536	2,569	5	73	78	2,647	79.4%
Unknown	100	125	225	2	6	8	233	7.0%
Cape Verdian	5	3	8			-	8	0.2%
<b>Total</b>	<b>1,345</b>	<b>1,897</b>	<b>3,242</b>	<b>10</b>	<b>82</b>	<b>92</b>	<b>3,334</b>	

## Total Part-time Students, Fall 2004

<i>Race</i>	<u>Undergraduate</u>			<u>Graduate</u>			<i>Grand</i>	
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Total</i>	<i>Percentage</i>
Non-resident Alien	11	12	23	4	4	8	31	1.4%
Black, non-Hispanic	37	46	83	7	4	11	94	4.2%
American Indian/Alaskan Native	3	3	6	1		1	7	0.3%
Asian/Pacific Islander	21	28	49	4	6	10	59	2.7%
Hispanic	12	41	53	3	15	18	71	3.2%
White, non-Hispanic	387	701	1,088	156	530	686	1,774	79.7%
Unknown	51	92	143	12	34	46	189	8.5%
Cape Verdian			-			-	-	0.0%
<b>Total</b>	<b>522</b>	<b>923</b>	<b>1,445</b>	<b>187</b>	<b>593</b>	<b>780</b>	<b>2,225</b>	

## Total Part-time Students, Fall 2005

<i>Race</i>	<u>Undergraduate</u>			<u>Graduate</u>			<i>Grand</i>	
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Total</i>	<i>Percentage</i>
Non-resident Alien	5	16	21	2	4	6	27	1.3%
Black, non-Hispanic	30	31	61	7	11	18	79	3.7%
American Indian/Alaskan Native	3	4	7	1		1	8	0.4%
Asian/Pacific Islander	24	22	46	5	2	7	53	2.5%
Hispanic	7	30	37	6	18	24	61	2.9%
White, non-Hispanic	345	618	963	155	499	654	1,617	75.7%
Unknown	68	153	221	16	55	71	292	13.7%
Cape Verdian			-			-	-	0.0%
<b>Total</b>	<b>482</b>	<b>874</b>	<b>1,356</b>	<b>192</b>	<b>589</b>	<b>781</b>	<b>2,137</b>	

## Total Enrollment by Age (Full-time), Fall 2004

	<u>Undergraduate</u>			<u>Graduate</u>			<u>Grand</u>	
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Total</i>	<i>Percentage</i>
Under 18	2	2	4			-	4	0.1%
18-19	365	601	966			-	966	30.4%
20-21	425	613	1,038			-	1,038	32.7%
22-24	337	414	751	3	40	43	794	25.0%
25-29	87	88	175	2	11	13	188	5.9%
30-34	37	32	69	2	3	5	74	2.3%
35-39	16	32	48		1	1	49	1.5%
40-49	13	20	33		5	5	38	1.2%
50-64	4	7	11		2	2	13	0.4%
Over 65			-					0.0%
Unknown	5	9	14	1		1	15	0.5%
<b>Total</b>	<b>1,291</b>	<b>1,818</b>	<b>3,109</b>	<b>8</b>	<b>62</b>	<b>70</b>	<b>3,179</b>	

## Total Enrollment by Age (Full-time), Fall 2005

<i>Age Range</i>	<u>Undergraduate</u>			<u>Graduates</u>			<u>Grand</u>	
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Total</i>	<i>Percentage</i>
Under 18	2	2	4			-	4	0.1%
18-19	368	621	989			-	989	29.7%
20-21	442	658	1,100			-	1,100	33.0%
22-24	346	395	741	3	49	52	793	23.8%
25-29	101	99	200	4	10	14	214	6.4%
30-34	30	37	67	2	6	8	75	2.2%
35-39	12	21	33	1	6	7	40	1.2%
40-49	14	26	40		7	7	47	1.4%
50-64	7	4	11		2	2	13	0.4%
Over 65			-					0.0%
Unknown	23	34	57		2	2	59	1.8%
<b>Total</b>	<b>1,345</b>	<b>1,897</b>	<b>3,242</b>	<b>10</b>	<b>82</b>	<b>92</b>	<b>3,334</b>	

## Total Enrollment by Age (Part-time), Fall 2004

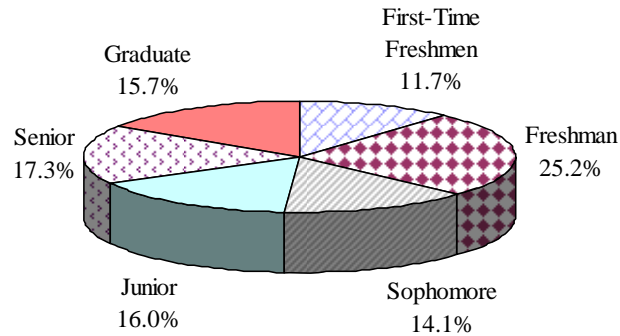
<i>Age Range</i>	<u>Undergraduate</u>			<u>Graduate</u>			<i>Grand Total</i>	<i>Percentage</i>
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>		
Under 18	3	1	4			-	4	0.2%
18-19	22	33	55			-	55	2.5%
20-21	44	57	101		1	1	102	4.6%
22-24	120	180	300	13	55	68	368	16.5%
25-29	115	183	298	37	132	169	467	21.0%
30-34	57	99	156	39	77	116	272	12.2%
35-39	34	94	128	34	60	94	222	10.0%
40-49	63	151	214	28	151	179	393	17.7%
50-64	22	52	74	22	90	112	186	8.4%
Over 65	21	35	56	8	9	17	73	3.3%
Unknown	21	38	59	6	18	24	83	3.7%
<b>Total</b>	<b>522</b>	<b>923</b>	<b>1,445</b>	<b>187</b>	<b>593</b>	<b>780</b>	<b>2,225</b>	

## Total Enrollment by Age (Part-time), Fall 2005

<i>Age Range</i>	<u>Undergraduate</u>			<u>Graduates</u>			<i>Grand Total</i>	<i>Percentage</i>
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>		
Under 18	7	7	14			-	14	0.7%
18-19	18	21	39			-	39	1.8%
20-21	33	64	97		1	1	98	4.6%
22-24	98	145	243	12	54	66	309	14.5%
25-29	117	194	311	45	129	174	485	22.7%
30-34	55	88	143	41	69	110	253	11.8%
35-39	41	84	125	30	61	91	216	10.1%
40-49	43	141	184	33	153	186	370	17.3%
50-64	32	51	83	25	103	128	211	9.9%
Over 65	14	23	37	2	7	9	46	2.2%
Unknown	24	56	80	4	12	16	96	4.5%
<b>Total</b>	<b>482</b>	<b>874</b>	<b>1,356</b>	<b>192</b>	<b>589</b>	<b>781</b>	<b>2,137</b>	

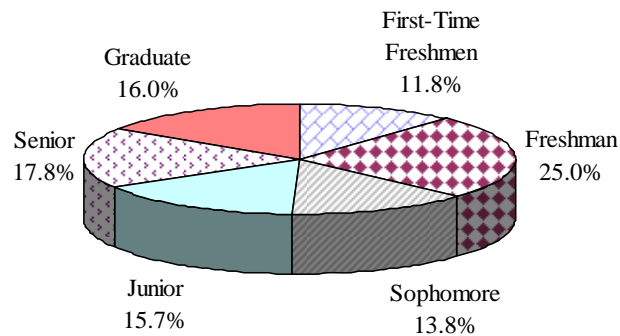


## Total Enrollment by Class, Fall 2004



Class	# of Students
First-Time Freshmen	632
Freshman	1,361
Sophomore	762
Junior	862
Senior	937
Graduate	850
<b>Total</b>	<b>5,404</b>

## Total Enrollment by Class, Fall 2005



Class	# of Students
First-Time Freshmen	648
Freshman	1,366
Sophomore	753
Junior	858
Senior	973
Graduate	873
<b>Total</b>	<b>5,471</b>

## On-Campus Housing by State of Residence and Class, Fall 2004

	<i>Residence</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
First-Time Freshmen	Non-resident Alien	2		2
	Connecticut	8	5	13
	Florida	1		1
	<b>Massachusetts</b>	<b>108</b>	<b>202</b>	<b>310</b>
	Maine	1		1
	New Hampshire	1	1	2
	New York	1	1	2
	Pennsylvania	2		2
	Rhode Island	1	1	2
	South Carolina		1	1
	Vermont	1		1
	<b>Total</b>	<b>126</b>	<b>211</b>	<b>337</b>
Freshmen	Arkansas		1	1
	Arizona	2		2
	Connecticut	1	2	3
	Florida	1		1
	<b>Massachusetts</b>	<b>108</b>	<b>86</b>	<b>194</b>
	Maine		1	1
	New Hampshire	2	1	3
	New York	4		4
	Rhode Island	1	2	3
	<b>Total</b>	<b>119</b>	<b>93</b>	<b>212</b>
Sophomore	Connecticut	2	2	4
	<b>Massachusetts</b>	<b>49</b>	<b>136</b>	<b>185</b>
	Maine	1	1	2
	New Hampshire	1	1	2
	New York		1	1
	Rhode Island	3	2	5
	Vermont	1		1
	<b>Total</b>	<b>57</b>	<b>143</b>	<b>200</b>
Junior	Connecticut		2	2
	Florida		1	1
	Georgia		1	1
	<b>Massachusetts</b>	<b>44</b>	<b>79</b>	<b>123</b>
	New Jersey	1		1
	Rhode Island	1		1
	Vermont		1	1
	<b>Total</b>	<b>46</b>	<b>84</b>	<b>130</b>
Senior	Connecticut	2		2
	<b>Massachusetts</b>	<b>24</b>	<b>46</b>	<b>70</b>
	Maine		1	1
	New Hampshire		1	1
	Rhode Island	1	1	2
	<b>Total</b>	<b>27</b>	<b>49</b>	<b>76</b>
<b>Grand Total</b>		<b>375</b>	<b>580</b>	<b>955</b>

## On-Campus Housing by State of Residence and Class, Fall 2005

	<i>Residence</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
First-Time Freshman	Non-resident Alien	1		1
	Connecticut	4	2	6
	<b>Massachusetts</b>	<b>124</b>	<b>188</b>	<b>312</b>
	New Hampshire	2	4	6
	New York	1		1
	Pennsylvania	1		1
	Rhode Island		3	3
	<b>Total</b>	<b>133</b>	<b>197</b>	<b>330</b>
Freshman	Non-resident Alien	3	3	6
	Arizona	1		1
	Connecticut	6	2	8
	Illinois	1		1
	<b>Massachusetts</b>	<b>68</b>	<b>94</b>	<b>162</b>
	Maine	1		1
	New Hampshire	1	1	2
	New York	3		3
	Pennsylvania	2		2
	Puerto Rico		3	3
	Rhode Island	1	3	4
	Vermont	1		1
	<b>Total</b>	<b>88</b>	<b>106</b>	<b>194</b>
Sophomore	Non-resident Alien	1		1
	Alaska		1	1
	Connecticut	2	2	4
	<b>Massachusetts</b>	<b>74</b>	<b>153</b>	<b>227</b>
	New Hampshire	1		1
	New York		1	1
	Rhode Island	2	3	5
	Vermont	1		1
	<b>Total</b>	<b>81</b>	<b>160</b>	<b>241</b>
Junior	Connecticut	1	2	3
	Florida	1		1
	<b>Massachusetts</b>	<b>41</b>	<b>87</b>	<b>128</b>
	Maine		1	1
	New Hampshire	1	1	2
	New Jersey		1	1
	<b>Total</b>	<b>44</b>	<b>92</b>	<b>136</b>
Senior	Connecticut		2	2
	<b>Massachusetts</b>	<b>17</b>	<b>45</b>	<b>62</b>
	Maine		1	1
	New Jersey	1		1
	<b>Total</b>	<b>18</b>	<b>48</b>	<b>66</b>
<b>Grand Total</b>		<b>364</b>	<b>603</b>	<b>967</b>

