

Worcester State University

Fact Book 2015



WORCESTER
STATE
UNIVERSITY

Cover Photo: Sheehan Hall

FACT BOOK 2015



**Office of Institutional Research
Worcester State University
486 Chandler Street
Worcester, Massachusetts 01602-2597
508-929-8121**

Prepared by:
Dr. Kristina Rearick, Research Analyst

Kenneth Smith, Director of Institutional Research

Worcester State University is an equal employment/ education opportunity institution.

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Introduction

President's Message

A Message from Barry M. Maloney, President of Worcester State University

In 2015, we received validation from the state that we are “measuring up,” having received nearly \$900,000 in performance improvement funding, based on improvements in academic measures of success. We also began to implement a new strategic plan, received more recognition from news outlets and rankings organizations, launched a 4-year, \$30,000 community college to Worcester State bachelor's degree pathway, housed more than 400 more students in the new Sheehan Residence Hall, and welcomed a new Provost to lead our academic endeavors.



We head into 2016 knowing that our physical plant investments in Sheehan Hall, the May Street Building purchase, and a new Wellness Center, set to open in fall of 2016, will strategically position us to attract and retain students.

One way we are attracting undergraduates is through new initiatives like the \$30K Commitment, which Governor Baker and the Massachusetts Department of Higher Education are looking to replicate statewide under the name, Commonwealth Commitment. Announced in the spring of 2015, the central Massachusetts-based \$30K pathway means students in this region can enroll full-time at a community college and matriculate seamlessly into Worcester State after two years, earning both an associate's and a bachelor's degree for \$30,000. We have agreements with Quinsigamond, Mt. Wachusett, Greenfield, and Springfield Technical Community Colleges at this price point.

And we are investing in our students' academic experience. New faculty hires, a growing honors program, and undergraduate research and internship opportunities are contributing to student success. They are prepared to pass their licensure and professional examinations (NCLEX passage rate consistently greater than 90%; MTEL consistently greater than 95%; and PRAXIS at 100% for a few years in a row). Many pursue graduate school or begin their careers upon graduation.

We applaud the successes reflected in our Fact Book numbers, and seek to improve where those numbers indicate there is need. We are cognizant of the achievement gap, for example. One way we seek to improve the success of under-represented groups is to provide an inclusive campus climate – a goal embedded in several goals and objectives of our strategic plan.

We also seek to enhance revenue streams. We changed the Graduate and Continuing Education fee structure in 2015 to raise new revenue and invested in its Center for Business and Industry, with an aim to grow our industry-focused educational programs. We continue to look to maximize other revenue streams and explore new ones, to keep costs to students as affordable as possible.

We move forward with a strategic focus and a mission to provide academic excellence at an affordable price.

Sincerely,

A handwritten signature in black ink that reads "Barry M. Maloney".

Barry M. Maloney
President

Board of Trustees 2015-2016

Ronald R. Valerio '75, Chair
George H. Albro '65,'68, Vice Chair
Craig L. Blais, Vice Chair
Kurt M. Correia '16
Aleta M. Fazzone
Maryanne M. Hammond '69,'72
Karen M. LaFond
Stephen F. Madaus
Dina A. Nichols
Shirley A. Steele '59,'63
Marina L. Taylor

Standing Committees 2015-2016

Academic Student Development

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Kurt M. Correia
Karen M. LaFond

Finance and Facilities

Craig L. Blais, Chair
George H. Albro
Aleta M. Fazzone
Stephen F. Madaus
Shirley A. Steele
Marina L. Taylor

Human Resources

George H. Albro, Chair
Kurt M. Correia
Maryanne M. Hammond
Dina A. Nichols

Planning and Development

Maryanne M. Hammond, Chair
George H. Albro
Kurt M. Correia

Campus Administration*

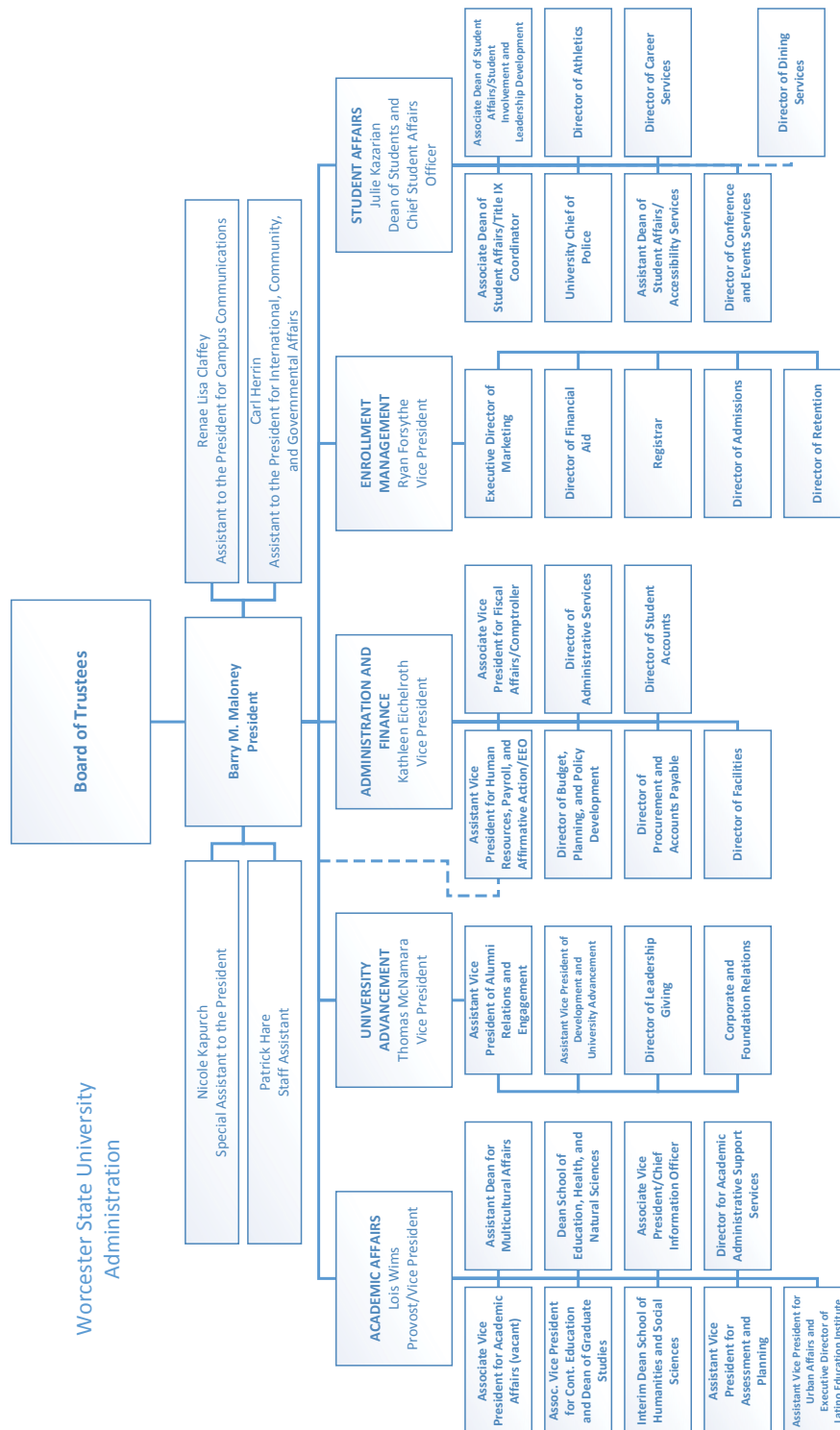
Barry Maloney, <i>President</i>	Tammy Tebo, <i>Assistant Dean, Academic Success Center</i>
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Camilla H. Caffrey, <i>Asst. VP of Alumni Relations & Engagement</i>	Marion Catacchio, <i>Director, Financial Records, University Advancement</i>
Carol Lerch, <i>Asst. VP, Assessment and Planning</i>	Julie A. Chaffee, <i>Director, Student Records & Registrar</i>
Stacey D. Luster, <i>Asst. VP, Human Resources, Payroll, Affirmative Action & Equal Opportunity</i>	Cherie Comeau, <i>Director, Center for Business & Industry</i>
Mary Jo Marion, <i>Asst. VP of Urban Affairs & Executive Director LEI</i>	Joseph DiCarlo, <i>Director, Admissions</i>
Karen Sharpe, <i>Asst. VP for Development & Advancement</i>	Melissa Fleming, <i>Director, Student Affairs/Conference & Event Services</i>
Carl Herrin, <i>Asst. to the President for International, Community, & Government Affairs</i>	Lisa Godfrin, <i>Director of Advancement Services</i>
Renae Lias Claffey, <i>Asst. to the President for Campus Communications</i>	Jane Grant, <i>Director of Leadership Giving</i>
Julie Kazarian, <i>Dean of Student Affairs & Senior Student Affairs Officer</i>	Anisa Hoxha, <i>Director of Budget, Planning and Policy Development</i>
Linda Larrivee, <i>Dean, School of Education, Health & Natural Sciences</i>	Alan Jackson, <i>Director, Veterans Affairs</i>
Jane Friederichs, <i>Interim Dean, School of Humanities & Social Sciences</i>	Jayne A. McGinn, <i>Director, Financial Aid</i>
Stephanie Chalupka, <i>Assoc. Dean for Nursing, School of Education, Health & Natural Sciences</i>	Susan Moore, <i>Director of Human Resources</i>
Sara Grady, <i>Associate Dean, Graduate Studies & Professional Development</i>	Michael Mudd, <i>Director, Athletics</i>
Raynold Lewis, <i>Assoc. Dean of Education, School of Education, Health & Natural Sciences</i>	Michael Nockunas, <i>Director of Safety & Security/Chief of University Police</i>
Rosemary Naughton, <i>Assoc. Dean of Student Affairs & Student Conduct</i>	Sandra K. Olson, <i>Director, Facilities</i>
Timothy J. Sullivan, <i>Assoc. Dean, Student Affairs Director, Office of Student Involvement & Leadership Development</i>	Kristen O'Reilly, <i>Director of Advancement Communications</i>
Adrian Gage, <i>Assistant Dean, Student Affairs/Director of Residence Life</i>	Katey Palumbo, <i>Director, International Programs</i>
Fran Manocchio, <i>Asst. Dean Student Affairs/Director of Disability Services</i>	Angela Quitadamo, <i>Director of Retention</i>
Laura A. Murphy, <i>Assistant Dean/Director, Counseling Services</i>	Nancy Ramsdell, <i>Director, Administrative Services, Administration & Finance</i>
	David Roach, <i>Director, Center for Effective Instruction</i>
	Lynn E. Ryan, <i>Director, Payroll</i>
	Susan Seibel, <i>Director, Intensive English Language Institute</i>
	Kenneth A. Smith, <i>Director, Institutional Research</i>
	Gerald E. Sorge, <i>Director, Academic Affairs Administrative Support</i>
	Isaac Tesfay, <i>Director, Office of Diversity, Inclusion, Affirmative Action & Equal Opportunity</i>
	Mark Wagner, <i>Director, Center for Service Learning & Civic Engagement</i>
	Karen Woods Weierman, <i>Director, Honors Program</i>

*as of March 1, 2016

Department Chairs, Fall 2015

<i>Name</i>	<i>Department</i>
Steve Oliver	Biology
Mark Love	Business and Economics
Jeffrey Nichols	Chemistry
Julie Frechette	Communication
Roger Towne	Communication Sciences & Disorders
Elena Braynova	Computer Science
Stephen Morreale	Criminal Justice
William Hansen	Earth, Environment & Physics
Carol Donnelly	Education
Dennis Quinn	English
Lynn Bloomberg	Health Sciences
Frank Minasian	History & Political Science
Michael Winders	Mathematics
Robyn Leo	Nursing
Joanne Gallagher	Occupational Therapy
Henry Theriault	Philosophy
Bonnie Kanner	Psychology
Aldo Guevara	Sociology
Thomas Conroy	Urban Studies
Stacey Parker	Visual & Performing Arts
Ana Perez-Manrique	World Languages

