Westfield STATE UNIVERSITY

Board of Trustees

Academic and Student Affairs Committee

9:30 a.m.
June 28, 2022
Loughman Living Room, Scanlon Hall

A live stream of the meeting for public viewing will also take place on YouTube at the following link: https://www.westfield.ma.edu/live

For information about Westfield State's COVID-19 procedures, visit: https://www.westfield.ma.edu/spring-2022covid/faq

1.	**Call to Order**	Trustee Williams
2.	**Approval of Minutes** a. April 27, 2022	Trustee Williams
3.	**President's Remarks**	Dr. Linda Thompson
4.	**Action Item** a. Motion - Approval of Degree Name Change: Bachelor of Science in Regional Planning to Bachelor of Science in Urban and Regional Planning	Dr. Juline Mills Dr. Brian Conz
5.	**Informational and Discussion Item** a. Retention, Persistence, and Graduation at Westfield State University Presentation	Dr. Juline Mills Dr. Brian Jennings Dr. Monique Lopez Dr. Enrique Morales-Diaz Dr. Azanda Seymour Ms. Maggie Balch Mr. Brian Cahillane Mr. Christopher Hirtle Ms. Nicole West

Attachment(s)
a. Draft Minutes of April 27, 2022

b. Memo on Degree Name Change
c. BHE Name Change Request
d. Motion: Approval of Degree Name Change
e. Retention, Persistence, and Graduation Overview
f. Power Point Presentation: Retention, Persistence, and Graduation
g. Supplement 1: Who Are Our Students
h. Supplement 2: Specific Retention Outcomes
i. Supplement 3: General Retention Efforts
j. Supplement 4: Retention Technologies

BOARD OF TRUSTEES
Academic and Student Affairs Committee
April 27, 2022
Minutes

Loughman Living Room, Scanlon Hall
And via Zoom in accordance with Massachusetts Gov. Charlie Baker's Executive Order Suspending Certain Provisions of the Open Meeting Law, G.L. c. 30A, § 20 dated March 12, 2020.

A live stream of the meeting for public viewing also took place on YouTube.

MEMBERS PRESENT: Committee Chair Dr. Gloria Williams, Secretary Chloe Sanfacon, and Trustee Dr. Robert Martin

MEMBERS PARTICIPATING REMOTELY: Vice Chair Madeline Landrau and Trustee Lydia Martinez-Alvarez

MEMBERS EXCUSED: Trustee William Reichelt

TRUSTEE GUESTS PRESENT: Trustee Chris Montemayor

Dr. Linda Thompson, President, and Dr. Juline Mills, Provost, of Westfield State University, were also present.

The meeting was called to order at 9:36 AM by Committee Chair Williams who announced that the meeting was being livestreamed and recorded. A roll call was taken of the committee members participating as listed above.

>   **MOTION** made by Trustee Sanfacon, seconded by Trustee Landrau, to approve the minutes of the February 17, 2022, meeting.

>   **There being no discussion, ROLL CALL VOTE** taken:

Trustee Landrau	Yes	Trustee Sanfacon	Yes
Trustee Martinez-Alvarez	Yes	Trustee Williams	Yes
Trustee Martin	Yes		

>   **Motion passed unanimously.**

President's Remarks. President Thompson congratulated faculty being honored for tenure and promotion.

Tenure and Promotion Review. Dr. Mills presented a review of the tenure and promotion purpose, eligibility, process and criteria. This year the review was performed by the provost and assistant provost because of the change in the school structure.

<u>Tenure and Promotion Candidates 2022</u>. Dr. Mills stated that all applicants this year were successful and she provided a snapshot of each candidate's teaching, research, and service.

MOTION made by Trustee Williams, seconded by Trustee Martin, to approve the granting of promotion to the rank of Professor, effective September 1, 2022, to:

Dr. Sunday Fakunmoju	Social Work
Dr. John McDonald	Environmental Science

There being no discussion, ROLL CALL VOTE taken:

Trustee Landrau	Yes	Trustee Sanfacon	Yes
Trustee Martinez-Alvarez	Yes	Trustee Williams	Yes
Trustee Martin	Yes		

Motion passed unanimously.

Provost Mills continued by reporting on the teaching, research, and service of the candidates for tenure and tenure with automatic promotion.

MOTION made by Trustee Williams, seconded by Trustee Martin, to approve the granting of tenure, effective September 1, 2022, to:

Dr. Paul Cacolice	Sport Medicine and Human Performance
Dr. Heather Caldwell	Ethnic and Gender Studies

There being no discussion, ROLL CALL VOTE taken:

Trustee Landrau	Yes	Trustee Sanfacon	Yes
Trustee Martinez-Alvarez	Yes	Trustee Williams	Yes
Trustee Martin	Yes		

Motion passed unanimously.

MOTION made by Trustee Williams, seconded by Trustee Martinez-Alvarez, to approve the granting of tenure with automatic promotion, effective September 1, 2022, to:

Dr. Kimberly Berman	Biology
Dr. Thomas Daniel	Psychology
Dr. Paige Hermansen	English
Dr. Paul Higgins	Sport Medicine & Human Performance
Mr. Eric Parness	English
Dr. Kristen Porter	Biology
Dr. Jason Ramsay	Biology
Dr. James Schlaffer	Economics
Dr. Yuan Zhang	Communication

There being no discussion, ROLL CALL VOTE taken:

Trustee Landrau	Yes	Trustee Sanfacon	Yes
Trustee Martinez-Alvarez	Yes	Trustee Williams	Yes
Trustee Martin	Yes		

Motion passed unanimously.

There being no further business, **MOTION** made by Trustee Martin, seconded by Trustee Sanfacon, to adjourn.

There being no discussion, ROLL CALL VOTE taken:

Trustee Landrau	Yes	Trustee Sanfacon	Yes
Trustee Martinez-Alvarez	Yes	Trustee Williams	Yes
Trustee Martin	Yes		

Motion passed unanimously.

In closing, Trustee Martin stated he and the Board have confidence in the process and judgment of the department chairs, peer committees, associate deans, assistant provost and provost in the work performed over a number of years that leads up to the vote by the Board.

President Thompson commented on the types of research being performed and stated there is a wealth of talent in all areas of the campus, creating opportunities for programming around ways to recruit students.

Meeting adjourned at 10:22 AM.

Attachments presented at this meeting:
   a. Draft Minutes of February 17, 2022
   b. Power Point presentation for Tenure and Promotion
   c. Motion: Promotion
   d. Promotion Documents
   e. Motion: Tenure
   f. Tenure Documents

Secretary's Certificate

I hereby certify that the foregoing is a true and correct copy of the approved minutes of the Westfield State University Board of Trustees Academic and Student Affairs Committee meeting held on April 27, 2022.

_____   _____

Chloe Sanfacon, Secretary   Date

Westfield
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To: Board of Trustees

From: Juline E. Mills, Ph.D.
Interim Provost and Vice President, Academic Affairs

Department of Geography, Planning, and Sustainability
School of Business, Mathematics, Computing, and Sustainability

Re: Change of Degree Name from Bachelor of Science in 'Regional Planning' to 'Urban and Regional Planning'

Date: June 21, 2022

The faculty of the Westfield State University Department of Geography, Planning, and Sustainability wish to change the name of the Bachelor of Science degree we currently offer in Regional Planning to 'Urban and Regional Planning'. The addition of term Urban to the degree name better reflects the scope of the degree we offer, highlighting work we do in the areas of site planning, urbanization, urban design and architecture, housing, and social justice. While the scale at which regional planning takes place is best thought of as incorporating the dynamics between city and town, town and country, urban planning may be more site specific, addressing concerns at the city, neighborhood, block, or even single building scale.

The Regional Planning degree program was created by the geography faculty of Westfield State College in the early 1980s and reflected a geographer's preference for working at the regional scale. Since then, a few planners have joined the ranks of the department, bringing with them the capacity to speak to the contemporary expectations of the field, which include municipal political processes, urban infrastructures, and multiple social and economic considerations.

We believe that renaming the degree will benefit our program in several ways. First, the term urban planning may be more recognizable for students and for parents/champions. Parents often ask, '*Regional Planning, is that like Urban Planning?*' While many of our graduates find employment with regional planning agencies across the Commonwealth, many more find employment in town and city planning offices. To be clear, the terms regional and urban/city planning are often used interchangeably. However, the term 'regional planning' may fail to draw attention to topics like architecture and urban form, which are important in the larger field of planning, and which we hope will attract students. Additionally, students enrolling in an Urban and Regional Planning degree program may better apprehend the centrality of urbanization and urban systems in global and regional contexts, enabling them to better survey the landscape of possible planning and related career pathways.

Scanlon
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MASSACHUSETTS BOARD OF HIGHER EDUCATION
ONE ASHBURTON PLACE, ROOM 1401, BOSTON, MA 02108
Request to Re-name Degree Program

Date of Submission:	June 1, 2022
Institution:	Westfield State University
Current Degree Title:	Regional Planning
Current CIP Code:	
Proposed Degree Title:	Urban and Regional Planning
Proposed CIP Code:	
Rationale for Retitle Request:	The new name better describes the scope and focus of the discipline and is more recognizable for parents/champions, students and professionals.
Describe Curriculum Changes and Attach Curriculum Outline:	No curriculum changes are being submitted at this time.
Date of Trustee Board or President Approval:	
Contact Name and Title (CAO):	Dr. Juline Mills
Contact Email Address:	jmills@westfield.ma.edu
Contact Phone:	413-572-8691

BHE approval required prior to announcement of program name change.
E-mail form to:
Angela Williams, Paralegal
awilliams@bhe.mass.edu
Phone: (617) 994-6963

Supporting Documentation: Westfield State University

Request to retitle the B.S. in Regional Planning to a B.S. in Urban and Regional Planning

In accordance with the Department of Higher Education procedures, when institutions request a name change for a degree from an existing minor or concentration, they must include in their request for the preceding three years the following data, 1) enrollment data by concentration, 2) graduation date, and 3) alumni outcome data, and 4) evidence of accreditation.

Please see our responses below:

1) Enrollment Data

Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Average
REPL Majors	60	71	65	50	46	53	47	46	41	41	**38**	**51**

2) Graduates

Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total	12	15	15	14	7	11	11	11	7	4	4

3) Alumni Outcome Data

The following sample of 20 Regional Planning B.S. graduates (from 2010-2022) provides a good cross-section of our majors and the varied career paths they have taken. The majority work in planning or related fields, several are GIS specialists, others are community organizers, entrepreneurs, public and private sector consultants.

