

Westfield State College

Emphasizing teaching, student advising, and student involvement in the life of the College and the community, Westfield State College's primary mission is to assist its students to develop intellectually and to use their knowledge and skills to improve the social and economic conditions in their communities. The College seeks to instill among members of its community a sense of social responsibility and citizenship.

COLLABORATIONS

- The Westfield Professional Development School Network (WPDS) is now in its eighth year. During 2006-07, the Network expanded assessment activities designed to gauge the impact of their work in the partner elementary schools. Projects included a year-long, on-site seminar supporting teachers' knowledge of multicultural perspectives. A school-wide study of cultures was shared across the grades through the production of grade level materials. The Homework Club is another continuing project involving 26 WSC teacher candidates who provided tutoring after school for 37 elementary children. Program evaluations indicate that the student participants benefited from this program. In a third school, a literacy collaboration involved 67 WSC teacher candidates who worked with 88 elementary students. Education students worked with ELL first graders and with first graders at risk for timely development of their literacy skills. Similar to 2005-06, student gains were evident in both reading and writing, and the teacher candidates made significant progress in their own abilities to assess elementary students' literacy skills.
- During AY 06-07 the Center for Teacher Education and Research (CENTER) provided the second year of professional development programming related to the Teaching American History grant awarded in October 2005. The CENTER provided eight full-day seminars with 375 total participants and an additional 27 afternoon workshops with 460 participants in aggregate. These workshops drew their participants from a pool of 62 history teachers from 11 school districts.
- Over the course of the 2006-2007 academic year, more than 600 WSC students spent time in the community engaging in internships, practica, and other field experiences. These students assisted and supported our schools, business and non-profit organizations through internships, practica, cooperative education, and community service programs. Working alongside seasoned professionals, students had the opportunity to apply classroom learning while gaining invaluable

practical experience related to their interests and fields of study. These experiences provided opportunities to network, establish valuable contacts, and explore career opportunities. Employers also benefited in many ways, by working with bright, enthusiastic students who bring fresh perspectives to their work.

- The WSC Counseling Center collaborates with the Carson Center for Mental Health to respond to students-at-risk. Clinicians from the College and the Carson Center work together to assess and respond to student needs. The Counseling Center Director meets with the Crisis Team Director

Program of DISTINCTION

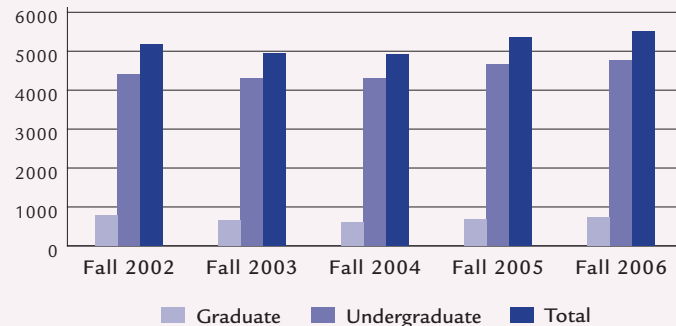
The Center for Instructional Technology (CIT) at WSC helps faculty integrate technology and pedagogy. To enhance student learning and access to different pedagogies, the CIT created its Web Camp. Web Camp is a two-week intensive learning experience for faculty interested in teaching a fully online course. During the first week, faculty train as a group and individually with CIT staff who provide faculty with all the tools they need to mount an online course. In the second week, faculty participate online so they can experience online learning themselves. Web Camp participants commit to teaching their course online at least three times and are encouraged to provide this offering to day students who might not otherwise have a fully online learning experience. To date, 20 faculty have completed the Web Camp and have offered 27 new, fully online courses. But the impact of web camp goes beyond the online classes. In fact, the Web Camp experience provides our faculty with both the skills and confidence to integrate technology into more traditional classroom settings.

to establish protocols and collaboration procedures. A yearly joint meeting involving all staff members who manage crises from WSC, the Carson Center, and Noble Hospital helps to enhance efforts for students in need and keep effective communication flowing between these agencies. Currently, four Counseling Center staff members are receiving professional development training in Dialectic Behavior Therapy from the Carson Center. The training provides staff members with 20 hours of continuing education credit and is of great value in working with clients who have difficulty regulating their emotions. By working with the Carson Center the College is able to share resources and save hundreds of dollars in training fees.