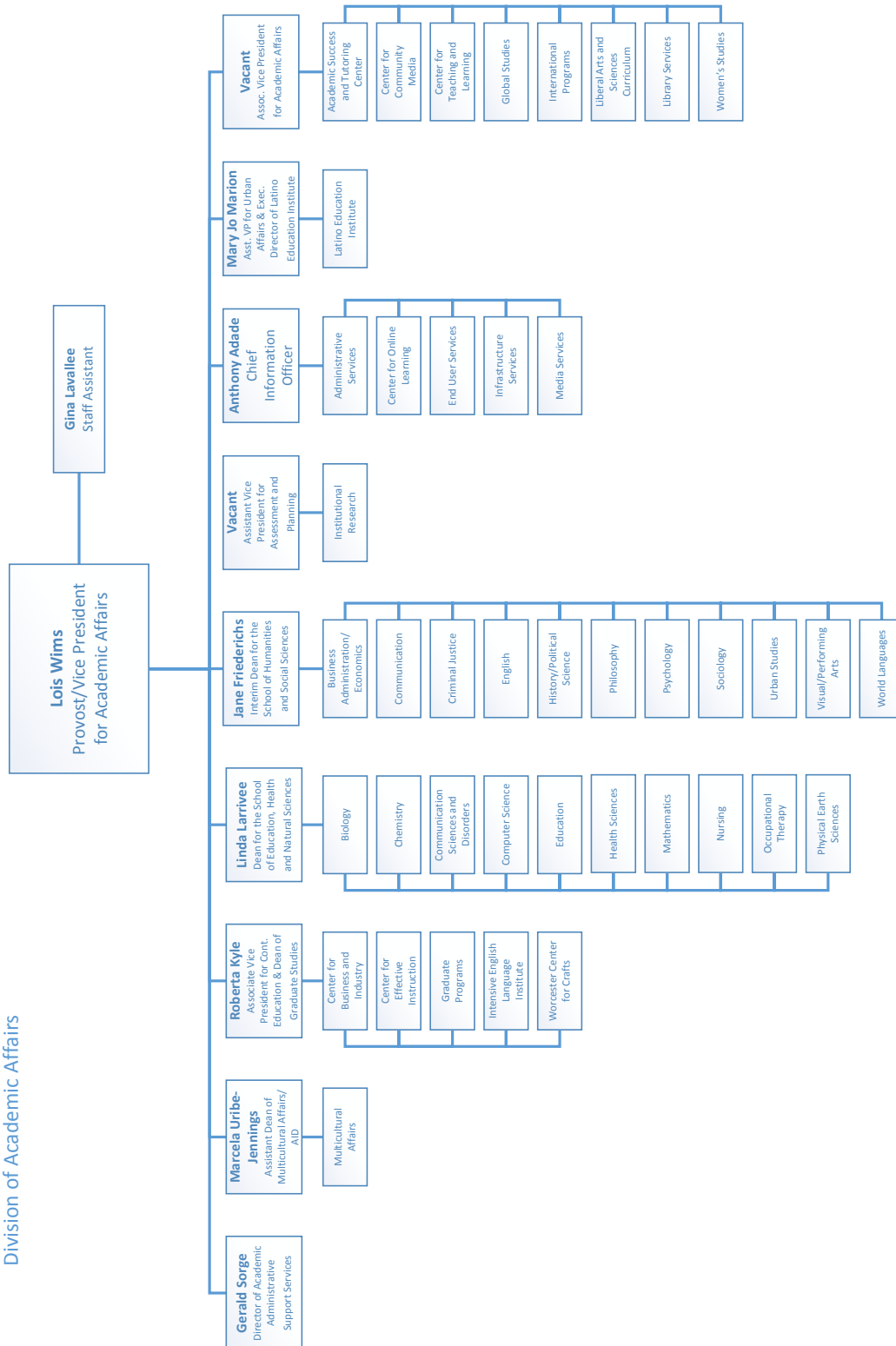
Organizational Chart*



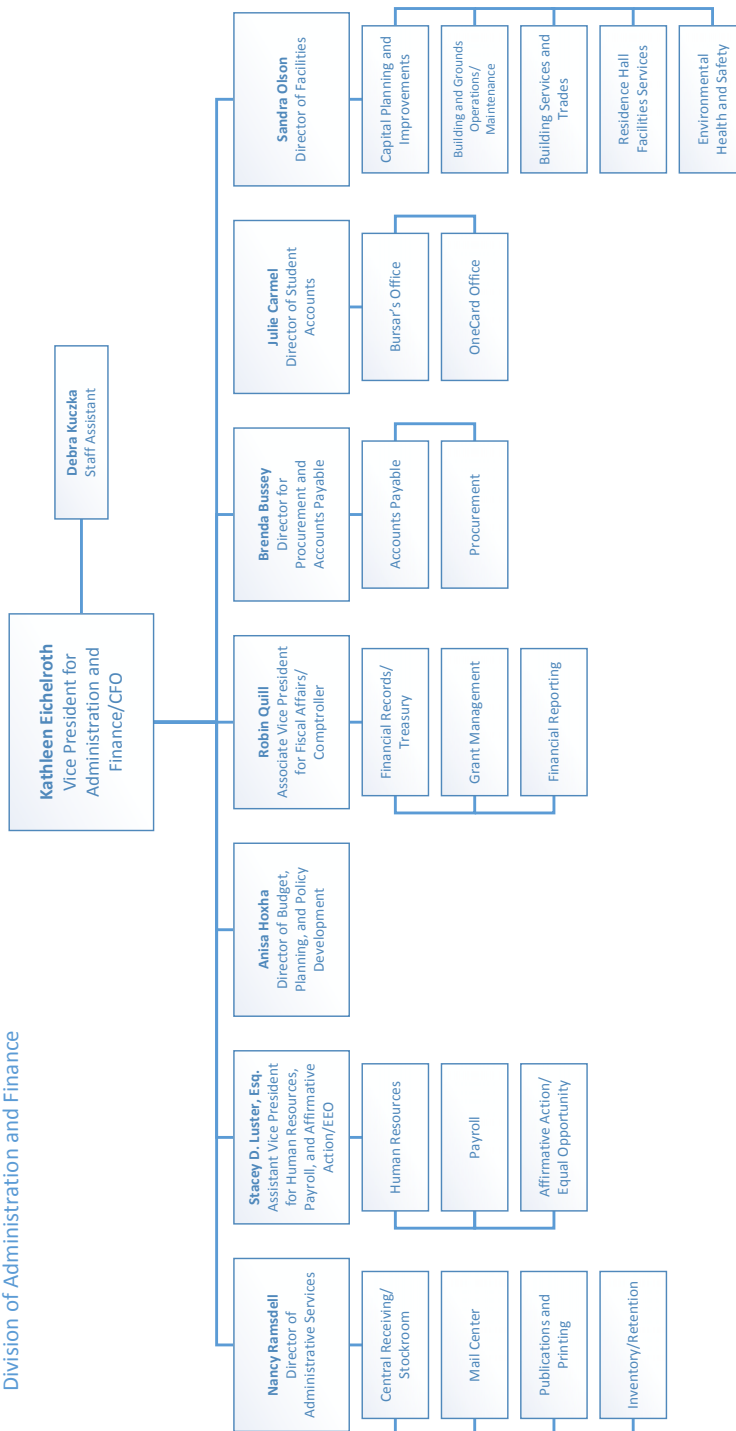
*as of July 2016

Source: Human Resources

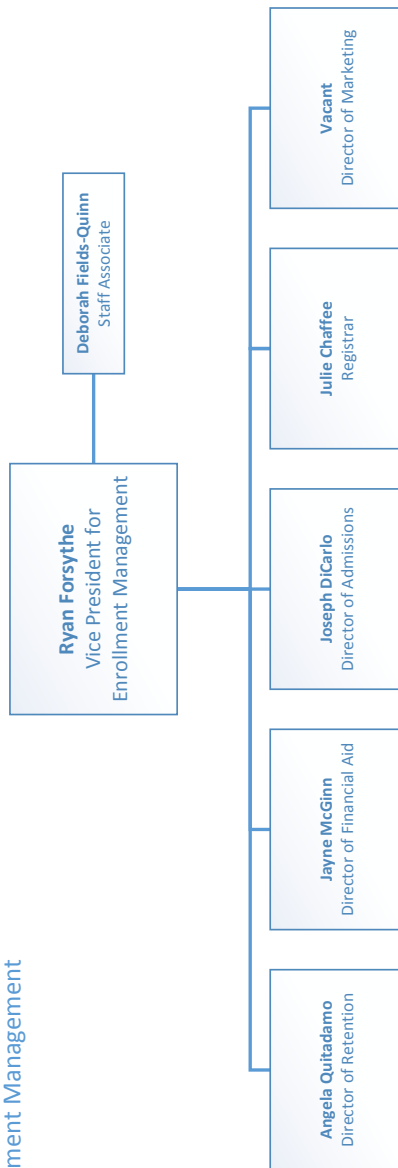
Worcester State University
Division of Academic Affairs



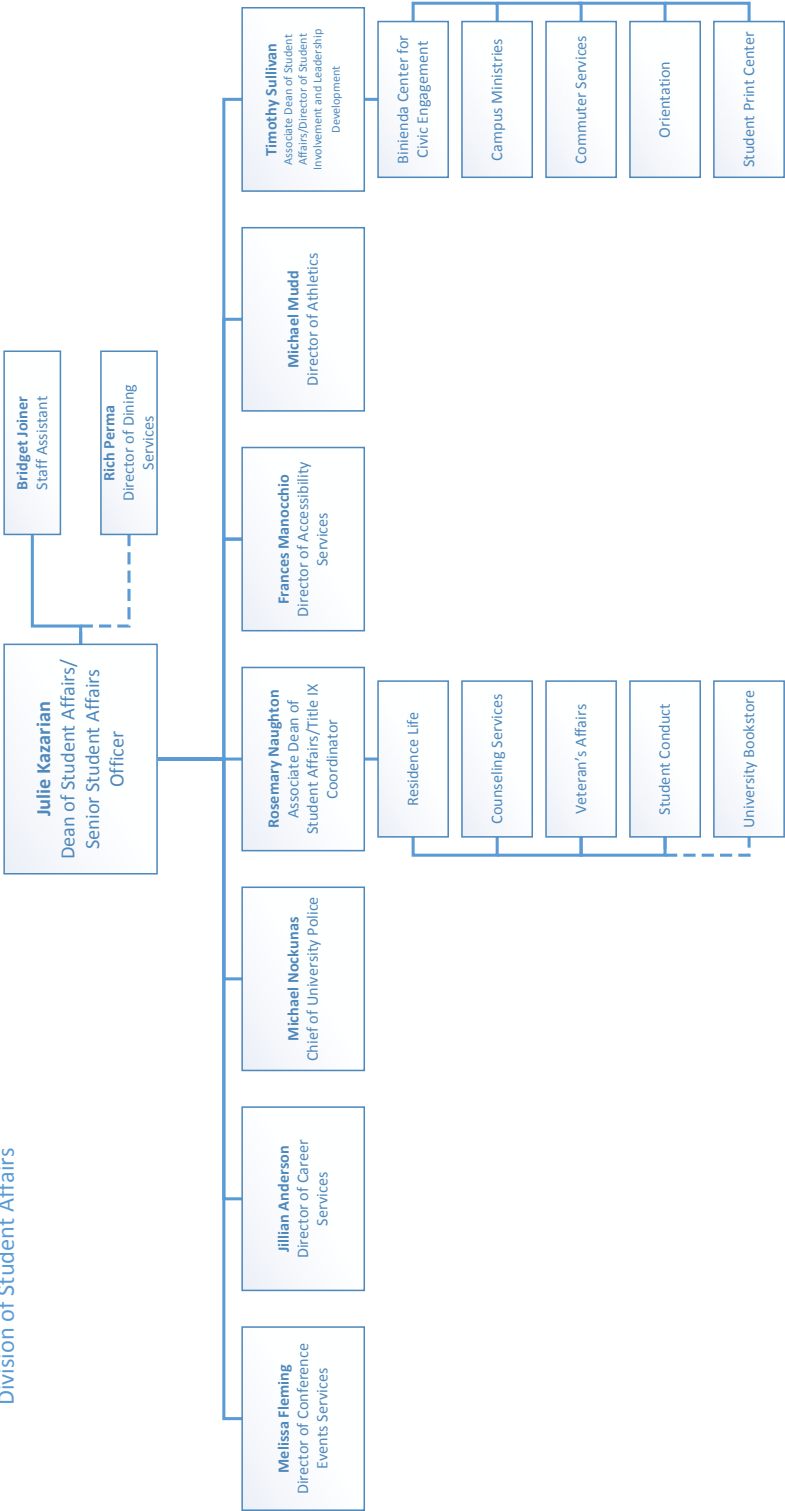
Worcester State University
Division of Administration and Finance



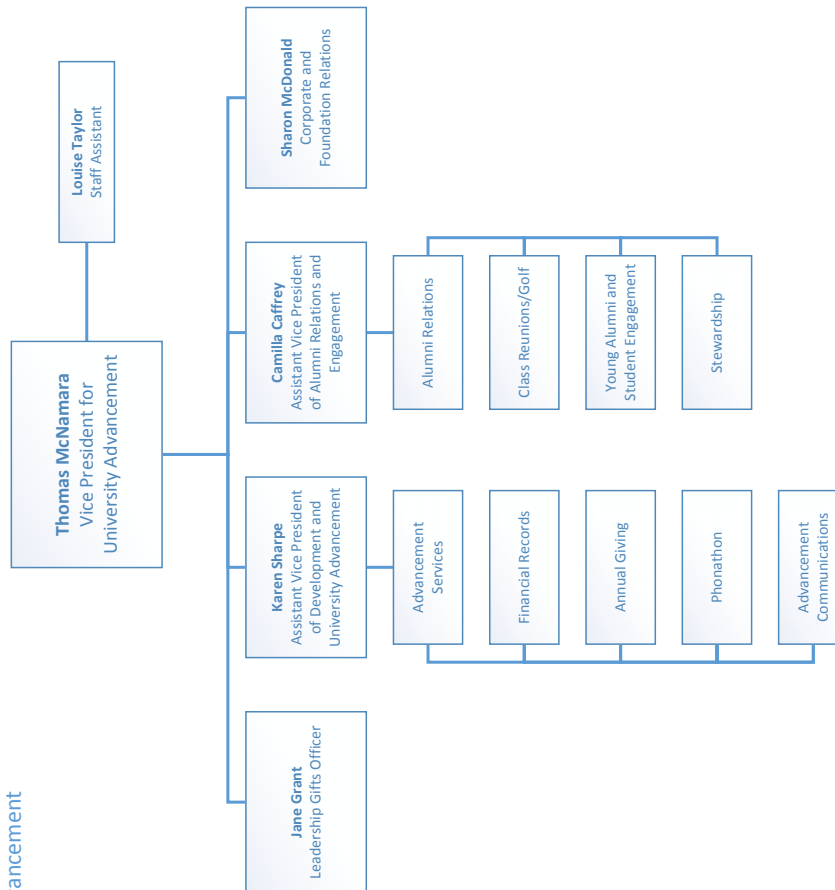
Worcester State University
Division of Enrollment Management



Worcester State University
Division of Student Affairs



Worcester State University
Division of University Advancement



General Information

Worcester State University Fall 2015 Snapshot

STUDENT PROFILE

Fall 2015 Total Enrollment:

Undergraduate Full-Time	4,117
Undergraduate Part-Time	1,397
Graduate Full-Time	173
Graduate Part-Time	619
Total Headcount	6,306

Undergraduate Degree-Seeking Student Characteristics:

Women (Undergraduate)	59%
Men (Undergraduate)	41%
Out of State	3.6%
International (20 Countries)	0.8%
Minority ¹ Students	24.1%
Residential Students ²	36%
Average Age	21.9
First-time Freshmen Average HSGPA	3.23
First-time Freshmen Average SAT Score	1,017
First-time Freshmen Retention (Fall 2014, 1st year)	77%
Graduation Rate (2009 cohort, 6th year)	51%

First-time Freshmen Admissions:

Applied	3,703
Accepted	2,539
Accepted & Enrolled	814

Transfer Admissions:

Applied	1,036
Accepted	853
Accepted & Enrolled	598

FINANCES

Cost of Attendance:

Undergraduate Tuition	\$ 970
Undergraduate Fees	\$ 7,887
Room and Board (Average)	\$ 11,560

Revenues (2014-2015):

State Appropriation	\$31,840,805
Tuition and Fees-Net	\$44,591,923
Other Sources	\$12,978,772
Total Revenues	\$89,411,500

Student Financial Aid (2014-2015):

Students Receiving FAID	4,304
Average Size of Award	\$ 10,055
Students on WSU Donor Funded Scholarships	226

Market Value of Funds under Management (FY 2015): \$23,077,110

Endowment (FY 2015): \$12,309,121

FACULTY-STAFF PROFILE

Faculty: (from IPEDS Data)

Full-Time (includes Librarians)	209
Part-Time Faculty (includes Adjuncts)	214
Full-Time Faculty with Doctorate	165
Student to Faculty Ratio ³	17 : 1

Staff: (Full-time)

Association of Professional Adm.	138
AFSCME	158
Non Unit Professionals	38

ACADEMICS

Academic Programs:

Undergraduate Majors	31
Undergraduate Minors	31
Graduate Programs	31
Study Abroad Opportunities	80

Largest Undergraduate Major (1st Major only):

Business Administration	813
Criminal Justice	485
Psychology	439
Biology	379
Nursing	364

Average Undergraduate Class Size:

14

Degrees Conferred (2014-2015):

Baccalaureate's	1,008
Post Bachelor's Certificates	113
Master's	192
Certificate of Advanced Graduate Study	6
Total Degrees Conferred	1,319

STUDENT LIFE

Organizations, Clubs & Honor Societies:

Student Organizations and Clubs	38
Academic Honor Societies	18

Intercollegiate Sports:

Men	9
Women	10

ALUMNI⁴

<i>Total Alumni</i>	36,915
Alumni Living in MA	23,025
Alumni in Worcester County	17,995
Alumni in the City of Worcester	4,943

¹ Minority includes Black/African American, American Indian/Alaskan Native, Hispanic/Latino, Asian, Native Hawaiian or other Pacific Islander, and Two or More Races.

² Based only on Full-time, Degree-Seeking, Undergraduate Students

³ FTE Students Taught/FTE Faculty

⁴ Includes both Undergraduate and Graduate Degree Recipients.

Brief History of WSU

Worcester State University was founded as the Worcester Normal School in 1874, the fifth state-funded normal school in Massachusetts and one of dozens of teacher-training schools established during the 19th century.

In 1932, all the normal schools were renamed, and Worcester's became Worcester State Teachers College. That same year, the University moved to its present location on Chandler Street. A large, colonial-style building was constructed on the site of Willow Farm, owned by Worcester inventor and philanthropist George I. Rockwood.

In 1942, Rockwood donated an additional 35 acres, paving the way for campus expansion. The University's fifth president, Dr. Eugene A. Sullivan (1947-1970), oversaw a period of unprecedented growth, as enrollment grew from 150 students, all pursuing education degrees, to nearly 2,800 students pursuing a variety of degrees.

By 1963, the former teachers college had evolved into a liberal arts and sciences college, and thus the Board of Education renamed it Worcester State College. Under the leadership of Dr. Robert E. Leestamper (1970-1975), the University opened its first residence hall, Chandler Village, in 1973. Also during his tenure, Worcester State College added a B.S. in business administration and a B.S. in nursing. In 1974, the University established its graduate school.

The growth period continued under the administration of President Joseph J. Orze (1975-1982). In 1979, the University added its second residence hall, Dowden Hall, named for Mrs. Vera M. (Dowden) Baldwin '34, M.Ed. '53, the school's first Dean of Students. From 1982 to 1991, under the leadership of President Philip D. Vairo, the University expanded its programs to include the area's first master of science in speech-language pathology and the first bachelor's degree in occupational therapy in the state college system.

During the presidency of Dr. Kalyan K. Ghosh (1992-2002), the University incorporated the widespread use of technology, from computer-based learning to a campus-wide network. In 2000, the University opened the 110,000-square-foot Kalyan K. Ghosh Center for Science and Technology, with instructional laboratory facilities for 12 academic programs and a 196-seat multimedia lecture hall.

In 2002, the University welcomed its first female president, Dr. Janelle C. Ashley (2002-2011). Under her leadership, the student population grew as the campus undertook major renovations and building projects, including the construction of the awarding-winning residence hall named after philanthropist Phillip M. Wasylean II '63, which opened in 2004.