Marianne Larossi, MRP, AICP (2010) went on to get her Masters in Regional Planning at University of Massachusetts, Amherst. She has since worked for several planning entities, eventually earning AICP certification. She was a Senior Planner for the City of Framingham for six years and recently took a position as Open Space Planner for the Town of Natick.
Elizabeth Congo (2012) worked as a GIS specialist for Hatch, Mott and MacDonald Civil Engineering and Dawood Engineering, Inc. before becoming GIS Project Manager for Tighe and Bond Civil Engineering Middletown Office.
Nathan Wojcik, MURP, (2012) got his master's degree in Urban and Regional Planning at the State University of New York, Albany before moving on to work as a planner for a private firm and then as a project manager with a construction company. Nathan is currently an Area Manager for an Environmental Engineering firm overseeing gas distribution systems.
Nicholas Armata, MURP (2013) went on to the University of Massachusetts, Amherst to get his Master of Urban and Regional Planning degree. He worked for a private consulting firm Malone and Macroom doing design work before becoming a Preservation Planner with the City of Boston. He is currently a Senior Preservation Planner for the City, reviewing design proposals and permitting for three of the City's historic districts.
Ashley Eaton, MURP, AICP (2013) After graduating from Westfield State Ashley went on to get her master's in Urban and Regional Planning from Portland State University in Oregon. She returned to Western Massachusetts in 2016 and spent two plus years working with the Pioneer Valley Planning Commission, earning the rank of Senior Planner, and achieving AICP certification in 2018. She left the PVPC in November of 2018 to take a job as a Neighborhood Planner with the City of New Bedford Department of Housing and Community Development where she has continued to the present.

Ivette Morillo, MPA (2014) - Went on to complete a Master of Public Administration at University of Massachusetts Boston in 2017. She has worked as Home Ownership Coordinator for the Southern Middlesex Opportunity Council in Framingham and as an Associate for the Housing Partnership Network in Boston. Currently she is a Housing & Community Investment Analyst at Federal Home Loan Bank of Boston.

Patrick Deschenes, MPA (2014) worked as a GIS technician for the City of Worcester before earning a Master's in Public Administration from Clark University. He then took a position as Assistant Town Planner for the Town of Norwood, MA and recently took on the role of Director of Community and Economic Development for the Town of Walpole, MA.

Ted Dobek (2015) just two years after finishing his degree at Westfield State opened his own café, Circuit Coffee, in downtown Westfield. The café, Circuit Coffee, has been spectacularly successful and is a hub of community activity and conversation!

Michelle Brooks (2016) was an intern with the Sierra Club after graduation. She then worked for a solar energy company for a time before being hired as a fulltime community organizer with the Sierra Club in Boston.

David Nolan, (2017) is currently pursuing a Master of Urban Affairs at Boston University while continuing to work as a Transportation Planner for the Cape Cod commission, a position he took on immediately after graduating in 2017.

Chelsey Pousland (2017) spent 2 years working as a Transportation Planning Assistant for the Central Massachusetts Planning Agency, followed by a year with the transit services organization TransAction Associates, Inc. Before landing in her current position of Assistant Property Manager for BioMed Realty in Cambridge, MA.

Nathan Moreau (2018) turned his senior year internship with the Mayor's Office in Chicopee into a job as Special Projects Manager. He is currently an Associate Planner with the City of Chicopee.

David Pena (2018) took his enthusiasm for transportation planning and rail together with his GIS and other planning skills, into the workforce and was hired as a freight conductor for CSX. In this capacity David oversees the comings-and-goings of freight across railyards in Massachusetts and New York.

Justin Taylor, M.S. (2019) went on to complete a Master's in Sustainability Science at UMass Amherst. He worked briefly as a sustainability consultant before being hired by the U.S. Green Building Council in Washington D.C. to work on their new LEED 4.1 roll out.

Anna Therien (2020) was selected for the prestigious summer research fellowship at Harvard Forest during the summer of 2019 where she used her GIS skills to document changing forest histories and implications for planning. She developed this research into a poster for which she won the Best Student Poster Award, at the Northeast/St. Lawrence River Valley Geographical Society Conference in October 2019, at Framingham State University.
Anna also became involved in research using LIDAR to document cultural resources and contribute to their management along the Appalachian Trail in Massachusetts. This work, spear-headed by GPS Professor Rob Bristow, yielded two peer-reviewed publications.

Aliya Stevenson (2020) was awarded the Stephanie Kelly Award for her exceptional work in the major and for her work on campus where she has served as a student ambassador, tour guide and been involved with the Black Student Union. Aliya's senior capstone project entitled 'Do Planners Have and Ethical Obligation to Ensure the Success of Minority Business Owners?' is emblematic of the type of equity-informed research our students are carrying out.

Kailyn LaPointe (2021) worked as an intern in the City of Westfield's Planning Department and completed an outstanding senior capstone research project entitled 'The Economic and Developmental Impacts of Blue Back Square on West Hartford, CT.'
Jason Haji (2021) was a Regional Planning and Sociology double major, a student athlete (soccer) and a top performing student in the program. Jason had an internship with the Westfield Boys and Girls Club working with Dr. Gross and the leadership there to provide feedback on their master plan. He was one of our Academic Award recipients for 2021.
Amber Stearns (2022) graduated with a double-major in Regional Planning and Environmental Science. She completed multiple research projects and had several paid internships, winning multiple accolades and awards for her work, including the GPS Department Stephanie Kelly Award. She finished her degree and began a through-hike of the Appalachian Trail immediately after.
Olivia Houde (2022) was involved in so many things across the campus. She was a student organizer and SGA representative, a campus radio station DJ, and a co-manager of our campus food pantry garden. She was also active in the Environmental Planning Club and the Sustainability Club. During the summerof 2020 Olivia carried out research supported by one of Westfield State's student research grants. Her work was focused on integrating sustainability as a theme for new student orientation. She was one of the nine WSU students to receive the *2020-21 WSU President's Award for Excellence in Leadership*.

4) Evidence of Accreditation

The Department of Geography, Planning and Sustainability is not currently accredited separately. Westfield State University is regionally accredited by the New England Commission of Higher Education (NECHE).

Regional Planning, B.S., with Urban/Social Justice *or* Environmental Planning Concentration. Total = 39 credits.

Regional Planning Foundation Courses - 21 Credits
GPS 0105 - Introduction to Community Planning Credits: 3
GPS 0106 - Environment, Sustainability, & Society Credits: 3
GPS 0216 - The (Un)Just City Credits: 3
GPS 0219 - Land Use and Resource Planning Credits: 3
GPS 0222 - Site Planning Studio Credits: 3
GPS 0225 - Legal Issues in Zoning and Planning Credits: 3
GPS 0391 - Seminar in Regional and Environmental Planning Credits: 3

Regional Planning Methodology Courses - 9 Credits
Required - 6 Credits
GPS 0244 - Introduction to Geographic Information Systems Credits: 3
GPS 0246 - Quantitative Methods for Social and Physical Science Credits: 3
Choose One - 3 Credits
GPS 0243 - Introduction to Remote Sensing Credits: 3
GPS 0340 - Data Collection and Analysis Credits: 3
GPS 0343 - Advanced Remote Sensing Credits: 3
GPS 0344 - Advanced Geographic Information Systems Credits: 3
GPS 0360 - Field Methods Credits: 3
GARP 0241 Cartographic & Data Visualization

GARP 0317 Special Topics in GIS
GARP 0343 Advanced Remote Sensing
GARP 0347 Cloud GIS
GARP 0350 Internship in GIS
GARP 0365 Geoprocessing
GARP 0399 Independent Studies in GIS

Urban & Social Justice Concentration - 9 Credits
Choose three courses from the following:
GPS 0204 - Housing in America Credits: 3
GPS 0213 - Travel and Tourism Planning Credits: 3 or
GPS 0218 - Recreation Geography Credits: 3
GPS 0217 - Contemporary Global Issues Credits: 3
GPS 0233 - Planning (for) Disasters Credits: 3
GPS 0252 - Cities of the Global South Credits: 3
GPS 0305 - Regional Geography of New England Credits: 3
GPS 0314 - Transportation Geography Credits: 3
GPS 0316 - American Suburbanization Credits: 3
GPS 0317 - Special Topics in Geography and Planning Credits: 1-4
GPS 0325 - Food Systems Planning Credits: 3
GPS 0350 - Internship in Regional and Environmental Planning Credits: 3-12
GPS 0352 - Planning Green Sustainable Cities Credits: 3
GPS 0399 - Independent Study Credits: 3-6

Or...

Environmental Planning Concentration - 9 Credits
Choose three courses from the following:
GPS 0107 - Climate Change Credits: 3
GPS 0230 - Meteorology Credits: 3 or
GPS 0331 - Severe and Unusual Weather Credits: 3
GPS 0236 - Environmental Analysis II Credits: 3
GPS 0238 - Environmental Impact Analysis Credits: 3
GPS 0245 - Sustainable Energy Credits: 3
GPS 0250 - Political Ecology Credits: 3
GPS 0251 - Water Resources Planning and Management Credits: 4
GPS 0311 - Regional Geography of Latin America and the Caribbean Credits: 3
GPS 0317 - Special Topics in Geography and Planning Credits: 1-4 (with Environmental Emphasis)
GPS 0350 - Internship in Regional and Environmental Planning Credits: 3-12
GPS 0399 - Independent Study Credits: 3-6

Regional Planning, Common Core Courses (Recommended)
GPS 0101 - World Regional Geography Credits: 3
GPS 0102 - Physical Geography Credits: 4
GPS 0204 - Housing in America Credits: 3
GPS 0107 - Climate Change Credits: 3
GPS 0210 - Cultural Geography Credits: 3

Westfield

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Board of Trustees

June 28, 2022

MOTION

To approve the name change of the Bachelor of Science in Regional Planning to the Bachelor of Science in Urban and Regional Planning.

_____   _____

Robert A. Martin, Chair   Date

Board of Trustees

Academic and Student Affairs Committee
June 28, 2022

RETENTION, PERSISTENCE & GRADUATION: ESTABLISHING FOUNDATIONS

OVERVIEW

The purpose of this foundational presentation is to establish an annual reporting on Westfield State retention efforts over the academic year to the institution's Board of Trustees. This first presentation focuses on the following:

- **Defining the terms Retention and Persistence in the Westfield State context.**

Retention and persistence are terms commonly used in higher education. Both terms focus on a student continuing in their pursuit of a degree, but their definition often vary. Each state may define retention and persistence differently as do many institutions of higher education. The definition we are presenting to you for retention focuses on a students' ability to remain at their institution semester to semester and to the next academic year. Persistence focuses on a student continuing their higher education trajectory, but not necessarily at the institution where they started. At Westfield State, we have historically used these terms interchangeably, a common practice at many colleges and universities, but as we prepared this presentation we became aware of the need to have a clearer understanding for how we will move forward with the use of these terms at Westfield State.