I. ACCESS TO PUBLIC HIGHER EDUCATION IN MASSACHUSETTS

Access Indicators*	
FALL ENROLLMENT	
Fall 2006 Headcount:	4,766 Undergrad. 741 Graduate
Fall 2006 FTE:	4,341 Undergrad. 289 Graduate
<i>Results: Over the last three years, fall headcount enrollment has increased 12.1%, and fall FTE enrollment has increased 13.2%.</i>	
ANNUAL ENROLLMENT	
FY2007 Headcount:	5,359 Undergrad. 1,183 Graduate
FY2007 FTE:	4,371 Undergrad. 385 Graduate
<i>Results: Over the last three years, annual headcount enrollment has increased 7.2%, and annual FTE enrollment has increased 10.7%.</i>	
MINORITY ENROLLMENT	
Minority Enrollment Percentage in Fall 2006:	8.3%
<i>Results: Less than the Pioneer Valley Region's minority representation of 13.2%.</i>	
CC TRANSFER STUDENTS	
Fall 2006 Community College Transfer Students:	210
<i>Results: Over the last three years, the number of community college transfer students has decreased 15.7%.</i>	

Fall Enrollment: Headcount



II: AFFORDABILITY OF MASSACHUSETTS STATE COLLEGES

Affordability Indicators*	
% OF MEDIAN FAMILY INCOME	
Tuition and fees as a percent of median family income in FY2007:	8.0%
<i>Results: Below the Northeast regional average of 9.3%.</i>	

Tuition and Fees as a Percent of Median Income

	FY2003	FY2004	FY2005	FY2006	FY2007
Tuition and fees	\$3,755	\$4,558	\$4,857	\$5,658	\$5,950
State median family income (SMFI)	\$66,922	\$67,527	\$68,701	\$71,655	\$74,463
Tuition and fees as % of SMFI	5.6%	6.7%	7.1%	7.9%	8.0%
Segment avg. tuition and fees as % of SMFI	5.5%	6.7%	7.3%	7.5%	7.8%
Northeast avg. tuition and fees as % of SMFI			9.2%	9.3%	9.3%

* See Technical Guide (pages 41–42) for indicator methodology and details.

III: STUDENT SUCCESS AND ACADEMIC QUALITY

Success and Quality Indicators*	
FIRST-YEAR RETENTION	
Fall 2005 Cohort First-Year Retention Rate:	75.4%
<i>Results: Above the segmental rate of 73.5%, the national rate of 73.7%, and the peer retention rate of 70.3%.</i>	
SIX-YEAR GRADUATION RATE	
1998–2000 Cohort Six-Year Graduation Rate (3-year average):	54.0%
<i>Results: Above the segmental rate of 47.9% and the institutional peer rate of 41.9%.</i>	
DEGREES CONFERRED	
Total Degrees Conferred in FY2007:	1,095
<i>Results: Average degrees conferred per year over the last three years: 1,029.</i>	
MTEL PASS RATE	
2006 Pass Rate for the Massachusetts Test for Educator Licensure:	99%
Number of Passing Students:	180
<i>Results: Above the target pass rate of 80%.</i>	
SPECIAL ADMISSION STUDENTS	
Percent of New Students who were Special Admits in Fall 2006:	7.3%
<i>Results: Meets the Board of Higher Education’s requirement of enrolling less than 10% special admissions students per year. (See Appendix for BHE admissions policies.)</i>	

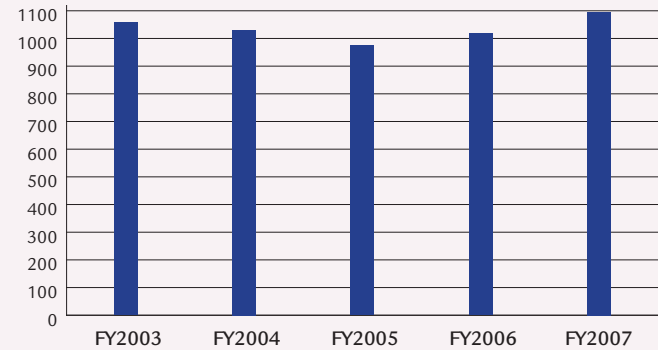
First-Year Retention Rate (Fall-to-Fall)