In 2010, the Commonwealth of Massachusetts granted university status to all nine Massachusetts state colleges.

Barry M. Maloney became the 11th president of the University in July 2011. Under his leadership, WSU has increased its full-time faculty, increased fundraising, and improved student measures of success. Student opportunities for civic engagement and service learning and for student-exchange and study away have grown substantially. A new 400-bed residence hall, named for Lt. Col. James F. Sheehan '55, opened in the fall of 2015, and construction of a new Wellness Center is underway. The 100,000-square-foot state-of-the-art athletic and academic facility will open in 2016.

Source: President's Office

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.

Strategic Plan 2015-2020

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 a 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

Scholarship, Partnership, and Leadership for a Changing World

Accreditation

Worcester State University 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 instructions.

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

School Psychology: National Association of School Psychologists

Education: Council for the Accreditation of Educator Preparation

Carnegie Foundation Community Engagement Classification

Worcester State University has been named “Best in the Northeast” by the Princeton Review for the twelfth year in a row. The Princeton Review has also named WSU as a Best Value College (Public) for 2013 and 2014 as well as Most Environmentally Responsible for 2015.

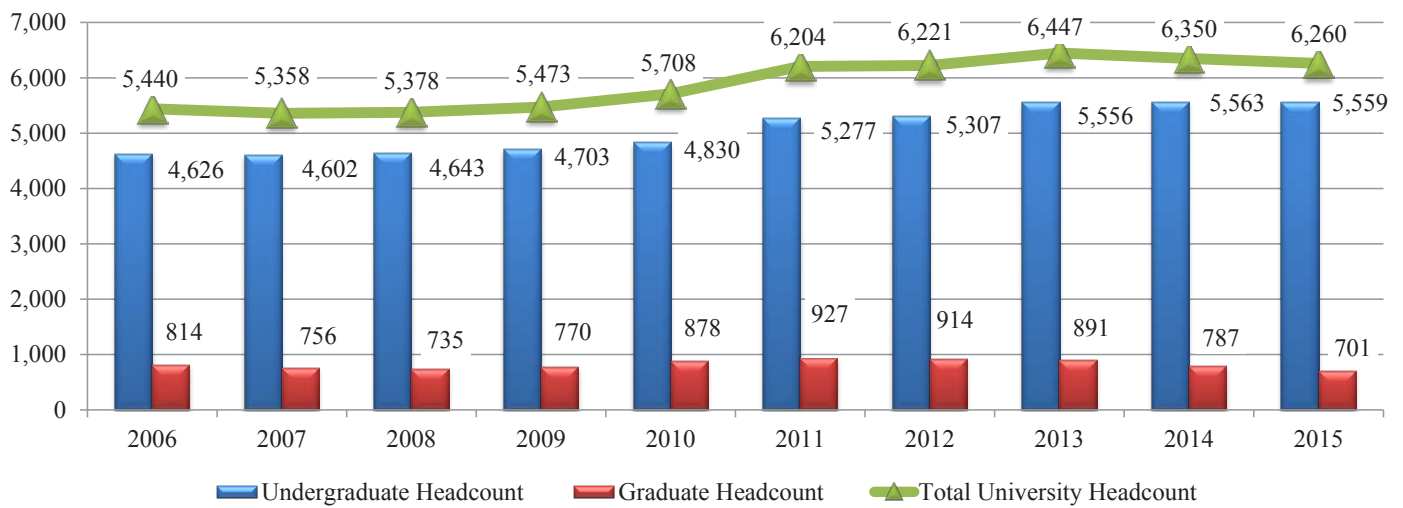


Worcester State University was recognized in the 1st Tier (North) of the 2015 “Best Regional Universities” of the U.S. News and World Report College Rankings.

Worcester State University has been named Worcester’s Best College by Worcester Magazine Annual Readers’s Poll for the tenth time. The university also received this honor in 2002, 2006, 2007, 2009, 2010, 2011, 2012, 2013, 2014.

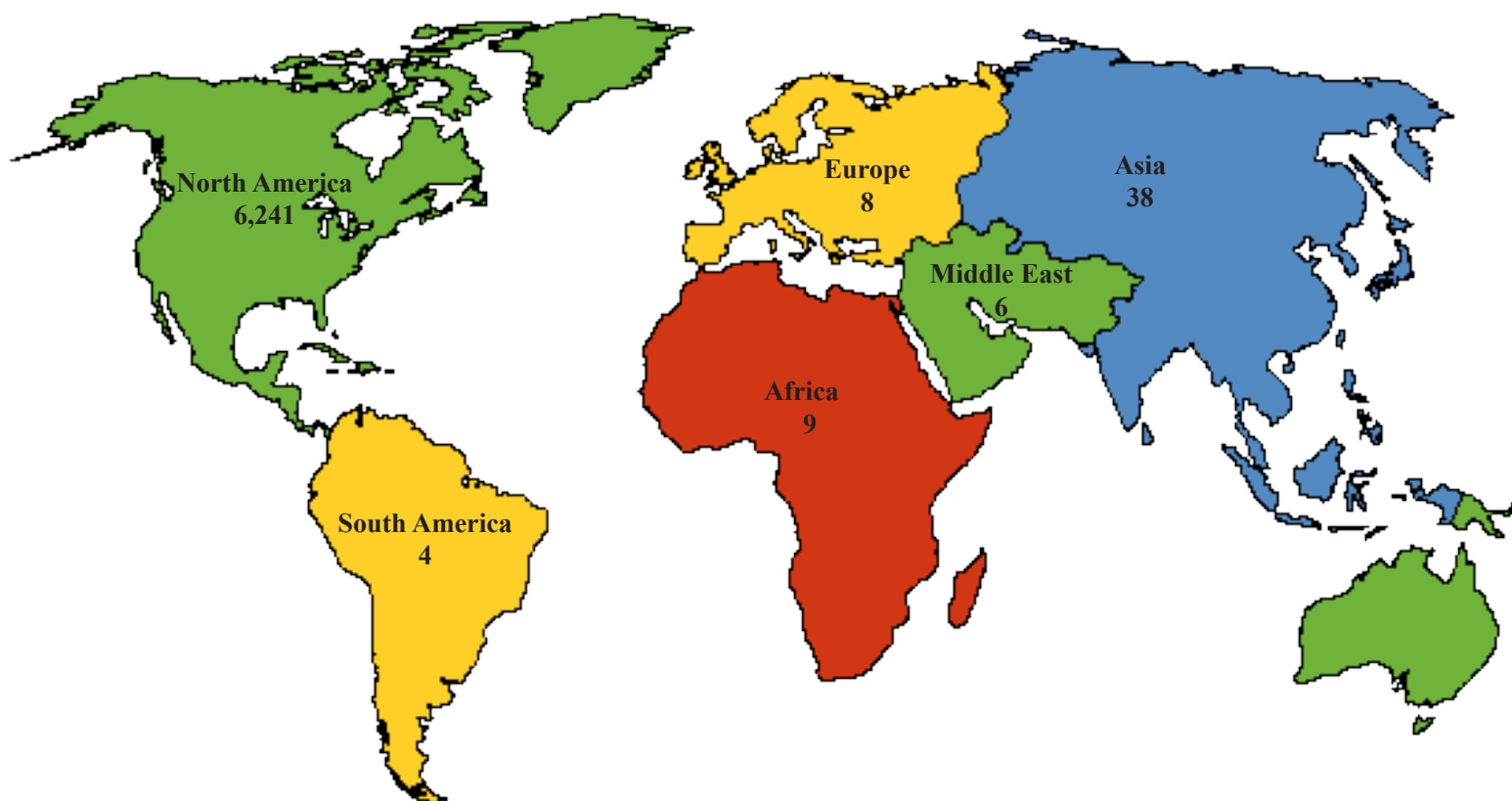
Student Profile

Longitudinal Enrollment, Fall 2006-Fall 2015



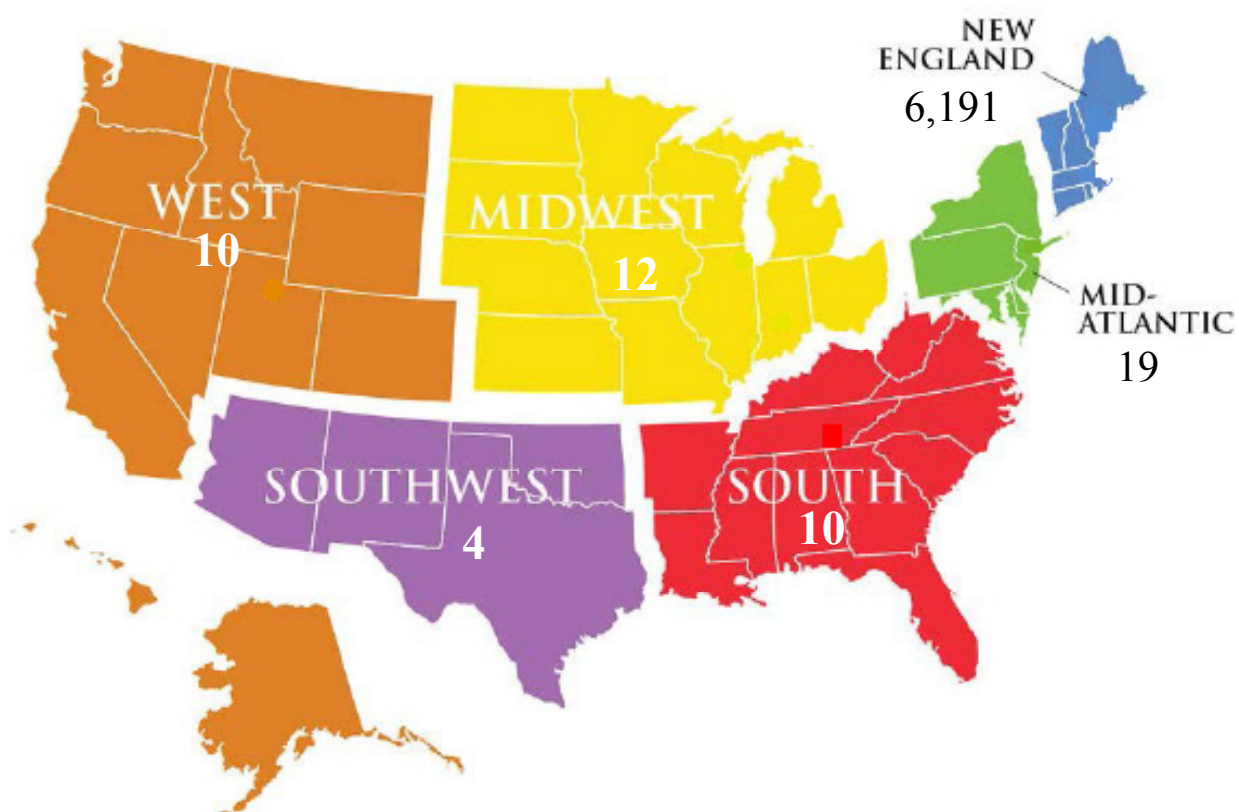
Source: IR Official DHE Fall Files

Number of Undergraduate and Graduate Students by World Regions, Fall 2015



Source: IR Official DHE Fall Files

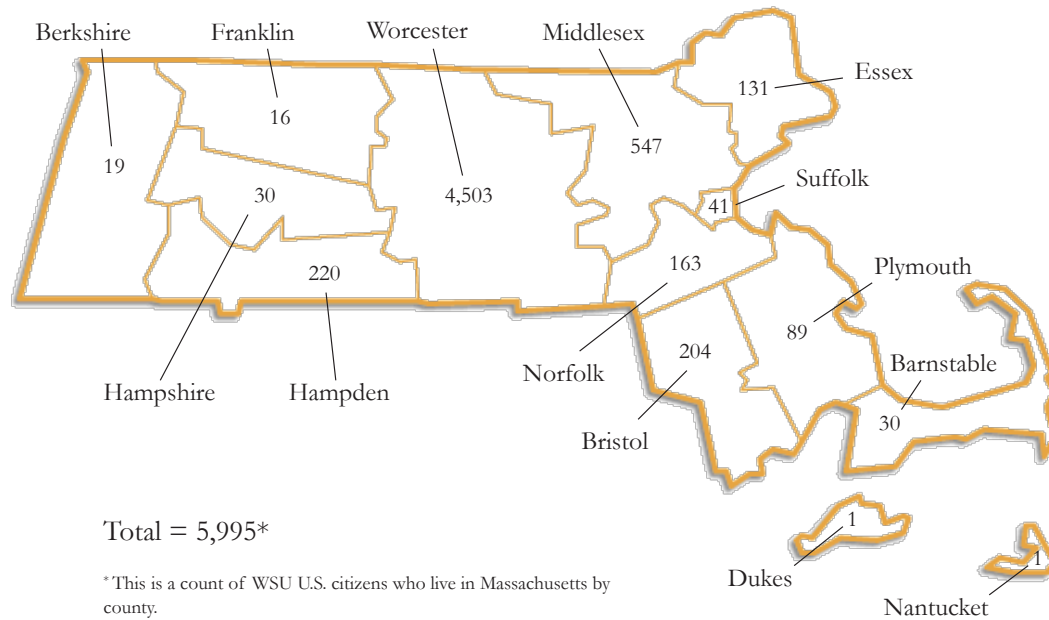
Number of Undergraduate and Graduate Students by United States Regions*, Fall 2015



*non-US citizens are not included

Source: IR Official DHE Fall Files

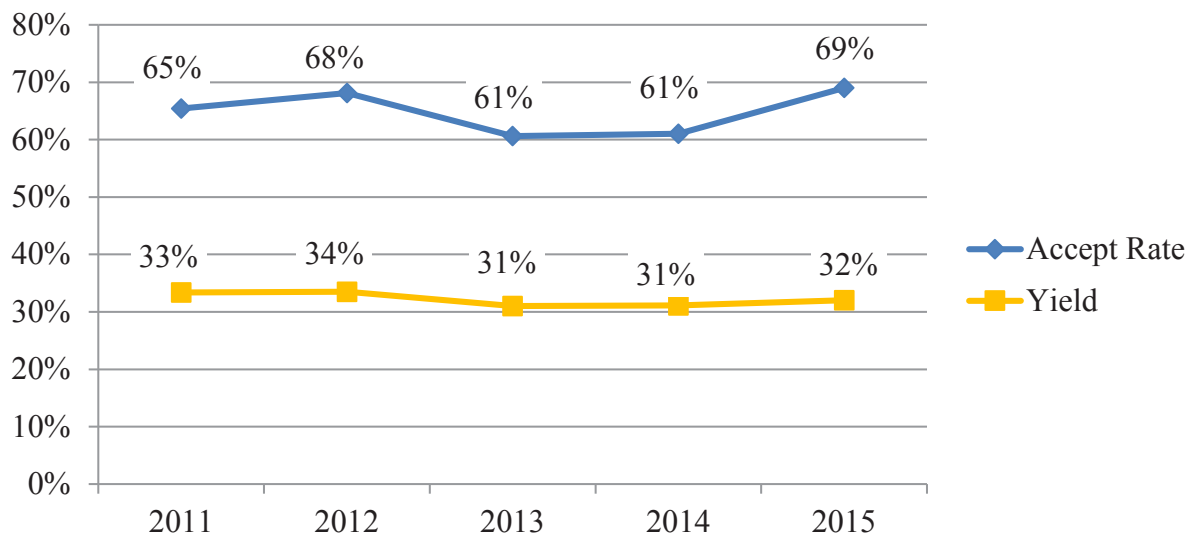
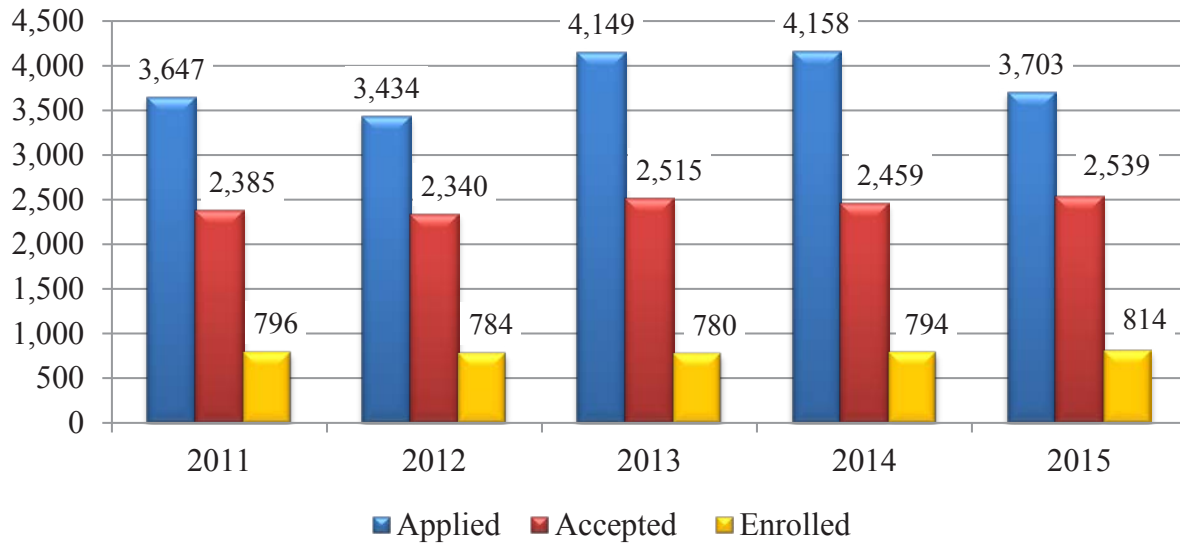
Students by Massachusetts County of Residence, Fall 2015