- **Identifying the institutions retention cycle inputs and the current outcomes of that cycle.**

Retention cycle refers to the cyclical inputs (students who enter and who they are), outputs (students who graduate) and loss (students who withdraw or leave us) evident within the academic year of the institution and on which Westfield State's academic planning and financial goals are built.

- **What are our retention, persistence, and graduation percentages?**

We provide a report out of Westfield State federal, state, and institution actual count (Banner) and Institution Research data on retention, persistence, and graduation.

- **Where are we with retention? What are we doing? How are we doing with those efforts?**

So that we can better understand how to improve our collective retention efforts and the path forward the presentation continues with a discussion on our specific and general retention efforts as well as retention technologies in use and in planning.

To this end, we have provided a main presentation for your review as well as 4 supporting/supplementary presentations that allow for a deeper dive into the following:

1. Supplement 1: Who are Westfield State Students: A Beginning Profile
2. Supplement 2: Specific Retention Outcomes on Focused Student Support Groups
3. Supplement 3: General Retention Efforts at Westfield State (Proactive, Reactive, and Corrective Approaches)
4. Supplement 4: Retention Technologies at Westfield State (In-use and In-Planning)

Following this presentation, we will begin to engage in robust retention cycle planning and the development of a comprehensive multi-year institution retention strategic plan via a Student Retention and Academic Success Committee.

The Academic and Student Affairs Team look forward to engaging the Board of Trustees in this discussion.

RETENTION, PERSISTENCE & GRADUATION AT WSU AGENDA

- Definitions and Framework
- Framing the Retention Cycle
- WSU Student Profile
- Institution General **Retention** Outcomes
- Institution **Persistence** Data
- Institution General **Graduation** Outcomes
- Specific Retention Outcomes
- General Retention Efforts
  - Proactive, -- Reactive, -- Corrective
- Retention Technologies
  - In Use, -- In Development
- Next Steps

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DEFINITIONS

Retention
Percentage of students that continue at the same institution for the next academic year.

Persistence
Percentage of students that return to college for the next academic year.
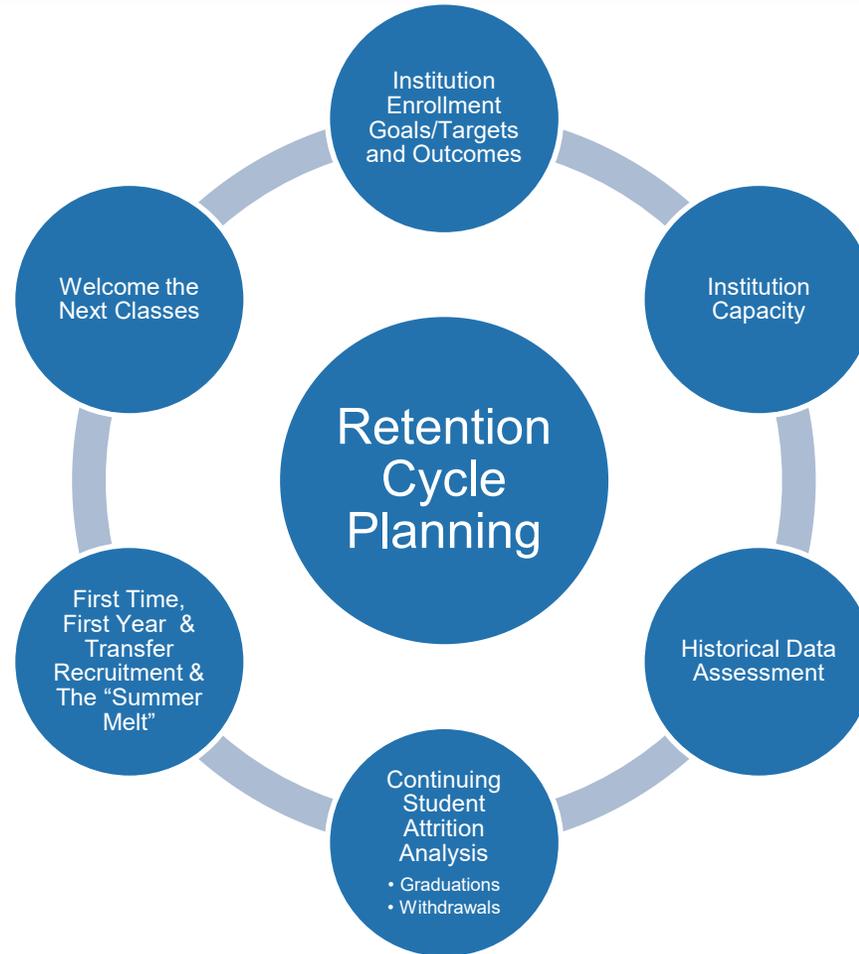
Graduation rate
Percentage of FTFY students that complete their program of student "within 150% of the published time for the program" (studentaid.gov)

THE STUDENT RETENTION CYCLE

• **Source:** Tinto's Model of Student Retention, as adapted from " Tinto's Model of Student Retention " (Draper, 2003) and Completing College (Tinto, 2012).
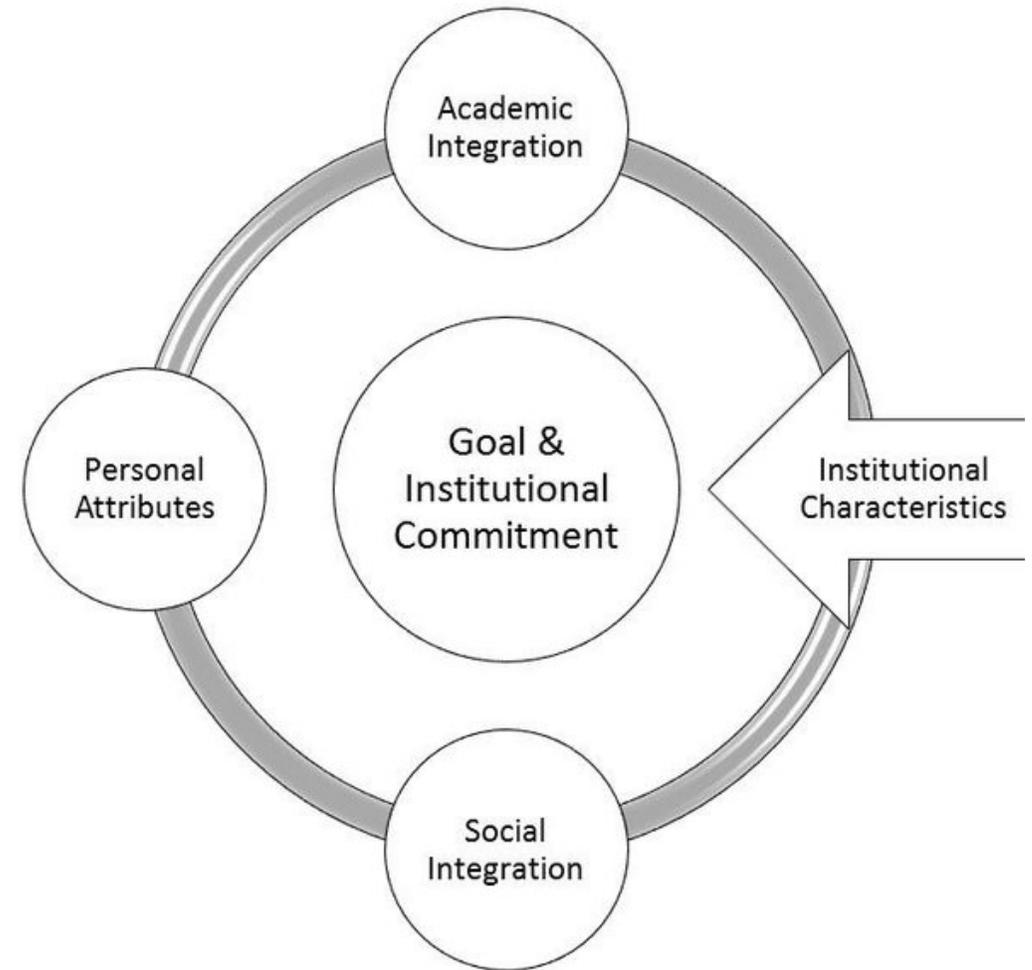
RETENTION CYCLE PLANNING

KEY TAKE AWAY: Retention planning and retaining our students takes the entire institution to be successful

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RETENTION CYCLE PLANNING

- Building the **Retention Cycle** requires a comprehensive understanding of the following starting inputs:
  - Institution Enrollment Goals/Targets and Outcomes
  - Institution Capacity
  - Historical Data Assessment
  - Continuing Student Attrition
    - Graduations
    - Withdrawals
  - The "Summer Melt"
  - "The Next Fall Picture"

KEY TAKE AWAY: Retention cycle planning is a must for us to be successful

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FRAMING THE RETENTION CYCLE

UNDERSTANDING THE RETENTION CYCLE

ESSENTIAL QUESTIONS UNDERPINNING THE RETENTION CYCLE

* How many students are needed in order to run a course to break even?
   Average 17 students per course

* What is the academic carrying capacity for enrollment growth?
   Across all majors institutional capacity is estimated at 6300 total enrollment

* What level of enrollment is needed for financial sustainability? **4900 full-time day undergraduate students per year (2020-2021)**

KEY TAKE AWAY: The Retention Cycle is vested in understanding the institution's goals for enrollment and financial planning

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UNDERSTANDING THE RETENTION CYCLE

COMPREHENSIVE INSTITUTIONAL ENROLLMENT

Actual Institutional Enrollment - 5 Year Review					
Academic Year (AY)	**2021-2022**	**2020-2021**	**2019-2020**	**2018-2019**	**2017-2018**
Undergraduate Full-time	3486	3813	4268	4563	4791
Undergraduate Part-time	753	817	816	787	761
Graduate Full-time	389	412	355	331	276
Graduate Part-time	385	354	371	420	409
TOTAL	**5013**	**5396**	**5810**	**6101**	**6237**
Enrollment Loss by AY	**-383**	**-414**	**-291**	**-136**	
Enrollment Decline YOY (%)*	7.09%	7.12%	4.77%	2%	
Distance from Financial Target (%)	29%	22%	13%	7%	2%
Unmet Capacity(%)	20%	14%	8%	3%	1%