## Instructional Programs

### Undergraduate Enrollment by First and Second Major, Fall 2004 (1 of 4)

Undergraduate First Major	Undergraduate Second Major	Male	Female	Total
Biology	Biotechnology		1	1
	Chemistry	5	4	9
	Early Childhood Education	1		1
	English		1	1
	Natural Science	1		1
	Psychology	1		1
	None	42	115	157
<b>Biology Total</b>		<b>50</b>	<b>121</b>	<b>171</b>
Biotechnology	Business Administration	1		1
	Chemistry		1	1
	None	17	41	58
<b>Biotechnology Total</b>		<b>18</b>	<b>42</b>	<b>60</b>
Business Administration	Biology		1	1
	Chemistry	1		1
	Communication Sciences & Disorders		1	1
	Communication		2	2
	Computer Science		3	3
	Criminal Justice		1	1
	Economics		5	5
	History	1	1	2
	Mathematics		1	1
	Psychology		1	1
	Spanish		1	1
	Undeclared Education		1	1
	Urban Studies		1	1
	None	222	470	692
		<b>224</b>	<b>489</b>	<b>713</b>
<b>Business Administration Total</b>				
Chemistry	Biology		2	2
	Biotechnology		3	3
	Natural Science		1	1
	None	18	51	69
<b>Chemistry Total</b>		<b>18</b>	<b>57</b>	<b>75</b>
Communication Sciences & Disorders	Computer Science		1	1
	Early Childhood Education		1	1
	Elementary Education	1		1
	None	32	51	83
<b>Communication Sciences &amp; Disorders Total</b>		<b>33</b>	<b>53</b>	<b>86</b>
Communication	Business Administration		1	1
	Criminal Justice	1		1
	Health Education		1	1
	Psychology	1	1	2
	Spanish	1	1	2
	Urban Studies		1	1
	None	113	171	284
		<b>116</b>	<b>176</b>	<b>292</b>
<b>Communication Total</b>				

## Undergraduate Enrollment by First and Second Major, Fall 2004 (2 of 4)

Undergraduate First Major	Undergraduate Second Major	Male	Female	Total
Community Health	Health Education		1	1
	None	12	18	30
<b>Community Health Total</b>		<b>12</b>	<b>19</b>	<b>31</b>
Computer Science	Business Administration		1	1
	Chemistry		1	1
	Communication	1	1	2
	Criminal Justice		1	1
	Mathematics	3	1	4
	Psychology		3	3
	None	67	80	147
<b>Computer Science Total</b>		<b>71</b>	<b>88</b>	<b>159</b>
Criminal Justice	Biology	1		1
	History	1		1
	Psychology	1	3	4
	Spanish		1	1
	None	37	72	109
<b>Criminal Justice Total</b>		<b>40</b>	<b>76</b>	<b>116</b>
Early Childhood Education	Early Childhood Education		1	1
	English	1	1	2
	Geography	1	3	4
	Mathematics	1		1
	Psychology	23	40	63
	Sociology	1		1
	Spanish	1		1
	None	13	15	28
<b>Early Childhood Education Total</b>		<b>41</b>	<b>60</b>	<b>101</b>
Economics	Geography	1		1
	None	12	21	33
<b>Economics Total</b>		<b>13</b>	<b>21</b>	<b>34</b>
Elementary Education	Biology		1	1
	English	5	6	11
	Geography	2	5	7
	History	1	3	4
	Mathematics	1	3	4
	Natural Science	1	3	4
	Psychology	31	41	72
	Sociology	1	1	2
	None	20	27	47
<b>Elementary Education Total</b>		<b>62</b>	<b>90</b>	<b>152</b>
English	Business Administration		1	1
	Computer Science	1		1
	Elementary Education		1	1
	History	1		1
	Psychology	1	1	2
	None	55	95	150
<b>English Total</b>		<b>58</b>	<b>98</b>	<b>156</b>
Geography	None	7	14	21
<b>Geography Total</b>		<b>7</b>	<b>14</b>	<b>21</b>
Health Education	Psychology	1	2	3
	None	30	58	88
<b>Health Education Total</b>		<b>31</b>	<b>60</b>	<b>91</b>

## Undergraduate Enrollment by First and Second Major, Fall 2004 (3 of 4)

Undergraduate First Major	Undergraduate Second Major	Male	Female	Total
Health Studies	Criminal Justice		1	1
	None	14	30	44
<b>Health Studies Total</b>		<b>14</b>	<b>31</b>	<b>45</b>
History	Communication		1	1
	Economics	1		1
	English		1	1
	None	55	92	147
<b>History Total</b>		<b>56</b>	<b>94</b>	<b>150</b>
Mathematics	Middle/Secondary Education		1	1
	Psychology	1		1
	None	20	40	60
<b>Mathematics Total</b>		<b>21</b>	<b>41</b>	<b>62</b>
Natural Science	Biology	1	2	3
	Chemistry		1	1
	Geography	1		1
	Health Education		1	1
	Mathematics	1	1	2
	Psychology		1	1
	None	12	22	34
<b>Natural Science Total</b>		<b>15</b>	<b>28</b>	<b>43</b>
Nursing (Track 1)	Biology	1		1
	Biotechnology		1	1
	Communication Sciences & Disorders	1		1
	Community Health		1	1
	Elementary Education		1	1
	Health Education	2		2
	History	1		1
	Occupational Therapy (T1)		2	2
	Psychology	1		1
	Sociology		1	1
	Spanish	1	1	2
	None	96	103	199
<b>Nursing (Track 1) Total</b>		<b>103</b>	<b>110</b>	<b>213</b>
Nursing (Track 2)	None	3	3	6
<b>Nursing (Track 2) Total</b>		<b>3</b>	<b>3</b>	<b>6</b>
Occupational Therapy (T1)	Communication Sciences & Disorders	1		1
	Psychology	2	4	6
	None	27	47	74
<b>Occupational Therapy (T1) Total</b>		<b>30</b>	<b>51</b>	<b>81</b>
Occupational Therapy (T2)	Psychology	1	1	2
	None	5	3	8
<b>Occupational Therapy (T2) Total</b>		<b>6</b>	<b>4</b>	<b>10</b>

## Undergraduate Enrollment by First and Second Major, Fall 2004 (4 of 4)

Undergraduate First Major	Undergraduate Second Major	Male	Female	Total
Psychology	Business Administration		1	1
	Communication Sciences & Disorders		2	2
	Communication		1	1
	Early Childhood Education	2	2	4
	Elementary Education	2	4	6
	English	2		2
	Sociology	1	3	4
	Urban Studies	1	2	3
	None	124	254	378
<b>Psychology Total</b>		<b>132</b>	<b>269</b>	<b>401</b>
Sociology	Elementary Education		1	1
	Psychology	1	1	2
	None	10	25	35
<b>Sociology Total</b>		<b>11</b>	<b>27</b>	<b>38</b>
Spanish	Biology	1		1
	Community Health	1		1
	Economics	1	1	2
	English		1	1
	Urban Studies		1	1
	None	12	17	29
<b>Spanish Total</b>		<b>15</b>	<b>20</b>	<b>35</b>
Urban Studies	History		1	1
	Psychology		1	1
	None	21	50	71
<b>Urban Studies Total</b>		<b>21</b>	<b>52</b>	<b>73</b>
Undeclared	None	445	694	1,139
<b>Undeclared Total</b>		<b>445</b>	<b>694</b>	<b>1,139</b>
<b>Grand Total</b>		<b>1,666</b>	<b>2,888</b>	<b>4,554</b>

## Graduate Students by Major, Fall 2004

<b>Graduate Major</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Biotechnology	10	16	26
Community Health Nursing	1	3	4
Early Childhood Education		15	15
Education	62	80	142
Elementary Education	18	29	47
Health Care Administration	3	12	15
Health Education	5	8	13
Health Studies		1	1
History	6	6	12
Human Service Management		1	1
Nonprofit Management	15	19	34
Occupational Therapy	5	7	12
Secondary Education	3	2	5
Spanish		2	2
Speech-Language Pathology	39	53	92
Undeclared	176	253	429
<b>Total</b>	<b>343</b>	<b>507</b>	<b>850</b>



## Undergraduate Enrollment by First and Second Major, Fall 2005 (1 of 4)

Undergraduate First Major	Undergraduate Second Major	Male	Female	Total
Biology	Business Administration	1		1
	Chemistry	4	6	10
	Natural Science	1		1
	Spanish		1	1
	None	55	139	194
<b>Biology Total</b>		<b>61</b>	<b>146</b>	<b>207</b>
Business Administration	Biology	2		2
	Chemistry	1		1
	Community Health		1	1
	Communication	1	3	4
	Criminal Justice	2		2
	Computer Science	2	2	4
	Early Childhood Education		1	1
	Economics	7	2	9
	Elementary Education	1	1	2
	History	1	1	2
	Mathematics		1	1
	Psychology	1	1	2
	Spanish	1	1	2
	Undeclared Education		1	1
	None	417	313	730
<b>Business Administration Total</b>		<b>436</b>	<b>328</b>	<b>764</b>
Biotechnology	Chemistry		1	1
	Communication	1		1
	Natural Science		1	1
	Psychology	1		1
	None	23	35	58
<b>Biotechnology Total</b>		<b>25</b>	<b>37</b>	<b>62</b>
Chemistry	Biology	2	1	3
	Biotechnology		1	1
	None	43	28	71
<b>Chemistry Total</b>		<b>45</b>	<b>30</b>	<b>75</b>
Community Health	None	5	50	55
<b>Community Health Total</b>		<b>5</b>	<b>50</b>	<b>55</b>
Communication	Criminal Justice	1		1
	Natural Science	1		1
	None	161	121	282
<b>Communication Total</b>		<b>163</b>	<b>121</b>	<b>284</b>
Communication Sciences & Disorders	Occupational Therapy		1	1
	Psychology		1	1
	Spanish		1	1
	None	1	84	85
<b>Communication Sciences &amp; Disorders Total</b>		<b>1</b>	<b>87</b>	<b>88</b>

## Undergraduate Enrollment by First and Second Major, Fall 2005 (2 of 4)

Undergraduate First Major	Undergraduate Second Major	Male	Female	Total
Computer Science	Business Administration		1	1
	Communication		1	1
	Mathematics	1	1	2
	Psychology	1	1	2
	None	112	12	124
<b>Computer Science Total</b>		<b>114</b>	<b>16</b>	<b>130</b>
Criminal Justice	Communication		1	1
	History	2		2
	Psychology	1	2	3
	Spanish		1	1
	None	54	37	91
<b>Criminal Justice Total</b>		<b>57</b>	<b>41</b>	<b>98</b>
Early Childhood Education	Elementary Education		2	2
	Geography		1	1
	Mathematics		1	1
	Psychology	1	52	53
	Sociology		1	1
	Spanish		2	2
	None	1	42	43
<b>Early Childhood Education Total</b>		<b>2</b>	<b>101</b>	<b>103</b>
Economics	Business Administration	2		2
	None	18	10	28
<b>Economics Total</b>		<b>20</b>	<b>10</b>	<b>30</b>
Elementary Education	Biology		1	1
	Community Health		1	1
	English	1	11	12
	Geography	2	2	4
	History	1	4	5
	Mathematics		4	4
	Natural Science		1	1
	Psychology	4	59	63
	Sociology	2	2	4
	Spanish		1	1
	None	9	43	52
<b>Elementary Education Total</b>		<b>19</b>	<b>129</b>	<b>148</b>
English	Elementary Education		2	2
	History		3	3
	Psychology		5	5
	Spanish		2	2
	None	47	95	142
<b>English Total</b>		<b>47</b>	<b>107</b>	<b>154</b>
Geography	Business Administration	1		1
	None	12	10	22
<b>Geography Total</b>		<b>13</b>	<b>10</b>	<b>23</b>