County	Undergraduate	Graduate	Total
Barnstable	26	4	30
Berkshire	18	1	19
Bristol	190	14	204
Dukes	1	0	1
Essex	124	7	131
Franklin	13	3	16
Hampden	203	17	220
Hampshire	27	3	30
Middlesex	471	76	547
Nantucket	1	0	1
Norfolk	145	18	163
Plymouth	77	12	89
Suffolk	35	6	41
Worcester	3,931	572	4,503
Total	5,262	733	5,995

Source: IR Official DHE Fall Files

First-Time, Degree Seeking Freshmen Admissions Fall 2011-Fall 2015



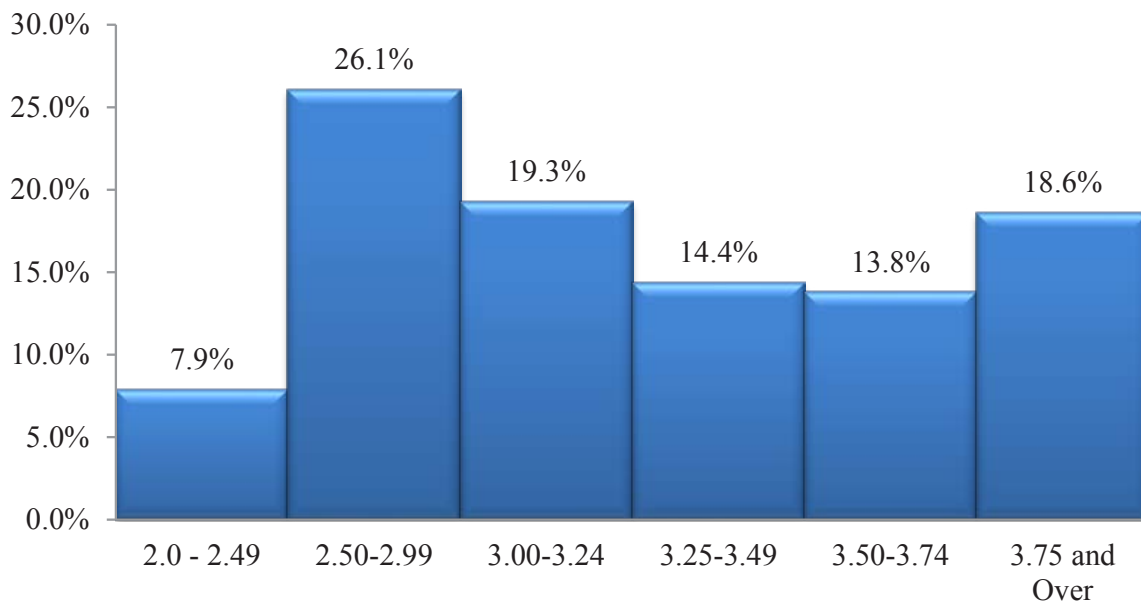
Accept Rate = # Accepted/# Applied

Yield = # Enrolled/# Accepted

Source: IR Official DHE Fall Files

High School GPA of Degree Seeking, First-Time Freshmen, Fall 2015 (n=814)

Mean GPA	3.23	Middle 50% GPA:	2.82-3.61
Minimum GPA:	2.01	Maximum GPA:	4.62

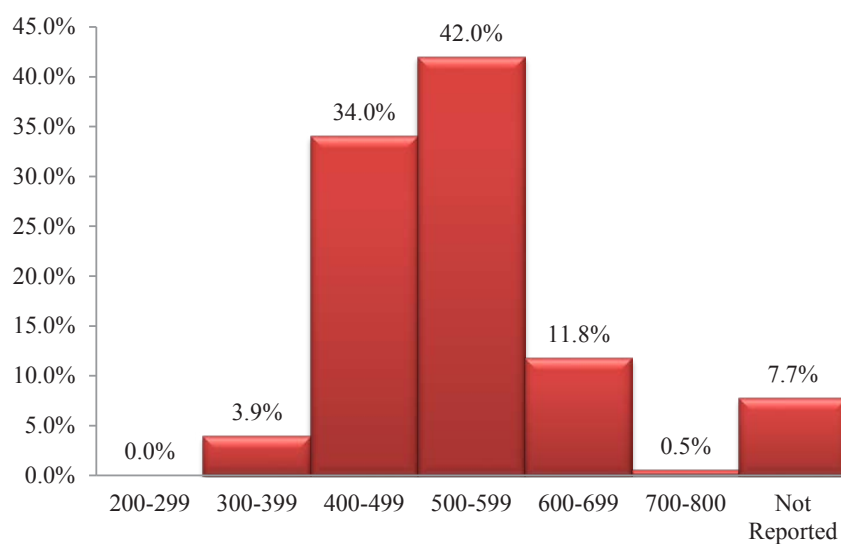


Source: IR Official DHE Fall Files

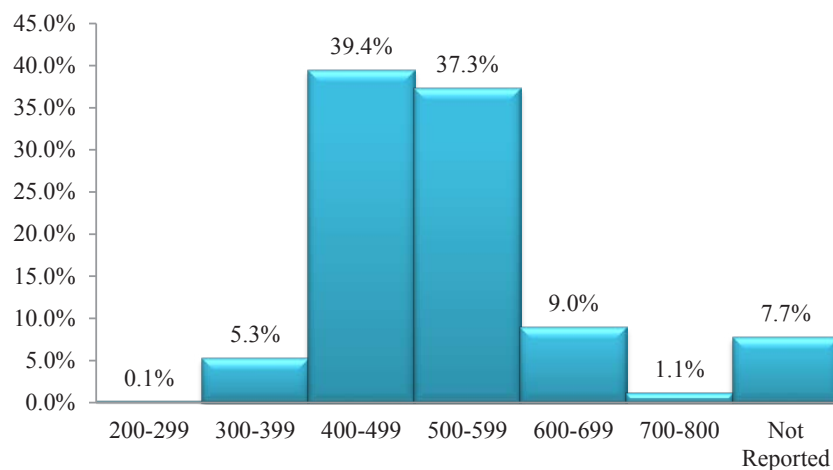
Distribution of SAT Scores of Degree Seeking, First-Time Freshmen, Fall 2015 (n=814)

Mean Score (Math):	513	Middle 50% (Math):	470-560
Mean Score (Verbal):	504	Middle 50% (Verbal):	450-550

Math SAT Scores



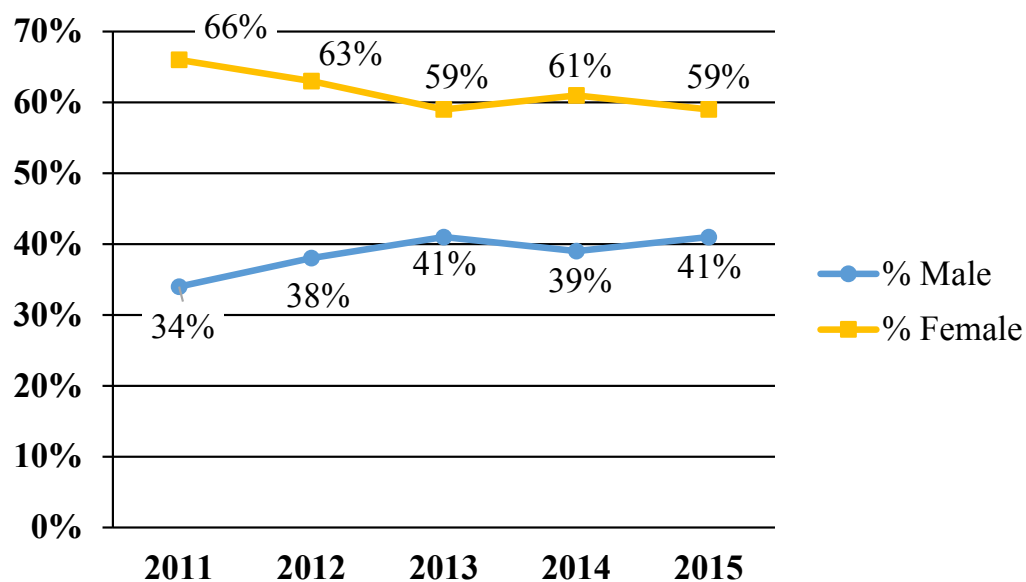
Verbal SAT Score



Source: IR Official DHE Fall Files

Gender of Degree Seeking, First-Time Freshmen, Fall 2011-2015

Gender	2011	2012	2013	2014	2015
Male	290	294	318	312	336
Female	560	490	462	482	478
Total	850	784	780	794	814
% Male	34%	38%	41%	39%	41%
% Female	66%	63%	59%	61%	59%

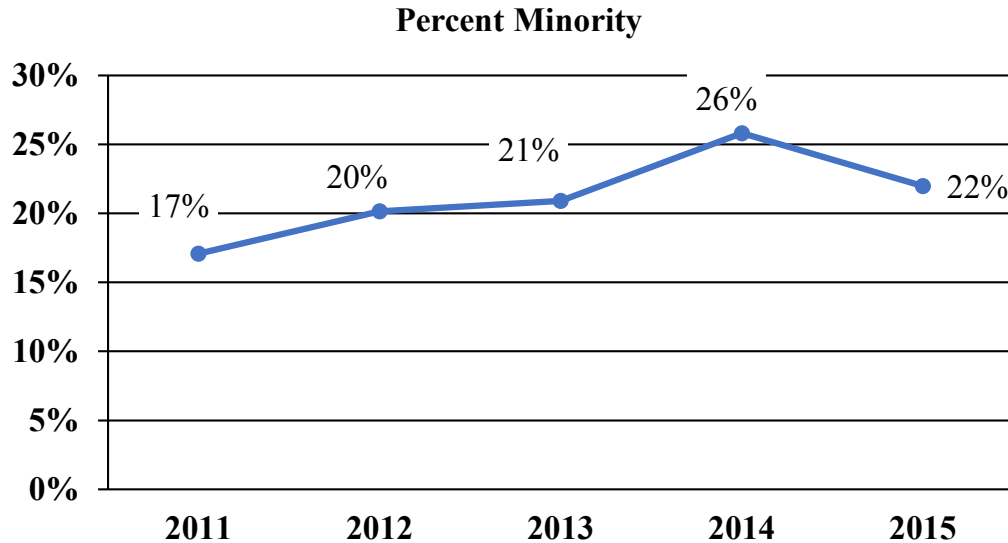


Source: IR Official DHE Fall Files

Ethnicity of Degree Seeking, First-Time Freshmen, Fall 2011-2015

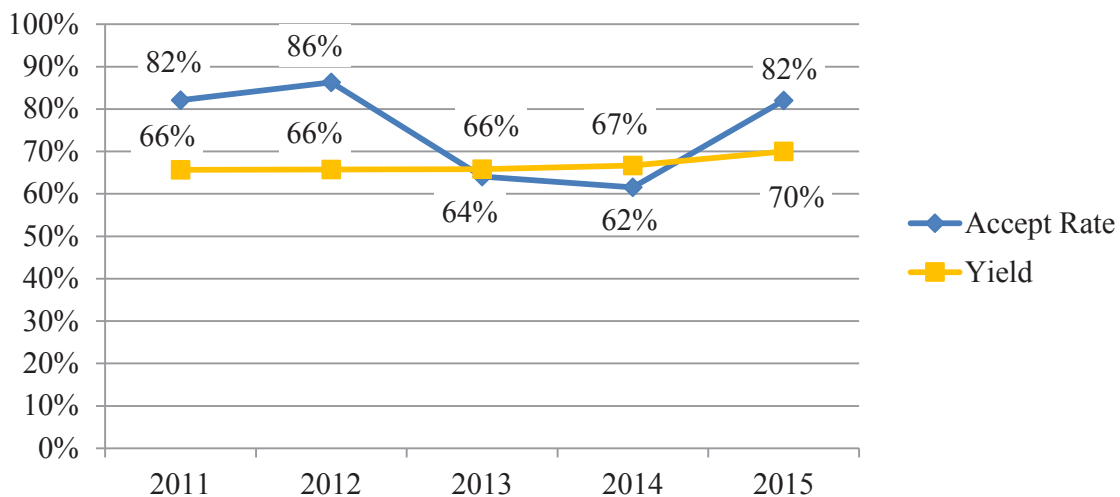
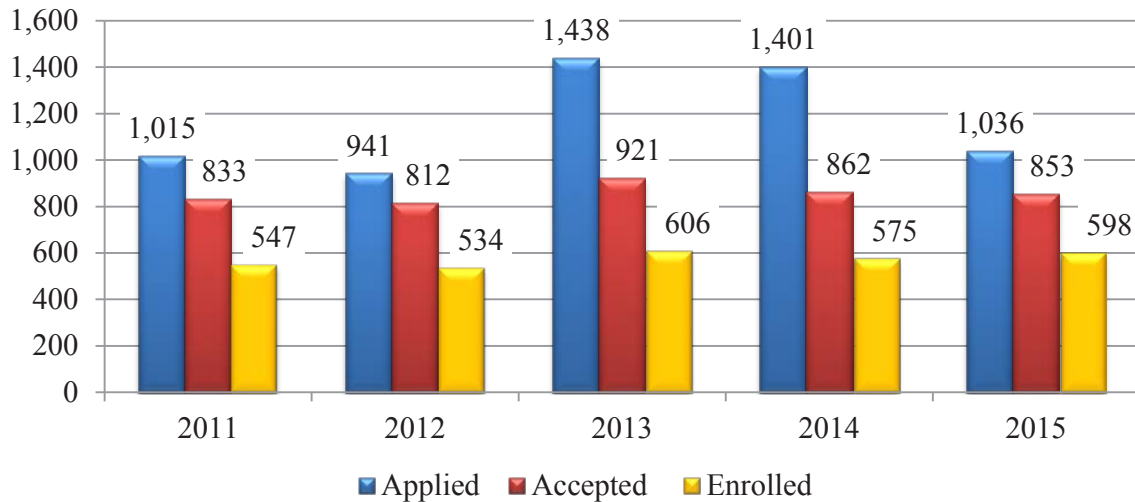
Race/Ethnicity	2011	2012	2013	2014	2015
Non-resident Alien	5	0	15	3	6
Black or African American	24	36	25	50	42
American Indian or Alaska Native	3	4	6	5	1
Hispanic or Latino	67	61	76	94	78
White	620	604	575	538	604
Unknown	35	22	27	48	25
Two or more races	23	32	19	21	25
Asian	19	25	36	33	32
Native Hawaiian or Other Pacific Islander	0	0	1	2	1
Total	796	784	780	794	814
Minority Total ¹	136	158	163	205	179
Percent Minority ¹	17%	20%	21%	26%	22%

¹Excludes Non-resident Alien, White, Unknown



Source: IR Official DHE Fall Files

Degree Seeking, First-Time Undergraduate Transfer Student Admissions Fall 2011-Fall 2015