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CONTINUING STUDENT ATTRITION

EXAMPLE ANALYSIS

FULL AND PART-TIME UNDERGRADUATES

- **Institution Target** = **3400**

- **Spring Enrollment   (Jan-May)** = 3100

- **+ Returning/Renrolling** = 20

- **- May Graduates** = 500

- **- Summer Graduates** = 80

- **- Withdrawals** = 341
  - Average 11%
  - health, financial, personal, non- payment, no shows

- **Continuing Students for Fall (Sept)** = **2199**

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THE SUMMER MELT EFFECT

EXAMPLE ANALYSIS

INCOMING FIRST YEARS AND TRANSFERS

- **Recruitment Goal:** First-time, First-Year = 1500; Transfer = 400 **Total Projected New Students** = 1900

- Deposit Deadline(May 1): First-time, First-Year Paid Deposit = 1000; Transfer Paid Deposit = 350

- **Subtotal Deposits** = 1350

- **Melt (Paid Withdrawals, Deferrals and No Shows)** = 162 students
    - Melt starts at May 1 through last day of Add/Drop – 5 days into fall semester.
    - Average melt of 12%

- **Total of Incoming Class** = 1188

- Less **Graduating Students** = 580

- Less **Withdrawn Students** = 341

- **Net Gain to the Enrollment Pipeline**: 267 New Students

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"THE NEXT FALL PICTURE"

EXAMPLE ANALYSIS

FULL AND PART-TIME UNDERGRADUATES

- **Institution Target** = **3400**
- **Continuing Student** = 2199
- **New Students** = 1188
- **Starting Fall Classes(Next Year)** = **3387**

GRADUATION EFFECT

FULL AND PART-TIME UNDERGRADUATES					
Academic Year	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Continuing Students	5147	5398	5972	6610	7086
December Graduates	121	119	174	147	149
January Graduates	16	8	19	19	15
May Graduates	558	602	743	867	873
Summer I Graduates	*45	47	49	49	42
Summmer II Graduates	*50	47	50	62	61
Sub-total of Graduates	790	823	1035	1144	1140
Annual Percentage Rate (%)	15%	15%	17%	17%	16%
Students Remaining in Pipeline	4357	4575	4937	5466	5946

* estimated

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WITHDRAWALS

Non-Persisting Student Review (5 Year Review)					
Academic Year (AY)	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Undergraduate Full-time	3486	3813	4268	4563	4791
Undergraduate Part-time	753	817	816	787	761
TOTAL	4239	4630	5084	5350	5552
Dismissals/Suspensions	70	17	121	256	199
Military Withdrawal	8	11	6	9	12
Medical Withdrawal	27	31	33	36	46
Voluntary Withdrawal	245	337	153	171	349
Administrative Withdrawal	45	71	146	121	242
TOTAL	395	467	459	593	848
% Attrition Loss	9%	10%	9%	11%	15%
Voluntary Withdrawal (%)	6%	7%	3%	3%	6%

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SUMMER MELT – 5 YEAR REVIEW

Summer Melt - Fall Semester 2013-2022 First-Year Full-Time and Transfer										
Fall Semester	**2022**	**2021**	**2020**	**2019**	**2018**	**2017**	**2016**	**2015**	**2014**	**2013**
Annual FTFY &Transfer Deadline (05/01)	936	905	772	1242	1198	1224	1310	1619	1391	1531
Summer Enrollment Peak		1057	1127	1396	1384	1406	1432	1725	1626	1706
Paid Withdrawals	13*	94	115	115	111	117	113	117	108	139
Deferrals	9*	21	50	8	13	5	17	29	11	11
No Shows	0	26	2	25	29	21	20	0	19	20
Summer Melt Total (05/01-09/20)	22*	141	167	148	153	143	150	146	138	170
Registered (September 20)	**1027***	**899**	**946**	**1165**	**1144**	**1333**	**1341**	**1556**	**1480**	**1547**
Melt (%)		**15%**	**16%**	**17%**	**17%**	**5%**	**6%**	**10%**	**9%**	**10%**

*Current year in progress

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UNDERSTANDING THE RETENTION CYCLE

SUMMARY TAKE AWAYS

FULL AND PART-TIME UNDERGRADUATES

- **16%** of WSU continuing students **graduate** annually

- **11%** of WSU continuing students **withdraw** annually

- **12%** of WSU **expected new students will not attend**

EXPECTATION OF ANNUAL STUDENT LOSS &TURNOVER = 39%

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UNDERSTANDING THE RETENTION CYCLE

SUMMARY TAKE AWAYS
FULL AND PART-TIME UNDERGRADUATES
"OPPORTUNITIES AND POTENTIAL"

- Improve retention outreach to voluntary withdrawals

- Increase efforts to reenroll students who leave

- Retain graduating students – through graduate enrollment

- Develop a better understanding of why students do not attend after depositing.

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WHO ARE OUR STUDENTS?

STUDENT ATTRIBUTES

SUMMARY TAKE AWAY

- Higher female percentage than male; 80% White

- 91% In-state resident

- Academically qualified above National SAT and ACT average, slightly below Massachusetts Average

- Full-time Day (53%) Dorm Resident; 47% Full-time Day Commuter; 99% part-time Commuter; 99% Graduate Commuter

- 84% receive some financial aid

- Overall attendance Aid provided increased while student population decreased

- 38% in (2019) had some unmet need while pursuing their education

- Median debt below national average

- Median average 10-year earnings above the national average

GENERAL RETENTION OUTCOMES

First-Time, Full-Time Fall to Fall Retention Rates, 2010-2019
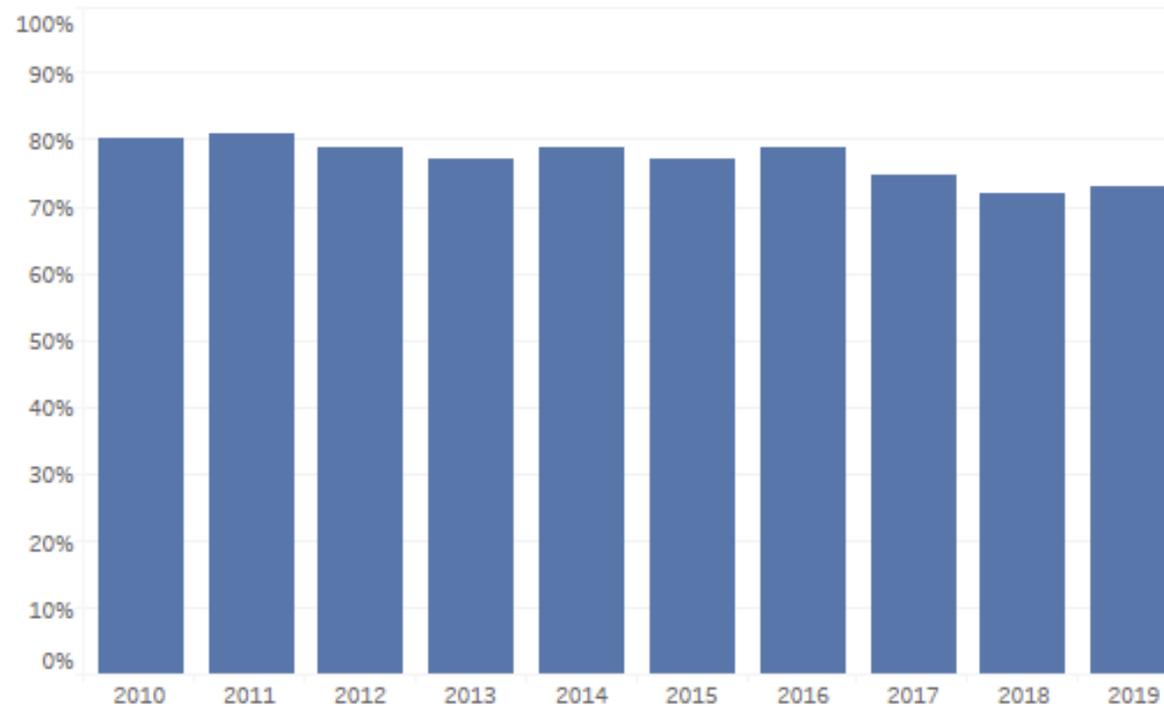
IPEDS Retention
- IPEDS also provides a short-term measure of student retention. The Fall Retention Rate measures the percentage of First-Time, Full-Time entering students who reenroll the following Fall.

Observations
- Over a ten year period, the Fall to Fall Retention rate for the FTFT cohort has decreased from 80% to 73%

Source: Federal IPEDS data

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Source: Massachusetts Board of Higher Education Performance Measurement Report. Available: https://www.mass.edu/datacenter/PMRS/westfield.asp
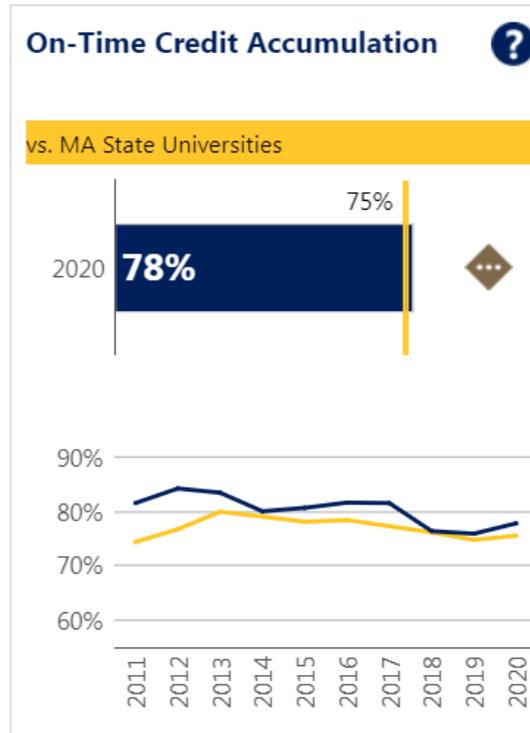
PERSISTENCE DATA