Entering Cohort	2001	2002	2003	2004	2005
Institution Rate	77.2%	75.4%	74.6%	79.4%	75.4%
Peer Avg. Rate			70.5%	70.3%	70.3%
Segment Avg. Rate	72.9%	74.6%	75.2%	76.2%	73.5%
National Avg. Rate			74.3%	74.0%	73.7%

Six-Year Graduation Rate

Entering Cohort	1997	1998	1999	2000	Rolling Avg. 1998–00
Institution Rate	55.7%	53.1%	52.7%	56.2%	54.0%
Peer Avg. Rate	40.7%	41.2%	41.0%	43.6%	41.9%
Segment Avg. Rate	45.5%	47.6%	47.2%	48.9%	47.9%

Degrees Conferred



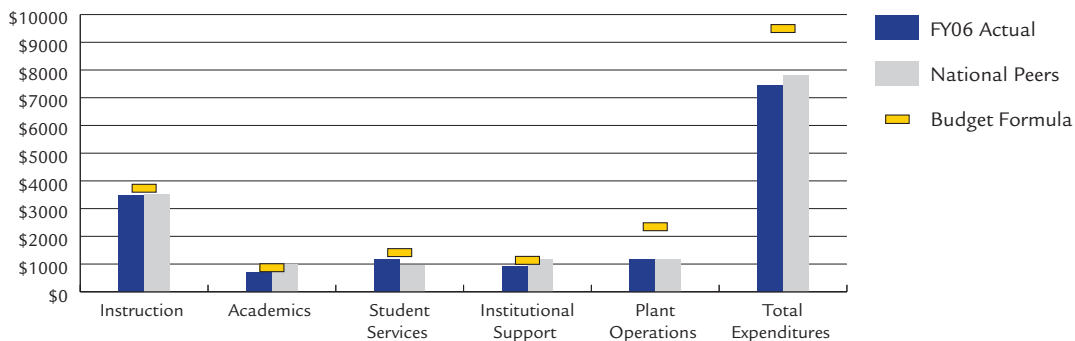
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IV: EFFECTIVE AND EFFICIENT USE OF RESOURCES

Efficiency and Innovation *	Compliance *
<p>EFFECTIVE PROJECTS AND INITIATIVES</p> <p>Implemented a single stream recycling program, resulting in the recycling of 82 tons of paper, cardboard, glass and plastic containers. In addition, 40 tons of surplus furniture and equipment has been sent to a national clearinghouse for re-distribution.</p> <p>Partnered with Central Links institutions (Quinsigamond, Mt. Wachusett, Framingham, and Worcester) to pool deferred maintenance funds. Issued and awarded a joint RFP for concrete repairs on each campus, resulting in efficiency in procurement and economies of scale.</p> <p>Provided through the Foundation over \$847,000 in support to the College for its programs and students, the largest contribution since the establishment of the Foundation.</p> <p>Continued successful collaboration with Worcester Public Schools in area of Teacher Preparation through development of programs focusing on math preparation and forensic science.</p> <p>Raised \$1,130,710 through private fundraising, a decrease of \$279,222 from FY06.</p>	<p>ANNUAL INDEPENDENT AUDIT</p> <p><i>No material weaknesses based on annual external independent audit:</i></p> <p>2007</p> <p>2006</p> <p>2005</p> <p>2004</p> <p>2003</p>

Resource Allocation *

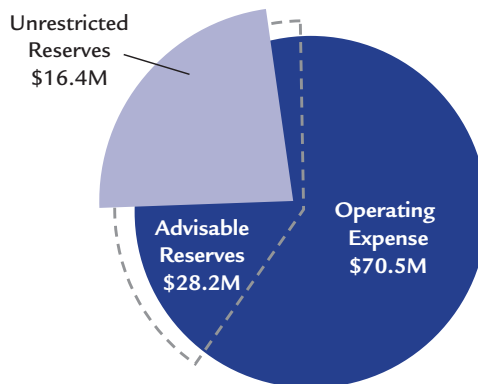
EXPENDITURES PER STUDENT—ACTUAL, BUDGET FORMULA & NATIONAL PEERS



Financial Health Indicator *

PRIMARY RESERVE RATIO

$$\frac{\text{Unrestricted Reserves } \$16,448,476}{\text{Total Operating Expenses } \$70,545,687} = 23.3\%$$



* See Technical Guide (pages 41–42) for indicator methodology and details.