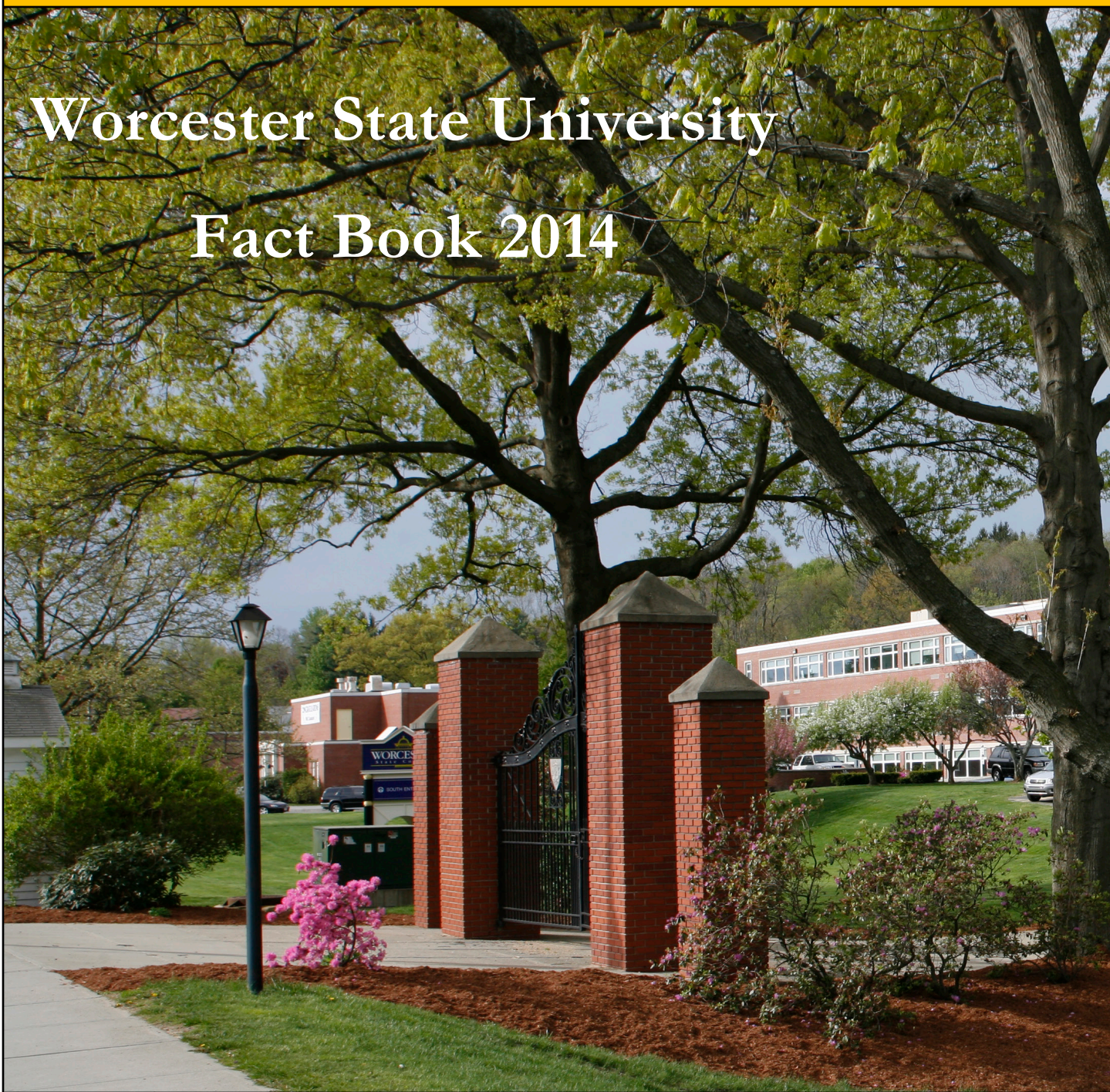


Worcester State University

Fact Book 2014



WORCESTER
STATE
UNIVERSITY

Change the Way the World Works

Cover Photo: Tiffany Gates

FACT BOOK 2014



**Office of Institutional Research
Worcester State University
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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 2014, we celebrated Worcester State University's 140th anniversary— and it truly was a year to celebrate.

We marked the culmination of a ten-year, approximately \$200 million investment in campus facilities and renovations with a grand opening and a groundbreaking in the first two months of the Fall semester; we made significant progress on student measures of success; and we completed a strategic plan that prepares us for the challenges ahead.



The new facilities - a residence/dining hall and a wellness center – will help us meet strategic goals for retention and graduation. By offering our students great places to learn, eat, live, workout and just “hang out,” we are investing in ways to keep students connected to campus. As the numbers in the Fact Book indicate, we continue to make progress on important measures of student success.

Among those achievements: the “Succeed in Four” campaign, kicked off in 2011 and supported with Department of Higher Education Vision Project grant dollars, has led to a 6.2 percentage point increase in our reported graduation rate.

In 2014, we also completed and began implementing a new strategic plan to guide us operationally for the next several years. We are ready to help our students – and our university – excel, by committing to five overarching goals, summarized as follows: 1) academic enhancement and excellence; 2) differentiation and impact in the wider world; 3) enrollment, retention and student success; 4) campus and community life that is vibrant and inclusive; and 5) resource attainment and revenue generation necessary for organizational sustainability.

The foundation we have laid for the past several years is helping us rise to new heights. Best in Worcester, Best in the Northeast, a Best Value, a best Return on Investment college – our reputation for academic excellence at an affordable price continues to grow.

As we change, I am also reminded how true we remain to our founding mission established in 1874. Then, as now, this state-chartered higher education institution attracted students who wanted to change the way the world works – and provided them rigorous coursework accessible to those of modest means, from every background. We continue on that path, and will use our new strategic plan – informed by the hard data our Office of Institutional Research compiled for this Fact Book – to guide us forward.

Sincerely,

A handwritten signature in dark ink, reading "Barry M. Maloney". The signature is fluid and cursive, with the first name "Barry" being more prominent.

Barry M. Maloney
President

Board and Standing Committees, 2014-2015

Board of Trustees 2014-2015

Ronald R. Valerio '75, Chair
George H. Albro '65, M.Ed. '68, Vice Chair
Craig L. Blais, Vice Chair
Gwendolyn D. Bois '15
Aleta M. Fazzone
Isabel Gonzalez-Webster
Maryanne M. Hammond '69, '72 M.Ed.
Stephen F. Madaus
Terence J. Shanley
Shirley A. Steele '59, M.Ed. '63
Robert L. Thomas

Standing Committees 2014-2015

Academic/Student Development:

Robert Thomas, Chair
Gwendolyn Bois
Terry Shanley
Shirley Steele

Finance and Facilities:

Craig Blais, Chair
George Albro
Stephen Madaus
Shirley Steele

Human Resources:

George Albro, Chair
Gwendolyn Bois
Isabel Gonzalez Webster
Maryanne Hammond
Terry Shanley

Planning and Development:

Maryanne Hammond, Chair
George Albro
Gwendolyn Bois

Note: Chair of the Board is an ex-officio voting member of each committee. President Maloney is an ex-officio non-voting member of each committee. All trustees are welcome at any committee meeting.

Campus Administration, Fall 2014

Barry Maloney, *President*
 David Caruso, *Interim Provost/VP, Academic Affairs*
 Kathleen M. Eichelroth, *VP, Administration and Finance*
 Ryan Forsythe, *VP, Enrollment Management*
 Thomas M. McNamara, *VP, University Advancement*
 Anthony Adade, *Associate Vice President, University Technology Services*
 Patricia Marshall, *Associate VP, Academic Affairs*
 Robin J. Quill, *Assoc. VP, Administration and Finance*
 Roberta Kyle, *Acting Assoc. VP for Continuing Ed. & Acting Dean of Graduate Studies*
 Carol Lerch, *Asst. VP, Assessment and Planning*
 Carl Herrin, *Asst. to the President for International, Community, & Government Affairs*
 Renae Lias Claffey, *Asst. to the President for Campus Communications*
 Linda Larrivee, *Dean, School of Education, Health & Natural Sciences*
 Julie Kazarian, *Dean of Student Affairs & Student Affairs Officer*
 Lisa Krissoff Boehm, *Interim Dean, School of Humanities & Social Sciences*
 Stephanie Chalupka, *Associate Dean for Nursing*
 Raynold Lewis, *Assoc. Dean, Education, Health & Natural Sciences*
 Timothy J. Sullivan, *Assoc. Dean, Student Affairs & Director, Office of Student Involvement & Leadership Development*
 Sara Grady, *Acting Associate Dean, Graduate & Continuing Education*
 Adrian Gage, *Assistant Dean, Student Affairs/Director of Residence Life*
 Laura A. Murphy, *Assistant Dean/Director, Counseling Services*
 Tammy Tebo, *Assistant Dean, Academic Success Center*
 Marcella Uribe-Jennings, *Assistant Dean/Director, Office of Multicultural Affairs*
 Camilla H. Caffrey, *Executive Director of Alumni*
 Honee Hess, *Executive Director, Worcester Center for Crafts*

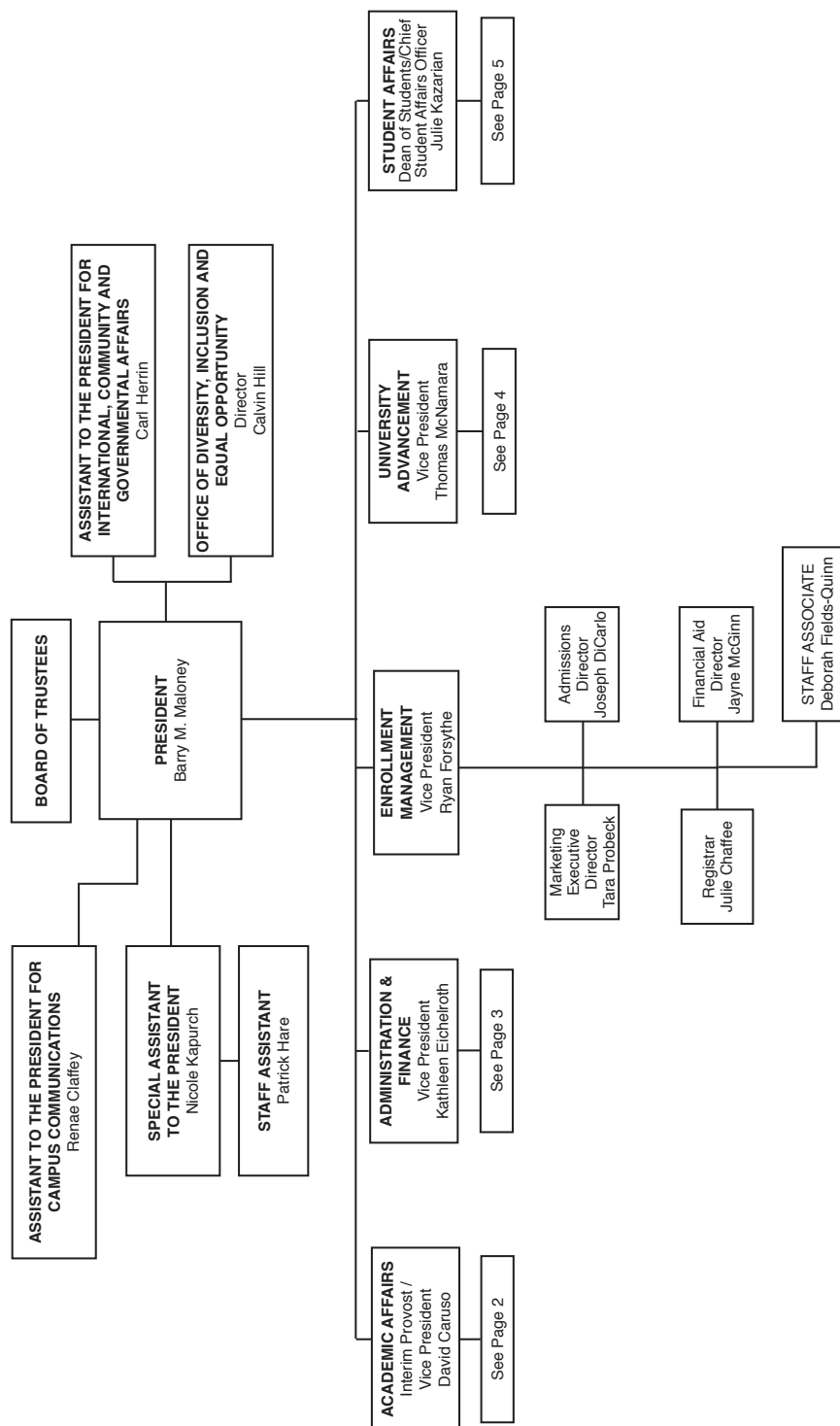
Mary Jo Marion, *Executive Director, Latino Educational Institute*
 Karen Sharpe, *Executive Director, University Advancement*
 Jillian Anderson, *Director, Career Services*
 Lynn E. Bromley, *Director, Payroll/Benefits*
 Brenda Bussey, *Director, Procurement & Accounts Payable*
 Julie Carmel, *Director, Student Accounts*
 Marion Catacchio, *Director, Financial Records, University Advancement*
 Julie A. Chaffee, *Director, Registrar*
 Sainath Chinnaswamy, *Director, Library*
 Cherie Comeau, *Director, Center for Business & Industry, Graduate & Continuing Education*
 Joseph DiCarlo, *Director, Admissions*
 Melissa Fleming, *Director, Student Affairs/Conference & Event Services*
 Lisa Godfrin, *Director of Advancement Services*
 Alan Jackson, *Director, Veterans Affairs*
 Frances Manocchio, *Director, Disability Services*
 Jayne A. McGinn, *Director, Financial Aid*
 Michael Mudd, *Director, Athletics*
 Michael Nockunas, *Director of Safety & Security/Chief of University Police*
 Sandra K. Olson, *Director, Facilities*
 Katey Palumbo, *Director, International Programs*
 Angela Quitadamo, *Director of Retention*
 Nancy Ramsdell, *Director, Administrative Services, Administration & Finance*
 David Roach, *Director, Center for Effective Instruction*
 Susan Seibel, *Director, Intensive English Language Institute*
 Kenneth A. Smith, *Director, Institutional Research*
 Gerald E. Sorge, *Director, Academic Affairs Administrative Support*
 Mark Wagner, *Director, The Center for Service Learning & Civic Engagement*
 Karen Woods Weierman, *Director, Honors Program*
 Sybil Brownlee, *Interim Director, Office of Diversity, Inclusion & Equal Opportunity*
 Jack Giarusso, *Interim Director, Human Resources*
 Anisa Hoxha, *Interim Director of Administration and Finance*

Department Chairs, Fall 2014

<i>Name</i>	<i>Department</i>
Steve Oliver	Biology
Wei Pang Lee	Business and Economics
Margaret Kerr	Chemistry
Donald Bullens	Communication
Keith Darrow	Communication Sciences & Disorders
Elena Braynova	Computer Science
Stephen Morreale	Criminal Justice
Patricia Benjamin	Earth, Environment & Physics
Carol Donnelly	Education
Dennis Quinn	English
Lynn Bloomberg	Health Sciences
Frank Minasian	History & Political Science
Mary Fowler	Mathematics
Robyn Leo	Nursing
Joanne Gallagher	Occupational Therapy
Henry Theriault	Philosophy
Bonnie Kanner	Psychology
Matthew Johnsen	Sociology
Thomas Conroy	Urban Studies
Adam Zahler	Visual & Performing Arts
Ana Perez-Manrique	World Languages