FALL TO SPRING RETURNING STUDENT RATE

5-YEAR REVIEW

Fall to Spring Retention Rates, All Degree-Seeking Students, 2017-2021
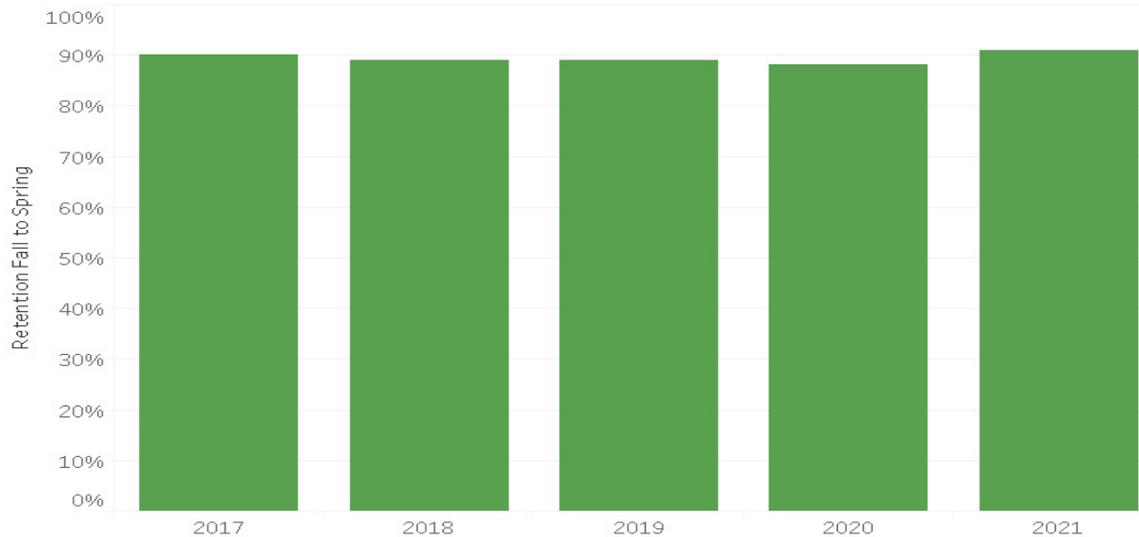
Fall to Spring Retention
- This measure looks at all students enrolled in a Fall term, regardless of class level, and tracks how many students re-enroll the following Spring.

Observations
- Over a five year period, the Fall to Spring Retention rate for all degree-seeking students has remained fairly stable, hovering around 90%.
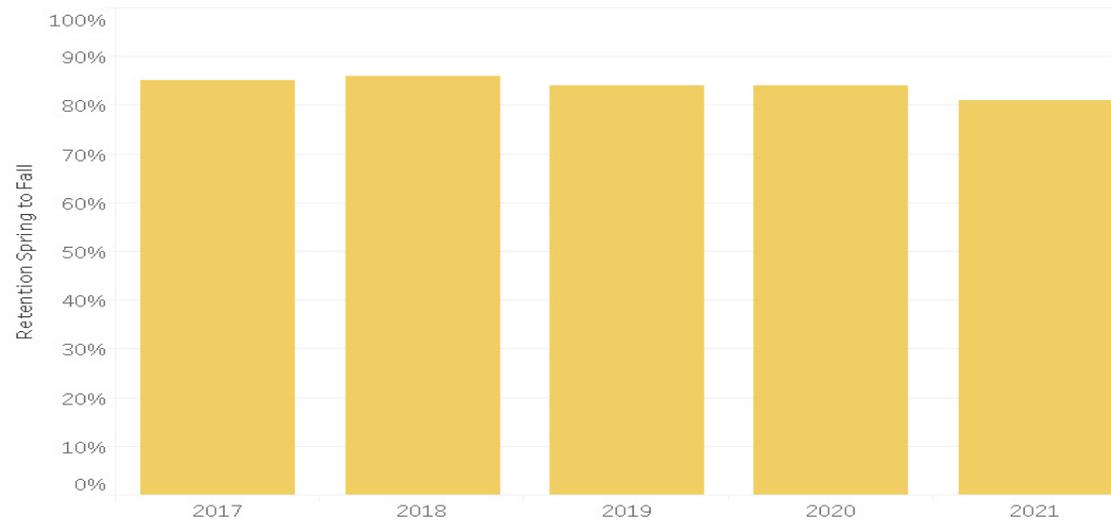
Source: Federal IPEDS data

SPRING TO FALL RETURNING STUDENT RATE

5-YEAR REVIEW

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Spring to Fall Retention Rates, All Degree-Seeking Students, 2017-2021
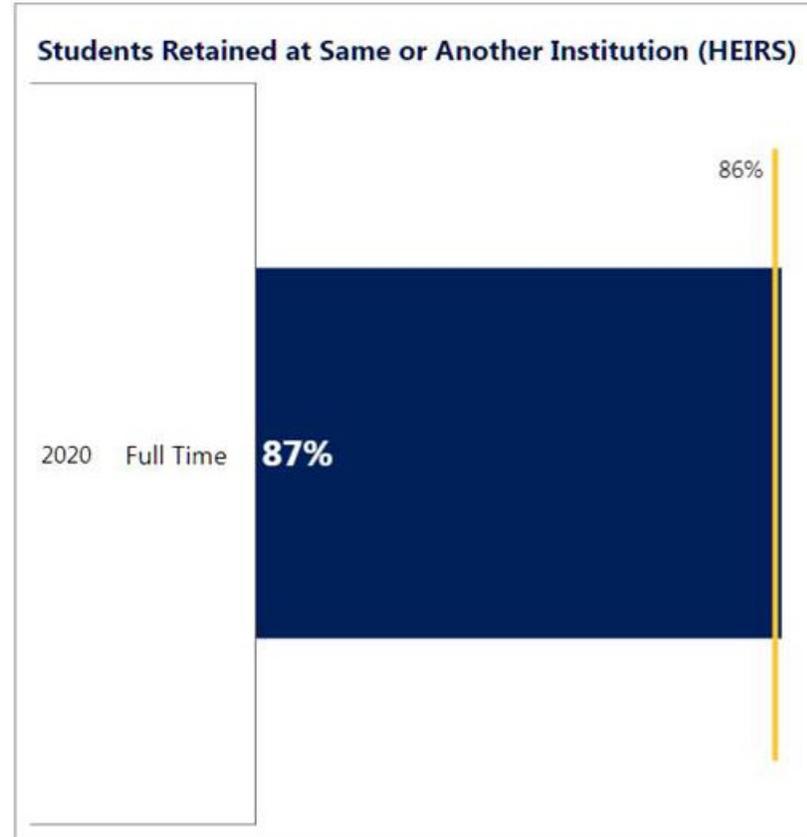
Spring to Fall Retention
- This measure looks at all students enrolled in a Spring term, regardless of class level, subtracts spring and summer graduates, and tracks how many students re-enroll the following Fall.

Observations
- Over a five year period, the Spring to Fall Retention rate for all degree-seeking students has declined slightly, from 85% to 81%.
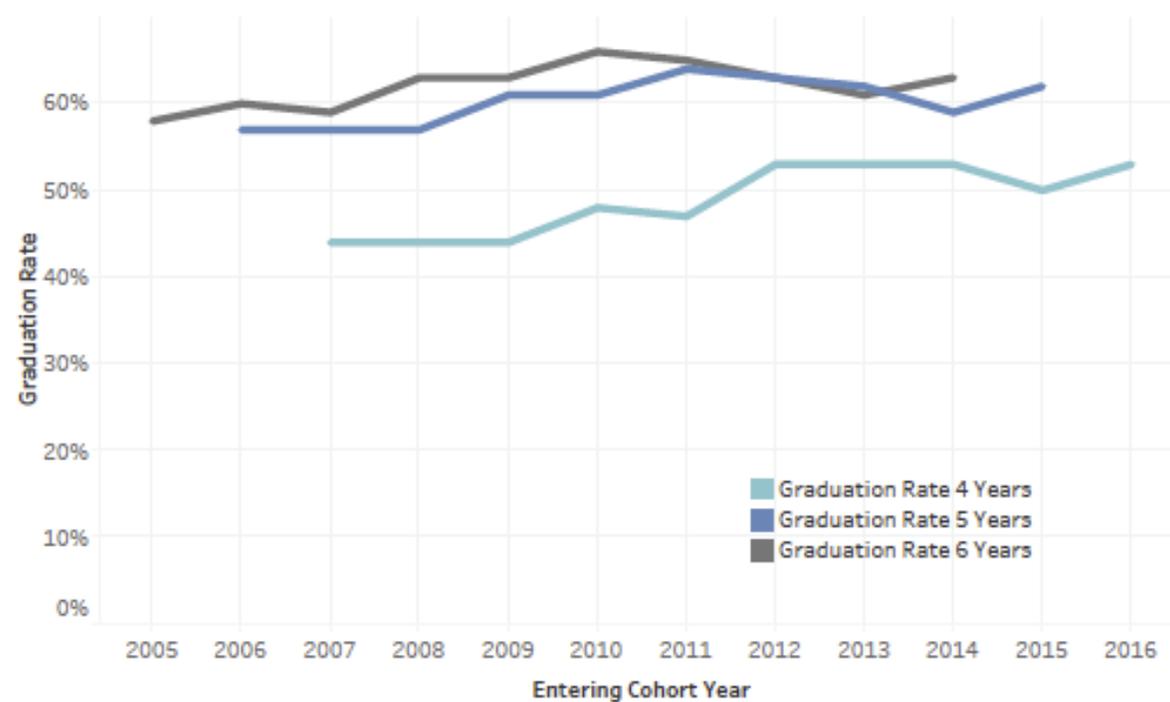
Source: Federal IPEDS data

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STUDENTS WHO LEAVE US DO PERSIST

Students Retained at Same or Another Institution (HEIRS)

86%

2020 Full Time **87%**

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GENERAL GRADUATION OUTCOMES

First-Time, Full-Time Cohort Graduation Rates, 2005-2016


Cohorts Defined

- Cohort tracking is one of the most common ways to measure student retention and success. Cohorts of entering students can be defined in many ways, but the most widely followed is the first-time, full-time (FTFT) undergraduate cohort of new students entering in the fall semester.

- Graduation rates for the FTFT cohort can be calculated at different points in time, such as 4 or 6 years after entry. The 6-year graduation rate, also referred to as '150% of normal' time, has been collected by the federal IPEDS system for decades and is often used for institutional comparisons and longitudinal tracking.