## Undergraduate Enrollment by First and Second Major, Fall 2005 (3 of 4)

Undergraduate First Major	Undergraduate Second Major	Male	Female	Total
Health Education	Biology	1		1
	None	35	48	83
<b>Health Education Total</b>		<b>36</b>	<b>48</b>	<b>84</b>
Health Studies	Criminal Justice	1		1
	None	11	27	38
<b>Health Studies Total</b>		<b>12</b>	<b>27</b>	<b>39</b>
History	Communication	1		1
	Elementary Education		1	1
	Geography	1		1
	Psychology		1	1
	Sociology	1		1
	None	101	58	159
<b>History Total</b>		<b>104</b>	<b>60</b>	<b>164</b>
Mathematics	Middle/Secondary Education		1	1
	Natural Science	2		2
	Psychology		1	1
	None	40	24	64
<b>Mathematics Total</b>		<b>42</b>	<b>26</b>	<b>68</b>
Natural Science	Biology		1	1
	Mathematics	1		1
	Psychology	1		1
	None	18	17	35
<b>Natural Science Total</b>		<b>20</b>	<b>18</b>	<b>38</b>
Nursing (Track 1)	Biotechnology		1	1
	Community Health		1	1
	Communication		1	1
	Communication Sciences & Disorders		2	2
	Elementary Education		2	2
	Health Education		1	1
	History		1	1
	Occupational Therapy		3	3
	Occupational Studies		2	2
	Sociology	1		1
	None	17	212	229
<b>Nursing (Track 1) Total</b>		<b>18</b>	<b>226</b>	<b>244</b>
Nursing (Track 2)	None	1	12	13
<b>Nursing (Track 2) Total</b>		<b>1</b>	<b>12</b>	<b>13</b>
Occupational Studies	None	4	75	79
<b>Occupational Studies Total</b>		<b>4</b>	<b>75</b>	<b>79</b>
Occupational Therapy	Psychology		1	1
	None		1	1
<b>Occupational Therapy (Track 1) Total</b>			<b>2</b>	<b>2</b>

## Undergraduate Enrollment by First and Second Major, Fall 2005 (4 of 4)

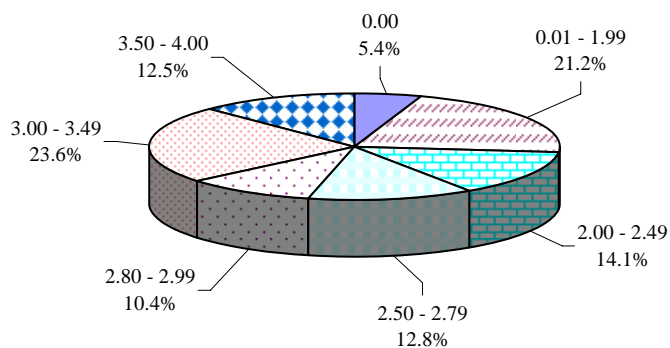
Undergraduate First Major	Undergraduate Second Major	Male	Female	Total
Psychology	Business Administration	1		1
	Communication	1		1
	Criminal Justice		2	2
	Early Childhood Education		3	3
	Economics	1		1
	Elementary Education	1	9	10
	English	1		1
	Natural Science		1	1
	Nursing (Track 1)		1	1
	Sociology	1	1	2
	Spanish		1	1
	Urban Studies	1	3	4
	None	77	297	374
	<b>Psychology Total</b>	<b>84</b>	<b>318</b>	<b>402</b>
Sociology	Elementary Education		1	1
	Psychology		1	1
	None	19	24	43
<b>Sociology Total</b>		<b>19</b>	<b>26</b>	<b>45</b>
Spanish	Biology		1	1
	Economics		1	1
	English	1		1
	Psychology		1	1
	None	3	17	20
	<b>Spanish Total</b>	<b>4</b>	<b>20</b>	<b>24</b>
Urban Studies	History	1		1
	Psychology	1		1
	None	28	34	62
<b>Urban Studies Total</b>		<b>30</b>	<b>34</b>	<b>64</b>
Undeclared	None	445	666	1,111
<b>Undeclared Total</b>		<b>445</b>	<b>666</b>	<b>1,111</b>
<b>Total</b>		<b>1,827</b>	<b>2,771</b>	<b>4,598</b>

## Graduate Students by Major, Fall 2005

<b>Graduate Major</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Biotechnology	9	19	28
Community Health Nursing	1	8	9
Communication		1	1
Early Childhood Education		13	13
Education	56	104	160
Elementary Education	3	26	29
Health Care Administration	2	13	15
Health Education	3	5	8
Health Studies		2	2
History	7	4	11
Management		2	2
Nonprofit Management	12	19	31
Occupational Therapy		24	24
Natural Science		1	1
Psychology		1	1
Secondary Education	2	2	4
Speech-Language Pathology	4	88	92
Spanish	1	5	6
Undeclared	102	334	436
<b>Total</b>	<b>202</b>	<b>671</b>	<b>873</b>

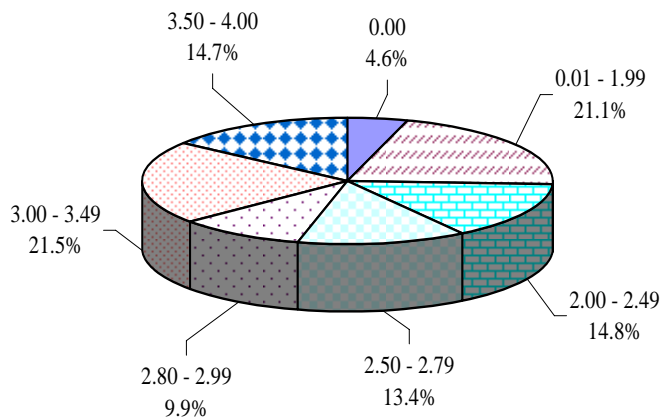
## Academic Achievement / Learning Outcomes

### Grade Distribution of First-Time Freshmen, Fall 2004



GPA Range	# Students
0.00	34
0.01 - 1.99	134
2.00 - 2.49	89
2.50 - 2.79	81
2.80 - 2.99	66
3.00 - 3.49	149
3.50 - 4.00	79
<b>Total</b>	<b>632</b>

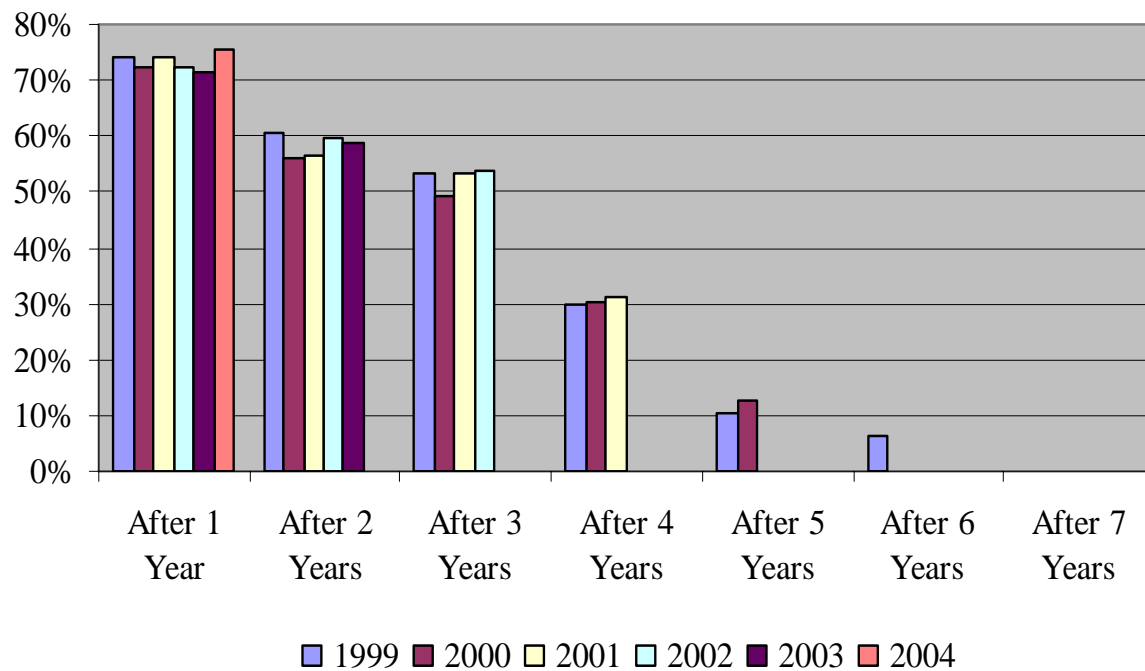
### Grade Distribution of First-Time Freshmen, Fall 2005



GPA Range	# Students
0.00	30
0.01 - 1.99	137
2.00 - 2.49	96
2.50 - 2.79	87
2.80 - 2.99	64
3.00 - 3.49	139
3.50 - 4.00	95
<b>Total</b>	<b>648</b>

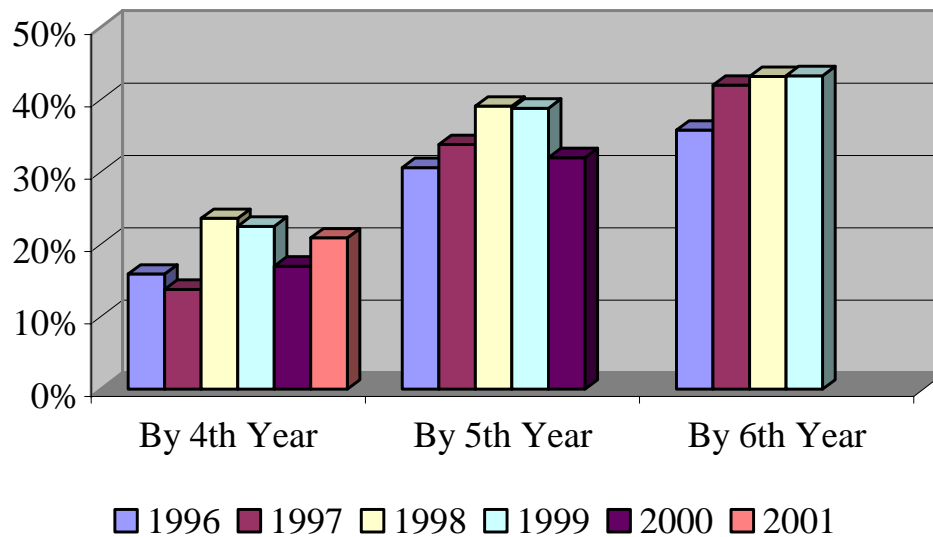
## Retention Rates, 1999-2004

Entering Class	After 1 Year	After 2 Years	After 3 Years	After 4 Years	After 5 Years	After 6 Years	After 7 Years
1999	74%	61%	53%	30%	10%	7%	
2000	72%	56%	49%	31%	13%		
2001	74%	57%	53%	31%			
2002	72%	60%	54%				
2003	72%	59%					
2004	76%						



## Graduation Rates per Academic Year, 1996-2001

Entering Class	By 4th Year	By 5th Year	By 6th Year
1996	16%	31%	36%
1997	14%	34%	42%
1998	24%	39%	43%
1999	23%	39%	43%
2000	17%	32%	
2001	21%		