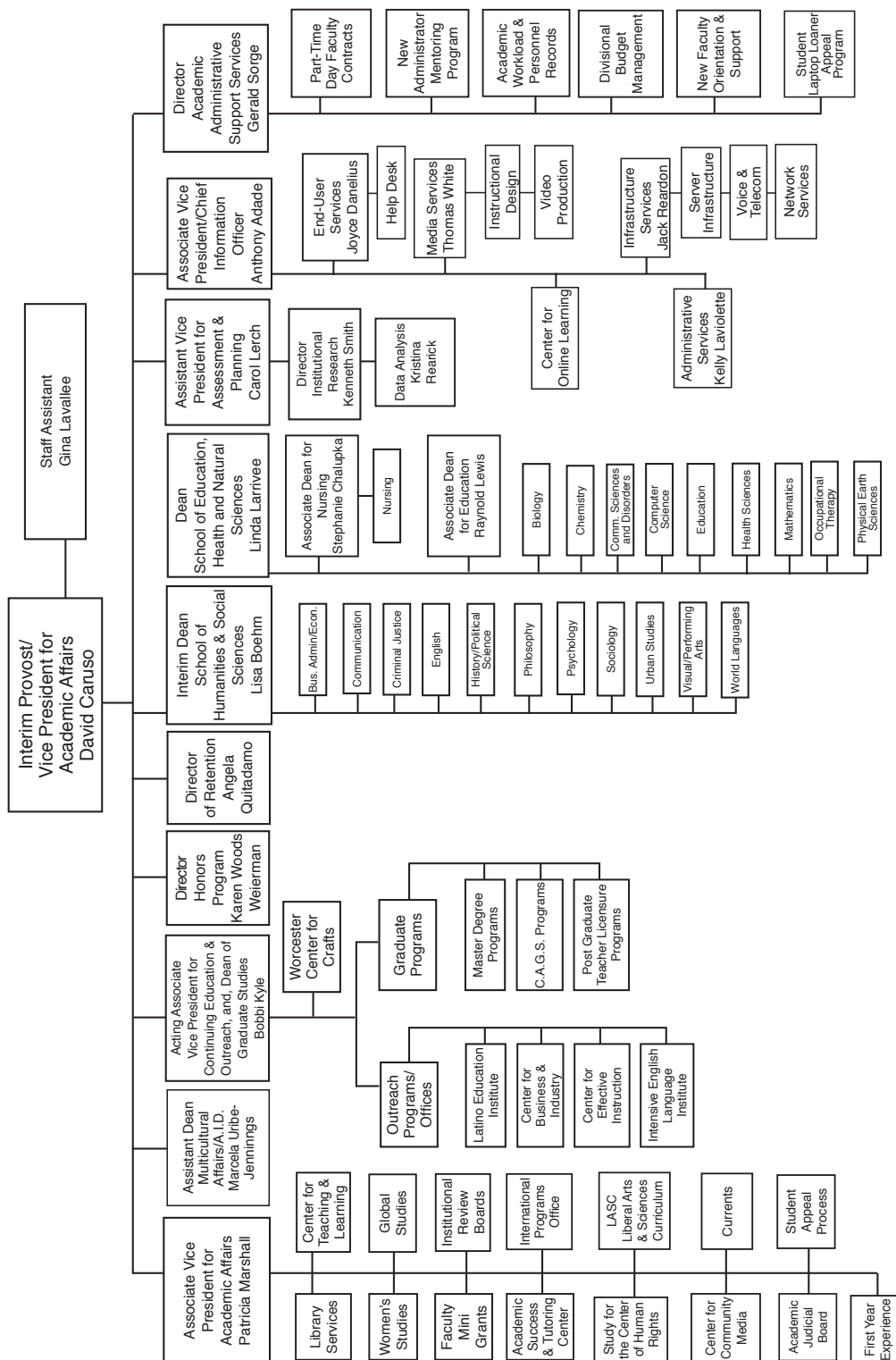
Organizational Chart, Fall 2014

WORCESTER STATE UNIVERSITY TABLE OF ORGANIZATION



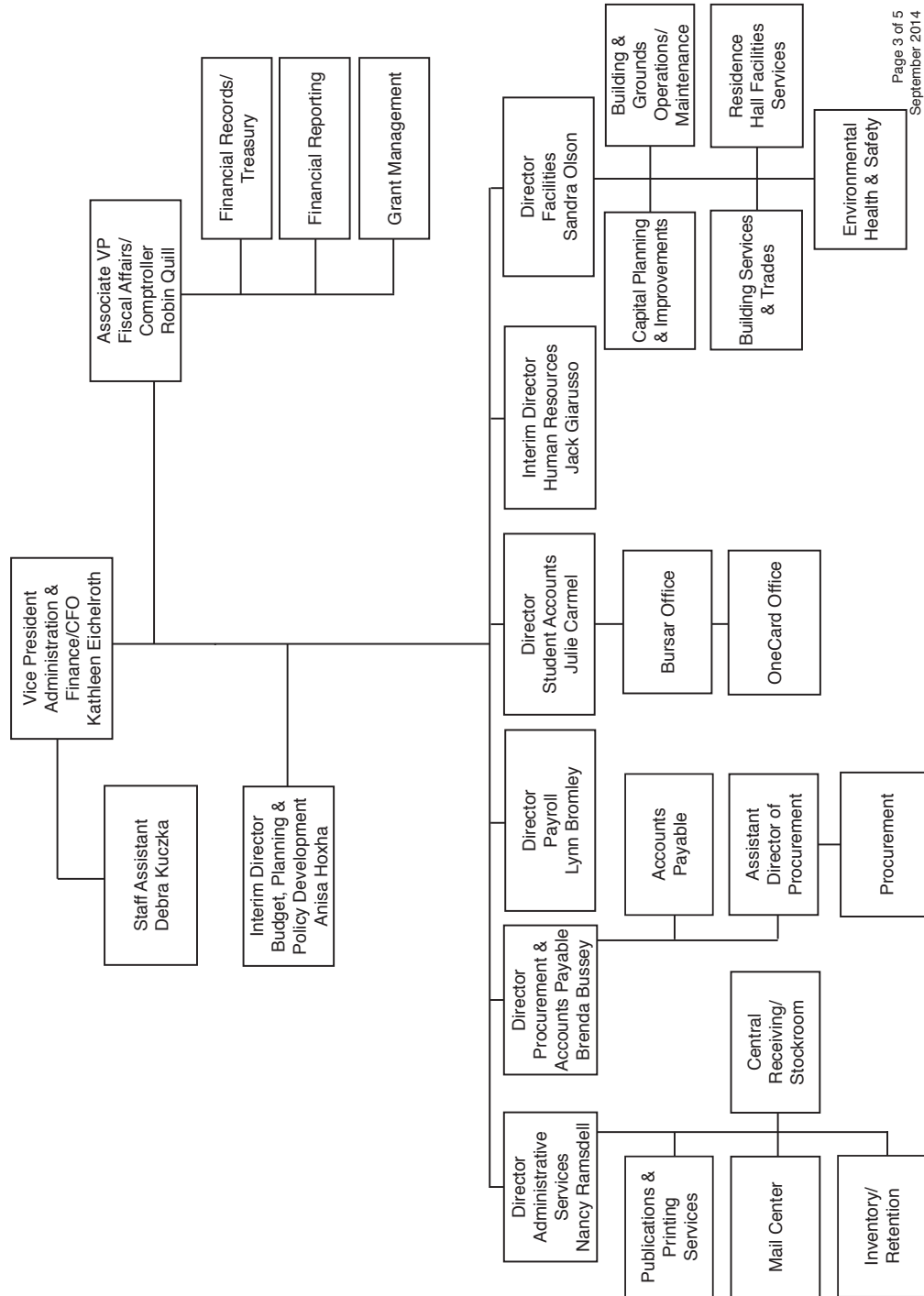
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Division of Academic Affairs



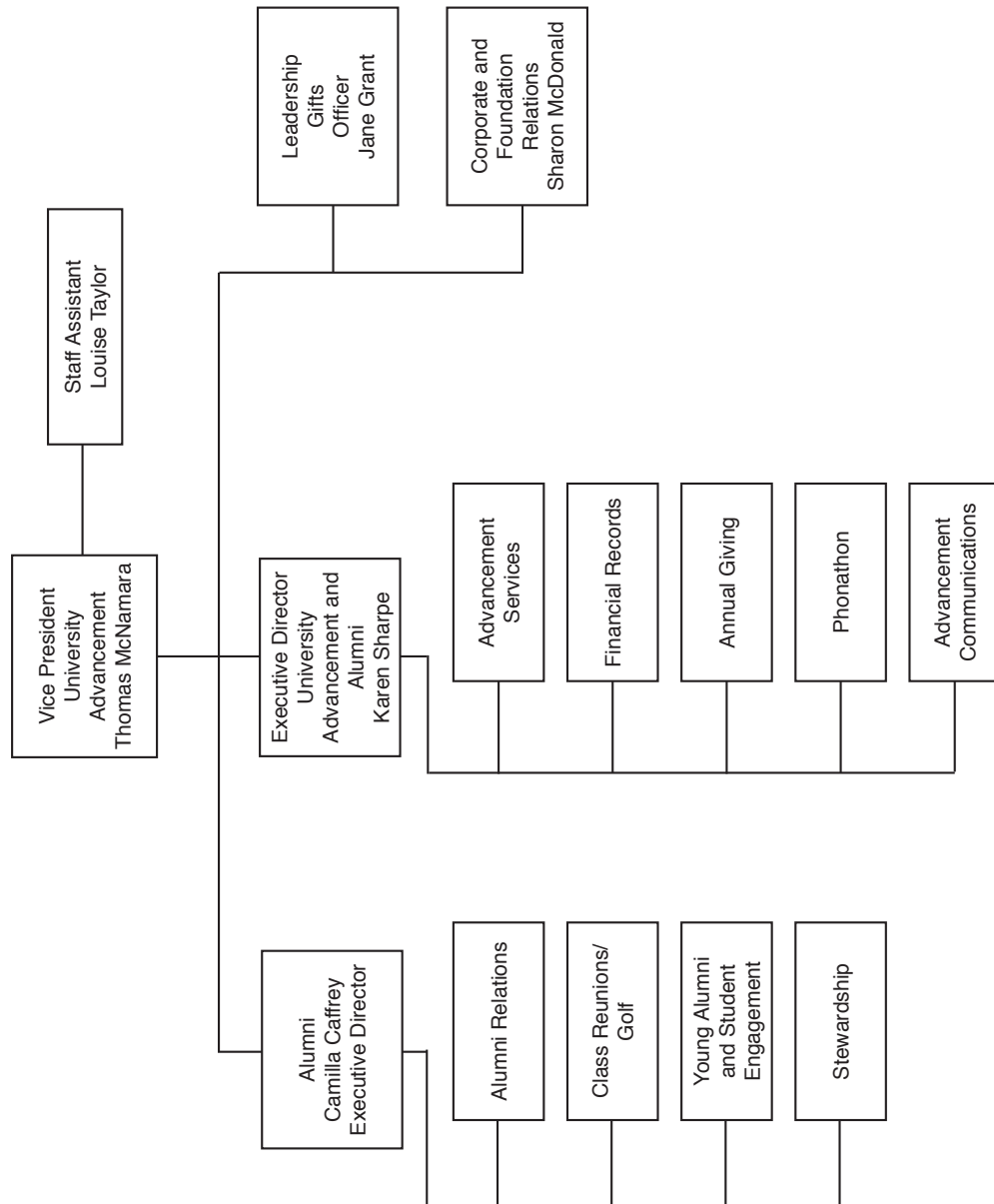
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Division of Administration and Finance



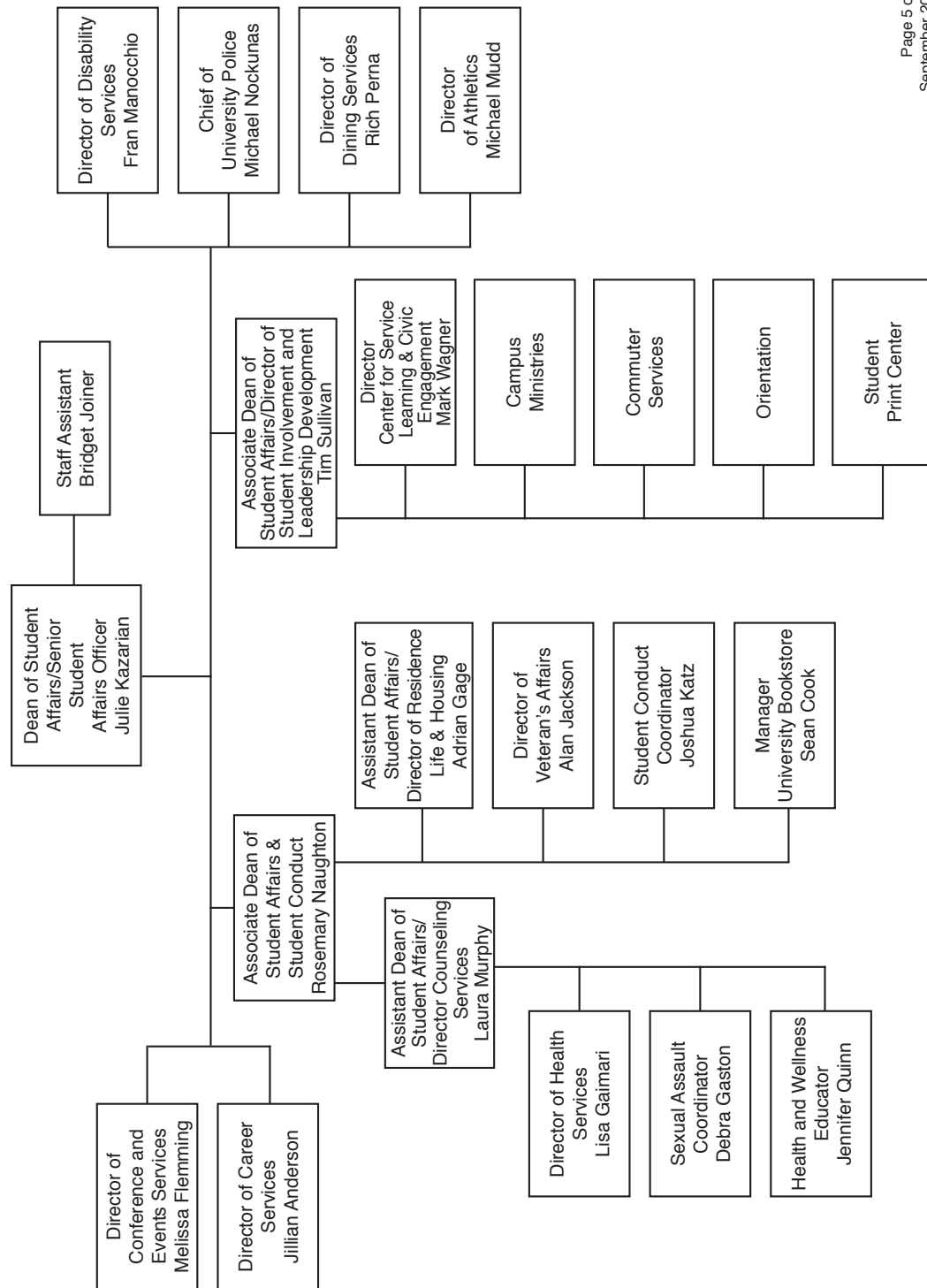
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Division of University Advancement



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Division of Student Affairs



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General Information

Worcester State University Fall 2014 Snapshot

STUDENT PROFILE

Fall 2014 Total Enrollment:

Undergraduate Full-Time	4,157
Undergraduate Part-Time	1,406
Graduate Full-Time	154
Graduate Part-Time	633
Total Headcount	6,350

Undergraduate Degree-Seeking Student Characteristics:

Women (Undergraduate)	60%
Men (Undergraduate)	40%
Out of State	3.3%
International (21 Countries)	0.8%
Minority ¹ Students	24.2%
Residential Students ²	34%
Average Age	22.9
First-time Freshmen Average HSGPA	3.19
First-time Freshmen Average SAT Score	1,002
First-time Freshmen Retention (Fall 2013, 1st year)	82%
Graduation Rate (2008 cohort, 6th year)	53%

First-time Freshmen Admissions:

Applied	4,158
Accepted	2,549
Accepted & Enrolled	794

Transfer Admissions:

Applied	1,401
Accepted	862
Accepted & Enrolled	575

FINANCES

Cost of Attendance:

Undergraduate Tuition	\$970
Undergraduate Fees	\$7,587
Room and Board (Average)	\$11,255

Revenues (2013-2014):

State Appropriation	\$30,055,722
Tuition and Fees-Net	\$33,399,465
Other Sources	\$20,746,990
Total Revenues	\$84,202,177

Student Financial Aid (2013-2014):

Students Receiving FAID	4,001
Average Size of Award	\$9,849
Students on WSU Donor Funded Scholarships	222

Market Value of Funds under Management (FY 2014): \$22,997,954

Endowment (FY 2014): \$11,834,998

FACULTY-STAFF PROFILE

Faculty: (from IPEDS Data)

Full-Time (includes Librarians)	211
Part-Time Faculty (Adjuncts only)	306
Full-Time Faculty with Doctorate	168
Student to Faculty Ratio ³	16 : 1

Staff: (Full-time)

Association of Professional Adm.	131
AFSCME	164
Non Unit Professionals	37

ACADEMICS

Academic Programs:

Undergraduate Majors	30
Undergraduate Minors	31
Graduate Programs	30
Study Abroad Opportunities	76

Largest Undergraduate Major (1st Major only):

Business Administration	794
Psychology	470
Criminal Justice	453
Biology	338
Undeclared	280

Average Undergraduate Class Size:

	14
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Degrees Conferred (2013-2014):

Baccalaureate's	986
Post Bachelor's Certificates	172
Master's	262
Certificate of Advanced Graduate Study	11
Total Degrees Conferred	1,431

STUDENT LIFE

Organizations, Clubs & Honor Societies:

Student Organizations and Clubs	40
Academic Honor Societies	18

Intercollegiate Sports:

Men	9
Women	10

ALUMNI⁴

Total Alumni	36,437
Alumni Living in MA	23,247
Alumni in Worcester County	18,226
Alumni in the City of Worcester	5,129

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 of the state's normal schools were re-christened "teachers colleges" and the old Normal School became Worcester State Teachers College. That same year, the University moved to its present location on Chandler Street.

The large, colonial-style building now known as the Administration Building was constructed on the site of Willow Farm, owned by Worcester inventor and philanthropist George I. Rockwood. In 1942, Rockwood donated an additional thirty-five acres, paving the way for campus expansion.

The University's fifth president, Dr. Eugene A. Sullivan (1947-1970), presided over a period of unprecedented growth. From 1947 to 1970, enrollment grew from 150 students (all pursuing education degrees) to nearly 2,800 students pursuing a variety of degrees. In 1952, the University introduced its first graduate degree, a master of science in education. Campus expansion included construction of the Gymnasium and Classroom Building in 1958, the Science Building in 1965 (rechristened the Dr. Eugene A. Sullivan Building in 1980), and the Learning Resource Center in 1970. Dr. Sullivan also laid the groundwork for construction of Chandler Village, the first student residence hall on campus.

By 1963, the former teachers college had evolved into a liberal arts and sciences college, a transition acknowledged by the Board of Education in 1963 when it voted to change the school's name to Worcester State College.

In 1974, the curriculum was expanded to include a B.S. in business administration and a B.S. in nursing, the first Bachelor of Science program for registered nurses in New England and the first to be accredited by the National League of Nurses.

That same year, the University established The Graduate School, which offered several new master's degree programs. During the 1980s, 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 twelve academic programs and a 196-seat multimedia lecture hall.