Observations

- Over a ten year period, the 4-year graduation rate for the FTFT cohort has risen from 44% to 53%
- The 6-year graduation rate has increased from 58% to 63%
- The 5-year graduation rate is significantly higher then the 4-year rate, but the 6-year observation period does not add many graduates

Source: Federal IPEDS data

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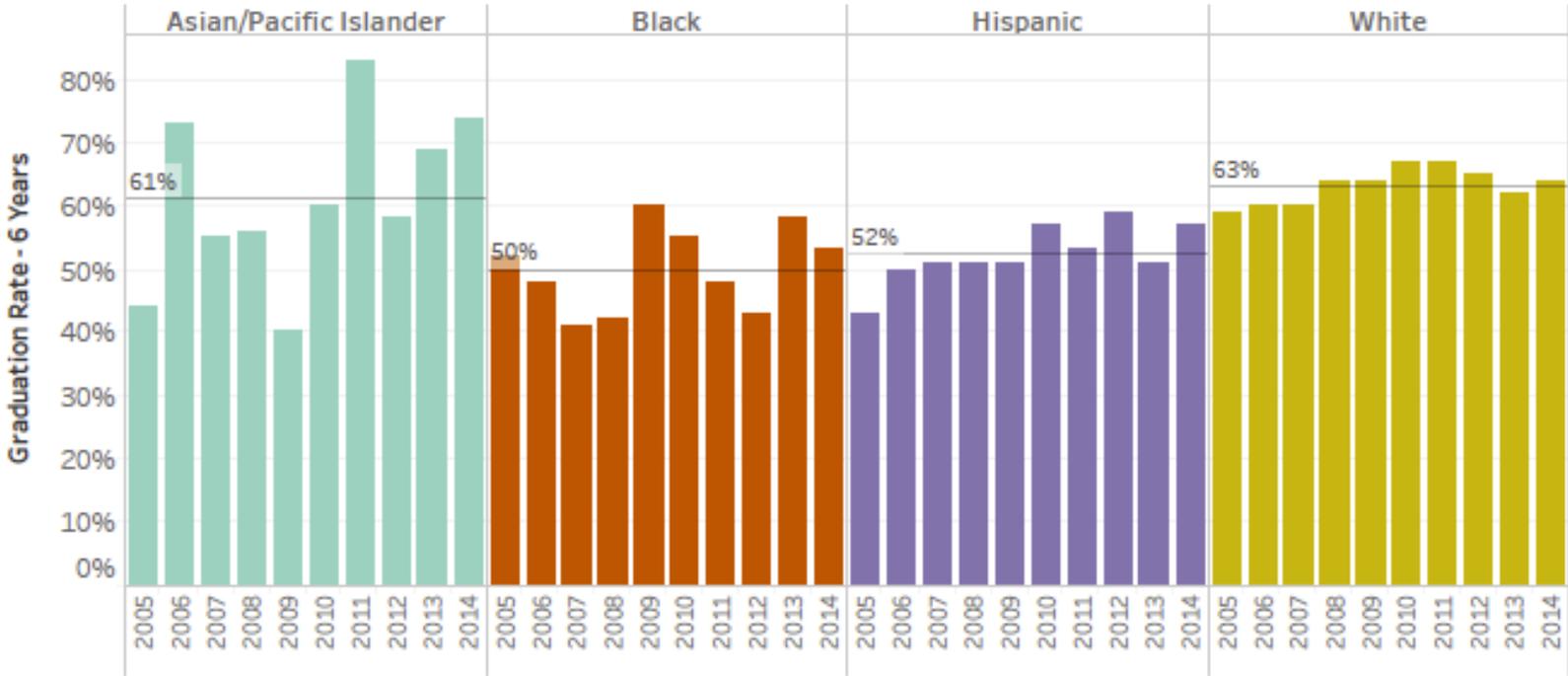
Graduation Rate by Gender, FTFT Cohorts 2005-2014
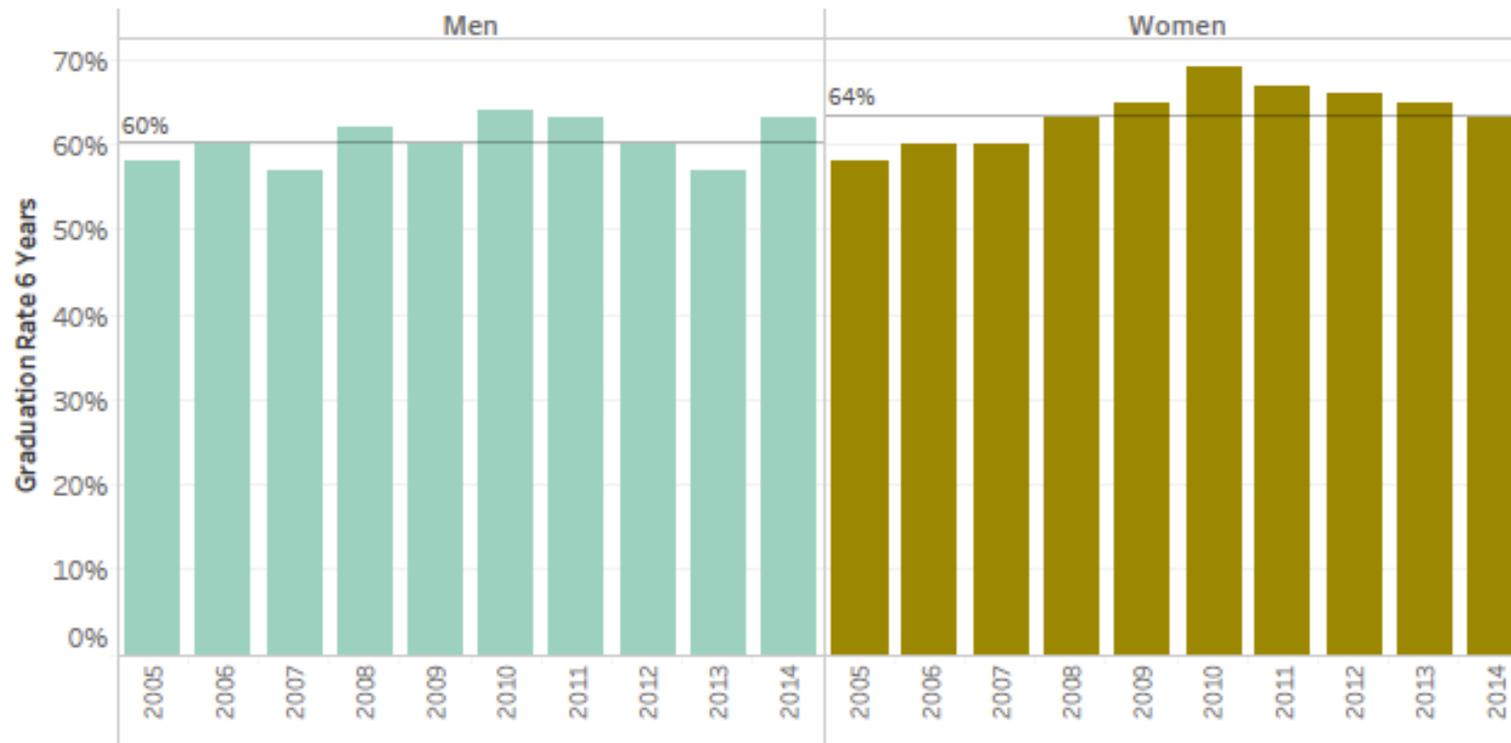
Observations

- Over the most recent 10 year period, the graduation rate for FTFT women at Westfiled has averaged 64%, compared to 60% for men. This difference is consistent with national trends.
- Women's graduation rates have increased slightly over the 10-year period, but men's graduation rates have been less stable.

Source: Federal IPEDS data

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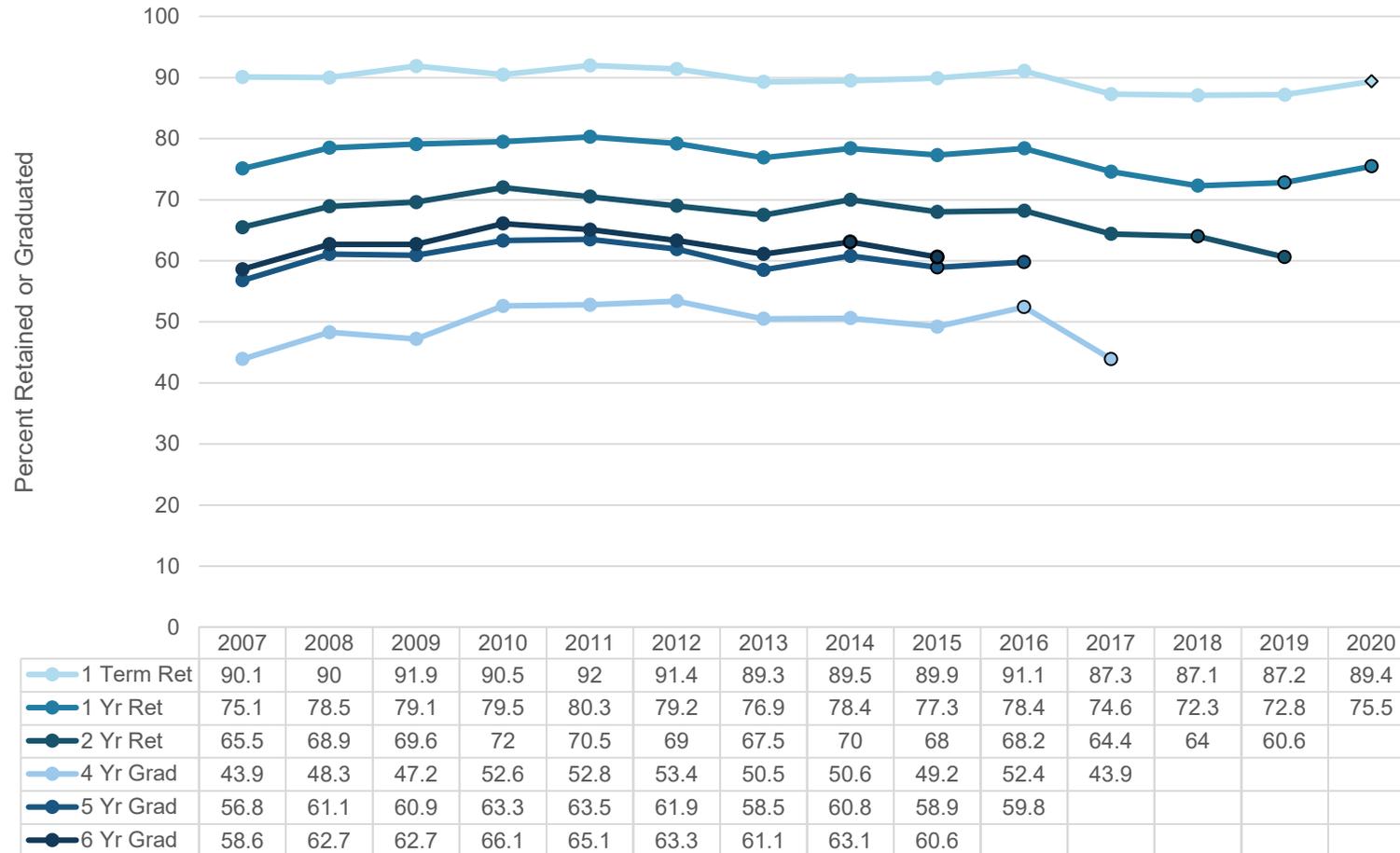# Graduation Rate by Race/Ethnicity, FTFT Cohorts 2005-2014