## Degrees Conferred by Gender, 2004

<i>Major</i>	<i>Bachelor</i>		<i>Post-Bacc. Certificate</i>		<i>Master</i>	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
Biological And Physical Sciences	6	10	0	0	0	0
Biology, General	15	8	0	0	0	0
Biotechnology	4	2	0	0	3	2
Business Administration And Management, General	76	86	0	0	0	0
Chemistry, General	5	5	0	0	0	0
Communication Disorders, General	0	20	0	0	0	0
Communication, General	3	11	0	0	0	0
Community Health Services/Liaison/Counseling	0	8	0	0	0	0
Community Organization, Resources And Services	0	0	0	0	3	4
Computer And Information Sciences, General	19	5	0	0	0	0
Criminal Justice Studies	7	1	0	0	0	0
Economics, General	7	1	0	0	0	0
Education, General	0	0	0	0	40	73
Elem And Middle School Administration/Principalship	0	0	4	10	0	0
Elementary Teacher Education	1	24	1	29	0	0
English Language And Literature, General	10	26	0	0	0	0
English Teacher Education	0	0	2	3	0	0
Foreign Languages Teacher Education	0	0	0	2	0	0
Geography	2	3	0	0	0	0
Health Professions And Related Sciences, Other	6	12	0	0	0	0
Health Systems/Health Services Administration	0	0	0	0	1	7
History Teacher Education	0	0	1	0	0	0
History, General	25	9	0	0	0	0
Kindergarten/Preschool Education And Teaching	0	12	0	12	0	0
Mass Communication/ Media Studies	3	3	0	0	0	0
Mathematics	3	9	0	0	0	0
Mathematics Teacher Education	0	0	6	5	0	0
Nursing (R.N. Training)	1	33	0	0	0	0
Nursing, Adult Health (Post-R.N.)	0	4	0	0	0	0
Occupational Therapy	2	41	0	0	0	6
Psychology, General	21	86	0	0	0	0
Radio And Television Broadcasting Technology/Technician	16	16	0	0	0	0
Science Teacher Education, General	0	0	0	2	0	0
Social Studies Teacher Education	0	0	5	3	0	0
Sociology	3	5	0	0	0	0
Spanish Language And Literature	1	6	0	0	0	0
Special Education, Other	0	0	0	21	0	0
Speech-Language Pathology	0	0	0	0	0	21
Urban Studies/Affairs	3	12	0	0	0	0
<b>Total</b>	<b>239</b>	<b>458</b>	<b>19</b>	<b>87</b>	<b>47</b>	<b>113</b>

## Degrees Conferred by Gender, 2005

<i>Major</i>	<i>Bachelor</i>		<i>Post-Bacc. Certificate</i>		<i>Master</i>	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
Biological And Physical Sciences	16	7	0	0	0	0
Biology Teacher Education	0	0	1	2	0	0
Biology, General	9	14	0	0	0	0
Biotechnology	3	8	0	0	2	4
Business Administration And Management, General	63	76	0	0	0	0
Chemistry Teacher Education	0	0	0	1	0	0
Chemistry, General	5	7	0	0	0	0
Communication Disorders, General	0	12	0	0	0	0
Communication, General	5	8	0	0	0	0
Community Health Services/Liaison/Counseling	1	3	0	0	0	0
Community Organization, Resources And Services	0	0	0	0	5	10
Computer And Information Sciences, General	15	9	0	0	0	0
Criminal Justice Studies	10	10	0	0	0	0
Economics, General	6	1	0	0	0	0
Education, General	0	0	0	0	17	75
Elementary Teacher Education	0	34	1	57	0	0
English Language And Literature, General	5	20	0	0	0	0
English Teacher Education	0	0	2	6	0	0
Foreign Languages Teacher Education	0	0	1	3	0	0
Geography	6	4	0	0	0	0
Health Professions And Related Sciences, Other	9	10	0	0	0	0
Health Systems/Health Services Administration	0	0	0	0	2	5
Health Teacher Education	0	0	0	3	0	0
History, General	18	7	0	0	0	0
Kindergarten/Preschool Education And Teaching	0	17	0	12	0	0
Mass Communication/ Media Studies	6	4	0	0	0	0
Mathematics	5	3	0	0	0	0
Mathematics Teacher Education	0	0	2	6	0	0
Nursing (R.N. Training)	2	31	0	0	0	0
Nursing, Adult Health (Post-R.N.)	1	5	0	0	0	0
Occupational Therapy	0	44	0	0	0	3
Psychology, General	24	94	0	0	0	0
Radio And Television Broadcasting Technology/Technician	23	12	0	0	0	0
Reading Teacher Education	0	0	0	4	0	0
Science Teacher Education, General	0	0	0	2	0	0
Social Studies Teacher Education	0	0	9	1	0	0
Sociology	3	4	0	0	0	0
Spanish Language And Literature	0	12	0	0	0	0
Special Education, Other	0	0	1	23	0	0
Speech-Language Pathology	0	0	0	0	1	23
Urban Studies/Affairs	1	13	0	0	0	0
<b>Total</b>	<b>236</b>	<b>469</b>	<b>17</b>	<b>120</b>	<b>27</b>	<b>120</b>

## Personnel Profile

### Employees/Staff, Fall 2004

Race/Ethnicity	Full-Time Male						Total
	Executive or Management	Professionals	Tech. Professionals	Clerical or Secretarial	Skilled Crafts	Service Maintenance	
Nonresident Alien							0
Black, non-Hispanic	1				1		2
American Indian/Alaskan Native						1	1
Asian/Pacific Islanders			3				3
Hispanic			5			14	19
White, non-Hispanic	10	24		5	3	8	34
Race/Ethnicity Unknown	1						1
<b>Total</b>	<b>12</b>	<b>32</b>	<b>5</b>	<b>4</b>	<b>8</b>	<b>51</b>	<b>112</b>

Race/Ethnicity	Full-Time Female						Total
	Executive or Management	Professionals	Tech. Professionals	Clerical or Secretarial	Skilled Crafts	Service Maintenance	
Nonresident Alien			1				1
Black, non-Hispanic	3		1	1	3		8
American Indian/Alaskan Native							0
Asian/Pacific Islanders					1		1
Hispanic	2		5				7
White, non-Hispanic	17	38		11	50	1	122
Race/Ethnicity Unknown			2	1			3
<b>Total</b>	<b>22</b>	<b>47</b>	<b>13</b>	<b>54</b>	<b>1</b>	<b>5</b>	<b>142</b>

Race/Ethnicity	Part-Time Male						Total
	Executive or Management	Professionals	Tech. Professionals	Clerical or Secretarial	Skilled Crafts	Service Maintenance	
Nonresident Alien							0
Black, non-Hispanic							0
American Indian/Alaskan Native							0
Asian/Pacific Islanders							0
Hispanic							0
White, non-Hispanic			1	2	1		4
Race/Ethnicity Unknown							0
<b>Total</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>

Race/Ethnicity	Part-Time Female						Total
	Executive or Management	Professionals	Tech. Professionals	Clerical or Secretarial	Skilled Crafts	Service Maintenance	
Nonresident Alien							0
Black, non-Hispanic					1		1
American Indian/Alaskan Native							0
Asian/Pacific Islanders							0
Hispanic							0
White, non-Hispanic			6	1	3		10
Race/Ethnicity Unknown							0
<b>Total</b>	<b>0</b>	<b>6</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>11</b>

## Employees/Staff, Fall 2005

Race/Ethnicity	Full-Time Male						Total
	Executive or Management	Professionals	Tech. Professionals	Clerical or Secretarial	Skilled Crafts	Service Maintenance	
Nonresident Alien							0
Black, non-Hispanic	1	1		1		1	4
American Indian/Alaskan Native						1	1
Asian/Pacific Islanders	1	3					4
Hispanic		4	1			13	18
White, non-Hispanic	12	26	5	2	11	34	90
Race/Ethnicity Unknown	1						1
<b>Total</b>	<b>15</b>	<b>34</b>	<b>6</b>	<b>3</b>	<b>11</b>	<b>49</b>	<b>118</b>

Race/Ethnicity	Full-Time Female						Total
	Executive or Management	Professionals	Tech. Professionals	Clerical or Secretarial	Skilled Crafts	Service Maintenance	
Nonresident Alien							0
Black, non-Hispanic	2	2	1	3			8
American Indian/Alaskan Native							0
Asian/Pacific Islanders				1			1
Hispanic	2	4	9	1			16
White, non-Hispanic	21	39	1	59	1	7	128
Race/Ethnicity Unknown	1	2					3
<b>Total</b>	<b>26</b>	<b>47</b>	<b>11</b>	<b>64</b>	<b>1</b>	<b>7</b>	<b>156</b>

Race/Ethnicity	Part-Time Male						Total
	Executive or Management	Professionals	Tech. Professionals	Clerical or Secretarial	Skilled Crafts	Service Maintenance	
Nonresident Alien							0
Black, non-Hispanic							0
American Indian/Alaskan Native							0
Asian/Pacific Islanders							0
Hispanic							0
White, non-Hispanic		4	1				5
Race/Ethnicity Unknown							0
<b>Total</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>

Race/Ethnicity	Part-Time Female						Total
	Executive or Management	Professionals	Tech. Professionals	Clerical or Secretarial	Skilled Crafts	Service Maintenance	
Nonresident Alien							0
Black, non-Hispanic				1			1
American Indian/Alaskan Native							0
Asian/Pacific Islanders							0
Hispanic			1				1
White, non-Hispanic		3	1	1			5
Race/Ethnicity Unknown							0
<b>Total</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>7</b>

## Faculty by Highest Degrees

Awarding Institution	Graduates	Awarding Institution	Graduates
Boston University	20	Institutio Allende	1
U/Massachusetts at Amherst	11	Mass. College of Liberal Arts	1
University of Connecticut	9	McGill University	1
Worcester State College	8	Moscow Institute of Energy	1
Clark University	6	Moscow University	1
Boston College	5	New Jersey Institute of Technology	1
University of California	4	New School of Social Research	1
University of Michigan	4	Ohio State University	1
Assumption College	3	Penn State University	1
Columbia U Columbia College	3	Purdue University	1
Indiana University	3	Rhode Island School of Design	1
Michigan State University	3	Simmons College	1
Nova College	3	Southern Connecticut State University	1
SUNY Albany	3	Southern Illinois University	1
University of New Hampshire	3	St. Michael College	1
Brandeis University	2	Temple University	1
Colorado State University	2	Thomas Jefferson University	1
Fitchburg State College	2	Tulane University	1
New York University	2	U/Massachusetts at Worcester	1
Northeastern University	2	University of Louisville	1
Rutgers University	2	University of Pennsylvania	1
SUNY Buffalo College	2	University Iowa	1
Syracuse University	2	University of Cincinnati	1
U/Massachusetts at Boston	2	University of Colorado	1
University of Minnesota-Minneapolis	2	University of Kansas	1
University of Georgia	2	University of Liverpool	1
University of Oregon	2	University of Minnesota	1
University of Rhode Island	2	University of Mississippi	1
University of Wisconsin	2	University of Missouri	1
Arizona State University	1	University of North Carolina	1
Bentley College	1	University of Pretoria	1
Brown University	1	University of South Carolina	1
Bryant College	1	University of Washington	1
Carnegie-Mellon University	1	University of Waterloo	1
City Univ. of NY Graduate Center	1	Vanderbilt University	1
Clark Atlanta University	1	Virginia Poly Tech	1
Cornell University	1	Wesleyan University	1
Eastman School of Music	1	Worcester Polytechnic Institute	1
Florida International University	1	Yale University	1
Harvard University	1	<b>Total</b>	<b>167</b>
Illinois State University	1		