In 2002, the University welcomed its first female president, Dr. Janelle C. Ashley. Under her leadership, the campus undertook major renovation and building projects, which included construction of Wasylean Hall, an award-winning 348-bed residence hall that opened in 2004, and the expansion of Dowden Hall, which increased the number of beds for resident students to 1,200.

In 2010, the Massachusetts Legislature voted to grant university status to Massachusetts state colleges, recognizing that they qualified as universities according to the classification of institutions of higher education established by the Carnegie Foundation for the Advancement of Teaching. The old Worcester Normal School had officially evolved into Worcester State University.

Barry M. Maloney, the 11th president of Worcester State University, assumed the helm July 1, 2011. Under his leadership, WSU has increased its full-time faculty, and fundraising; improved on measures of students' academic success; launched new academic programs; and expanded its student engagement, community based learning and student exchange and study away opportunities. The 400-bed Sheehan Hall, featuring a 600-person dining hall, opened in 2014, and a 101,000-square-foot wellness facility is under construction, slated to 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

Worcester State University has been named “Best in the Northeast” by the Princeton Review for the eleventh 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 2014.

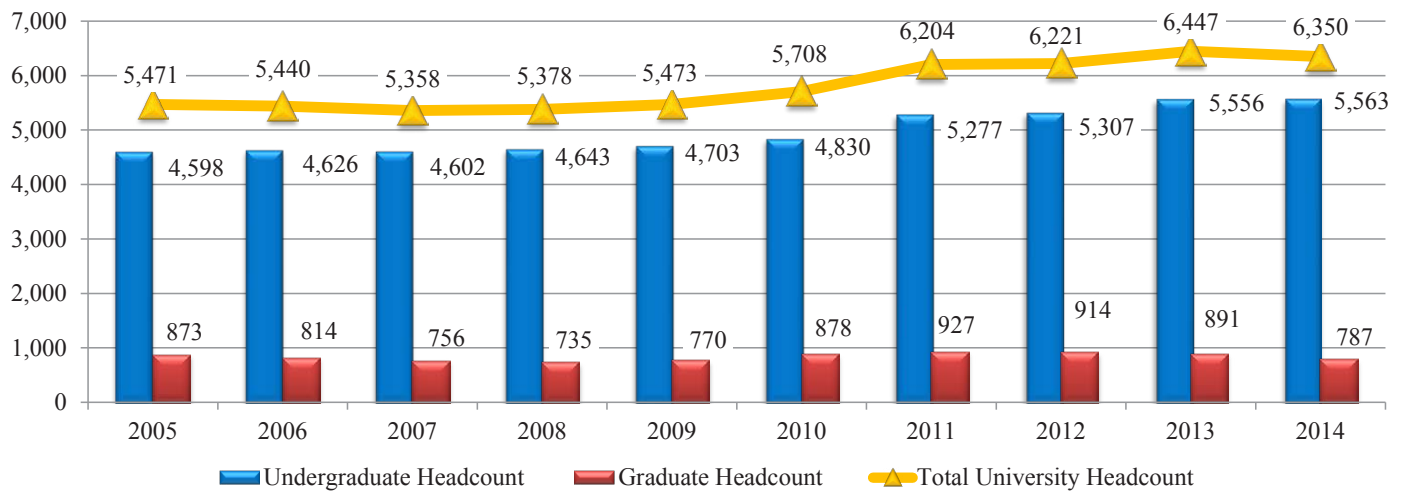
Worcester State University was recognized in the 1st Tier (North) of the 2014 “Best Regional Universities” of the U.S. News and World Report College Rankings.

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



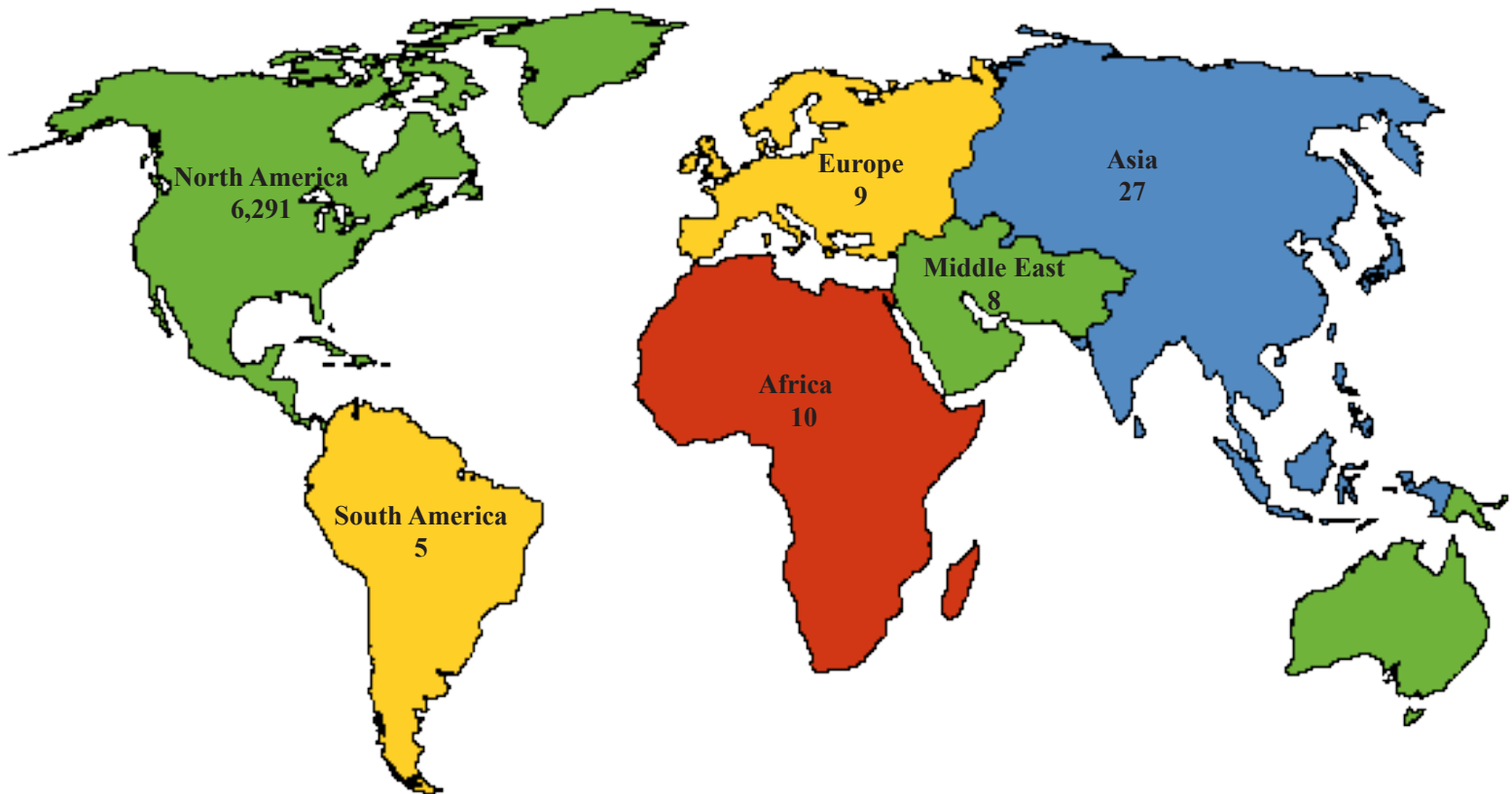
Student Profile

Longitudinal Enrollment, Fall 2005-Fall 2014



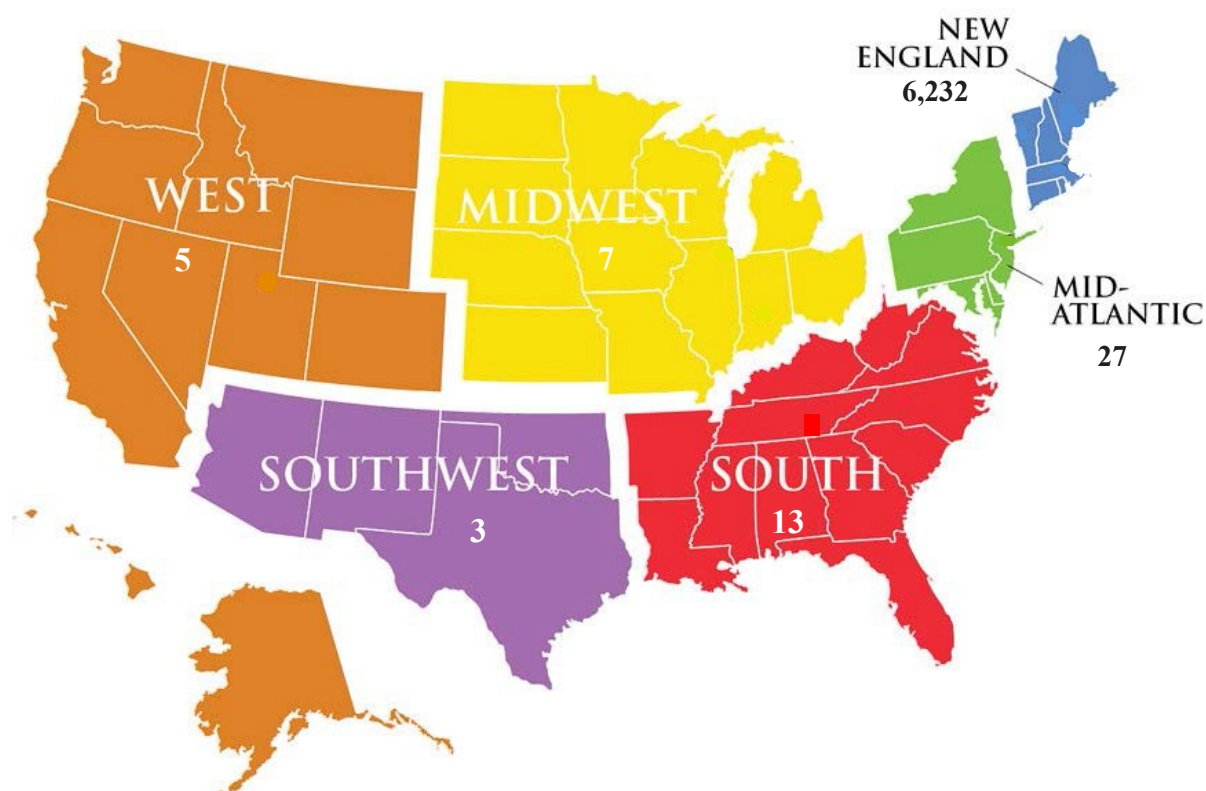
Source: IR Official DHE Fall Files

Number of Undergraduate and Graduate Students by World Regions, Fall 2014



Source: IR Official DHE Fall Files

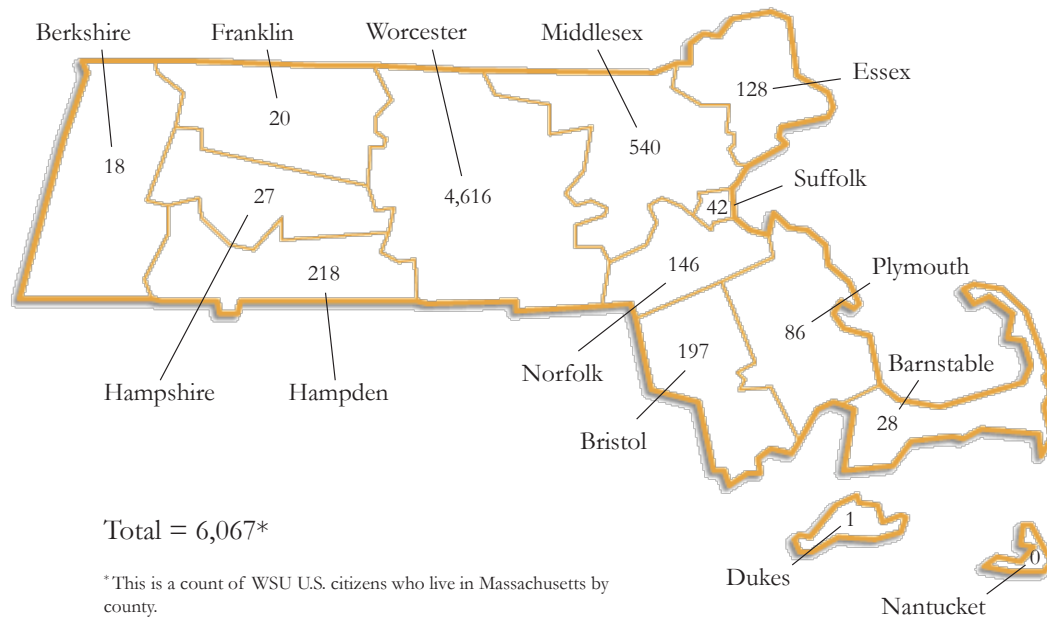
Number of Undergraduate and Graduate Students by United States Regions*, Fall 2014



*non-US citizens are not included

Source: IR Official DHE Fall Files

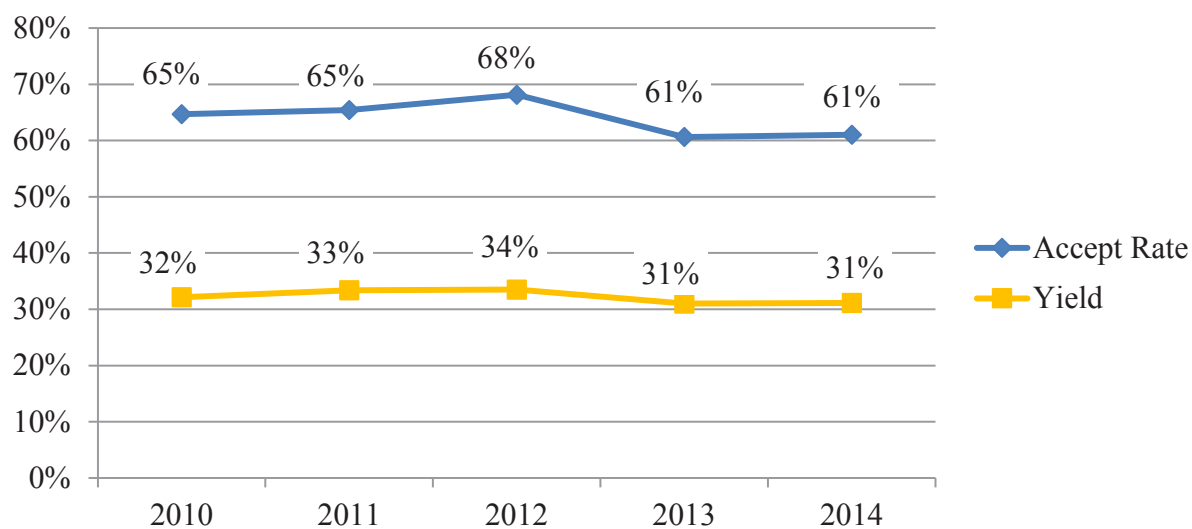
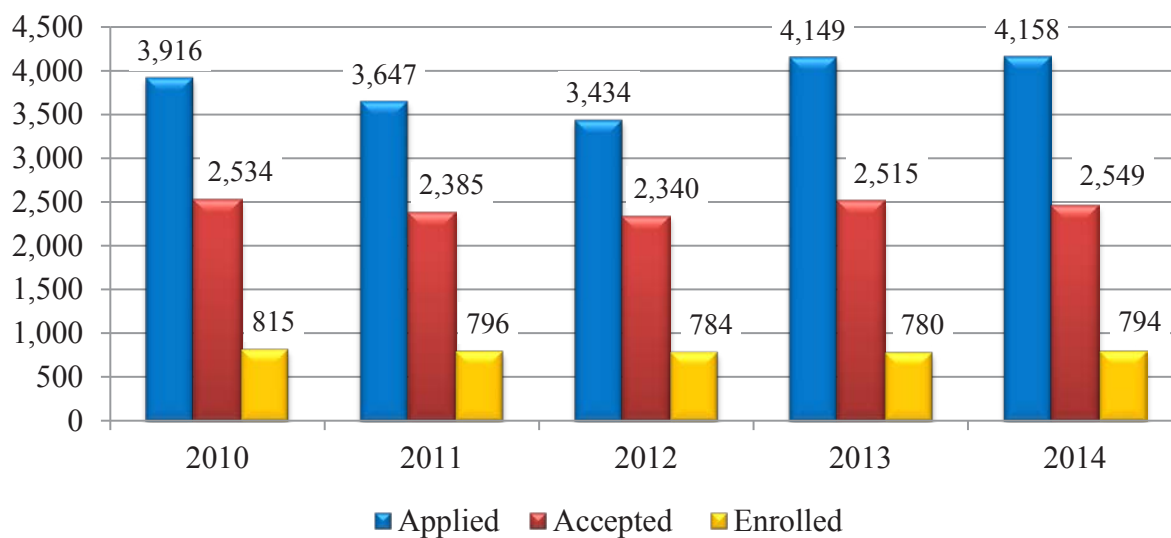
Students by Massachusetts County of Residence, Fall 2014



<i>County</i>	<i>Undergraduate</i>	<i>Graduate</i>	<i>Total</i>
Barnstable	23	5	28
Berkshire	18	0	18
Bristol	184	13	197
Dukes	1	0	1
Essex	117	11	128
Franklin	16	4	20
Hampden	200	18	218
Hampshire	21	6	27
Middlesex	484	56	540
Nantucket	0	0	0
Norfolk	129	17	146
Plymouth	77	9	86
Suffolk	37	5	42
Worcester	4,030	586	4,616
Total	5,337	730	6,067