Accept Rate = # Accepted/# Applied

Yield = # Enrolled/# Accepted

Source: IR Official DHE Fall Files

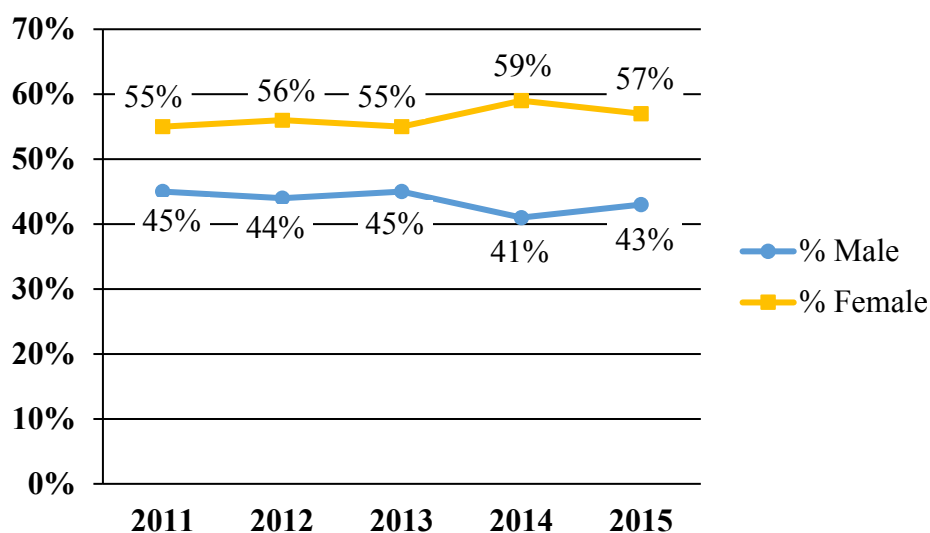
Age Range of Degree Seeking, First-Time Undergraduate Transfer Students Fall 2011-2015

Age Range	2011	2012	2013	2014	2015
Under 18	0	1	0	0	3
18-24	408	392	431	412	448
25-34	90	94	104	105	94
35-44	22	19	39	36	36
45-54	22	24	20	13	13
55+	2	4	9	8	3
Not Reported	3	0	3	1	0
% 25 + years	25%	26%	29%	28%	24%
Average Age	24	24	25	24	23

Source: IR Official DHE Fall Files

Gender of Degree Seeking, First-Time Undergraduate Transfer Students Fall 2011-2015

Gender	2011	2012	2013	2014	2015
Male	246	237	270	236	258
Female	301	297	336	339	339
Total	547	534	606	575	597
% Male	45%	44%	45%	41%	43%
% Female	55%	56%	55%	59%	57%

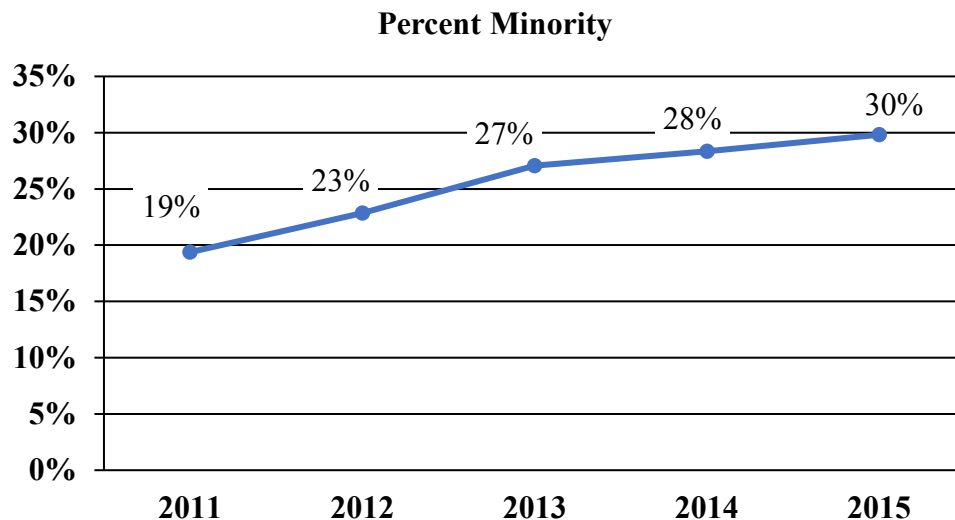


Source: IR Official DHE Fall Files

Ethnicity of Degree Seeking, First-Time Undergraduate Transfer Students Fall 2011-2015

Race/Ethnicity	2011	2012	2013	2014	2015
Non-resident Alien	11	5	9	8	5
Black or African American	44	41	63	63	68
American Indian or Alaska Native	4	1	3	2	3
Hispanic or Latino	35	44	52	60	63
White	403	381	405	382	391
Unknown	27	26	28	22	23
Two or more races	8	16	14	15	23
Asian	15	20	31	23	21
Native Hawaiian or Other Pacific Islander	0	0	1	0	0
Total	547	534	606	575	597
Minority Total ¹	106	122	164	163	178
Percent Minority ¹	19%	23%	27%	28%	30%

¹Excludes Non-resident Alien, White, Unknown



Source: IR Official DHE Fall Files

Transfer Institutions, Fall 2015

<i>Institution*</i>	<i># of Students</i>
Quinsigamond Community College	205
Mount Wachusett Community College	23
Massachusetts Bay Community College	19
University of Massachusetts at Amherst	15
Framingham State University	13
Fitchburg State University	12
Foreign College	12
Assumption College	10
Becker College	10
Anna Maria College	9
Curry College	9
University of Massachusetts at Dartmouth	9
Middlesex Community College	8
Total	354

* Institutions contributing approximately 60% of the transfer students

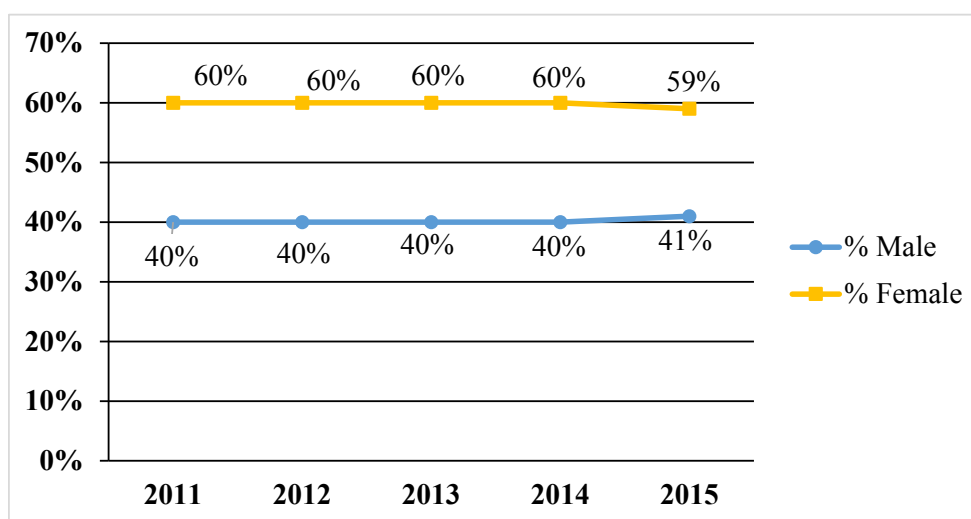
Majors of Degree Seeking, First-Time Undergraduate Transfer Students Fall 2015

<i>Major</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Biology	18	34	52
Biotechnology	7	6	13
Business Administration	73	34	107
Chemistry	5	6	11
Communication	14	13	27
Communication Sciences & Disorders	1	15	16
Computer Science	19	6	25
Criminal Justice	44	22	66
Early Childhood Education	0	13	13
Early Childhood Education (Non-Licensure)	0	5	5
Economics	8	1	9
Elementary Education	3	24	27
English	2	9	11
Environmental Science	0	1	1
Geography	1	1	2
Health Education	3	5	8
History	12	4	16
Mathematics	4	6	10
Natural Science	3	0	3
Nursing (For RNs)	2	23	25
Nursing (Generic)	1	15	16
Occupational Studies	1	0	1
Psychology	10	48	58
Public Health	3	17	20
Sociology	5	6	11
Spanish	1	1	2
Urban Studies	2	6	8
Undeclared	16	16	32
Visual & Performing Arts	0	2	2
Total	258	339	597

Source: IR Official DHE Fall Files

Gender of Full and Part-Time, Degree and Non-Degree Seeking Undergraduate Students Fall 2011-2015

Gender	2011	2012	2013	2014	2015
Male	2,133	2,108	2,234	2,230	2,238
Female	3,144	31,99	3,322	3,333	3,276
Total	5,277	5,307	5,556	5,563	5,514
% Male	40%	40%	40%	40%	41%
% Female	60%	60%	60%	60%	49%

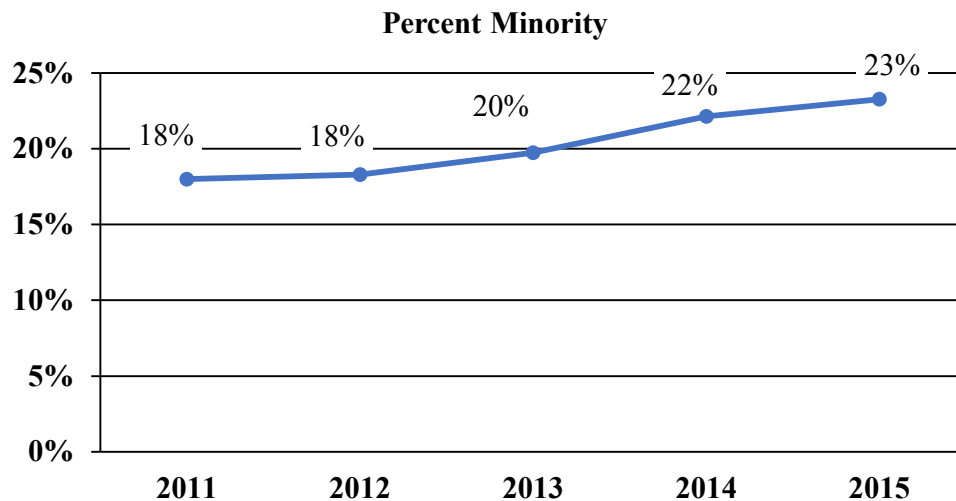


Source: IR Official DHE Fall Files

Ethnicity of Full and Part-Time, Degree and Non-Degree Seeking Undergraduate Students Fall 2011-2015

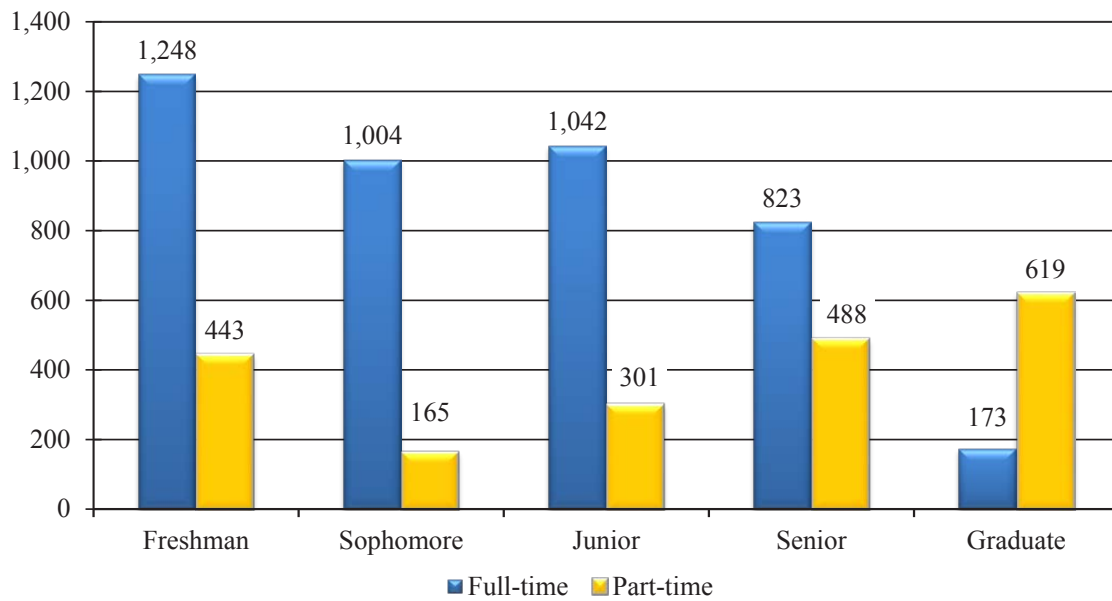
Race/Ethnicity	2011	2012	2013	2014	2015
Non-resident Alien	50	40	68	47	45
Black or African American	308	298	327	376	407
American Indian or Alaska Native	29	23	28	33	19
Hispanic or Latino	359	370	415	476	482
White	3,960	3,964	3,980	3,888	3,825
Unknown	334	332	411	397	361
Two or more races	67	98	123	125	152
Asian	166	179	199	218	220
Native Hawaiian or Other Pacific Islander	4	3	5	3	3
Total	5,277	5,307	5,556	5,563	5,514
Minority Total ¹	933	971	1,097	1,231	1,283
Percent Minority ¹	18%	18%	20%	22%	23%

¹Excludes Non-resident Alien, White, Unknown



Source: IR Official DHE Fall Files

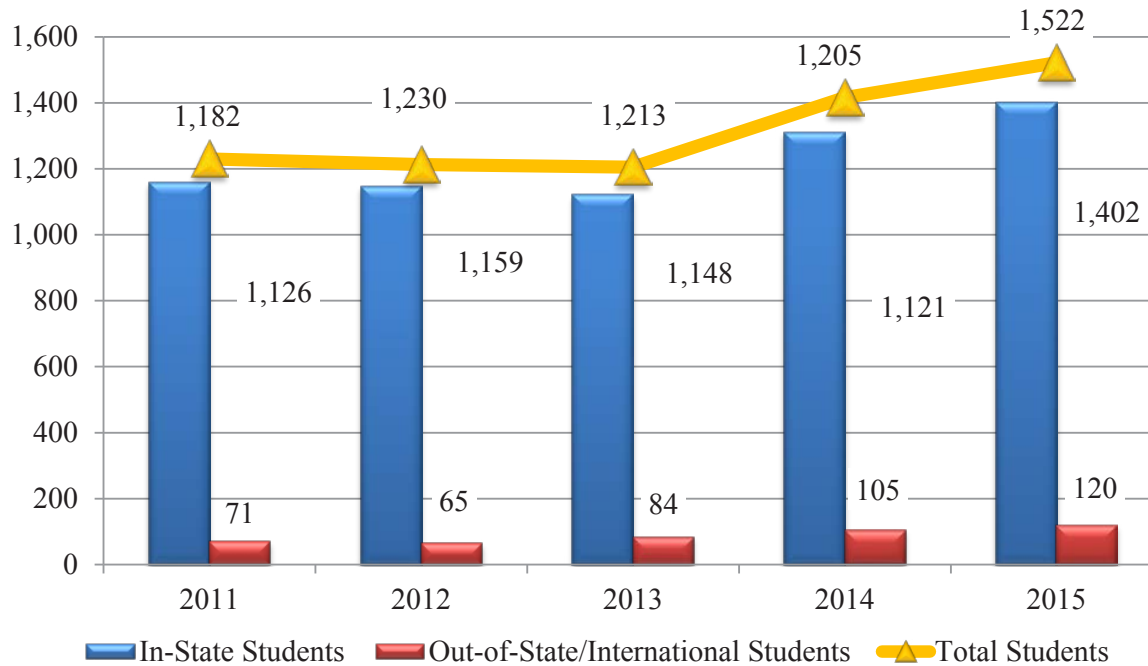
Total Enrollment by Student Classification, Full and Part-Time Status, Fall 2015