## Full-Time Faculty by Department

<i>Department</i>	<i>Professor</i>		<i>Assoc. Professor</i>		<i>Asst. Professor</i>		<i>Instructor</i>		<i>No Acad. Rank</i>		<i>Total</i>
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	
Biology	3	3			3	2					11
Business and Economics	4	2	1	2	5	1					15
Chemistry	3			2	1						6
Communication Disorders		3	2	1	1						7
Communication			3	3		1					7
Computer Science		1	2			1	1	1			6
Earth Science			4		2	3	1				10
Education	2	2	1	4		3					12
Health Science				3		1					4
History/Political Science	3		6		1	1					11
Languages/Literature - English	3		5	5		3					16
Library										4	4
Mathematics	2		1		2	2	1				8
Nursing		2				3		3			8
Occupational Therapy				5				1			6
Philosophy	1	1	3								5
Psychology		4	2	2	1	4					13
Sociology			2		1	1					4
Urban Studies	2	1		2							5
Visual & Performing Arts	3	1	1		2	2					9
<b>Total</b>	<b>26</b>	<b>20</b>	<b>33</b>	<b>29</b>	<b>19</b>	<b>28</b>	<b>3</b>	<b>5</b>		<b>4</b>	<b>167</b>

### Full-Time Faculty by Gender and Race, Fall 2004

<i>Race</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Nonresident Alien	0	0	0
Black, non-Hispanic	4	0	4
American Indian/Alaskan Native	0	0	0
Asian/Pacific Islander	5	5	10
Hispanic	3	3	6
White, non-Hispanic	72	74	146
Race/ethnicity unknown	0	0	0
<b>Total</b>	<b>84</b>	<b>82</b>	<b>166</b>

### Full-Time Faculty by Gender and Race, Fall 2005

<i>Race</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Nonresident Alien	0	0	0
Black, non-Hispanic	6	1	7
American Indian/Alaskan Native	0	0	0
Asian/Pacific Islander	5	7	12
Hispanic	4	3	7
White, non-Hispanic	66	75	141
Race/ethnicity unknown	0	0	0
<b>Total</b>	<b>81</b>	<b>86</b>	<b>167</b>

### Full-Time Faculty by Gender and Tenure, Fall 2004

<i>Status</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Tenured	54	34	88
Non-tenured	23	47	70
Not on tenure track	7	1	8
<b>Total</b>	<b>84</b>	<b>82</b>	<b>166</b>

### Full-Time Faculty by Gender and Tenure, Fall 2005

<i>Race</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Tenured	53	36	89
Non-tenured	23	43	66
Not on tenure track	5	3	8
No Academic Rank		4	4
<b>Total</b>	<b>81</b>	<b>86</b>	<b>167</b>

## Full-Time Faculty by Gender and Rank, Fall 2004

<i>Rank</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Professor	24	19	43
Associate Professor	37	25	62
Assistant Professor	18	34	52
Instructor	5	4	9
<b>Total</b>	<b>84</b>	<b>82</b>	<b>166</b>

## Full-Time Faculty by Gender and Rank, Fall 2005

<i>Rank</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Professor	26	20	46
Associate Professor	34	29	63
Assistant Professor	18	28	46
Instructor	3	5	8
No Academic Rank		4	4
<b>Total</b>	<b>81</b>	<b>86</b>	<b>167</b>

## Full-Time Faculty by Rank, Gender and Age, Fall 2005

<i>Age Range</i>	<i>Professor</i>		<i>Assoc. Professor</i>		<i>Asst. Professor</i>		<i>Instructor</i>		<i>No Acad. Rank</i>		<i>Total</i>
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	
Under 30						2					2
30 - 39			1	4	9	12					26
40 - 49	2	2	6	8	4	7	2	2			33
50 - 59	8	8	11	14	2	6		2		3	54
60 - 69	11	10	12	3	2		1	1			40
70 and over	5		4		1					1	11
Unknown						1					1
<b>Total</b>	<b>26</b>	<b>20</b>	<b>34</b>	<b>29</b>	<b>18</b>	<b>28</b>	<b>3</b>	<b>5</b>		<b>4</b>	<b>167</b>

## Full-Time Faculty by Rank, Gender and Average Age, Fall 2005

	<i>Professor</i>		<i>Assoc. Professor</i>		<i>Asst. Professor</i>		<i>Instructor</i>		<i>No Acad. Rank</i>		<i>Total</i>
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	
Count	26	20	34	29	18	28	3	5	0	4	167
Average Age	62.2	58.8	58.5	50.2	43.7	41.7	52.0	54.4		60.8	53.1



## Full-Time Faculty hired November 2003 through October 2005, by Gender and Race

<i>Race</i>	<i>Professor</i>		<i>Assoc. Professor</i>		<i>Asst. Professor</i>		<i>Instructor</i>		<i>Total</i>
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	
Asian					1	3			4
Black			1	1	3				5
Hispanic			1		1				2
White		1	1	1	7	8		1	19
<b>Total</b>		<b>1</b>	<b>3</b>	<b>2</b>	<b>12</b>	<b>11</b>		<b>1</b>	<b>30</b>

## Full-Time Faculty hired November 2003 through October 2005, by Age

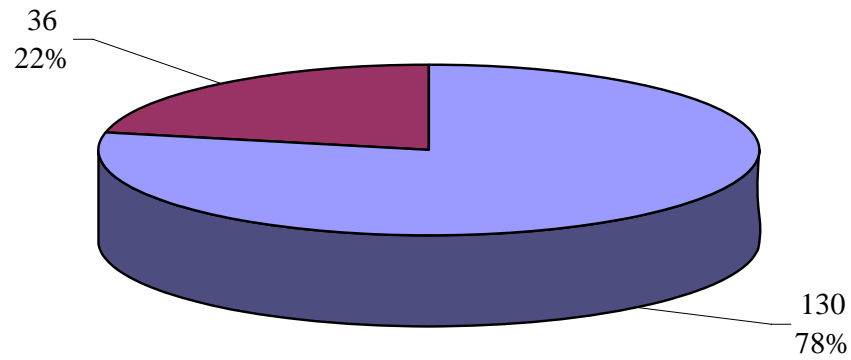
<i>Age Range</i>	<i>Professor</i>		<i>Assoc. Professor</i>		<i>Asst. Professor</i>		<i>Instructor</i>		<i>Total</i>
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	
Under 30						1			1
30 - 39					7	5			12
40 - 49			1	2	4	3			10
50 - 59			1			1			2
60 - 69		1	1		1			1	4
Unknown						1			1
<b>Total</b>		<b>1</b>	<b>3</b>	<b>2</b>	<b>12</b>	<b>11</b>		<b>1</b>	<b>30</b>

## Full-Time Faculty hired November 2003 through October 2005, by Department

<i>Department</i>	<i>Professor</i>		<i>Assoc. Professor</i>		<i>Asst. Professor</i>		<i>Instructor</i>		<i>Total</i>
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	
Biology						1			1
Business and Economics					1	2			3
Communication Disorders				1		1			2
Communication				1					1
Computer Science								1	1
Earth Science				1		2	2		5
Education							1		1
History/Political Science						1	1		2
Languages/Literature - English							1		1
Mathematics						2	2		4
Psychology				1		1	1		3
Sociology						1	1		2
Urban Studies					1				1
Visual & Performing Arts						1	2		3
<b>Total</b>		<b>1</b>	<b>3</b>	<b>2</b>	<b>12</b>	<b>11</b>		<b>1</b>	<b>30</b>

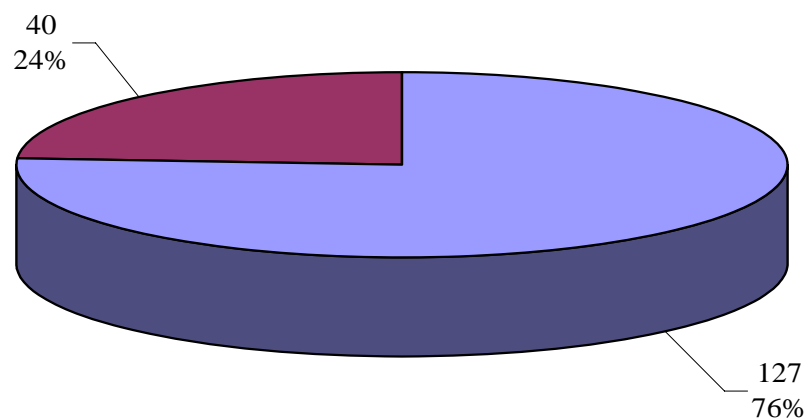
### Full-Time Faculty – Highest Degree Earned, Fall 2004

- Doctorate, first professional or other terminal degree
- Master's but not a terminal master's



### Full-Time Faculty – Highest Degree Earned, Fall 2005

- Doctorate, first professional or other terminal degree
- Master's but not a terminal master's

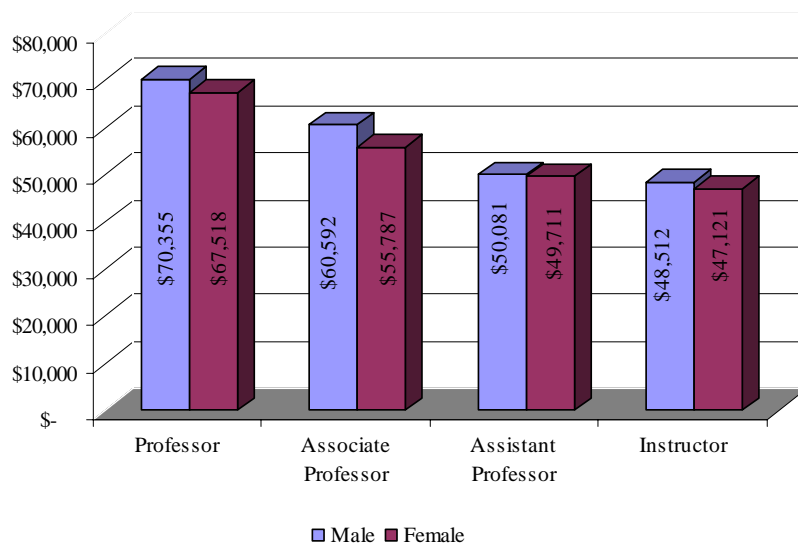


## Full-Time Faculty by Rank, Fall 2004

<i>Rank</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Professor	24	19	43
Associate Professor	37	25	62
Assistant Professor	18	34	52
Instructor	5	4	9
<b>Total</b>	<b>84</b>	<b>82</b>	<b>166</b>

## Average Salaries of Full-Time Faculty, Fall 2004

<i>Rank</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Professor	\$ 70,355	\$ 67,518	\$ 68,937
Associate Professor	\$ 60,592	\$ 55,787	\$ 58,190
Assistant Professor	\$ 50,081	\$ 49,711	\$ 49,896
Instructor	\$ 48,512	\$ 47,121	\$ 47,817

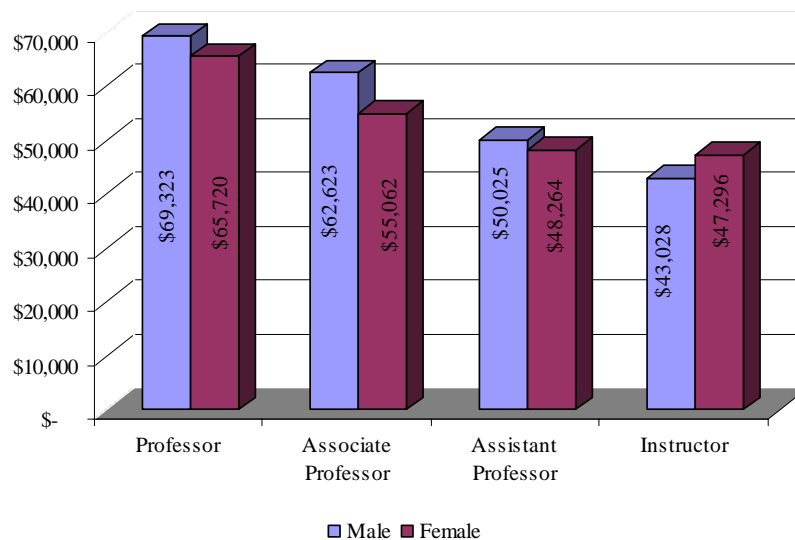


## Full-Time Faculty by Rank, Fall 2005

<i>Rank</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Professor	26	20	46
Associate Professor	34	29	63
Assistant Professor	18	28	46
Instructor	3	5	8
No Academic Rank		4	4
<b>Total</b>	<b>81</b>	<b>86</b>	<b>167</b>