Source: IR Official DHE Fall Files

First-Time, Degree Seeking Freshmen Admissions Fall 2010-Fall 2014



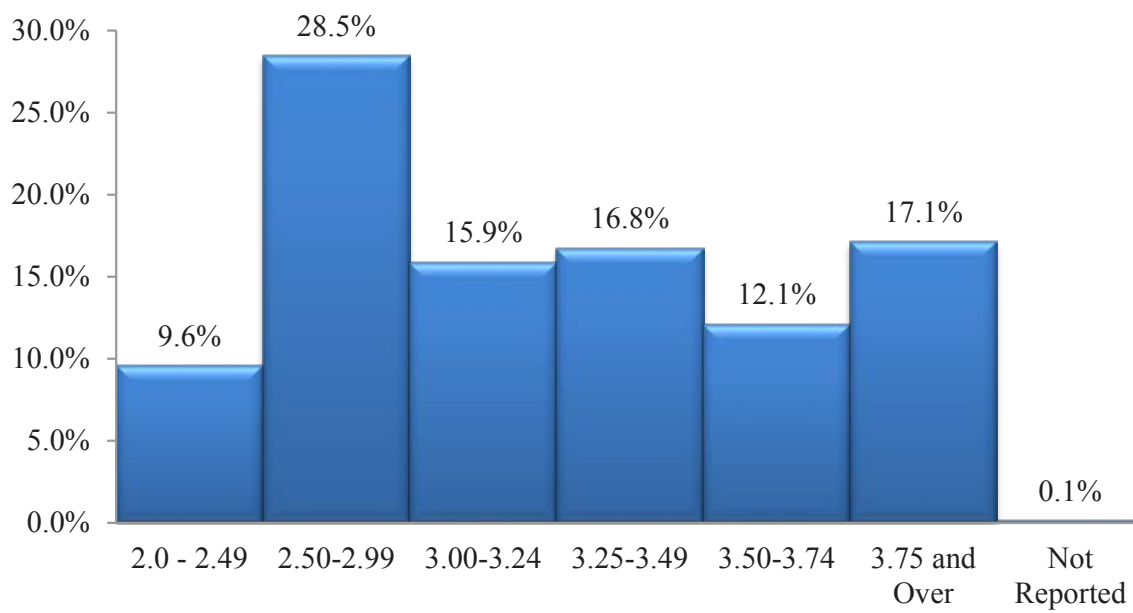
Accept Rate = # Accepted/# Applied

Yield = # Enrolled/# Accepted

Source: IR Official DHE Fall Files

High School GPA of Degree Seeking, First-Time Freshmen, Fall 2014 (n=794)

Mean GPA	3.19	Middle 50% GPA:	2.76-3.58
Minimum GPA:	2.02	Maximum GPA:	4.67

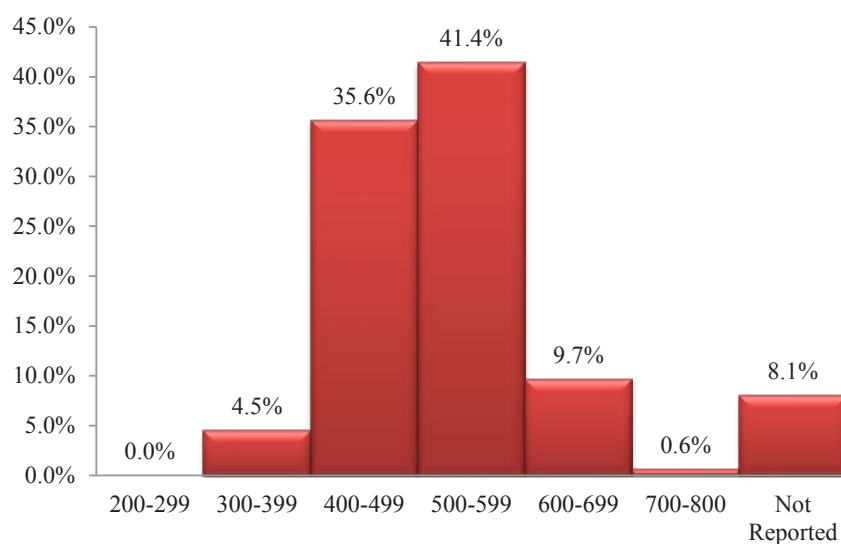


Source: IR Official DHE Fall Files

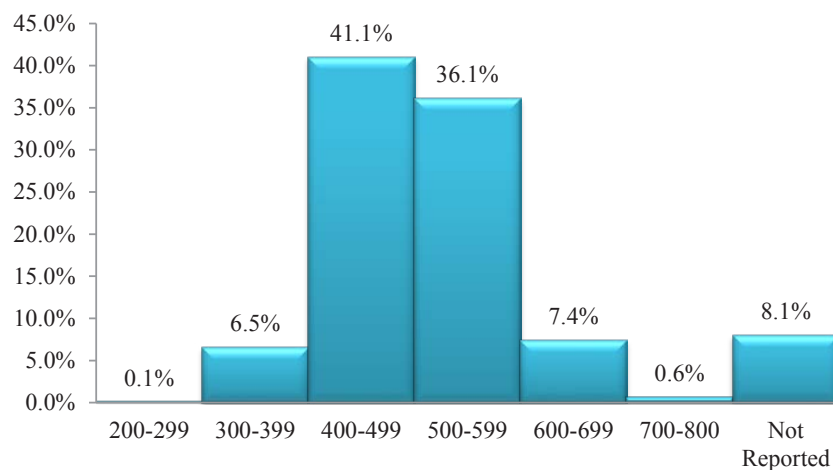
Distribution of SAT Scores of Degree Seeking, First-Time Freshmen, Fall 2014 (n=794)

Mean Score (Math):	507	Middle 50% (Math):	450-560
Mean Score (Verbal):	496	Middle 50% (Verbal):	440-540

Math SAT Scores

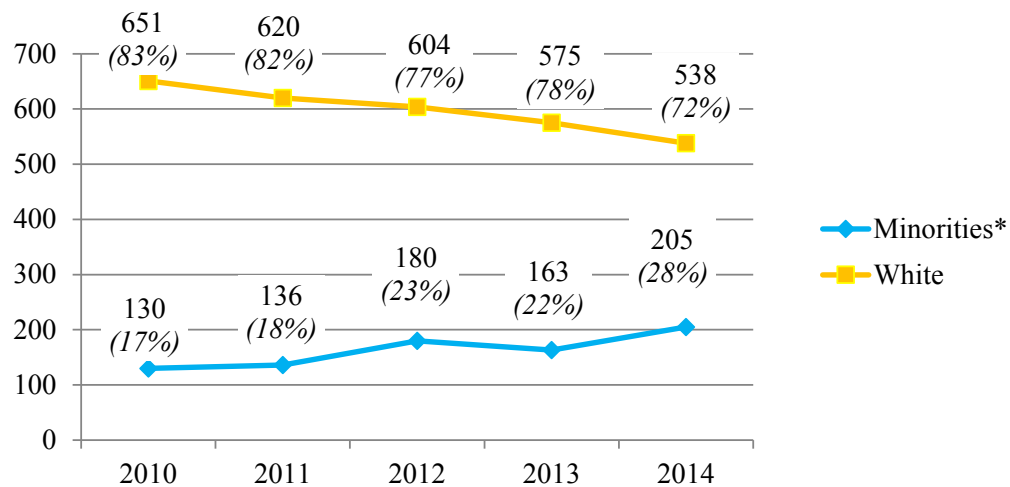
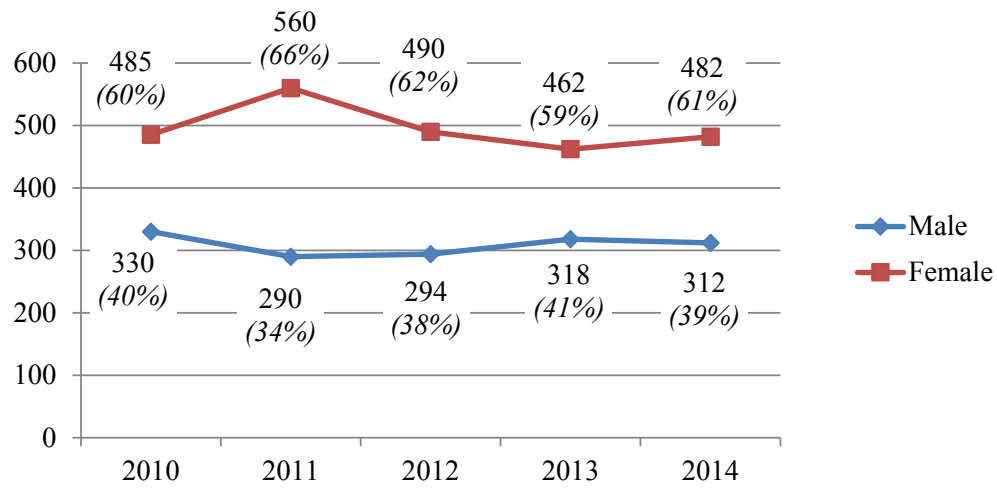


Verbal SAT Score



Source: IR Official DHE Fall Files

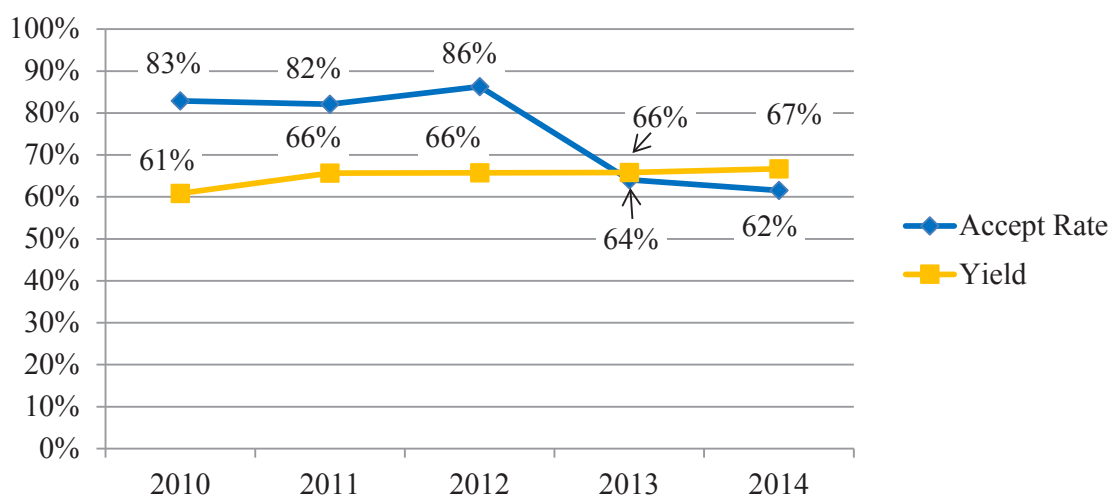
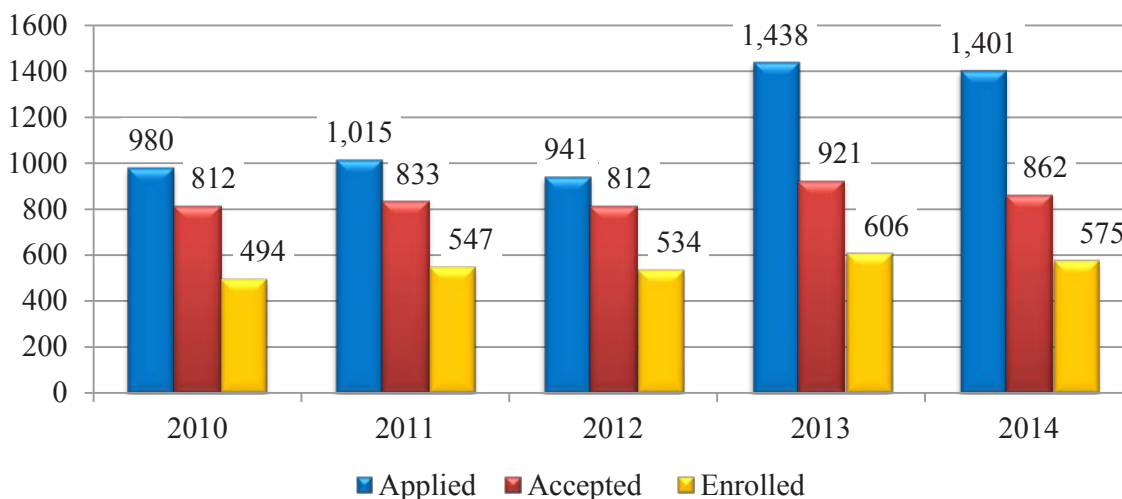
Gender and Ethnicity of Degree Seeking, First-Time Freshmen, Fall 2010-2014



*Minorities include Black/African American, American Indian/Alaska Native, Hispanic/Latino, Asian, Native Hawaiian or Pacific Islander, and Two or More Races

Source: IR Official DHE Fall Files

Degree Seeking Undergraduate Transfer Student Admissions Fall 2010-Fall 2014



Accept Rate = # Accepted/# Applied

Yield = # Enrolled/# Accepted

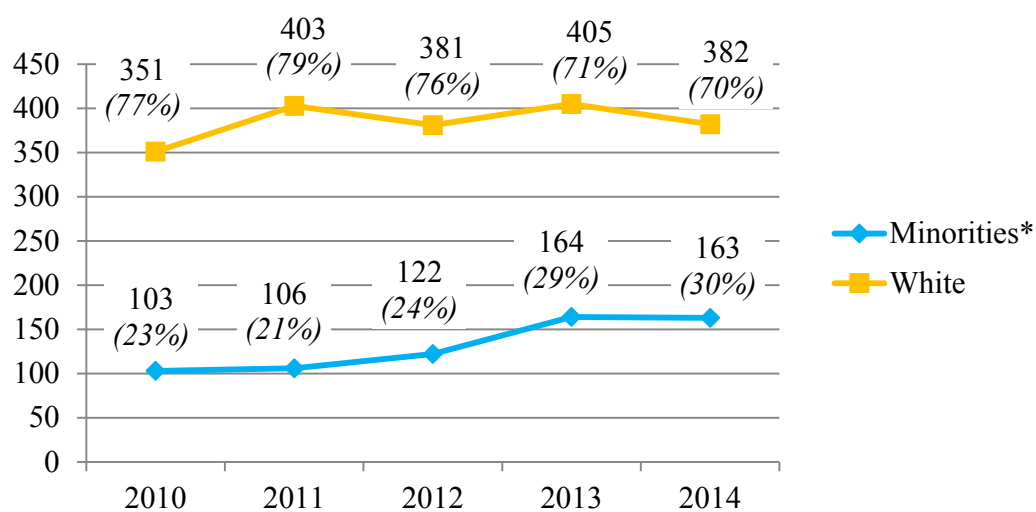
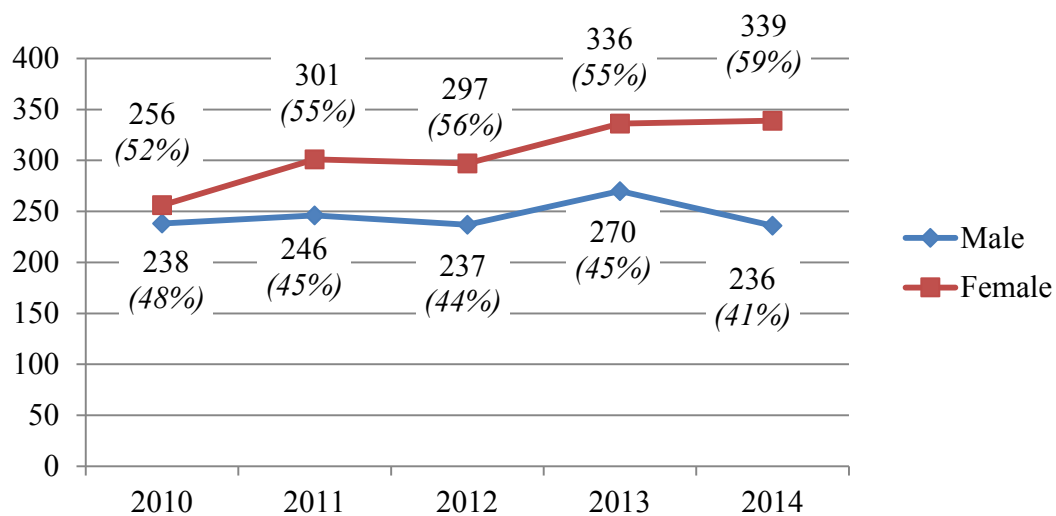
Source: IR Official DHE Fall Files

Age Range of Degree Seeking, Undergraduate Transfer Students Fall 2010-2014

Age Range	2010	2011	2012	2013	2014
Under 18	2	0	1	0	0
18-24	380	408	392	431	412
25-34	76	90	94	104	105
35-44	23	22	19	39	36
45-54	8	22	24	20	13
55+	3	2	4	9	8
Not Reported	2	3	0	3	1
% 25 + years	22%	25%	26%	29%	28%
Average Age	23	24	24	25	24

Source: IR Official DHE Fall Files

Gender and Ethnicity of Degree Seeking, Undergraduate Transfer Students Fall 2010-2014



*Minorities include Black/African American, American Indian/Alaska Native, Hispanic/Latino, Asian, Native Hawaiian or Pacific Islander, and Two or More Races

Source: IR Official DHE Fall Files

Transfer Institutions, Fall 2014

<i>Institution*</i>	<i># of Students</i>
Quinsigamond Community College	225
Mount Wachusett Community College	16
Anna Maria College	15
University of Massachusetts at Amherst	14
Foreign College/University	13
Massachusetts Bay Community College	13
Becker College	11
Framingham State University	10
Bridgewater State University	9
Fitchburg State University	9
Springfield Technical Community College	9
Total	344