Observations

- Over the most recent 10 year period, the graduation rate for FTFT White students at Westfiled has averaged 63%. The trend for White students largely mirrors the overal graduation rates, as most FTFT students at Westfield are White.
- The graduation rate for Hispanic students has seen an increase to 56% most recently. Students of Hispanic ethnicity make up about 10% of the entering cohort.
- The graduation rate for Black students has been less stable, averiging 50 over the 10 year period. Black students make up about 6% of the entering cohort.
- Asian/Pacific Islander students make up about 2% of the FTFT cohort. Small populations often have highly variable rates.
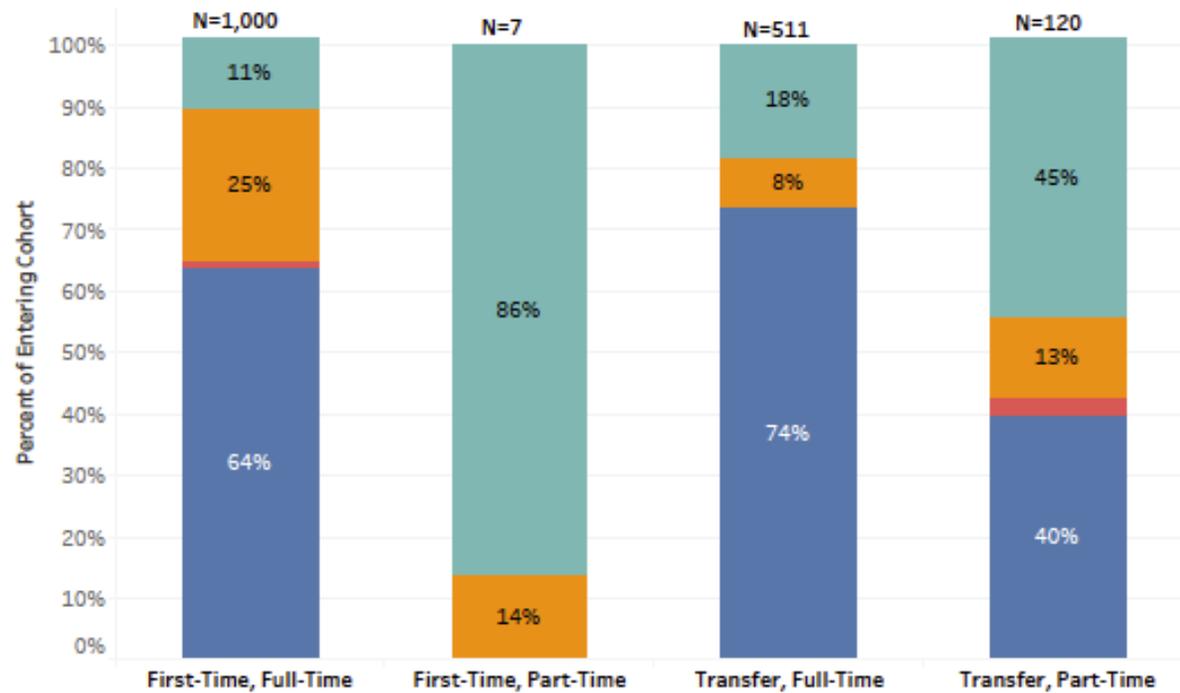
Source: Federal IPEDS data

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Comprehensive View – Retention and Graduation

Retention and Graduation Rates for First-time, Full-time Student Cohorts

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
1 Term Ret	90.1	90	91.9	90.5	92	91.4	89.3	89.5	89.9	91.1	87.3	87.1	87.2	89.4
1 Yr Ret	75.1	78.5	79.1	79.5	80.3	79.2	76.9	78.4	77.3	78.4	74.6	72.3	72.8	75.5
2 Yr Ret	65.5	68.9	69.6	72	70.5	69	67.5	70	68	68.2	64.4	64	60.6	
4 Yr Grad	43.9	48.3	47.2	52.6	52.8	53.4	50.5	50.6	49.2	52.4	43.9			
5 Yr Grad	56.8	61.1	60.9	63.3	63.5	61.9	58.5	60.8	58.9	59.8				
6 Yr Grad	58.6	62.7	62.7	66.1	65.1	63.3	61.1	63.1	60.6					

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8-Year Outcomes for Students Entering AY 2012-13

Graduation Rate Benchmarking – National Average 2014 Cohort
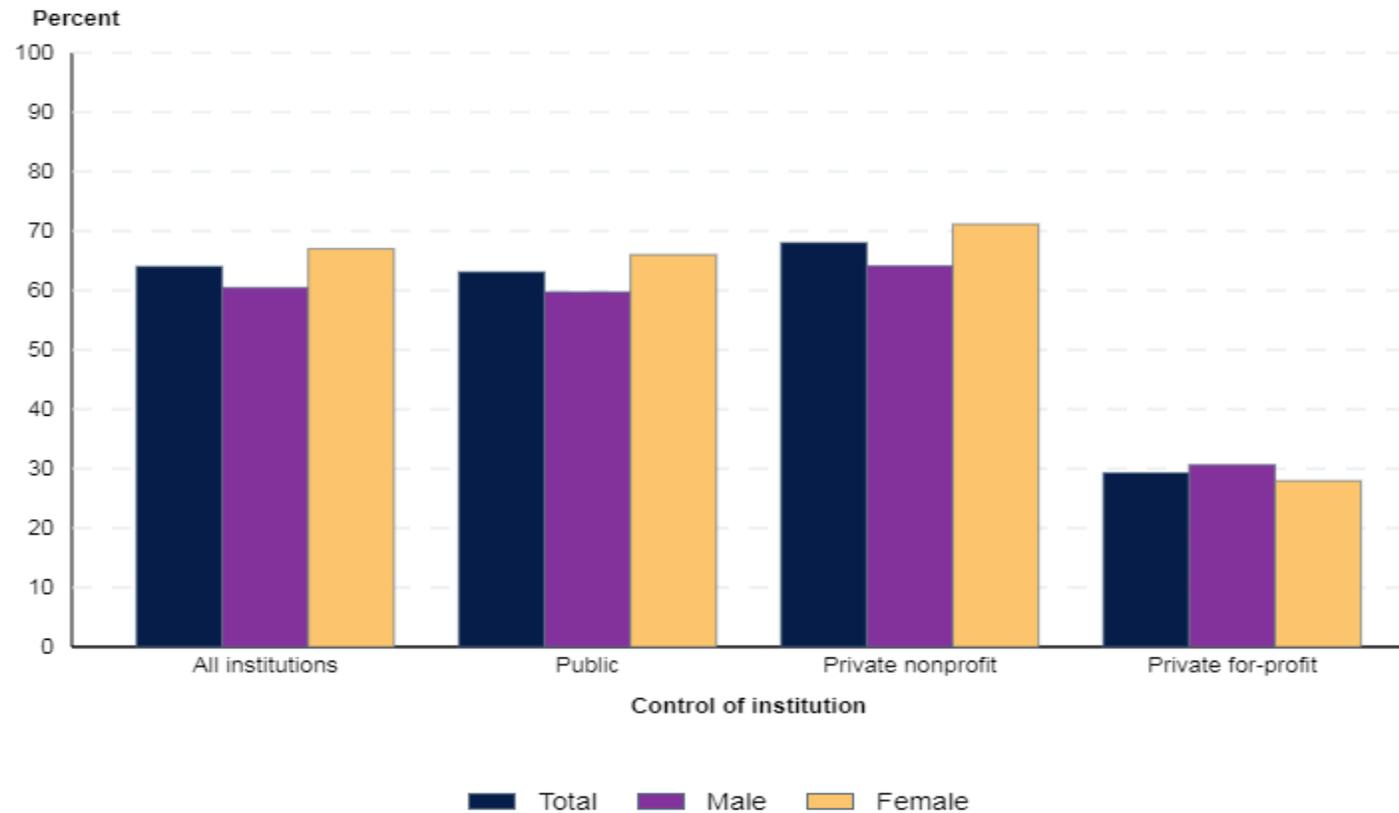
- **64%** of students who began seeking a bachelor's degree at a 4-year institution in fall 2014 completed that degree at the same institution within 6 years.

- The 6-year graduation rate was higher for females than for males (67 vs. 60 percent).

NOTE: Data shown represent the 50 states and the District of Columbia. Data are for 4-year degree-granting postsecondary institutions participating in Title IV federal financial aid programs. Graduation rates refer to students receiving bachelor's degrees from their initial institutions of attendance only. Although rounded numbers are displayed, the figures are based on unrounded data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Winter 2020–21, Graduation Rates component. See *Digest of Education Statistics 2021*, table 326.10.