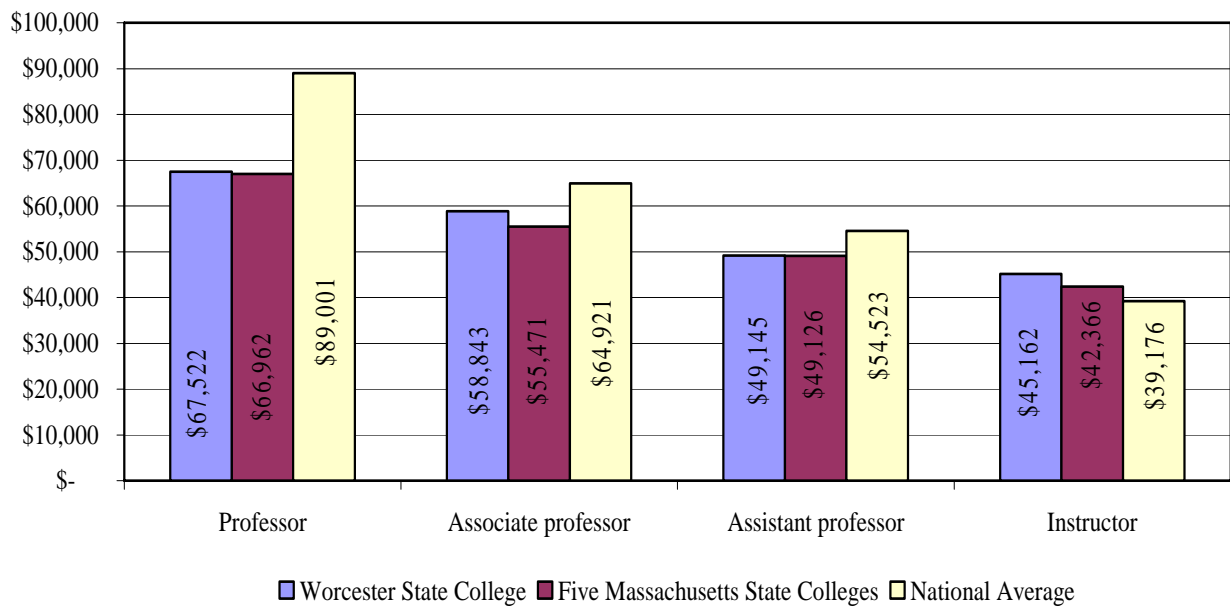
## Average Salaries of Full-Time Faculty, Fall 2005

<i>Rank</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Professor	\$ 69,323	\$ 65,720	\$ 67,522
Associate Professor	\$ 62,623	\$ 55,062	\$ 58,843
Assistant Professor	\$ 50,025	\$ 48,264	\$ 49,145
Instructor	\$ 43,028	\$ 47,296	\$ 45,162



## Average Faculty Salaries Comparison, 2004-05

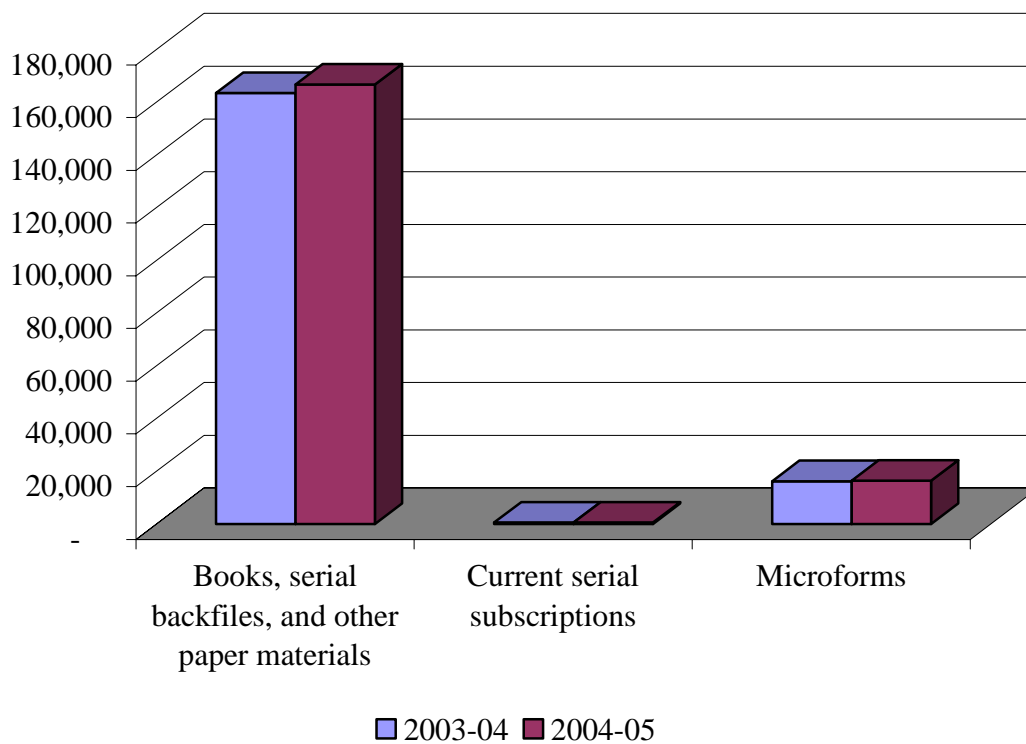
Institution	Worcester State College	Five Massachusetts State Colleges	National Average
Professor	\$ 67,522	\$ 66,962	\$ 89,001
Associate professor	\$ 58,843	\$ 55,471	\$ 64,921
Assistant professor	\$ 49,145	\$ 49,126	\$ 54,523
Instructor	\$ 45,162	\$ 42,366	\$ 39,176



## Library Information

### Library Holdings, 2004 - 2005

Category	2003-04	2004-05	% Change
Books, serial backfiles, and other paper materials	163,461	166,658	2%
Current serial subscriptions	533	505	-6%
Microforms	16,235	16,366	1%

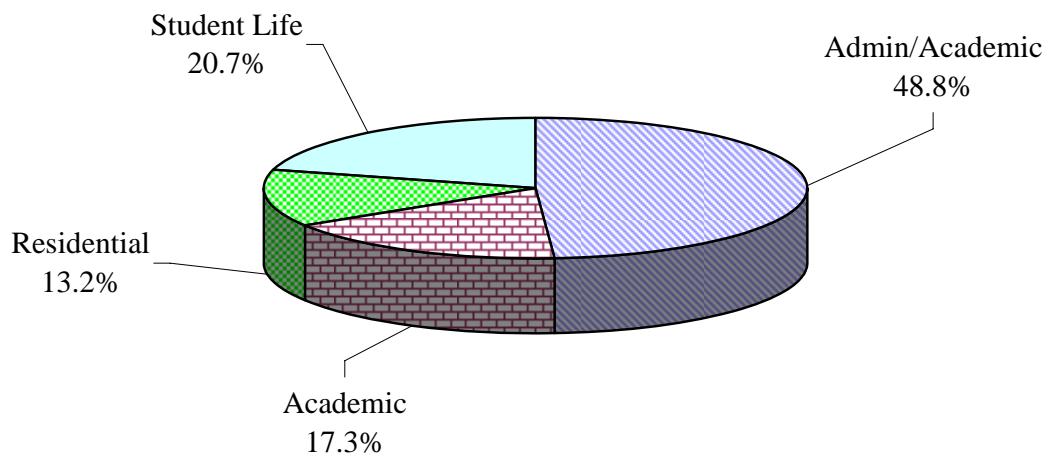


## Facilities Information

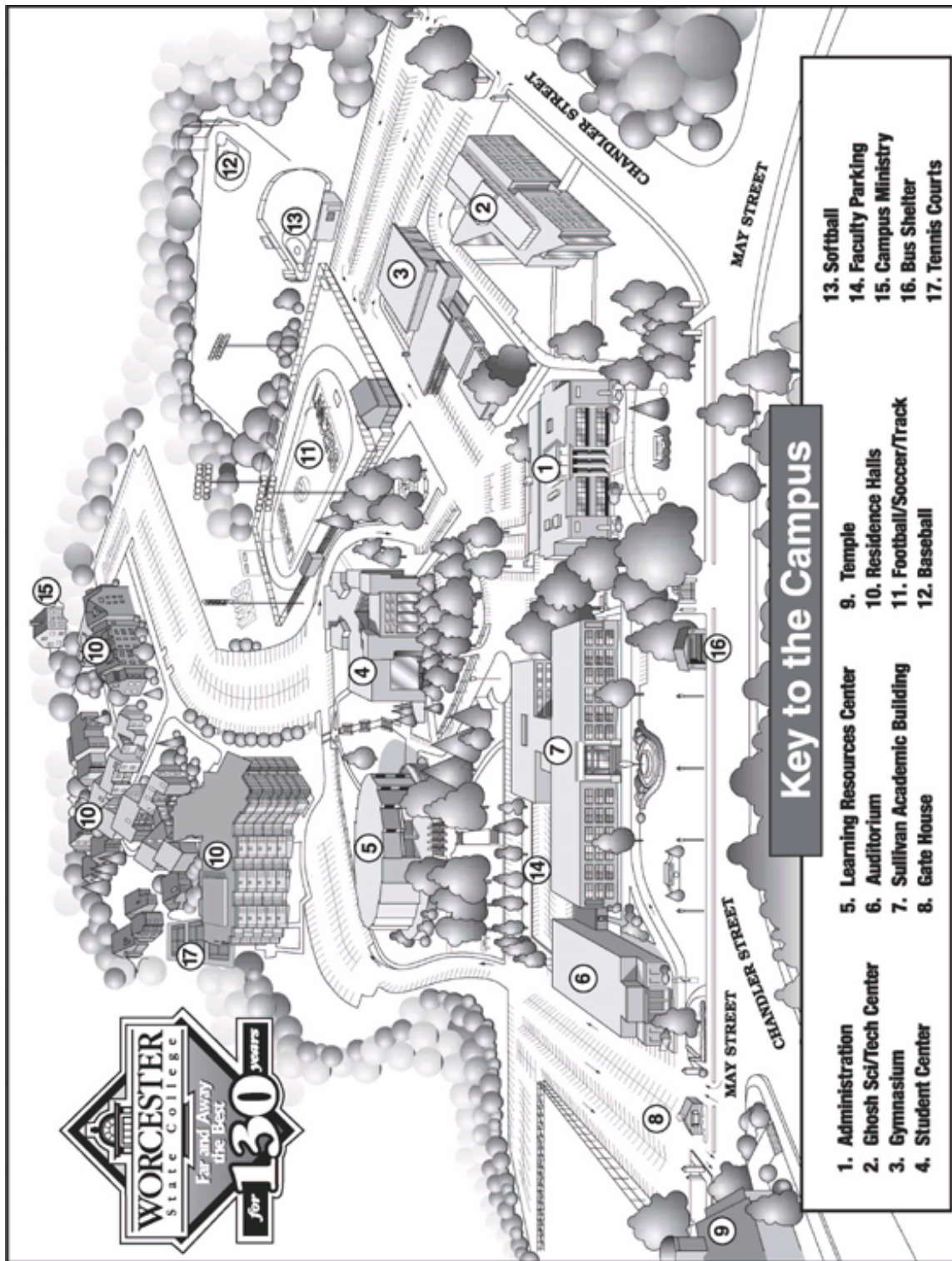
### Physical Plant Facilities, 2004-2005