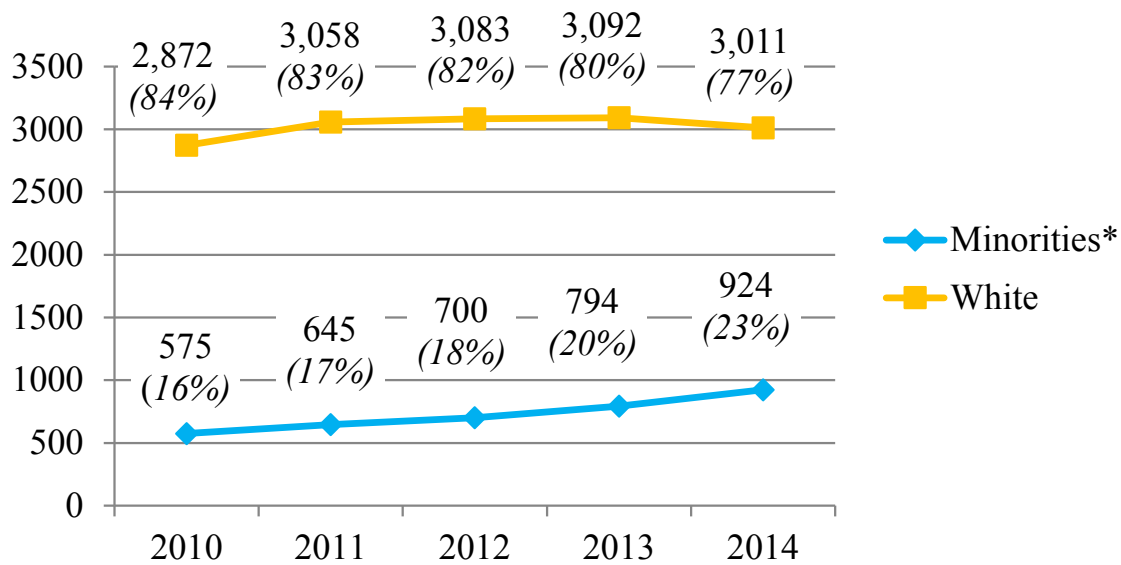
* Institutions contributing 60% of the transfer students

Majors of Degree Seeking, Undergraduate Transfer Students, Fall 2014

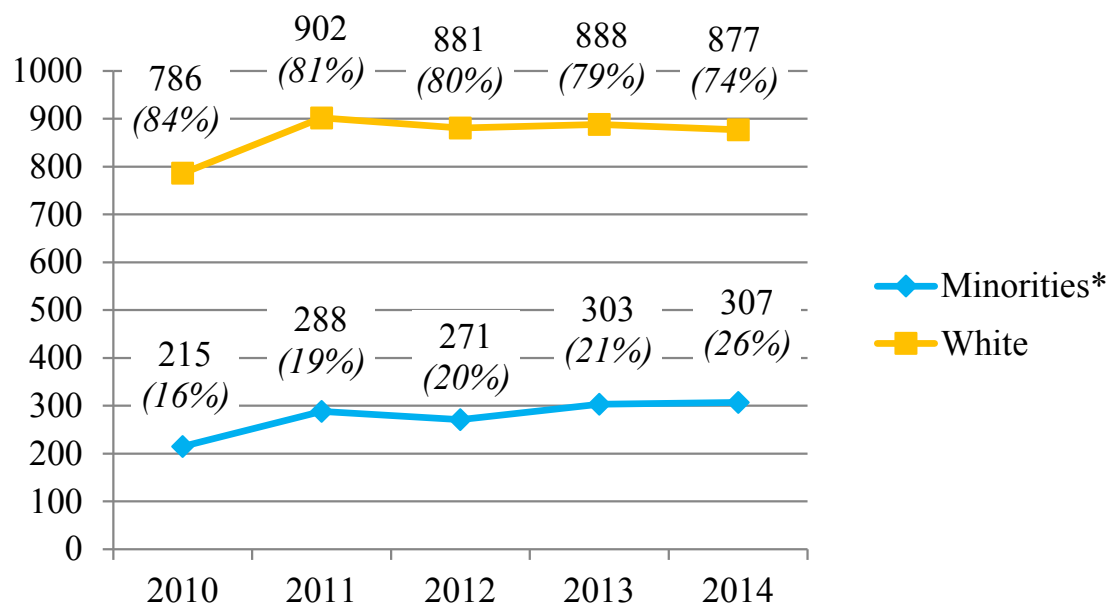
<i>Major</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Biology	13	26	39
Biotechnology	5	8	13
Business Administration	65	34	99
Chemistry	2	4	6
Communication	8	6	14
Communication Science & Disorders	1	15	16
Computer Science	16	4	20
Criminal Justice	33	26	59
Early Childhood Education	1	24	25
Early Childhood Education (Non-Licensure)	1	11	12
Economics	2	0	2
Elementary Education	3	15	18
English	8	11	19
Geography	3	0	3
Health Education	2	8	10
History	12	1	13
Mathematics	7	4	11
Natural Science	10	1	11
Nursing (For RNs)	6	27	33
Nursing (Generic)	4	21	25
Occupational Studies	0	2	2
Psychology	16	49	65
Public Health	2	15	17
Sociology	4	2	6
Spanish	0	4	4
Urban Studies	2	1	3
Undeclared	9	19	28
Visual & Performing Arts	1	1	2
Total	236	339	575

Source: IR Official DHE Fall Files

Ethnicity of Full-Time, Degree and Non-Degree Seeking Undergraduate Students Fall 2010-2014



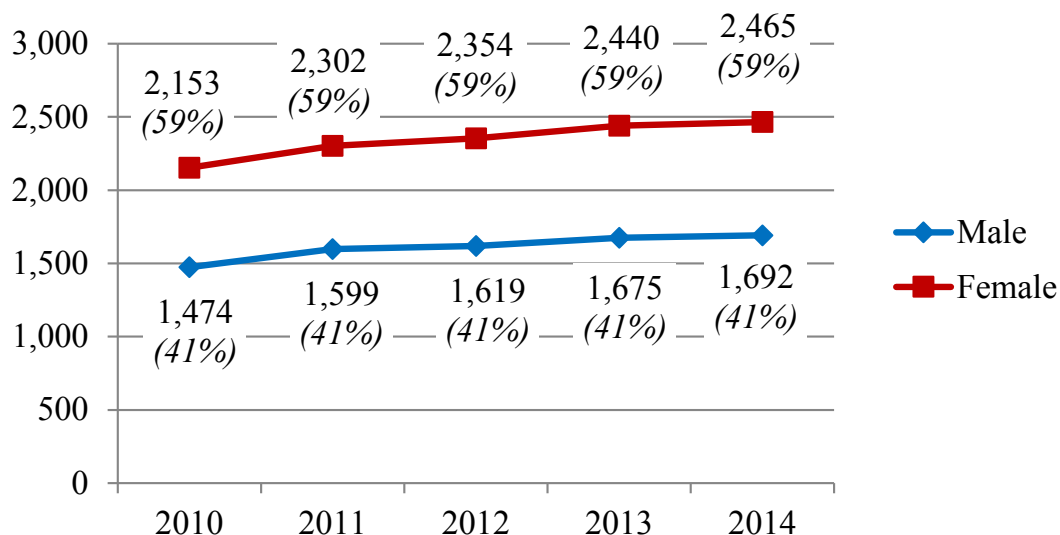
Ethnicity of Part-Time, Degree and Non-Degree Seeking Undergraduate Students Fall 2010-2014



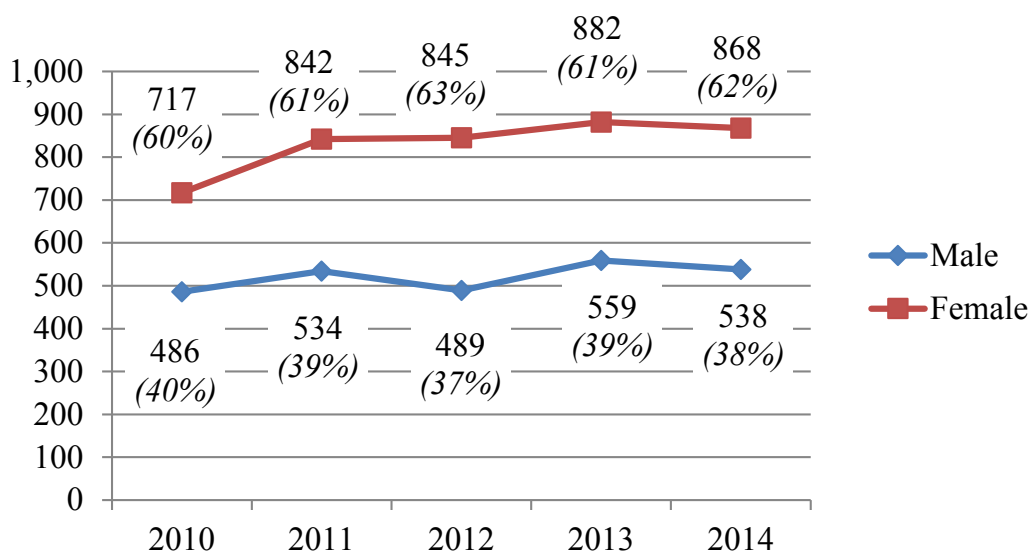
*Minorities include Black/African American, American Indian/Alaska Native, Hispanic/Latino, Asian, Native Hawaiian or Pacific Islander, and Two or More Races

Source: IR Official DHE Fall Files

Gender of Full-Time, Degree and Non-Degree Seeking Undergraduate Students Fall 2010-2014

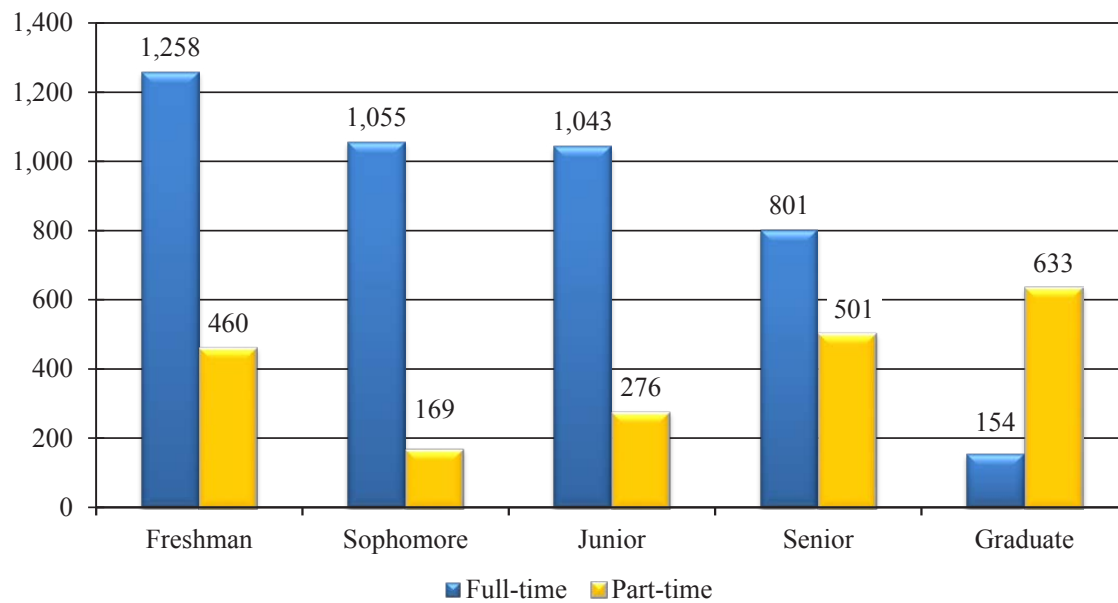


Gender of Part-Time, Degree and Non-Degree Seeking Undergraduate Students Fall 2010-2014



Source: IR Official DHE Fall Files

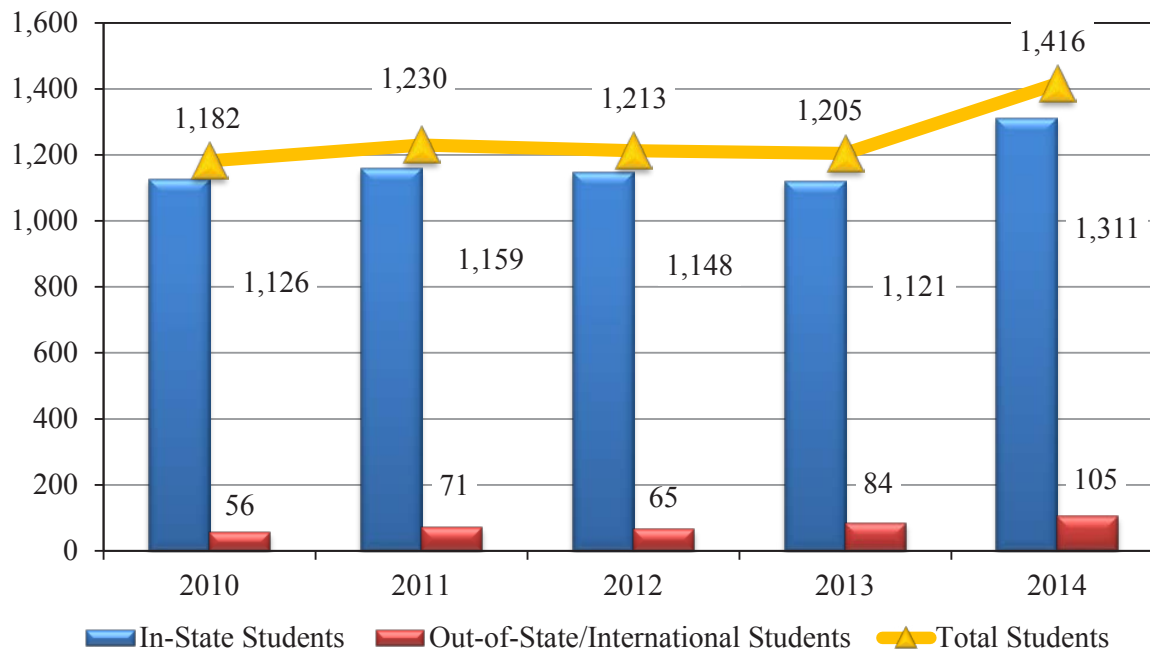
Total Enrollment by Student Classification, Full and Part-Time Status, Fall 2014



Total Enrollment = 6,350

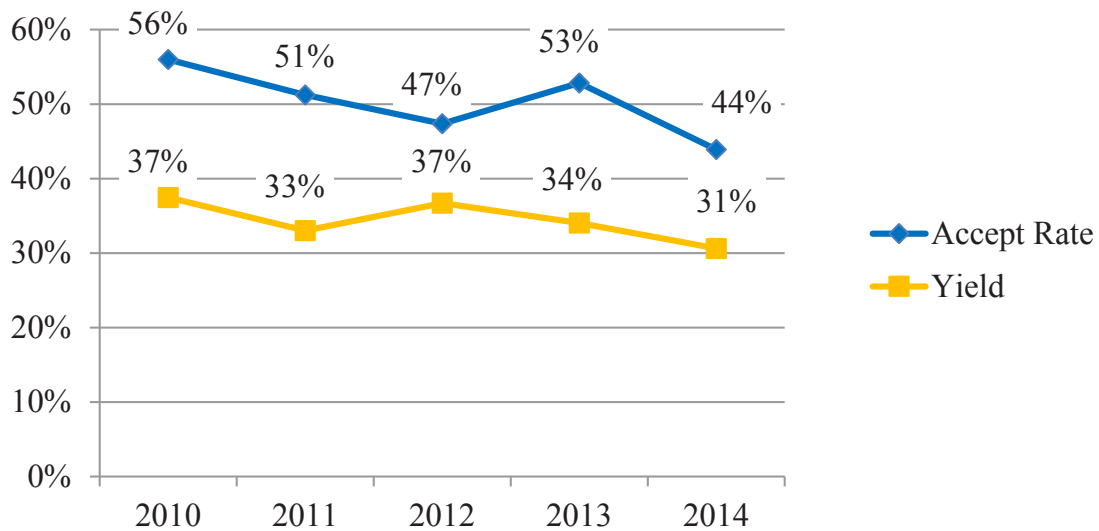
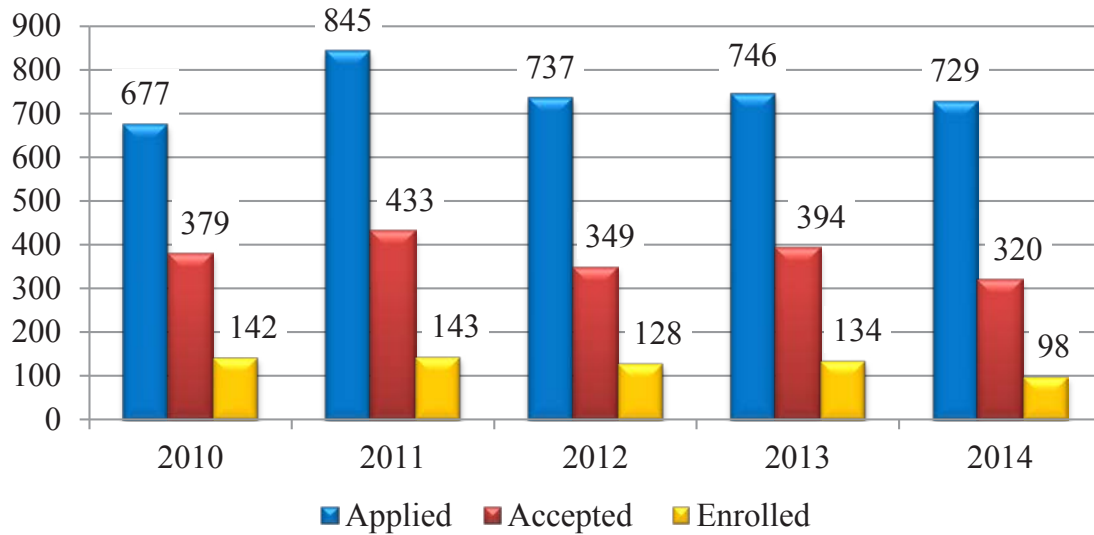
Source: IR Official DHE Fall Files