Total Enrollment = 6,306

Source: IR Official DHE Fall Files

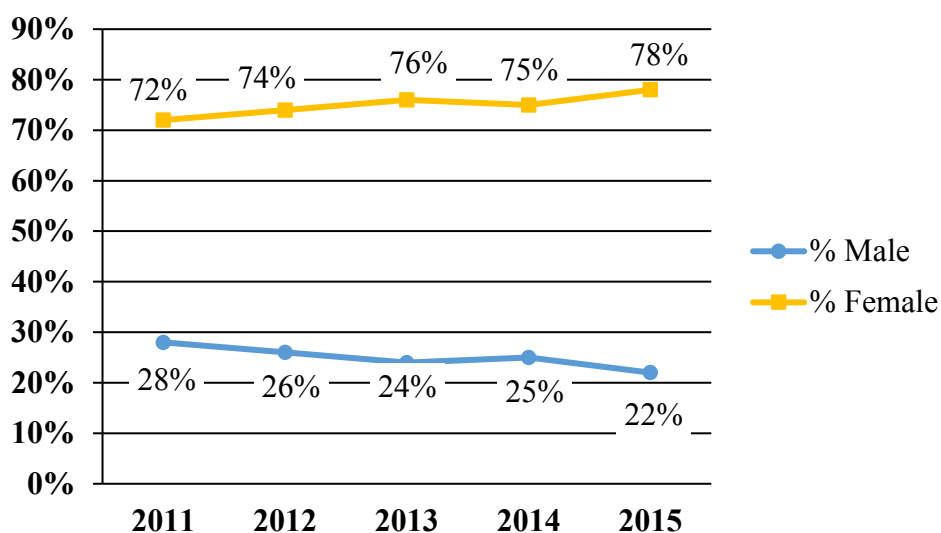
On-Campus Housing by In-State and Out-of-State/International Students Fall 2011-2015



Source: IR Official DHE Fall Files

Gender of Degree and Non-Degree Seeking Graduate Students Fall 2011-2015

Gender	2011	2012	2013	2014	2015
Male	258	237	218	200	178
Female	669	677	673	587	614
Total	927	914	891	787	792
% Male	28%	26%	24%	25%	22%
% Female	72%	74%	76%	75%	78%

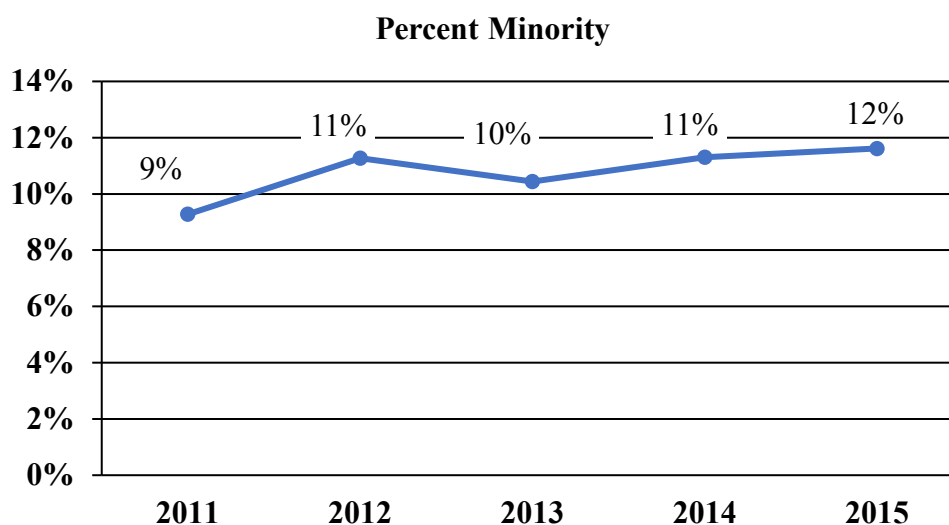


Source: IR Official DHE Fall Files

Ethnicity of Degree and Non-Degree Seeking Graduate Students Fall 2011-2015

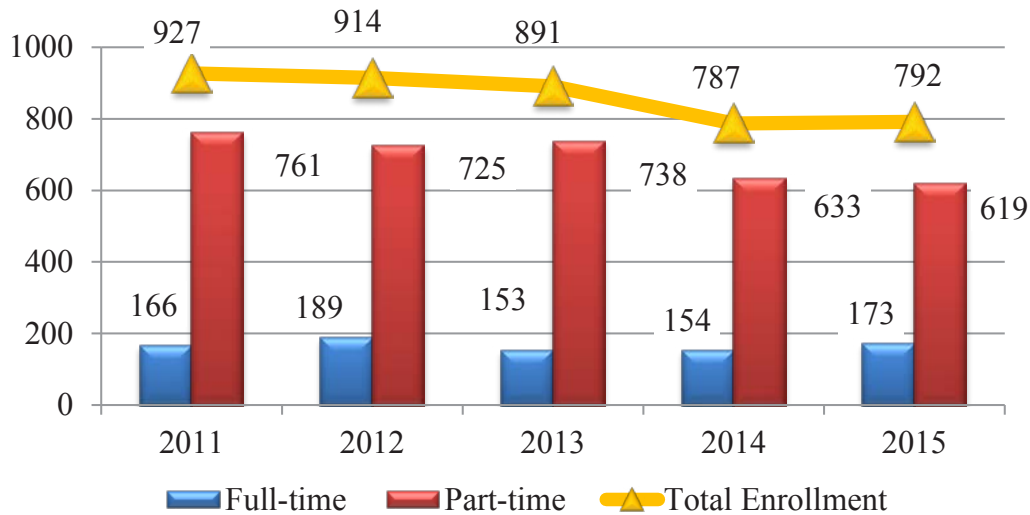
Race/Ethnicity	2011	2012	2013	2014	2015
Non-resident Alien	7	12	13	16	13
Black or African American	21	25	28	24	25
American Indian or Alaska Native	0	2	1	3	6
Hispanic or Latino	32	38	33	28	34
White	763	715	713	626	616
Unknown	71	84	72	56	71
Two or more races	8	11	8	13	11
Asian	21	24	21	21	16
Native Hawaiian or Other Pacific Islander	4	3	2	0	0
Total	927	914	891	787	792
Minority Total ¹	86	103	93	89	92
Percent Minority ¹	9%	11%	10%	11%	12%

¹Excludes Non-resident Alien, White, Unknown

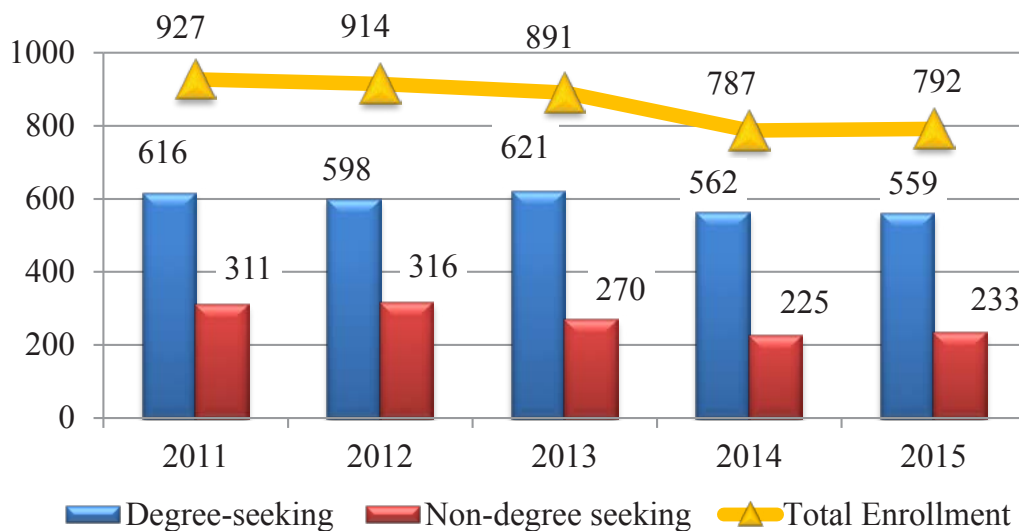


Source: IR Official DHE Fall Files

Enrollment of Full and Part-Time Graduate Students Fall 2011-2015



Enrollment of Degree and Non-Degree Seeking Graduate Students Fall 2011-2015



Source: IR Official DHE Fall Files

Instructional Programs

Undergraduate Enrollment by First and Second Major and Gender, Fall 2015 (1 of 4)

<i>First Major</i>	<i>Second Major</i>	<i>Gender</i>		<i>Total</i>
		<i>Male</i>	<i>Female</i>	
Biology	Chemistry	2	3	5
	Public Health		1	1
	Spanish		2	2
	Visual & Performing Arts		1	
	None	133	237	370
	Total	135	244	379
Biotechnology	Computer Science	2	1	3
	None	50	51	101
	Total	52	52	104
Business Administration	Communication		1	1
	Criminal Justice	1	1	2
	Economics	4		4
	Psychology	1	1	2
	Sociology	1		1
	Spanish	1	3	4
	Urban Studies		1	1
	None	495	303	798
	Total	503	310	813
Chemistry	Biotechnology	1	1	2
	Elementary Education		1	1
	Spanish	1	1	2
	None	37	41	78
	Total	39	44	83
Communication	Business Administration	1		1
	English	1		1
	Psychology	1		1
	Sociology	2		2
	Spanish		1	
	Visual & Performing Arts	1		
	None	113	104	217
	Total	119	105	224
Communication Sciences & Disorders	Psychology		5	5
	Spanish	1	4	5
	None	7	184	191
	Total	8	193	201
Community Health	None	7	24	31
	Total	7	24	31
Computer Science	English	1		1
	Mathematics	1	1	2
	None	152	23	175
	Total	154	24	178

Source: IR Official DHE Fall Files

Undergraduate Enrollment by First and Second Major and Gender, Fall 2015 (2 of 4)

<i>First Major</i>	<i>Second Major</i>	<i>Gender</i>		<i>Total</i>
		<i>Male</i>	<i>Female</i>	
Criminal Justice	Business Administration	2		2
	Psychology	7	6	13
	Sociology	2		2
	Spanish	1		1
	Urban Studies	1	1	2
	None	322	143	465
Total		335	150	485
Early Childhood Education	Biology		1	1
	Elementary Education		1	1
	English		2	2
	Geography		1	1
	History		2	2
	Math for Elementary Education		1	1
	Psychology	1	69	
	Sociology	1	16	17
	Spanish		2	2
	Visual & Performing Arts		7	7
	None	4	38	42
Total		6	140	146
Early Childhood Education, Non-Licensure	Psychology		6	6
	Sociology		2	2
	Visual & Performing Arts		1	1
	None	1	28	29
Total		1	37	38
Economics	Sociology		1	
	None	40	11	51
Total		29	12	41
Elementary Education	Business Administration		1	1
	Communication Sciences & Disorders		1	1
	English	1	11	12
	Environmental Science		5	5
	Geography		2	2
	History	2	6	8
	Math for Elementary Education	1	17	18
	Mathematics	1		1
	Psychology	6	55	61
	Sociology		10	10
	Spanish		7	7
	Visual & Performing Arts		2	2
	None	3	60	63
Total		14	177	191

Source: IR Official DHE Fall Files

Undergraduate Enrollment by First and Second Major and Gender, Fall 2015 (3 of 4)

First Major	Second Major	Gender		Total
		Male	Female	
English	History		2	2
	Psychology		3	3
	Visual & Performing Arts		1	1
	None	49	87	136
	Total	49	93	142
Environmental Science	None	1	3	4
	Total	1	3	4
Geography	Criminal Justice	1		1
	Economics	1		1
	None	17	9	26
	Total	19	9	28
Health Education	Spanish		1	1
	None	52	66	118
	Total	52	67	119
History	Business Administration	1		1
	Elementary Education	1	1	2
	Visual & Performing Arts	1		1
	None	106	44	150
	Total	109	45	154
Math for Elementary Education	None	1	3	4
	Total	1	3	4
Mathematics	Communication	1		1
	None	42	27	69
	Total	43	27	70
Natural Science	None	22	10	32
	Total	22	10	32
Non-Degree Seeking	None	162	303	465
	Total	162	303	465
Nursing (For RNs)	None	12	79	91
	Total	12	79	91
Nursing (Generic)	Biology		1	1
	Health Education		1	1
	Public Health	1		
	Spanish		2	
	None	27	241	268
	Total	28	245	273
Occupational Studies	Health Education		1	1
	Psychology	1	3	
	Public Health		1	
	None	10	102	112
	Total	11	107	118

Source: IR Official DHE Fall Files

Undergraduate Enrollment by First and Second Major and Gender, Fall 2015 (4 of 4)

<i>First Major</i>	<i>Second Major</i>	<i>Gender</i>		<i>Total</i>
		<i>Male</i>	<i>Female</i>	
Psychology	Biology	1	1	2
	Business Administration		1	1
	Communication	2	1	3
	Communication Sciences & Disorders		1	1
	Criminal Justice		4	4
	Elementary Education	1		1
	Environmental Science	1		1
	Occupational Studies		1	1
	Sociology		2	2
	Spanish	1	1	
	Urban Studies	1	2	3
	Visual & Performing Arts		1	
	None	79	338	417
	Total	86	353	439
Public Health	Psychology		1	1
	Sociology		1	1
	None	39	136	175
	Total	39	138	177
Sociology	Psychology		1	1
	Spanish		2	2
	None	27	52	79
	Total	27	55	82
Spanish	Biology		1	1
	Business Administration		1	1
	Communication		1	1
	Psychology		1	1
	None	4	17	21
	Total	4	21	25
Undeclared	None	121	140	261
	Total	121	140	261
Urban Studies	Geography	2		2
	History	1		1
	Psychology		1	1
	None	17	34	51
	Total	20	35	55
Visual & Performing Arts	Business Administration		1	1
	Communication		1	1
	English		1	1
	Psychology	1	1	
	Sociology	1		
	Spanish		1	
	None	17	26	43
	Total	19	31	50
Grand Total		2,238	3,276	5,514

Source: IR Official DHE Fall Files

Graduate Enrollment by Program and Gender, Fall 2015

<i>Program</i>	<i>Gender</i>		<i>Total</i>
	<i>Male</i>	<i>Female</i>	
Biotechnology	6	13	19
Community & Public Health Nursing	0	32	32
Early Childhood Education	0	2	2
Early Childhood Education, Non-Licensure	0	3	3
Education	1	3	4
Elementary Education	0	16	16
Elementary Education, Non-Licensure	1	1	2
English	5	5	10
English as a Second Language	1	4	5
Health Care Administration	7	14	21
Health Education	5	4	9
History	8	7	15
Management	17	20	37
Middle School Education	5	12	17
Moderate Special Needs	6	12	18
Non-Degree Seeking	54	179	233
Non-Profit Management	8	14	22
Nurse Educator	2	22	24
Occupational Therapy	10	58	68
Reading	2	8	10
School Leadership & Administration	12	38	50
School Psychology	2	28	30
Secondary Education	22	28	50
Spanish	1	8	9
Speech-Language Pathology	3	83	86
Grand Total	178	614	792