	<i>Building Name</i>	<i>Primary Use</i>	<i>Gross sq. ft.</i>	<i>Assignable sq. ft.</i>	<i>Year</i>
1	Administration	Administrative, Academic	67,066	42,760	1932
2	Learning Resource Center	Library, Classrooms	113,335	92,745	1968
3	96 Chicopee Street	Storage	1,170	936	1950
4	Sullivan Academic Center	Academic	110,690	74,315	1965
5	Science Tech Center	Academic	97,300	71,950	2000
6	Student Center	Student Affairs, Dining	71,416	46,080	1978
7	Gymnasium	Athletics, Art	65,676	39,425	1958
8	102 Chicopee Street	Latino Educational Institute	1,120	895	1940
9	134 Glendale Street	Latino Educational Institute	837	670	1952
10	17 Candelwood Street	Campus Ministry	1,200	960	1927
11	Chandler Village	Housing	103,560	79,490	1973
12	Dowden Hall	Housing	56,600	32,660	1990
13	Wasylean Hall	Housing	109,000	70,510	2004

### Facilities Overview



## Campus Map





## Institutional Advancement

### Foundation Board of Directors

Lawrence J. Abramoff  
 George H. Albro '65  
 Janelle C. Ashley  
 Lee J. Beadoin '73, *Chair*  
 David E. Bedard '74  
 Jean M. Borgatti  
 Stephen J. Bostic '77  
 John P. Brissette '88  
 Jean A. Campaniello '77  
 Ronald H. Chand, *Vice Chair*  
 Joy C. Child  
 Jill C. Dagilis '78  
 Andrew Davis  
 Gene J. DeFeudis  
 John H. Dickson  
 I. Robert Freeland  
 James C. Garvey  
 Richard E. Greene '54  
 Thomas W. Halloran '88  
 Neil R. Harvey '83  
 Gregory P. Hevey '83  
 Charlotte Z. Klein '75  
 William S. Leach '62  
 George P. Leasca '77  
 Jordan Levy  
 Peter M. Mantegazza  
 Howard D. McGinn '83  
 James P. McSherry '53  
 Janet Wilson Moore  
 Leonard J. Morse  
 James M. O'Coin  
 William F. O'Neil, MA '63  
 Alan O. Osmolowski '91  
 John Person  
 Joseph Petrou  
 David H. Quist  
 Gregg H. Rosen '86  
 Richard E. Thomas  
 Barbara J. Sinnott '55  
 George W. Tetler III

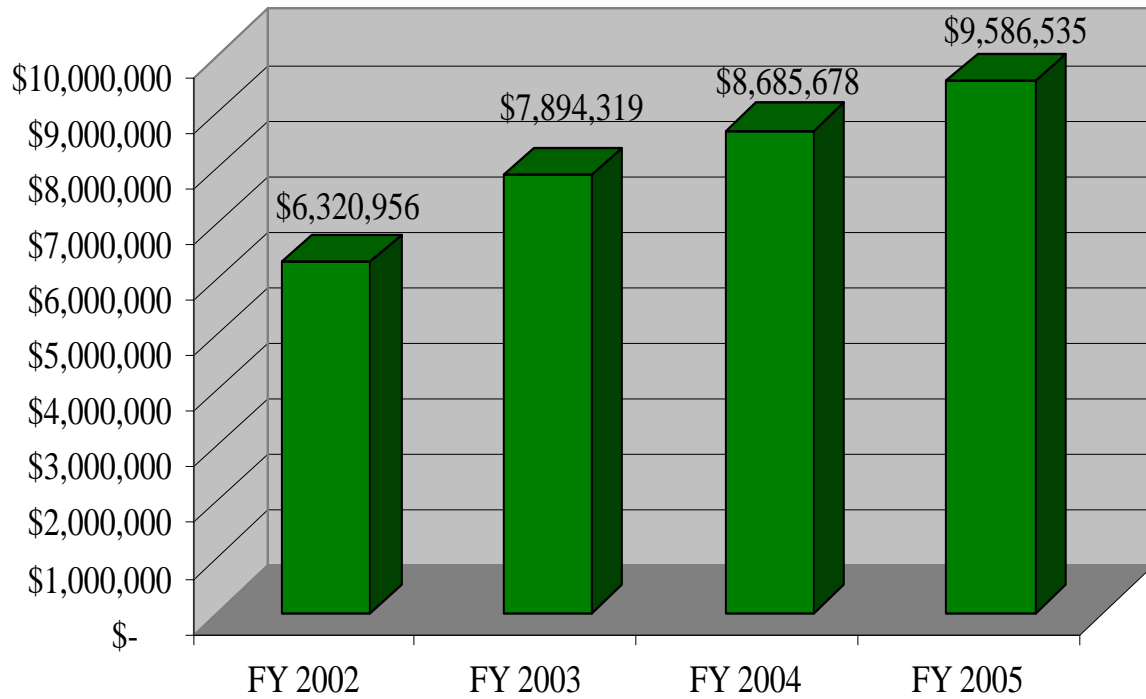
### Alumni Board

Steven J. Ward '76, *President*  
 Margaret M. Madaus '69, *Vice President*  
 Maryanne M. Hammond '69, '72, *Secretary*  
 Donald J. Howard '51, '56  
 Sharon S. McDonald '86, *Exec. Committee at Large*

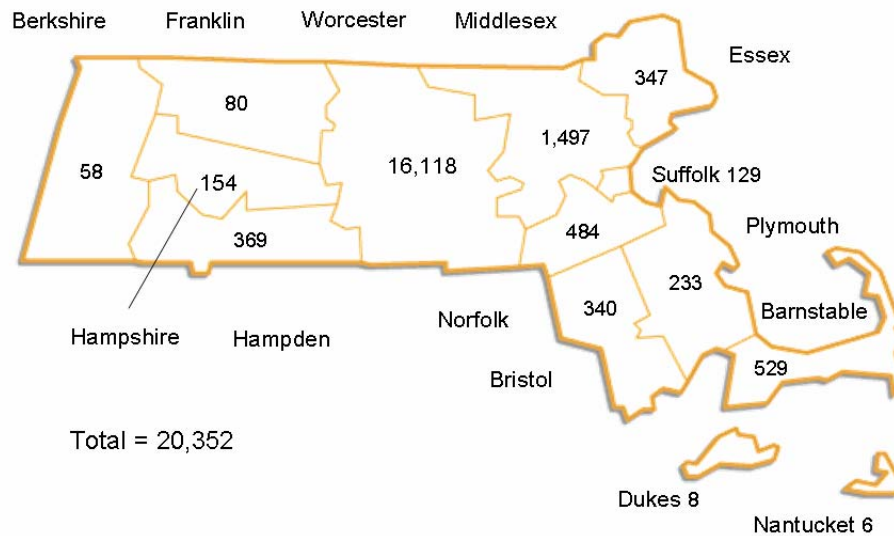
### Directors

Mark A. Aucoin '86  
 Camilla H. Caffrey  
 James J. Convery '89  
 Gordie O. Daniels '91  
 Byron M. Deane III '90  
 Louis E. DiMuzio '91  
 Tamara J. Macduff '02  
 Catheryn C. McEvoy-Zdonczyk '96  
 John F. Monfredo '64, '67  
 Dana J. Murphy '01  
 Gregory V. Nikiforow '99  
 Richard J. Quinlivan '69  
 Maureen Shamgochian '80  
 Maureen C. Stefanini '58, '61  
 Amy L. Wilfong '03  
 John P. Brissette '88, *Alumni Trustee*  
 Brandon P. Huggon '08, *SGA President-Student Representative*