On-Campus Housing by In-State and Out-of-State/International Students Fall 2010-2014



Source: IR Official DHE Fall Files

Degree Seeking, First-Time Graduate Student Admissions Fall 2010-Fall 2014

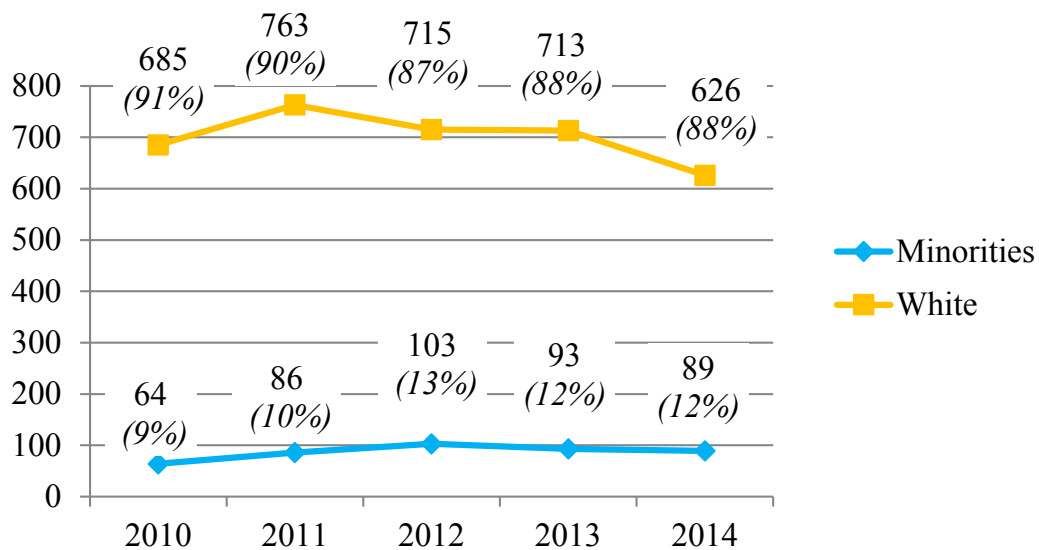
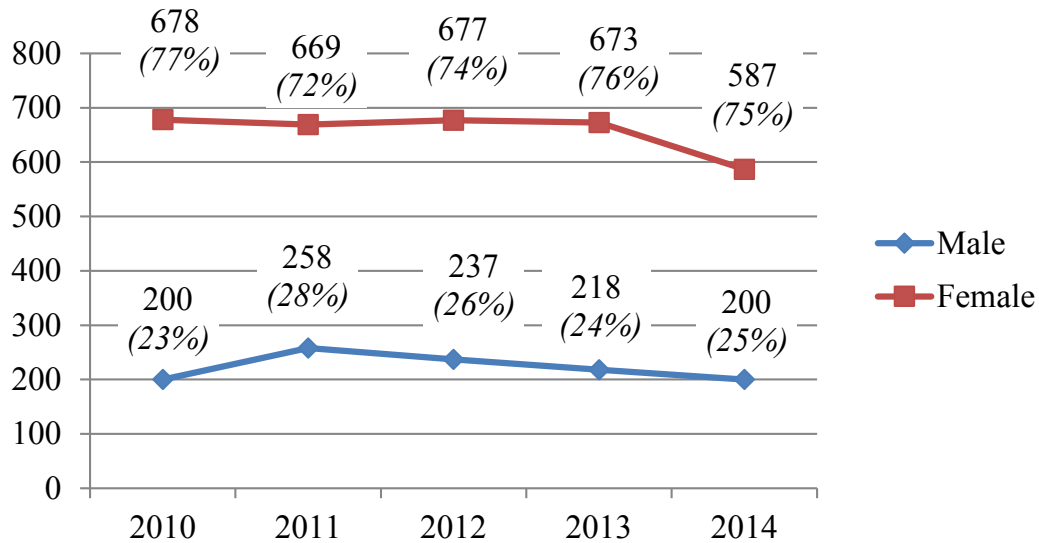


Accept Rate = # Accepted/# Applied

Yield = # Enrolled/# Accepted

Source: IR Official DHE Fall Files

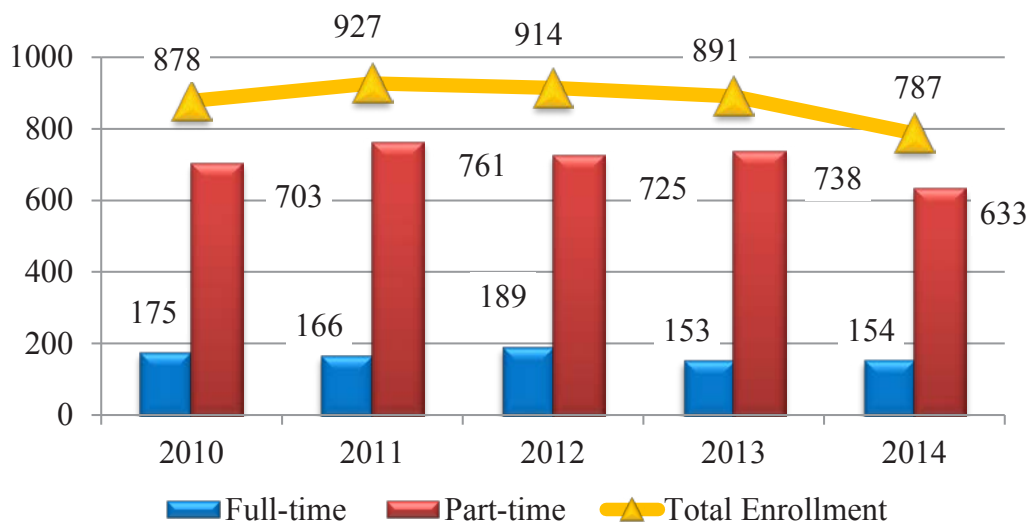
Gender and Ethnicity of Degree and Non-Degree Seeking Graduate Students Fall 2010-2014



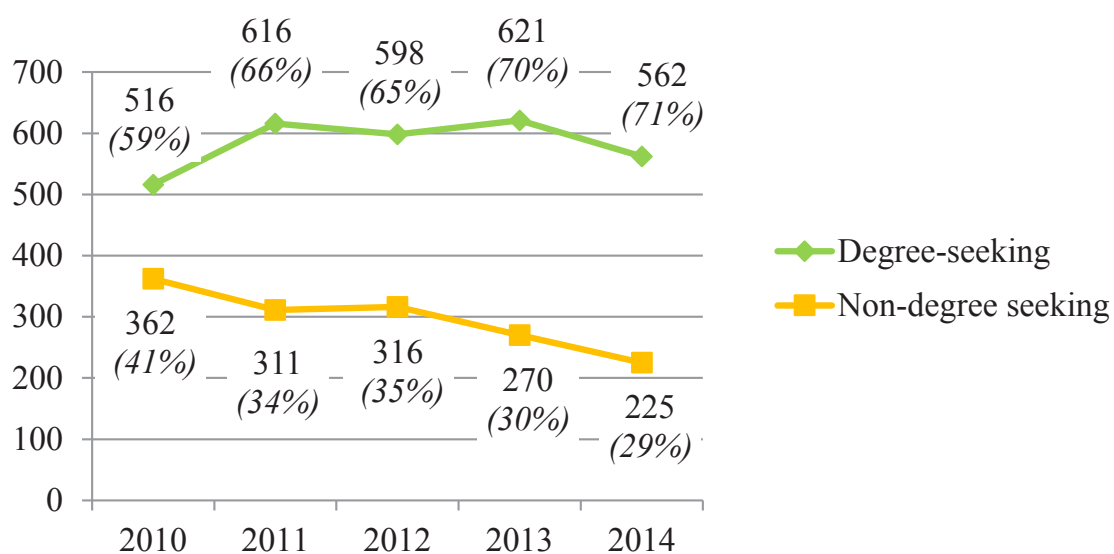
*Minorities include Black/African American, American Indian/Alaska Native, Hispanic/Latino, Asian, Native Hawaiian or Pacific Islander, and Two or More Races

Source: IR Official DHE Fall Files

Enrollment of Full and Part-Time Graduate Students Fall 2010-2014



Enrollment of Degree and Non-Degree Seeking Graduate Students Fall 2010-2014



Source: IR Official DHE Fall Files

Instructional Programs

Undergraduate Enrollment by First and Second Major and Gender, Fall 2014 (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	1	3
	English		1	1
	Sociology		1	1
	Spanish	1	1	2
	None	123	208	331
	Total	126	212	338
Biotechnology	Computer Science	1	1	2
	Economics		1	1
	None	54	58	112
	Total	55	60	115
Business Administration	Communication		1	1
	Criminal Justice	1	1	2
	Mathematics		1	1
	Psychology		2	2
	Sociology	1		1
	Spanish	1		1
	None	482	304	786
	Total	485	309	794
Chemistry	Biology	2	1	3
	Biotechnology	1		1
	Elementary Education		1	1
	Mathematics	1		1
	Spanish		1	1
	None	50	55	105
	Total	54	58	112
Communication	English	1		1
	Psychology	1		1
	Sociology	1		1
	Visual & Performing Arts		1	1
	None	122	99	221
	Total	125	100	225
Communication Sciences & Disorders	English		1	1
	Psychology	1	4	5
	Spanish	1	4	5
	None	8	182	190
	Total	10	191	201
Computer Science	Business Administration	1		1
	Mathematics	1		1
	Spanish	1		1
	None	135	22	157
	Total	138	22	160

Source: IR Official DHE Fall Files

Undergraduate Enrollment by First and Second Major and Gender, Fall 2014 (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	Biology	1		1
	Business Administration	2		2
	Communication	1		1
	Economics	1		1
	Psychology	5	4	9
	Sociology	1	1	2
	Spanish	1		1
	None	292	144	436
Total		304	149	453
Early Childhood Education	Economics	1		1
	English		4	4
	History	1	2	3
	Mathematics		1	1
	Psychology	1	57	58
	Sociology	1	12	13
	Spanish		2	2
	Visual & Performing Arts		6	6
	None	2	56	58
Total		6	140	146
Early Childhood Education, Non-Licensure	Psychology		7	7
	Sociology		1	1
	None	1	33	34
Total		1	41	42
Economics	None	29	7	36
Total		29	7	36
Elementary Education	Biology		1	1
	Business Administration		1	1
	English	1	12	13
	Geography		2	2
	Health Education	1		1
	History	5	14	19
	Mathematics		2	2
	Natural Science		1	1
	Psychology	4	55	59
	Sociology	1	4	5
	Spanish		4	4
	None	6	66	72
Total		18	162	180
English	Psychology		1	1
	Spanish	1	1	2
	Visual & Performing Arts		1	1
	None	52	91	143
Total		53	94	147

Source: IR Official DHE Fall Files

Undergraduate Enrollment by First and Second Major and Gender, Fall 2014 (3 of 4)

<i>First Major</i>	<i>Second Major</i>	<i>Gender</i>		<i>Total</i>
		<i>Male</i>	<i>Female</i>	
Geography	Criminal Justice	1		1
	Economics	1		1
	None	14	7	21
	Total	16	7	23
Health Education	Business Administration	1		1
	Spanish	1		1
	None	50	73	123
	Total	52	73	125
History	Business Administration	1		1
	Economics		1	1
	Urban Studies		1	1
	None	120	44	164
	Total	121	46	167
Mathematics	Natural Science		1	1
	Psychology		1	1
	None	46	29	75
	Total	46	31	77
Natural Science	Communication		1	1
	None	30	20	50
	Total	30	21	51
Non-Degree Seeking	None	183	317	500
	Total	183	317	500
Nursing (For RNs)	None	9	96	105
	Total	9	96	105
Nursing (Generic)	Public Health		1	1
	Spanish		1	1
	None	31	244	275
	Total	31	246	277
Occupational Studies	Psychology		5	5
	None	9	114	123
	Total	9	119	128
Psychology	Business Administration		1	1
	Communication		1	1
	Criminal Justice		6	6
	Elementary Education	2		2
	Health Education		2	2
	Occupational Studies		1	1
	Sociology		2	2
	Spanish	2	2	4
	Urban Studies		3	3
	None	87	361	448
	Total	91	379	470

Source: IR Official DHE Fall Files

Undergraduate Enrollment by First and Second Major and Gender, Fall 2014 (4 of 4)

<i>First Major</i>	<i>Second Major</i>	<i>Gender</i>		<i>Total</i>
		<i>Male</i>	<i>Female</i>	
Public Health	Psychology		1	1
	Sociology		1	1
	Spanish		2	2
	None	35	150	185
	Total	35	154	189
Sociology	Health Education		1	1
	Psychology		1	1
	Spanish		3	3
	Urban Studies		1	1
	None	27	53	80
	Total	27	59	86
Spanish	Communication		1	1
	Communication Sciences & Disorders		1	1
	Sociology	1	1	2
	None	4	20	24
	Total	5	23	28
Undeclared	None	122	152	274
	Total	122	152	274
Undeclared-Education	English		1	1
	Psychology		1	1
	None	1	3	4
	Total	1	5	6
Urban Studies	Business Administration		1	1
	Communication		1	1
	Geography	1		1
	Health Education	1		1
	History	1		1
	Sociology		1	1
	None	23	26	49
	Total	26	29	55
Visual and Performing Arts	English		1	1
	Psychology	2		2
	Spanish		1	1
	None	20	29	49
	Total	22	31	53
Grand Total		2,230	3,333	5,563

Source: IR Official DHE Fall Files

Graduate Enrollment by Program and Gender, Fall 2014

<i>Program</i>	<i>Gender</i>		<i>Total</i>
	<i>Male</i>	<i>Female</i>	
Biotechnology	8	13	21
Community & Public Health Nursing	3	36	39
Early Childhood Education	0	10	10
Early Childhood Education, Non-Licensure	0	3	3
Education	2	2	4
Elementary Education	0	14	14
Elementary Education, Non-Licensure	1	0	1
English	5	8	13
English as a Second Language	1	3	4
Health Care Administration	6	13	19
Health Education	4	7	11
History	17	20	37
Management	21	23	44
Middle School Education	11	11	22
Moderate Special Needs	7	25	32
Non-Degree Seeking	71	154	225
Non-Profit Management	8	13	21
Nurse Educator	2	20	22
Occupational Therapy	7	53	60
Reading	1	11	12
School Leadership & Administration	4	8	12
School Psychology	2	22	24
Secondary Education	18	26	44
Spanish	0	13	13
Speech-Language Pathology	1	79	80
Grand Total	200	587	787

Source: IR Official DHE Fall Files

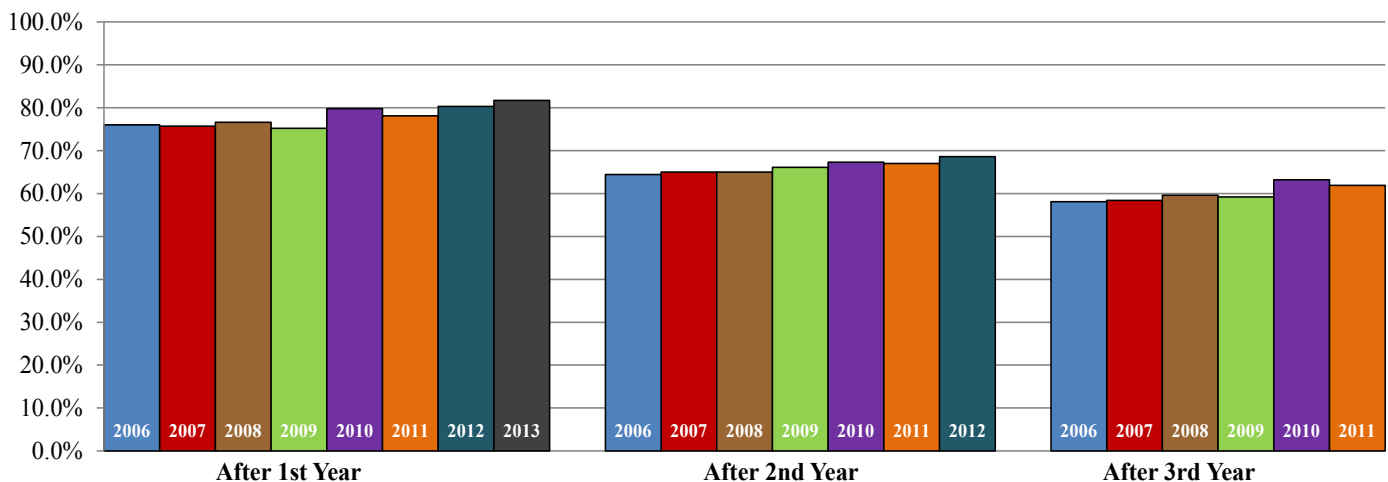
Academic Achievement/Learning Outcomes

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

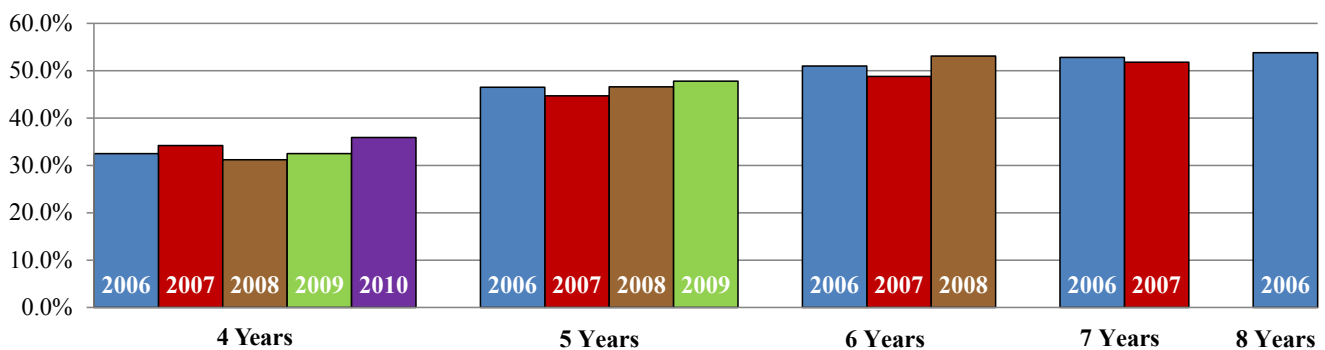
Entering Class	Initial Cohort	% Retained			% Graduated				
		After 1st Year	After 2nd Year	After 3rd Year	4 Years	5 Years	6 Years	7 Years	8 Years
2006	668	76.0	64.4	58.1	32.5	46.5	51.0	52.8	53.8
2007	678	75.7	65.0	58.4	34.2	44.7	48.8	51.8	
2008	654	76.6	65.0	59.6	31.2	46.6	53.1		
2009	693	75.2	66.1	59.2	32.5	47.8			
2010	809	79.8	67.3	63.2	35.9				
2011	790	78.1	67.0	61.9					
2012	781	80.3	68.6						
2013	775	81.7							

Calculations are based on adjusted cohorts, which exclude deceased students.