Source: IR Official DHE Fall Files

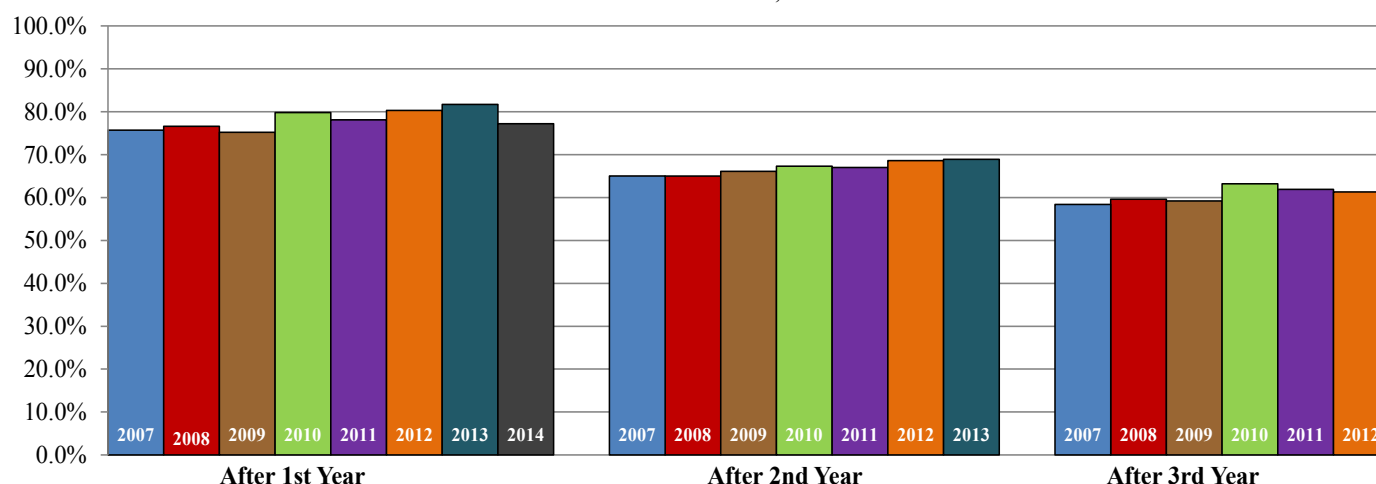
Academic Achievement/Learning Outcomes

First-Time, Full-Time Freshmen Retention and Graduation Rates

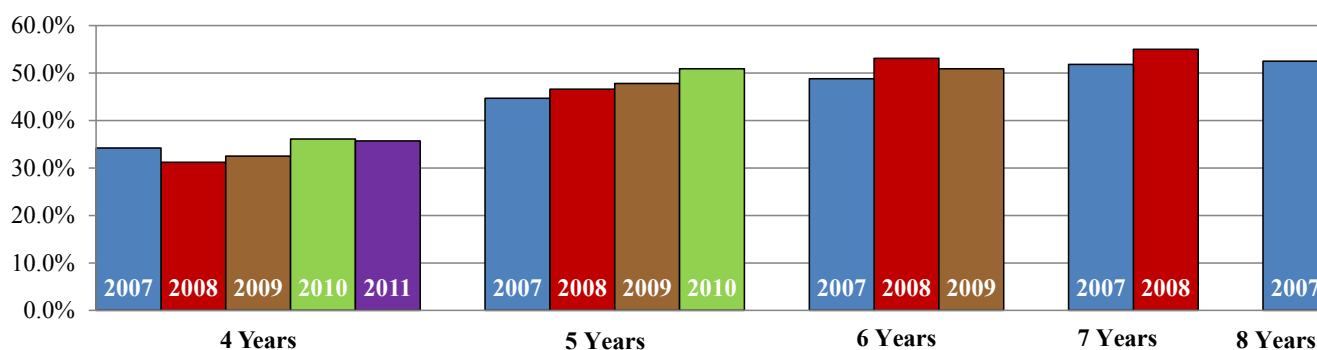
Entering Class	Initial Cohort	% Retained			% Graduating				
		After 1st Year	After 2nd Year	After 3rd Year	Within 4 Years	Within 5 Years	Within 6 Years	Within 7 Years	Within 8 Years
2007	678	75.7	65.0	58.4	34.2	44.7	48.8	51.8	52.5
2008	654	76.6	65.0	59.6	31.2	46.6	53.1	55.0	
2009	693	75.2	66.1	59.2	32.5	47.8	50.9		
2010	809	79.8	67.3	63.2	36.1	50.9			
2011	790	78.1	67.0	61.9	35.7				
2012	781	80.3	68.6	61.3					
2013	775	81.7	68.9						
2014	785	77.2							

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

Retention of First-Time, Full-Time Freshmen



Graduation Rates for First-Time, Full-Time Freshmen



Source: WSU Colleague Enterprise System & IPEDS Graduation Rates Surveys

Degrees Conferred by Program and Degree Level, FY 2015

Program	Degree Level				Grand Total
	Bachelors	Post Baccalaureate	Masters	Certificate of Advanced Graduate Studies	
Biology	55				55
Biotechnology	21		6		27
Business Administration	170				170
Chemistry	31				31
Communication	59				59
Communication Sciences & Disorders	44				44
Community Health	21				21
Computer Science	17				17
Criminal Justice	79				79
Early Childhood Education	13	14	8		35
Early Childhood Education, Non-Licensure	18				18
Economics	10				10
Education		13	18		31
Elementary Education	30	30	3		63
English	29		9		38
Geography	5				5
Health Care Administration			7		7
Health Education	29	1	3		33
History	45		18		63
Management			16		16
Mathematics	11				11
Middle School Education			5		5
Moderate Special Needs			5		5
Natural Science	9				9
Non-Profit Management			7		7
Nursing			19		19
Nursing (for RNs)	36				36
Nursing (Generic)	40				40
Occupational Studies	25				25
Occupational Therapy			22		22
Psychology	128				128
Public Health	15				15
Reading			4		4
School Leadership & Administration			1		1
School Psychology			6	6	12
Secondary Education			4		4
Sociology	30				30
Spanish	9		4		13
Speech-Language Pathology		3	27		30
Teacher Education		52			52
Urban Studies	14				14
Visual & Performing Arts	15				15
Grand Total	1,008	113	192	6	1,319

Source: IR Official DHE Degrees Conferred Files

Personnel Profile

Total Employees, Fall 2011-Fall 2015

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Total Employees (Non-Faculty & Faculty)	512	530	540	557	560
Non-Faculty					
Full-time Non-Faculty	310	322	324	339	339
Part-time Non-Faculty	15	13	15	12	13
Full-time Faculty					
Professor	66	69	69	75	75
Associate Professor	61	53	57	54	52
Assistant Professor	50	58	62	65	66
Instructor	10	15	13	12	10

Source: IR Official DHE HR Files

Full and Part-Time Non-Faculty by Race and Gender, Fall 2011-Fall 2015

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Female					
Non-resident Alien	0	0	0	0	0
Black or African American	5	6	6	7	9
American Indian or Alaska Native	0	0	0	0	0
Hispanic or Latino	6	8	8	9	8
White	172	175	182	184	187
Unknown	1	1	0	0	0
Two or more races	0	0	0	1	0
Asian	4	3	3	4	3
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Female Total	188	193	199	205	207
Male					
Non-resident Alien	0	0	0	0	0
Black or African American	5	7	8	9	9
American Indian or Alaska Native	0	0	0	0	0
Hispanic or Latino	17	18	12	11	12
White	110	112	111	119	117
Unknown	1	2	4	3	3
Two or more races	0	0	0	0	0
Asian	4	3	5	4	4
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Male Total	137	142	140	146	145

Source: IR Official DHE HR Files

Full-Time Faculty by Race and Gender, Fall 2011-Fall 2015

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Female					
Non-resident Alien	0	0	0	0	0
Black or African American	3	4	4	4	4
American Indian or Alaska Native	0	0	0	0	0
Hispanic or Latino	4	4	4	4	4
White	88	92	98	96	94
Unknown	0	1	1	1	1
Two or more races	0	0	0	0	0
Asian	12	13	13	12	13
Native Hawaiian or Other Pacific Islander	0	0	0	1	1
Female Total	107	114	120	118	117
Male					
Non-resident Alien	0	0	0	0	0
Black or African American	6	6	5	5	4
American Indian or Alaska Native	0	0	0	0	0
Hispanic or Latino	5	5	7	8	6
White	62	64	62	69	71
Unknown	1	0	0	0	0
Two or more races	0	0	0	0	0
Asian	6	6	7	6	5
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Male Total	80	81	81	88	86

Source: IR Official DHE HR Files

Full-Time Faculty by Department and Rank, Fall 2015

<i>Department</i>	<i>Professor</i>	<i>Associate Professor</i>	<i>Assistant Professor</i>	<i>Instructor</i>	<i>Total</i>
Biology	8	2	2	0	12
Business and Economics	10	2	6	1	19
Chemistry	2	3	5	0	10
Communication	5	2	2	0	9
Communication Sciences & Disorders	1	3	3	0	7
Computer Science	4	0	0	0	4
Criminal Justice	0	4	4	0	8
Earth, Environment & Physics	1	5	4	0	10
Education	7	4	3	0	14
English	6	4	4	0	14
Health Sciences	0	2	2	0	4
History & Political Science	2	8	4	0	14
Mathematics	4	2	5	1	12
Nursing	1	1	4	6	12
Occupational Therapy	3	1	1	2	7
Philosophy	3	0	1	0	4
Psychology	8	3	6	0	17
Sociology	0	2	5	0	7
Urban Studies	1	1	2	0	4
Visual & Performing Arts	7	2	1	0	10
World Languages	2	1	2	0	5
Total	75	52	66	10	203

Source: IR Official DHE HR Files

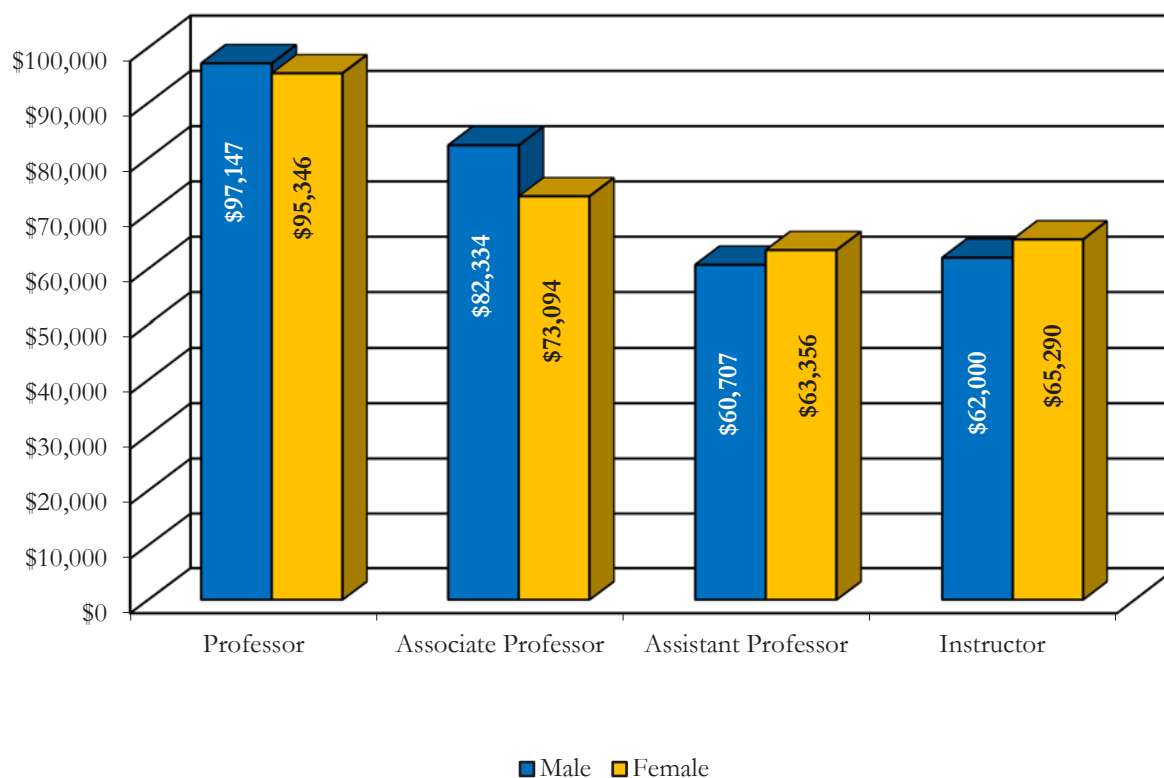
Full-Time Faculty by Gender, Rank and Tenure Status, Fall 2011-Fall 2015

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Female					
Professor	39	43	43	47	49
Associate Professor	28	21	24	21	22
Assistant Professor	30	37	41	39	38
Instructor	10	13	12	11	8
Female Total	107	114	120	118	117
Male					
Professor	27	26	26	28	26
Associate Professor	33	32	33	33	30
Assistant Professor	20	21	21	26	28
Instructor	0	2	1	1	2
Male Total	80	81	81	88	86

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Female					
Tenured	69	70	71	70	71
On tenure track	29	32	35	35	34
Not on tenure track	9	12	14	13	12
Female Total	107	114	120	118	117
Male					
Tenured	58	58	60	62	56
On tenure track	19	21	18	21	22
Not on tenure track	3	2	3	5	8
Male Total	80	81	81	88	86

Source: IR Official IPEDS HR Files

Average Salaries of Full-Time Faculty by Rank and Gender, Fall 2015



Source: IR Official IPEDS HR Files

Library Information

Library Holdings, FY 2012-FY 2015

<i>Category</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>	<i>FY 2015</i>
Total Print Volumes	204,971	205,424	150,000	144,910
Electronic On-line Journal Titles	42,326	48,912	54,822	56,397
Electronic On-line Newspaper Titles	1,227	1,227	1,227	1,227
Electronic On-line Periodical Subscriptions	186	186	186	100
Electronic On-line Books	13,225	90,847	90,847	140,521
Electronic On-line Research Databases	91	115	133	133
Paper Periodical Subscriptions	310	310	220	129
Microfilm Titles	588	588	588	588
Current Microform Subscriptions	6	4	4	4
Media (DVDs, CD-ROM and Videos) Titles	4,267	4,282	4,266	4,213
Total Library Holdings	267,197	351,895	302,293	348,222

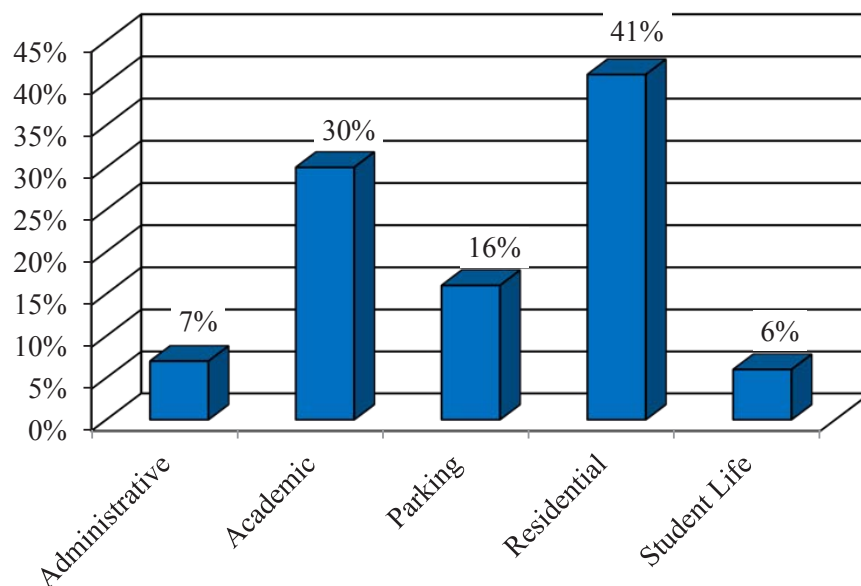
Source: NCES Library Reports

Facilities Information

Physical Plant Facilities, Fall 2015

<i>Building Name</i>	<i>Primary Use</i>	<i>Gross sq. ft.</i>
Shaughnessy Administration	Administrative	67,066
Learning Resource Center	Library, Classrooms	113,335
Sullivan Academic Center	Academic	110,690
Science Tech Center	Academic	97,300
Student Center	Student Affairs, Dining	71,416
Sheehan Hall	Housing, Dining	152,713
17 Candlewood Street	Campus Ministry	1,200
Chandler Village	Housing	103,560
Dowden Hall	Housing	98,555
Wasylean Hall	Housing	109,000
Parking Garage	Parking	174,032
Modular Building	Athletics, Multicultural Affairs	9,945
Worcester Center for Crafts	Visual & Performing Arts Studios	N/A
May Street Building	Classrooms	23,916

Percentage of gross square feet and its distribution on campus



Source: Office of Facilities

Campus Map



- | | | | |
|--|--|--|---|
| 1 Sullivan Auditorium | 7 Wellness Center
<i>Under Construction—Opening 2016</i> | 13 Learning Resource Center
Library—2nd & 3rd floors
Starbucks Café—2nd floor
Information Technology Services—3rd floor | 19 Sheehan Hall—Residence
Pulse On Dining (POD)—1st floor
Health Services—Lower Level |
| 2 Athletics Office & Counseling Services | 8 Ghosh Science & Technology Center
102 Auditorium—1st floor
Mary Cosgrove Dolphin Gallery—1st floor | 14 Parking Garage | 20 Dowden Hall—Residence
C-Store—Lobby |
| 3 Sullivan Academic Center
Egger Auditorium—1st floor
Sullivan Commons Woo Café—1st floor | 9 Rockwood Softball Field | 15 Goddard Lot Res. Student Shuttle Stop | 21 Campus Ministry |
| 4 WRTA Bus Shelter | 10 Kevin Lyons Baseball Diamond | 16 Wasylean Hall—Residence
Java Junction, University Police—1st floor | 22 May Street Building & Auditorium |
| 5 Worcester Center for Crafts Shuttle Stop | 11 Coughlin Athletic Field | 17 Tennis Courts | 23 IUI Garden for All Ages |
| 6 Shaughnessy Administration Bldg.
Admissions, Fuller Theater—2nd floor
Academic Mall (various services)—1st floor | 12 Student Center
Bookstore, Food Court, Blue Lounge—1st floor
Fallon and Foster Rooms—3rd floor | 18 Chandler Village—Residence | |

Bus and Shuttle Stops 4, 5 and 15
[Traffic patterns may vary as new construction comes on line.]