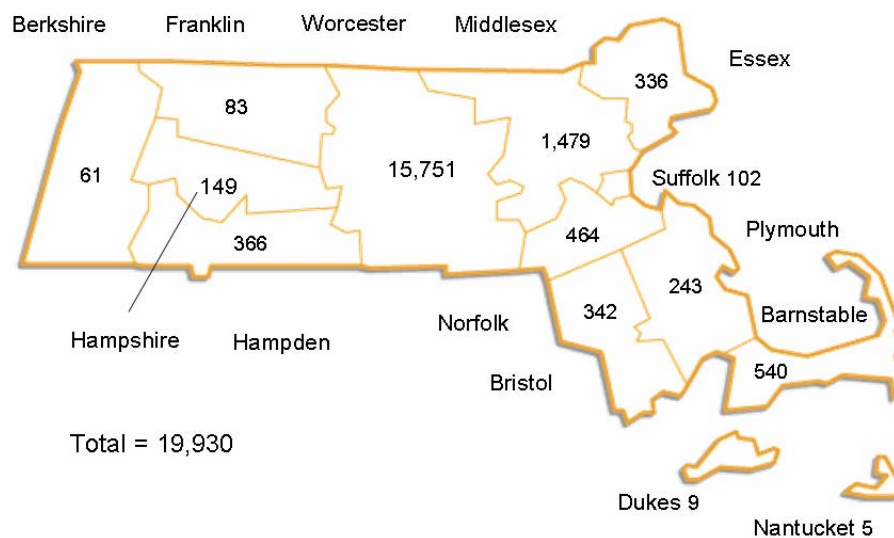
## Total Market Value of Endowment



## Alumni by county of residence, 2004



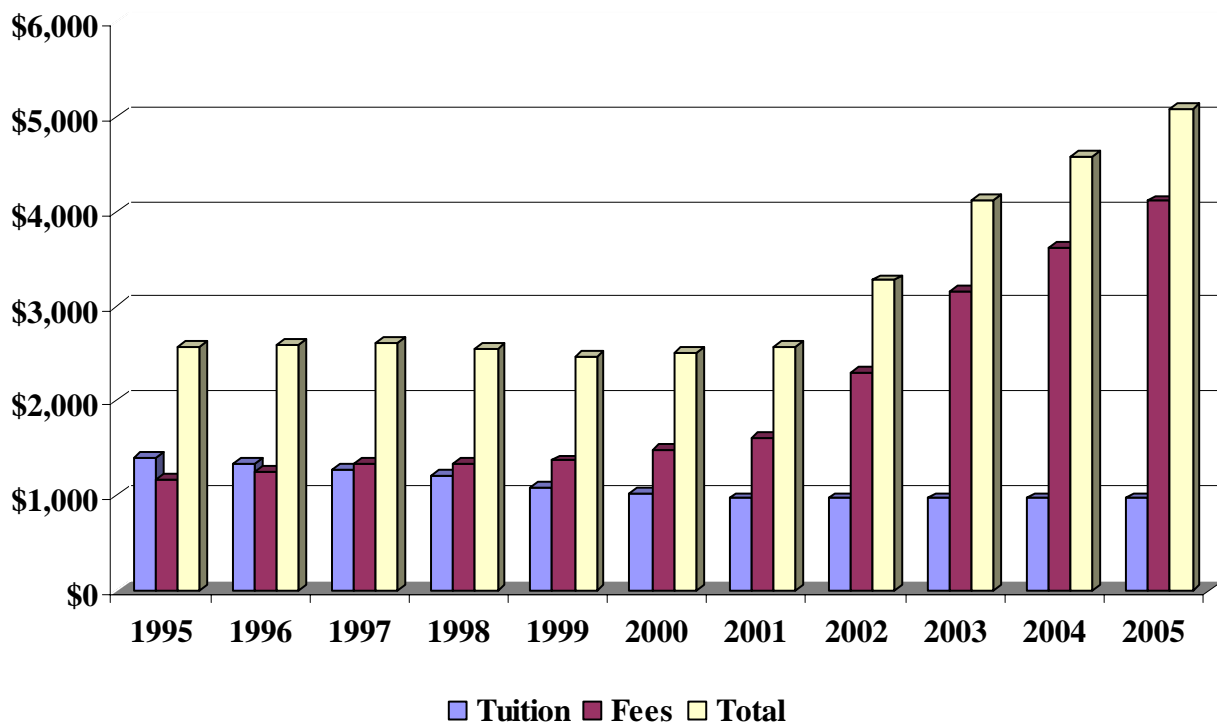
## Alumni by county of residence, 2005



## Financial Information

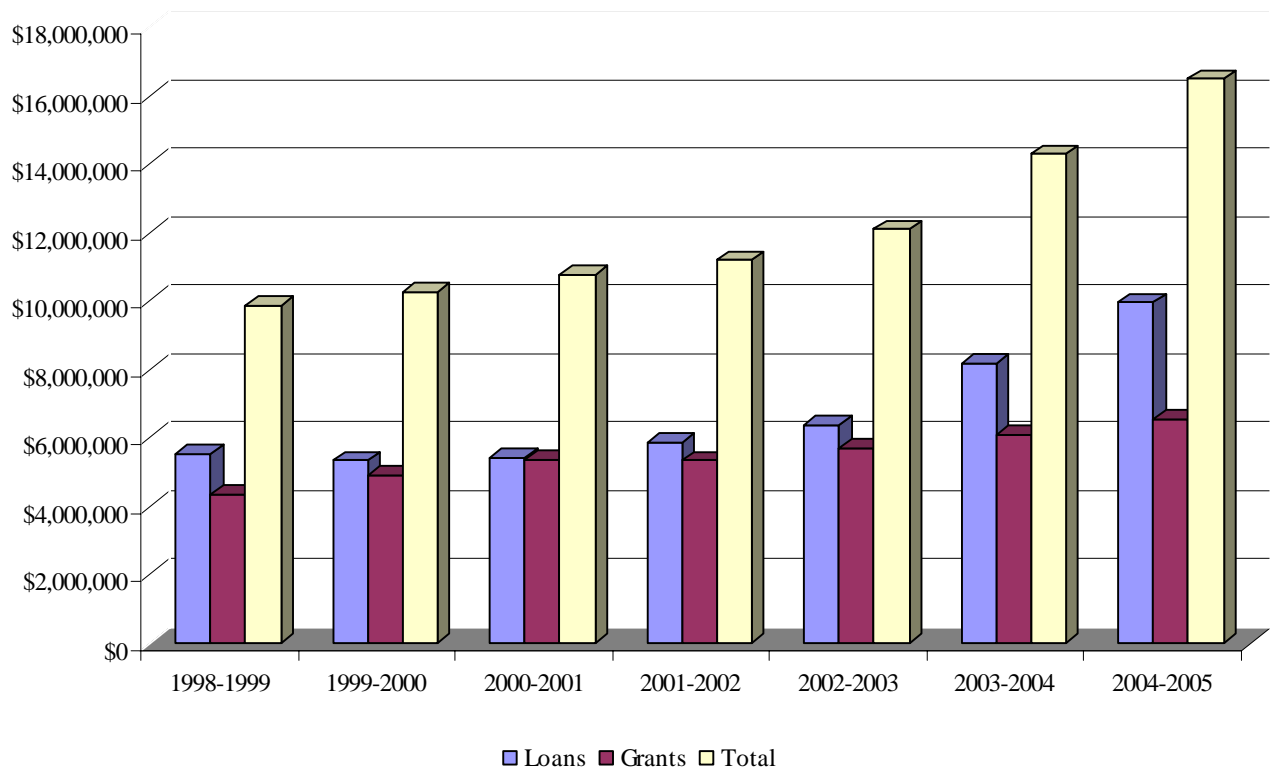
### Tuition and Fees per Academic Year, Fall 1995-2005

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Tuition	\$1,408	\$1,338	\$1,270	\$1,210	\$1,090	\$1,030	\$ 970	\$ 970	\$ 970	\$ 970	\$ 970
Fees	\$1,167	\$1,245	\$1,345	\$1,345	\$1,368	\$1,478	\$1,603	\$2,303	\$3,153	\$3,609	\$4,109
<b>Total</b>	<b>\$2,575</b>	<b>\$2,583</b>	<b>\$2,615</b>	<b>\$2,555</b>	<b>\$2,458</b>	<b>\$2,508</b>	<b>\$2,573</b>	<b>\$3,273</b>	<b>\$4,123</b>	<b>\$4,579</b>	<b>\$5,079</b>



## Financial Aid Awards, Fall 1998-2004

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Loans	\$5,530,881	\$5,329,730	\$5,412,802	\$5,869,864	\$6,399,412	\$8,173,873	\$9,951,644
Grants	\$4,340,936	\$4,922,226	\$5,355,376	\$5,330,822	\$5,704,830	\$6,117,891	\$6,542,500
<b>Total</b>	<b>\$9,871,817</b>	<b>\$10,251,956</b>	<b>\$10,768,178</b>	<b>\$11,200,686</b>	<b>\$12,104,242</b>	<b>\$14,291,764</b>	<b>\$16,494,144</b>



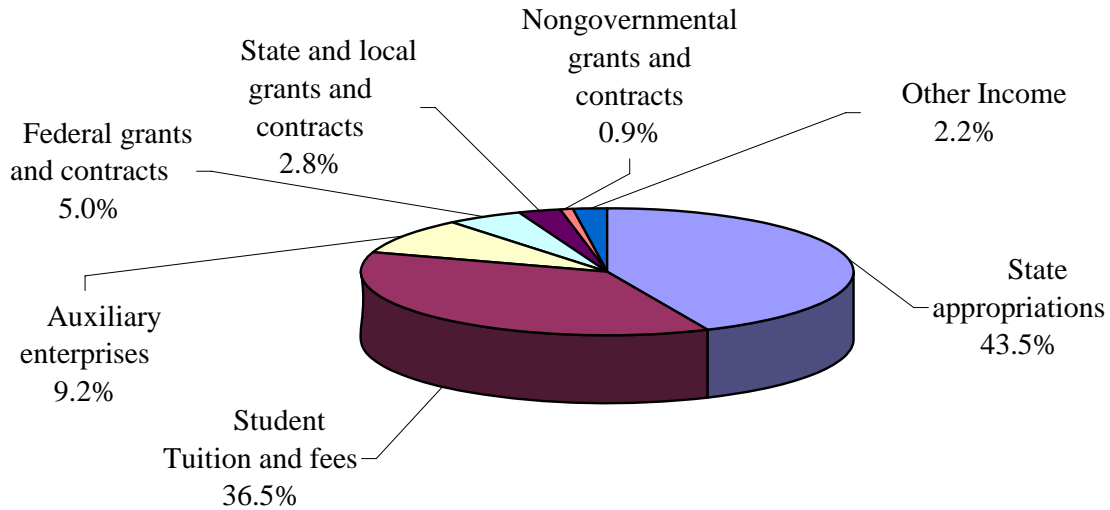
## Revenues and Expenditures, FY 2004 – FY 2005

REVENUES	2005	2004
Operating Revenues		
Student Tuition and fees	\$22,340,919	\$20,230,139
Less: Scholarship discounts and allowance	(2,991,860)	(2,706,999)
Net student tuition and fees	19,349,059	17,523,140
Federal grants and contracts	2,650,575	2,613,059
State and local grants and contracts	1,478,379	1,198,440
Nongovernmental grants and contracts	457,657	505,059
Auxiliary enterprises	4,868,561	2,737,887
Other operating revenues	636,754	583,831
Total operating revenues	<u>\$29,440,985</u>	<u>\$25,161,416</u>
EXPENSES		
Operating expenses		
Instruction	\$21,512,385	\$20,189,936
Public service	1,454,740	1,082,624
Academic support	2,808,137	2,349,387
Student services	5,076,780	4,320,716
Institutional support	6,292,200	4,813,146
Operation and maintenance of plant	5,307,010	5,503,131
Scholarship	1,735,208	1,801,092
Depreciation	2,335,286	2,260,323
Debt service	145,607	81,074
Auxiliary enterprises	4,825,315	2,694,206
Total operating expenses	<u>\$51,492,668</u>	<u>\$45,095,635</u>
Operating loss	<u>\$(22,051,683)</u>	<u>\$(19,934,219)</u>
NON-OPERATING REVENUES		
State appropriations	\$23,051,265	\$20,955,057
Interest and investment income	369,688	(195,692)
Other non-operating revenues(expenses)	172,770	(58,671)
Net non-operating revenues	<u>\$23,593,723</u>	<u>\$20,700,694</u>
Income before other revenues, expenses, gains or losses	\$1,542,040	\$ 766,475
Capital appropriations	4,389,799	1,062,619
Increase in net assets	5,931,839	1,829,094
NET ASSETS		
Beginning of year	<u>\$46,751,312</u>	<u>\$44,922,218</u>
End of year	<u><u>\$52,683,151</u></u>	<u><u>\$46,751,312</u></u>

## Fund Revenues by Source – FY 2005

### REVENUES – Fiscal Year 2005

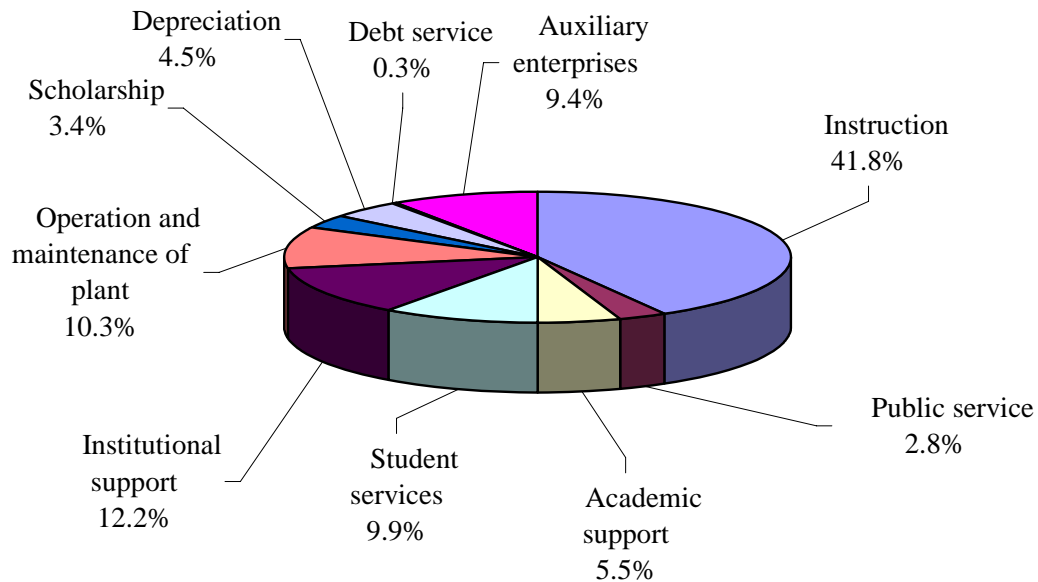
Total = \$53,034,708



## Fund Expenditures by Functions – FY 2005

### EXPENSES – Fiscal Year 2005

Total = \$51,492,668



## Sources of Data

<u>Section</u>	<u>Source</u>
Introduction	Office of the President
General Information	Quick Facts 2002-2003 WSC Strategic Priorities FY 2004-09 WSC Catalog 2005-06
Student Profile	BHE HEIRS (Board of Higher Education, Higher Education Information Research System) WSC Information Systems, Fall 2004 Freeze File WSC Information Systems, Fall 2005 Freeze File
Instructional Programs	WSC Information Systems, Fall 2004 Freeze File WSC Information Systems, Fall 2005 Freeze File
Academic Achievements/Learning Outcomes	WSC Information Systems, Fall 2004 Freeze File WSC Information Systems, Fall 2005 Freeze File
Personnel Profile	IPEDS Fall 2004 and 2005 WSC Information Systems, Fall 2004 Freeze File WSC Information Systems, Fall 2005 Freeze File Board of Higher Education - Linear Trends, December 2005
Library Information	2005 NCES Library Report
Facilities Information	Director of Facilities
Institutional Advancement	Vice-President of Institutional Advancement
Financial Information	WSC Finance Office Financial Aid Office Financial Statements year ended June 2004 and 2005 and independent auditor's report