Retention of First-time, Full-time Freshmen



Graduation Rates for First-time, Full-time Freshmen



Source: WSU Colleague Datatel System

Degrees Conferred by Program and Degree Level, FY 2014

Program	Degree Level				Grand Total
	Bachelors	Post Baccalaureate	Masters	Certificate of Advanced Graduate Studies	
Biology	48				48
Biotechnology	16		8		24
Business Administration	180				180
Chemistry	15				15
Communication	68				68
Communication Sciences & Disorders	45				45
Computer Science	20				20
Criminal Justice	104				104
Early Childhood Education	19	10	9		38
Economics	8				8
Education			4		4
Elementary Education	32	52	11		95
English	39		7		46
Geography	8				8
Health Care Administration			8		8
Health Education	29		5		34
History	46		7		53
Management			10		10
Mathematics	6				6
Middle School Education		29	2		31
Moderate Special Needs			5		5
Natural Science	14				14
Non-Profit Management			8		8
Nursing			20		20
Nursing (for RNs)	12				12
Nursing (Generic)	52				52
Occupational Studies	14				14
Occupational Therapy			22		22
Psychology	117				117
Public Health	37				37
Reading			5		5
School Leadership & Administration			77		77
School Psychology			11	11	22
Secondary Education		56	6		62
Sociology	25				25
Spanish	10		12		22
Speech-Language Pathology		25	25		50
Urban Studies	14				14
Visual & Performing Arts	8				8
Grand Total	986	172	262	11	1,431

Source: IR Official DHE Degrees Conferred Files

Personnel Profile

Total Employees, Fall 2010-Fall 2014

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Total Employees (Non-Faculty & Faculty)	489	512	530	540	557
Non-Faculty					
Full-time Non-Faculty	294	310	322	324	339
Part-time Non-Faculty	14	15	13	15	12
Full-time Faculty					
Professor	62	66	69	69	75
Associate Professor	63	61	53	57	54
Assistant Professor	44	50	58	62	65
Instructor	12	10	15	13	12

Source: IR Official DHE HR Files

Full and Part-Time Non-Faculty by Race and Gender, Fall 2010-Fall 2014

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Female					
Non-resident Alien	0	0	0	0	0
Black or African American	5	5	6	6	7
American Indian or Alaska Native	0	0	0	0	0
Hispanic or Latino	6	6	8	8	9
White	163	172	175	182	184
Race and Ethnicity Unknown	0	1	1	0	0
Two or more races	0	0	0	0	1
Asian	3	4	3	3	4
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Female Total	177	188	193	199	205
Male					
Non-resident Alien	0	0	0	0	0
Black or African American	5	5	7	8	9
American Indian or Alaska Native	0	0	0	0	0
Hispanic or Latino	17	17	18	12	11
White	106	110	112	111	119
Race and Ethnicity Unknown	1	1	2	4	3
Two or more races	0	0	0	0	0
Asian	2	4	3	5	4
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Male Total	131	137	142	140	146

Source: IR Official DHE HR Files

Full-Time Faculty by Race and Gender, Fall 2010-Fall 2014

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Female					
Non-resident Alien	0	0	0	0	0
Black or African American	3	3	4	4	4
American Indian or Alaska Native	0	0	0	0	0
Hispanic or Latino	3	4	4	4	4
White	78	88	92	98	96
Race and Ethnicity Unknown	1	0	1	1	1
Two or more races	0	0	0	0	0
Asian	12	12	13	13	12
Native Hawaiian or Other Pacific Islander	0	0	0	0	1
Female Total	97	107	114	120	118
Male					
Non-resident Alien	0	0	0	0	0
Black or African American	7	6	6	5	5
American Indian or Alaska Native	0	0	0	0	0
Hispanic or Latino	5	5	5	7	8
White	66	62	64	62	69
Race and Ethnicity Unknown	0	1	0	0	0
Two or more races	0	0	0	0	0
Asian	6	6	6	7	6
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Male Total	84	80	81	81	88

Source: IR Official DHE HR Files

Full-Time Faculty by Department and Rank, Fall 2014

<i>Department</i>	<i>Professor</i>	<i>Associate Professor</i>	<i>Assistant Professor</i>	<i>Instructor</i>	<i>Total</i>
Biology	8	2	3	0	13
Business and Economics	11	1	7	0	19
Chemistry	2	3	4	0	9
Communication	5	2	2	0	9
Communication Sciences & Disorders	1	3	2	0	6
Computer Science	4	0	0	0	4
Criminal Justice	0	4	3	0	7
Earth, Environment & Physics	1	7	4	0	12
Education	7	4	3	0	14
English	6	6	3	0	15
Health Sciences	0	2	3	0	5
History & Political Science	2	8	4	0	14
Mathematics	3	2	6	0	11
Nursing	1	1	3	9	14
Occupational Therapy	3	0	2	1	6
Philosophy	3	0	1	1	5
Psychology	8	3	6	0	17
Sociology	0	2	4	0	6
Urban Studies	1	1	2	1	5
Visual & Performing Arts	6	3	1	0	10
World Languages	3	0	2	0	5
Total	75	54	65	12	206

Source: IR Official DHE HR Files

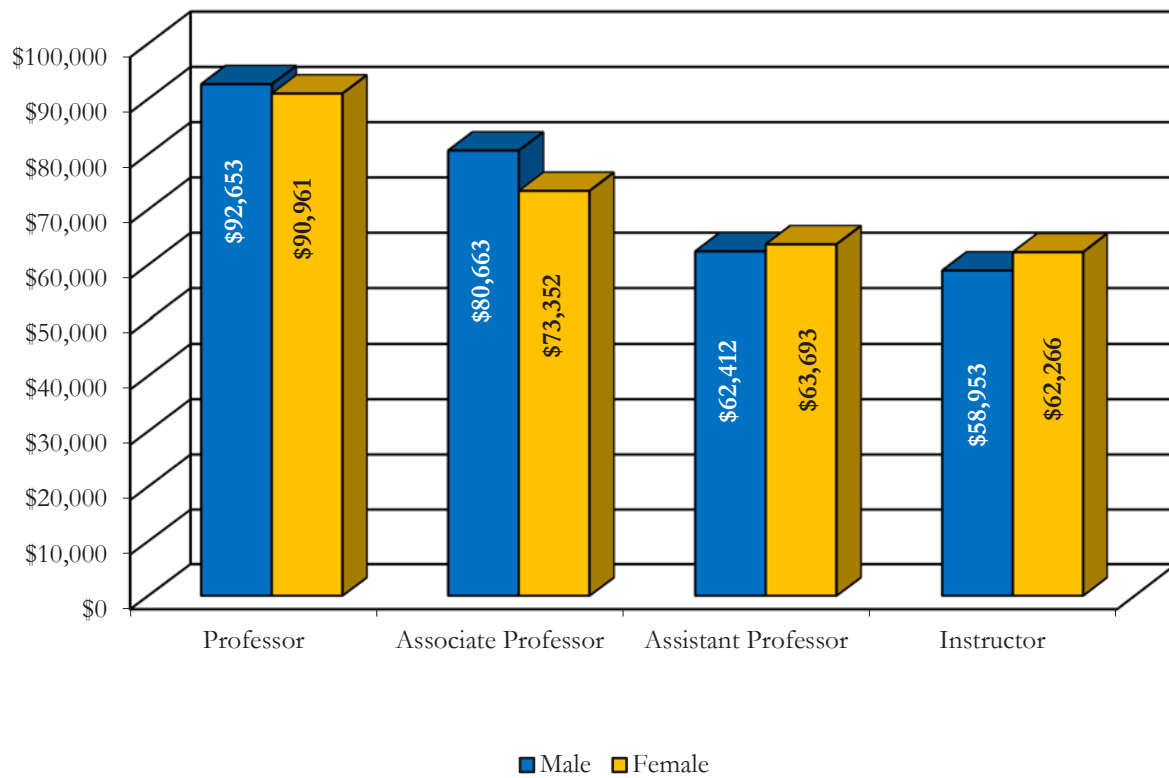
Full-Time Faculty by Gender, Rank and Tenure Status Fall 2010-Fall 2014

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Female					
Professor	34	39	43	43	47
Associate Professor	32	28	21	24	21
Assistant Professor	23	30	37	41	39
Instructor	8	10	13	12	11
Female Total	97	107	114	120	118
Male					
Professor	28	27	26	26	28
Associate Professor	31	33	32	33	33
Assistant Professor	21	20	21	21	26
Instructor	4	0	2	1	1
Male Total	84	80	81	81	88

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Female					
Tenured	68	69	70	71	70
On tenure track	26	29	32	35	35
Not on tenure track	3	9	12	14	13
Female Total	97	107	114	120	118
Male					
Tenured	58	58	58	60	62
On tenure track	19	19	21	18	21
Not on tenure track	7	3	2	3	5
Male Total	84	80	81	81	88

Source: IR Official IPEDS HR Files

Average Salaries of Full-Time Faculty by Rank and Gender, Fall 2014



Source: IR Official IPEDS HR Files

Library Information

Library Holdings, FY 2012-FY 2014

<i>Category</i>	<i>FY 2012</i>	<i>FY 2013</i>	<i>FY 2014</i>
Total Print Volumes	204,971	205,424	133,645
Electronic On-line Journal Titles	42,326	48,912	55,808
Electronic On-line Newspaper Titles	1,227	1,227	1,245
Electronic On-line Periodical Subscriptions	186	186	100
Electronic On-line Books	13,225	90,847	90,847
Electronic On-line Research Databases	91	115	133
Paper Periodical Subscriptions	310	310	129
Microfilm Titles	588	588	588
Current Microform Subscriptions	6	4	4
Media (DVDs, CD-ROM and Videos) Titles	4,267	4,282	3,976
Total Library Holdings	267,197	351,895	286,475

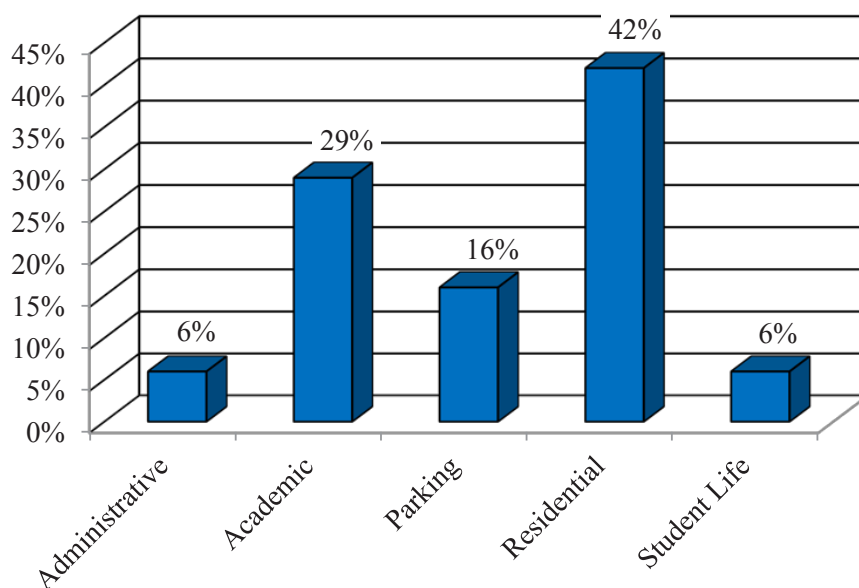
Source: NCES Library Reports

Facilities Information

Physical Plant Facilities, Fall 2014

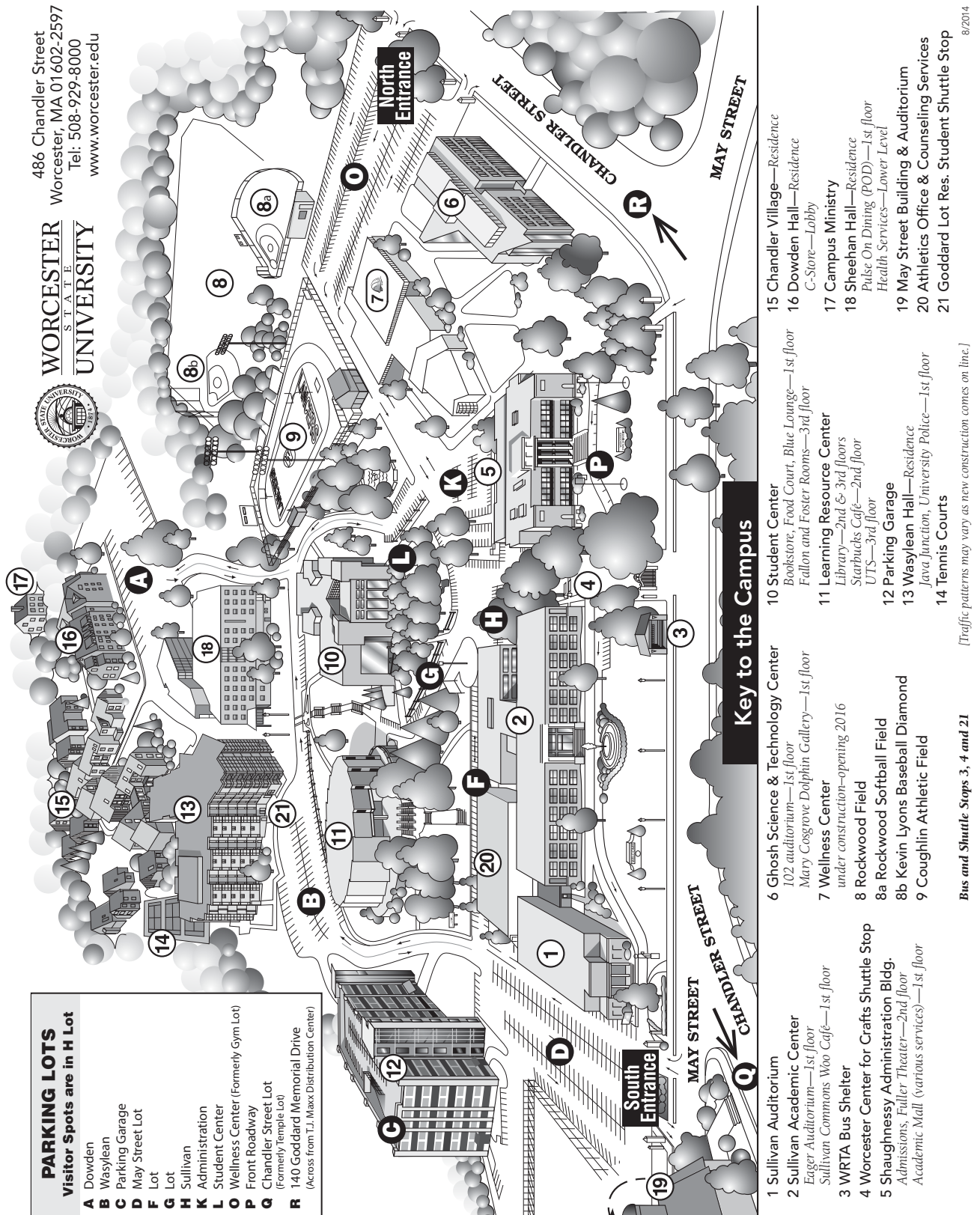
<i>Building Name</i>	<i>Primary Use</i>	<i>Gross sq. ft.</i>	<i>Assignable sq. ft.</i>	<i>Year</i>
Shaughnessy Administration	Administrative	67,066	37,695	1932
Learning Resource Center	Library, Classrooms	113,335	72,815	1968
Sullivan Academic Center	Academic	110,690	72,725	1965
Science Tech Center	Academic	97,300	71,072	2000
Student Center	Student Affairs, Dining	71,416	46,430	1978
Sheehan Hall	Housing, Dining	152,713	109,763	2014
17 Candlewood Street	Campus Ministry	1,200	960	1927
Chandler Village	Housing	103,560	79,490	1973
Dowden Hall	Housing	98,555	56,910	1990
Wasylean Hall	Housing	109,000	70,510	2004
Parking Garage	Parking	174,032	166,592	2007