7/2015

Source: Printing & Publications

University Advancement

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SGA President-Student Representative

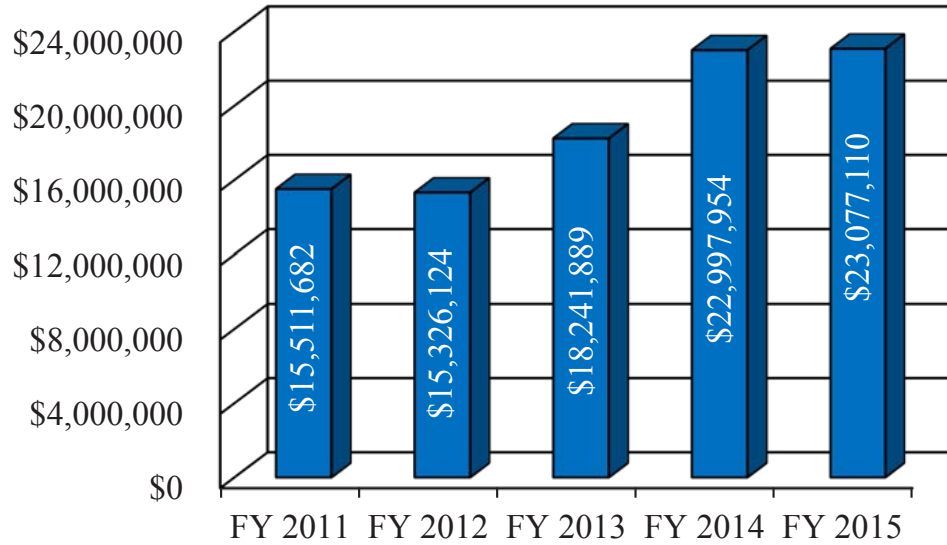
Melissa Edberg '16

Staff Liason

Nicole B. Losavio

Source: Office of University Advancement

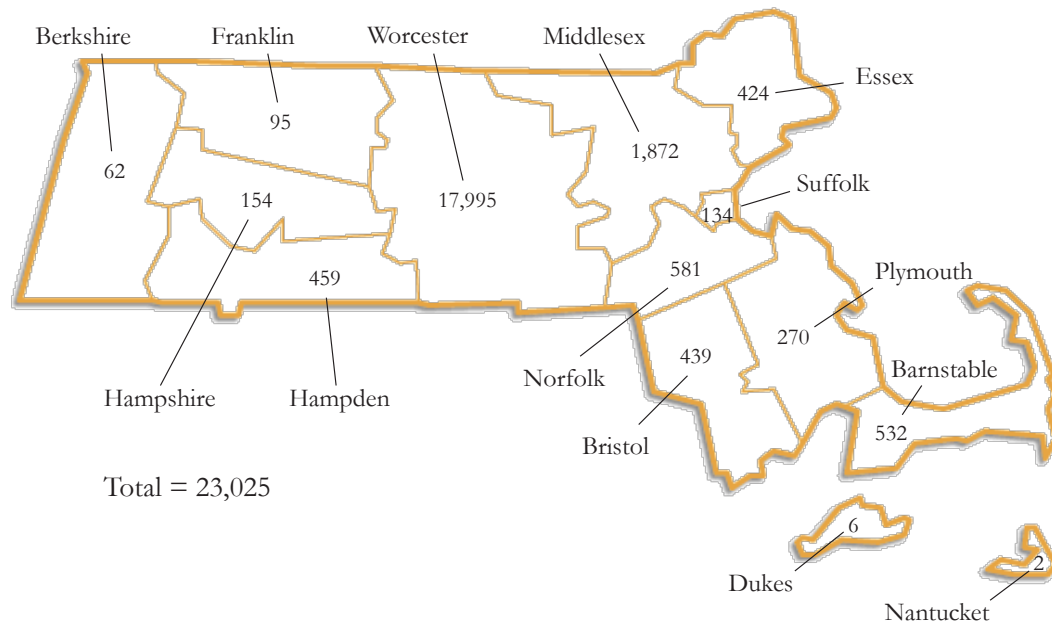
Total Market Value of Funds Under Management¹, FY 2011-FY 2015



¹Total Net Asset Per Official Audit

Source: Office of University Advancement

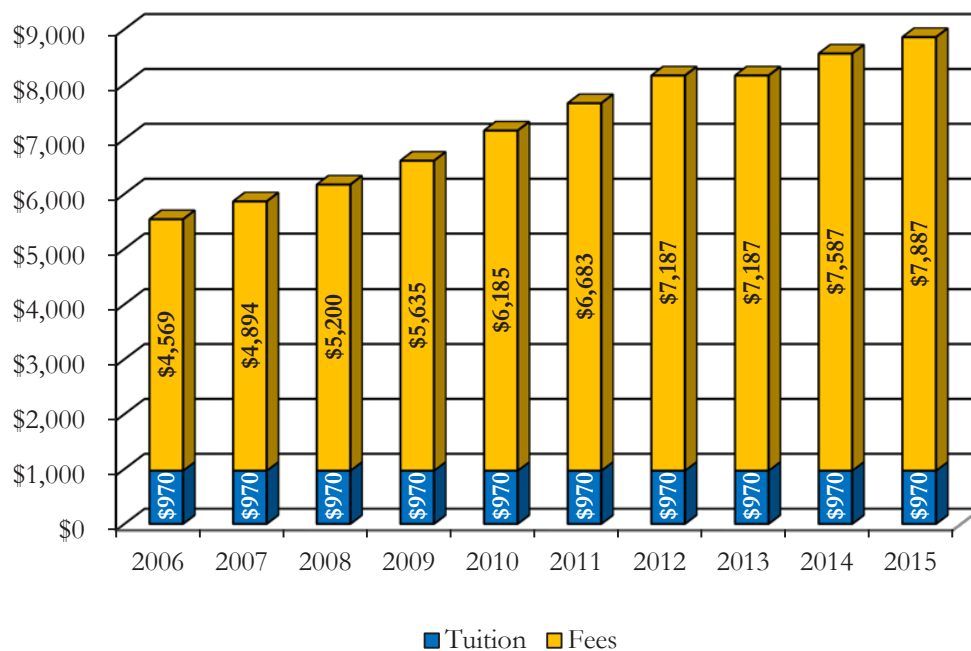
Alumni by Massachusetts County of Residence, Fall 2015



Source: Office of University Advancement

Financial Information

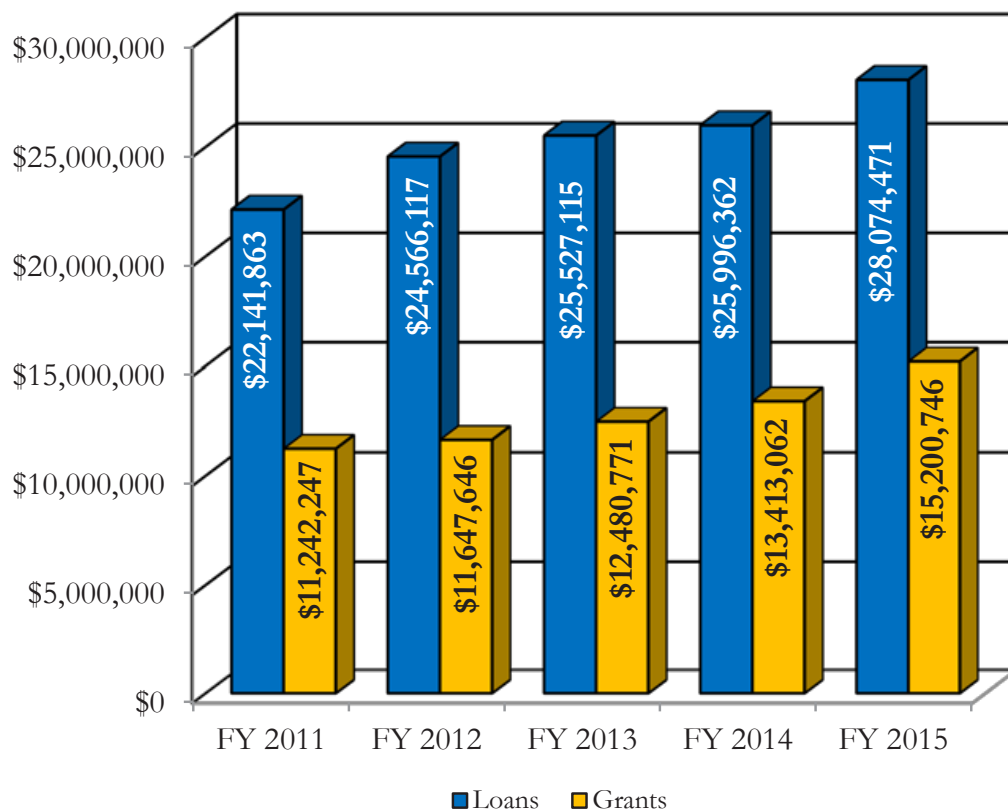
Tuition and Fees per Academic Year, 2006-2015*



*Tuition and Fees reflect rate for MA Residents only

Source: Office of Administration and Finance

Financial Aid Awards, FY 2011-FY 2015



Source: Office of Financial Aid

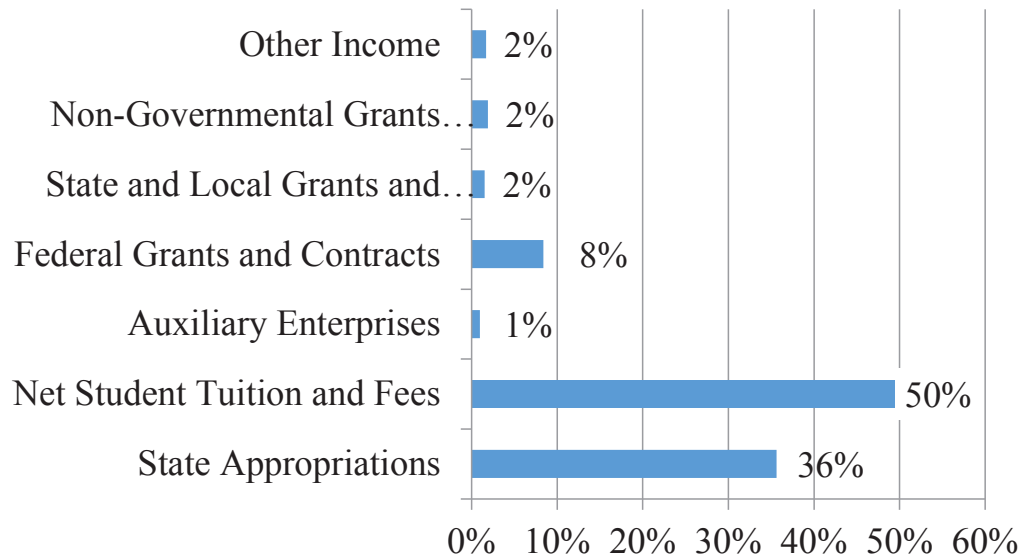
Revenues and Expenditures, FY 2013-FY 2015

REVENUES	FY 2015	FY 2014	FY 2013
Operating Revenues:			
Student Tuition and fees	\$ 42,564,442	\$ 40,957,693	\$ 40,216,111
Auxiliary enterprises, student housing	10,377,646	8,593,284	8,424,985
Less: Scholarship discounts and allowance	8,350,165	7,558,228	7,252,129
Net student tuition and fees	44,591,923	41,992,749	41,388,967
Federal grants and contracts	7,511,031	7,001,491	6,350,039
State and local grants and contracts	1,366,407	1,296,533	1,477,595
Nongovernmental grants and contracts	1,697,789	1,105,981	636,200
Auxiliary enterprises	873,017	754,505	695,533
Other operating revenues	1,058,816	1,574,697	1,281,025
Total operating revenues	\$ 57,098,983	\$ 53,725,956	\$ 51,829,359
EXPENSES			
Operating expenses:			
Instruction	33,402,333	\$ 32,780,505	\$ 31,349,284
Public service	1,149,664	520,666	675,857
Academic support	6,607,824	7,025,574	6,782,540
Student services	8,625,036	7,469,711	7,220,968
Institutional support	13,432,296	13,443,252	11,443,857
Operation and maintenance of plant	9,342,808	7,409,398	7,622,054
Scholarship	729,898	1,033,633	1,207,642
Depreciation	4,224,797	4,158,890	4,174,992
Debt service	270,821	574,866	734,283
Auxiliary enterprises	12,299,488	8,243,709	7,423,424
Total operating expenses	\$ 90,084,965	\$ 82,660,204	\$ 78,634,901
Operating loss	\$ (32,985,982)	\$ (28,934,248)	\$ (26,805,542)
NONOPERATING REVENUES (EXPENSES)			
State appropriations	\$ 31,840,805	\$ 30,055,723	\$ 26,483,839
Interest and investment income	467,982	417,298	(117,299)
Other nonoperating revenues (expenses)	3,730	3,200	(9,018)
Net nonoperating revenues	\$ 32,312,517	\$ 30,476,221	\$ 26,357,522
Income (loss) before other revenues, expenses, gains, or losses	(673,465)	1,541,973	(448,020)
Capital appropriations	2,645,362	2,058,059	-
Change in net position	1,971,897	3,600,032	(448,020)
NET POSITION (ASSETS)			
Beginning of year	91,466,817	87,866,785	88,314,805
Adoption of accounting principle	(10,567,132)		
End of year	82,871,582	\$ 91,466,817	\$ 87,866,785

Source: Financial Statements year ended June 30, 2015, 2014 and 2013, and Independent Auditor's Report

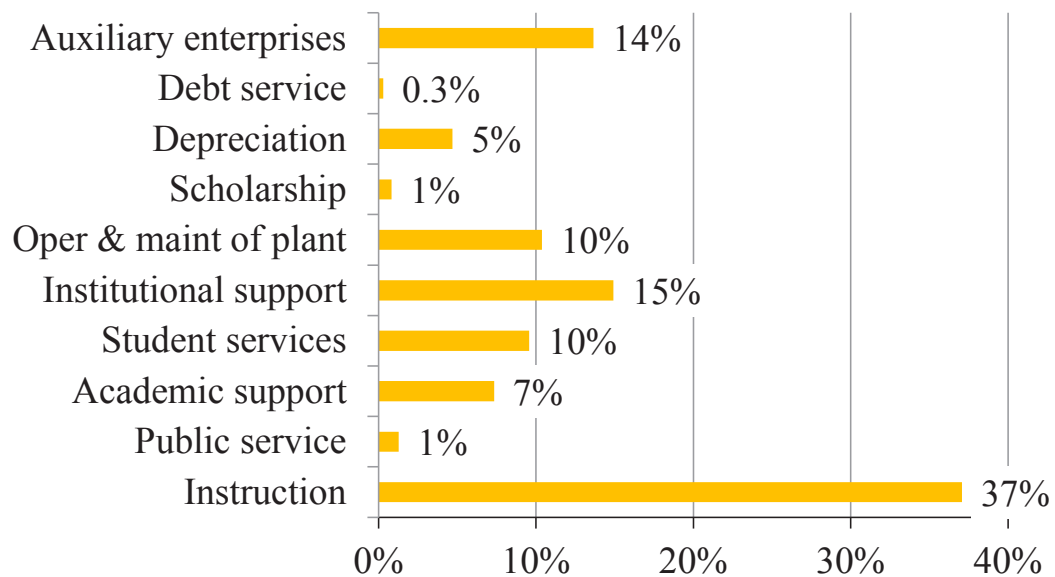
Fund Revenues by Source, FY 2015

REVENUES
Total = \$89,411,500



Fund Expenditures by Source, FY 2015

EXPENSES
Total = \$90,084,965



Source: Office of Administration and Finance

Office of Institutional Research

Phone: (508) 929-8121

Fax: (508) 929-8185