Percentage of gross square feet and its distribution on campus



Source: Office of Facilities

Campus Map



Source: Printing & Publications

University Advancement

Foundation Board of Directors 2014-2015

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 David E. Bedard '74
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 John P. Brissette '88
 Matthew Cote
 Leslie K. Cutler
 Julia Dvorko, Ph.D.
 Mary Burke Fallon
 James D. Glickman
 Lillian R. Goodman, Ed.D.
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 Kimberly M. Harmon, R.N. '95
 Krisina M. Jackson '93
 Barry M. Maloney
 Dorothy J. Manning, M.Ed. '88
 Daniel J. Mastrototaro
 Rosanne Sullivan Matulaitis '65
 Satya B. Mitra, Ph.D.
 Janet Wilson Moore, Esq.
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 Richard E. Thomas
 Steven J. Ward '76
 Randal D. Webber '91

Alumni Association's Advisory Board 2014-2015

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 Michael J. Mills '72, *Vice President*
 Danielle M. Williamson '03, *Secretary*
 John J. Brown III '02, *Executive Committee*
 Margaret C. Farrey '54, M.Ed. '78, *Executive Committee*

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 Elizabeth A. Bitar '11
 Michael J. Borowiec '10
 Camilla H. Caffrey
 Trevor R. Hodde '12
 Cathleen M. Liberty '08
 John F. McAuliffe '90
 Deirdre A. Olson O'Connor '71
 Patricia A. Pennucci '62, M.Ed. '67
 Kathryn M. Portle '69
 Joseph G. Reidy '10
 Amanda M. Riik '02
 Eric S. Swedberg '02, M.A. '10
 Elaine G. Tateronis '63, M.Ed. '74, Ed.D.
 Jacqueline M. Trotta '69, M.Ed. '74

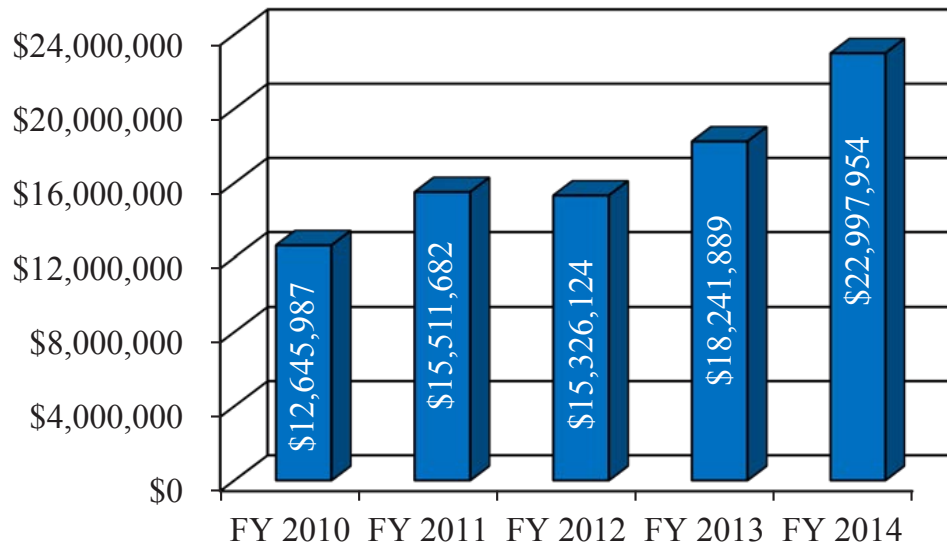
SGA President-Student Representative

Melissa Edberg '15

Staff Liasons

Nicole B. Losavio

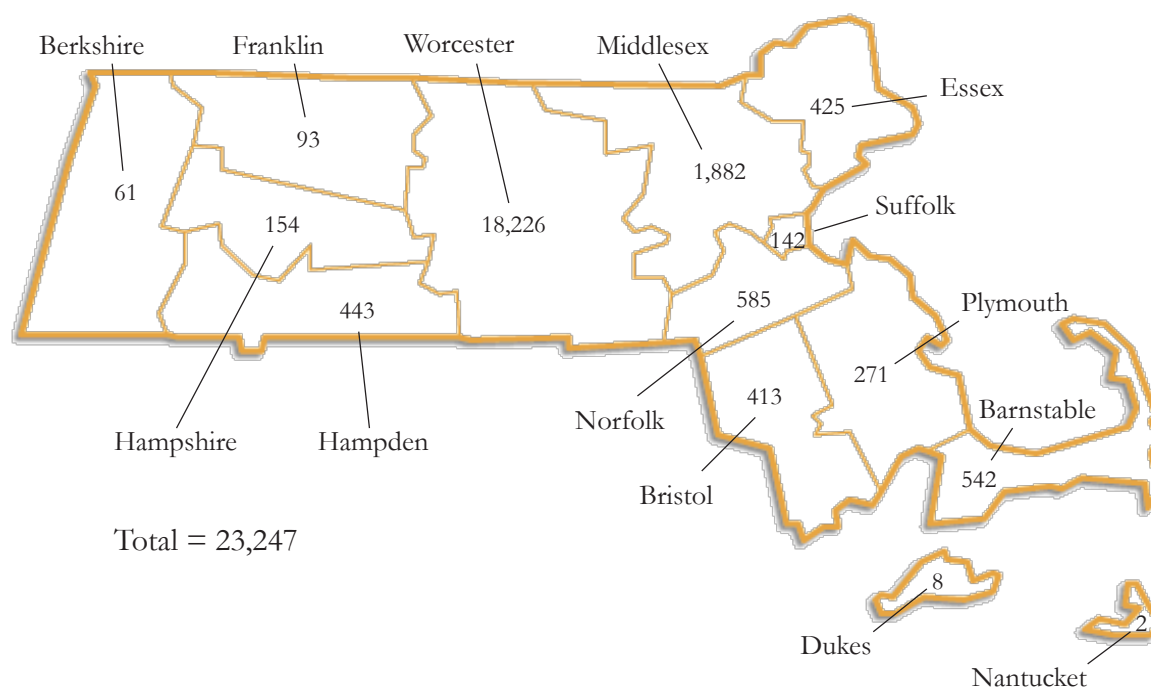
Source: Office of University Advancement

Total Market Value of Funds Under Management¹, FY 2010-FY 2014

¹Total Net Asset Per Official Audit

Source: Office of University Advancement

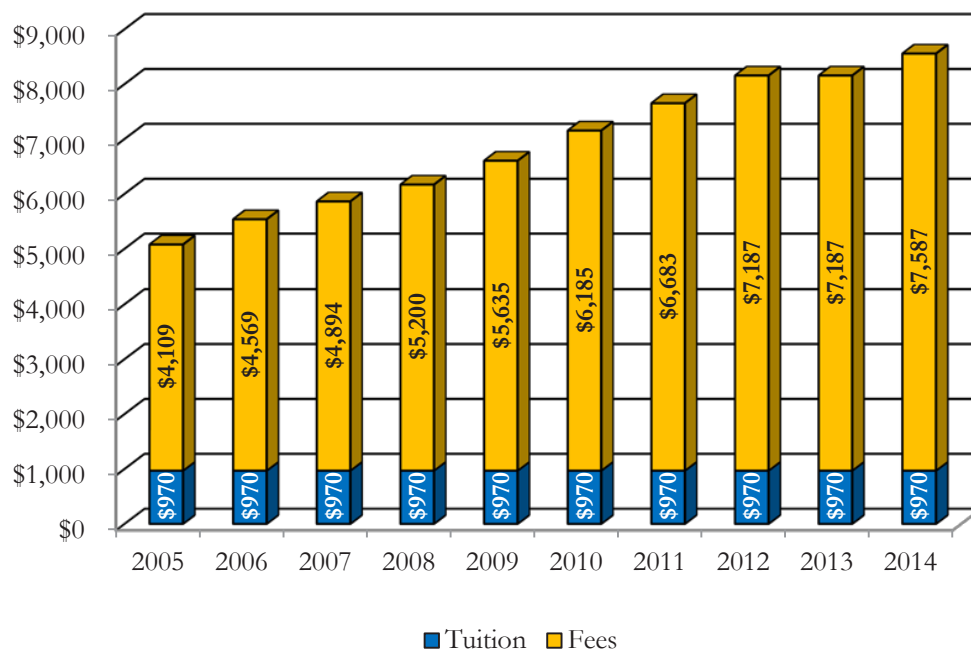
Alumni by Massachusetts County of Residence, Fall 2014



Source: Office of University Advancement

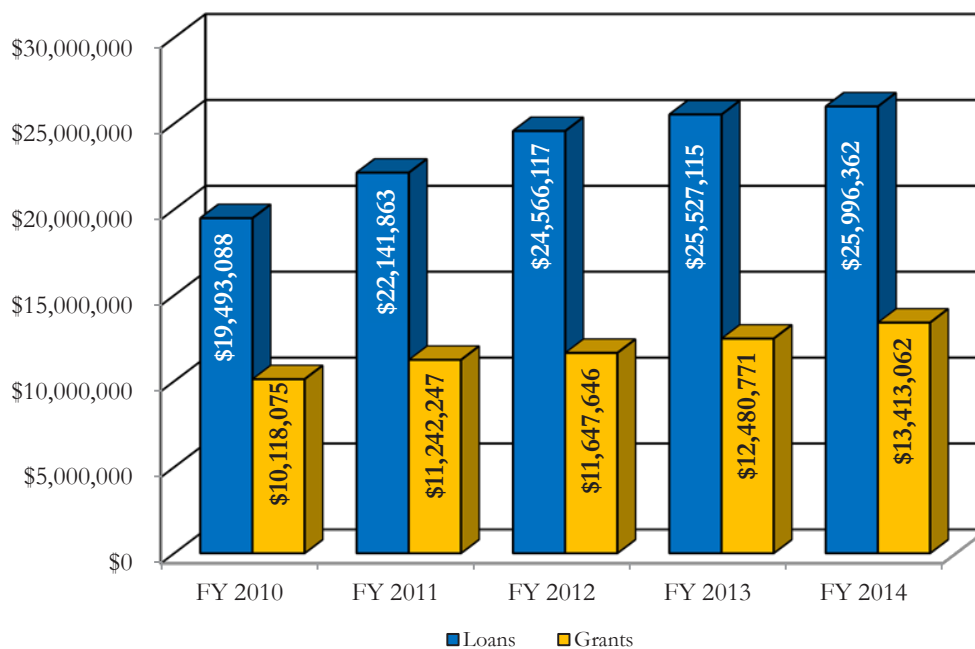
Financial Information

Tuition and Fees per Academic Year, 2005-2014*



*Tuition and Fees reflect rate for MA Residents only

Source: Office of Administration and Finance

Financial Aid Awards, FY 2010-FY 2014

Source: Office of Financial Aid

Revenues and Expenditures, FY 2012-FY 2014

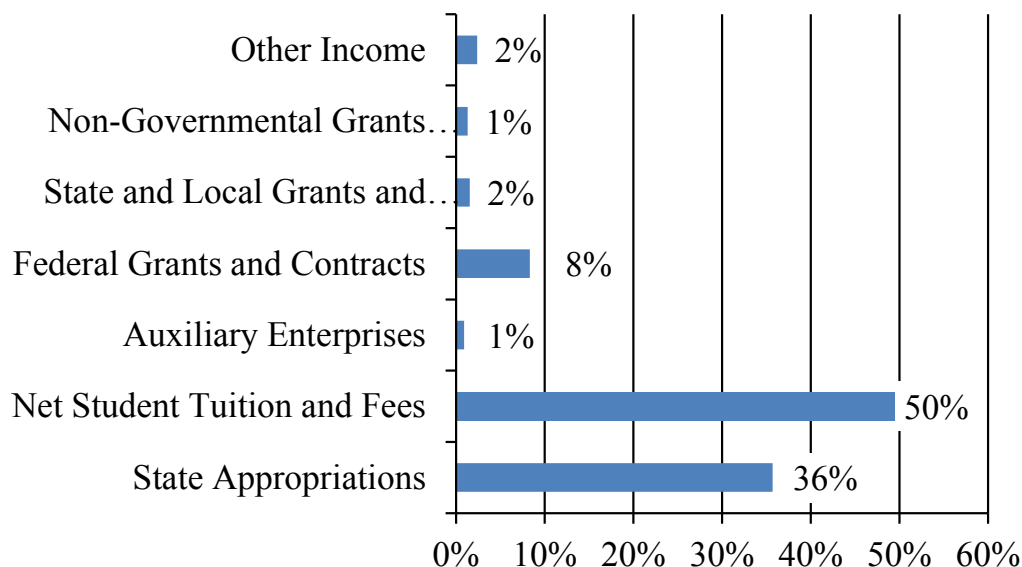
REVENUES	FY 2014	FY 2013	FY 2012
Operating Revenues:			
Student Tuition and fees	\$ 40,957,693	\$ 40,216,111	\$ 38,714,217
Auxiliary enterprises, student housing	8,593,284	8,424,985	8,317,292
Less: Scholarship discounts and allowance	7,558,228	7,252,129	8,447,639
Net student tuition and fees	41,992,749	41,388,967	38,583,870
Federal grants and contracts	7,001,491	6,350,039	6,134,752
State and local grants and contracts	1,296,533	1,477,595	1,269,367
Nongovernmental grants and contracts	1,105,981	636,200	928,886
Auxiliary enterprises	754,505	695,533	700,495
Other operating revenues	1,574,697	1,281,025	1,197,025
Total operating revenues	\$ 53,725,956	\$ 51,829,359	\$ 48,814,395
EXPENSES			
Operating expenses:			
Instruction	\$ 32,780,505	\$ 31,349,284	\$ 29,123,787
Public service	520,666	675,857	609,273
Academic support	7,025,574	6,782,540	6,214,371
Student services	7,469,711	7,220,968	6,578,675
Institutional support	13,443,252	11,443,857	10,016,600
Operation and maintenance of plant	7,409,398	7,622,054	7,784,839
Scholarship	1,033,633	1,207,642	596,114
Depreciation	4,158,890	4,174,992	4,402,075
Debt service	574,866	734,283	572,724
Auxiliary enterprises	8,243,709	7,423,424	8,082,112
Total operating expenses	\$ 82,660,204	\$ 78,634,901	\$ 73,980,570
Operating loss	\$ (28,934,248)	\$ (26,805,542)	\$ (25,166,175)
NONOPERATING REVENUES (EXPENSES)			
State appropriations	\$ 30,055,723	\$ 26,483,839	\$ 25,412,179
Interest and investment income	417,298	(117,299)	1,036,814
Other nonoperating revenues (expenses)	3,200	(9,018)	20,811
Net nonoperating revenues	\$ 30,476,221	\$ 26,357,522	\$ 26,469,804
Income (loss) before other revenues, expenses, gains, or losses	1,541,973	(448,020)	1,303,629
Capital appropriations	2,058,059	-	17,078
Change in net position	3,600,032	(448,020)	1,320,707

Source: Financial Statements year ended June 30, 2014, 2013 and 2012, and Independent Auditor's Report

Fund Revenues by Source, FY 2014

REVENUES

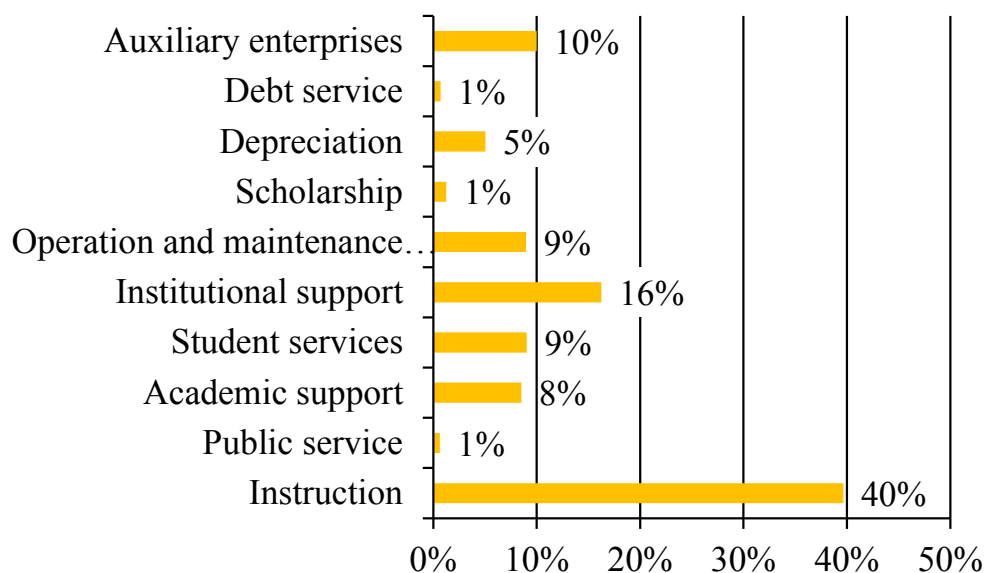
Total = \$84,202,177



Fund Expenditures by Source, FY 2014

EXPENSES

Total = \$82,660,204



Source: Financial Statements year ended June 30, 2014, 2013 and 2012, and Independent Auditor's Report

Office of Institutional Research

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