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Graduation Rate Benchmarking, FTFT Cohorts 2005-2014

STATE INSTITUTIONS
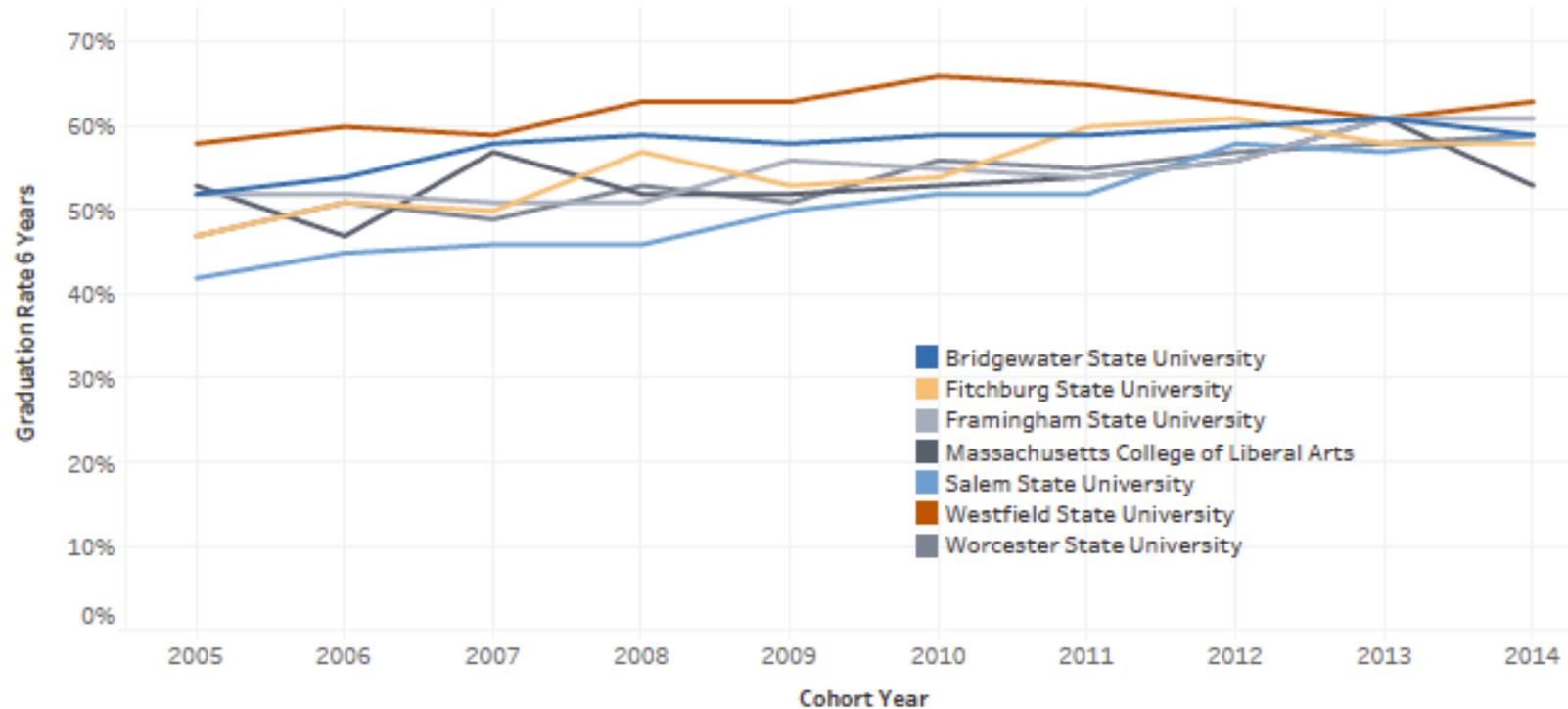
Observations

- Westfield's 6-year graduations has been consistently higher than othe Massachusetts State comprehensive colleges.
- Westfield's graduation rate increased from 58% to 63% over the 10 year observation period, though the rate of increase may have levelled off.
- Although Westfield's graduation rate has been increasing, our peers seems to be increasing at a faster rate.

Source: Federal IPEDS data

SPECIFIC RETENTION OUTCOMES

RETENTION ROAD MAP

First – Year Engagement

Initial Inquiry

On-Boarding

Academic Acclimation

Exit Interviews

Apply/Interview

Deposit

Re-Engagement

High Impact Practices

Re-Entry

Graduation!

Career Exploration

Internship/Practicum

Exit Counseling

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Why Do Students Leave Westfield?

Prior to Covid
- Top 3 Reasons for leaving during the term - Anticipated Receiving Poor Grades, Health Issues, and Family Responsibilities
- Top 3 Reasons for leaving between terms - Living Away from Home Too Hard, Financial Difficulties, and Academic Program Not Open/Available at WSU

Post COVID
- Top 3 Reasons for leaving during the term – Health Issues (primarily mental health), Family Responsibilities Changed, Anticipated Receiving Poor Grades.
- Top 3 Reasons for leaving between terms – Health Issues (primarily mental health), Living on Campus/Far from Home too hard, Academic Program not offered at WSU

2020–2021

2018–2019

2021–2022

During COVID
- Top 3 Reasons for leaving during the term – Health Issues (primarily mental health), Anticipated receiving poor grades, and Did Not Want to be in College Right Now (specifically with online learning)
- Top 3 Reasons for leaving between terms – Did Not Want to Be in College Right Now (COVID and Online Learning), Financial Difficulties, and Living Away from Home too hard.

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RETENTION SUPPORT FRAMEWORK

CENTER FOR STUDENT SUCCESS AND ENGAGEMENT

- **25% Specific Population**
  - Banacos Academic Center Learning Disability Program
  - TRiO Student Support Services
  - Urban Education Program
  - Veteran and Military Services

- **75% General Population**
  - Course Assessment, Retention and Engagement (CARE)
  - Tutoring and Learning Center (TLC)

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Creation of CARE and TLC

- 75% of the WSU Undergraduate population falls outside of the Honors, UEP, LDP, and TRIO programs.

- Students who have more support beyond their academic department perform as good or better than our students who do not.

- CARE and TLC support the entire campus but focus on the 75% who have more potential to fall through the cracks.

CARE AND TLC RESULTS

CARE Results

- Managed 3,000 flags in WSU360 during the spring term along side the other staff in CSSE and Athletics.
- Spring 2022 - Engaged 200 academically struggling students referred to by faculty/registrar/or other staff.

TLC Results

- **Usage Data**
  - Total AY21-22: 1,347.50 hours
  - Total AY 20-21: 469.5 hours
  - Total AY 19-20: 1,639.5 hours
  - Total AY 18-19: 3,202 hours
- **Academic Year 21-22**
  - Fall 2021:   770.75 hours
  - Spring 2022: 576.75 hours

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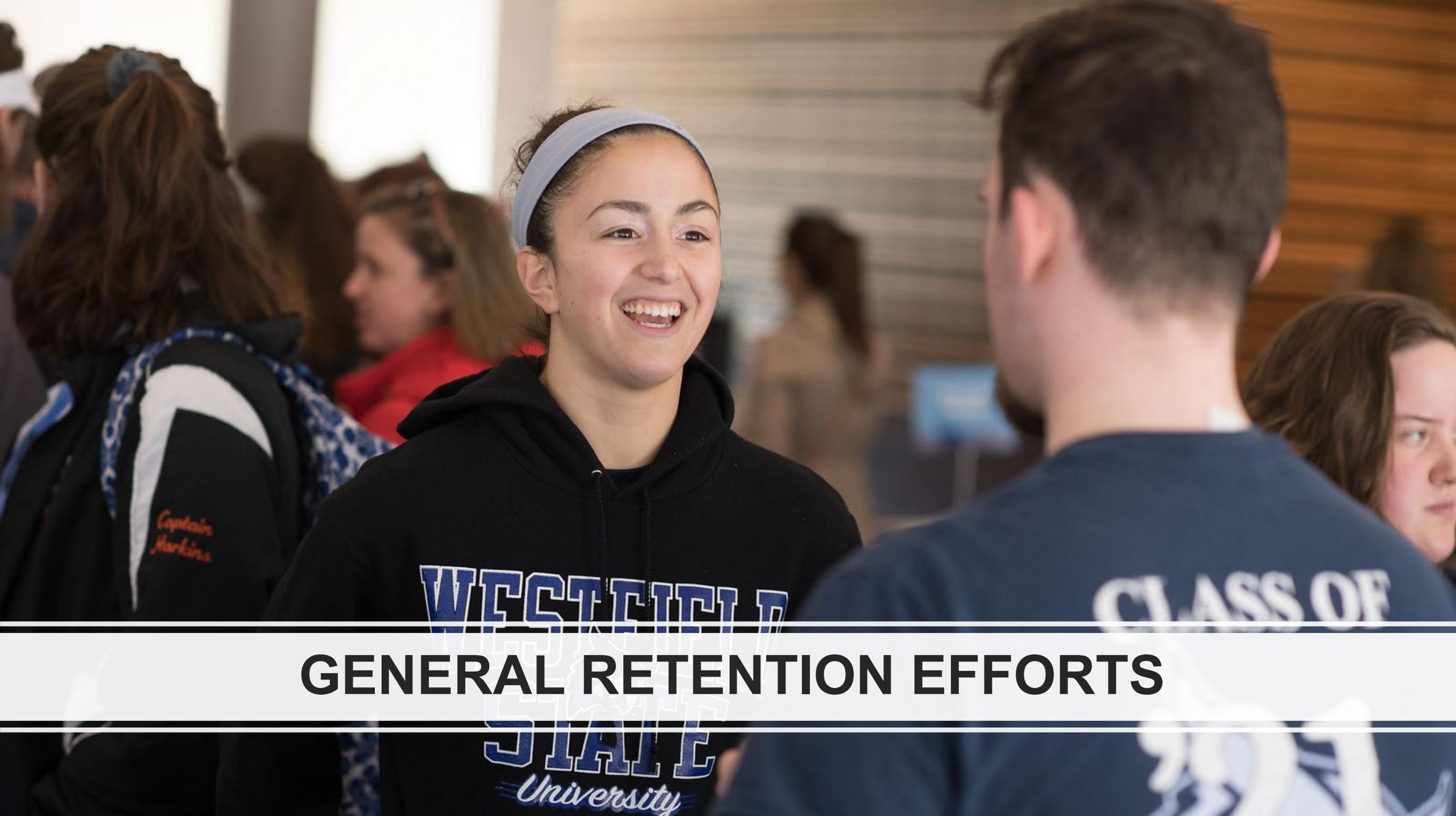
GENERAL RETENTION EFFORTS

GENERAL RETENTION EFFORTS

- **Proactive**
  - Examples: Student Affairs, Athletics

- **Reactive**
  - Example: Counselling Center

- **Corrective**
  - Training: AASCU

RETENTION TECHNOLOGIES

RETENTION TECHNOLOGIES

- **Current In Use**
  - **WSU360** (Starfish Retention Platform) (Academic Affairs)
  - **Nestor ChatBot** – Enrollment Management/Academic Affairs
  - **Presence "The Nest"**– Student Activities, Involvement, and Leadership
  - **My SSP** – Counseling Center/Student Affairs

- **In Development**
  - **Ready App** (Comprehensive Across the Institution)

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NEXT STEPS

- Launch institution Student Retention and Academic Success Team/Committee/Task Force
  - Develop a campus wide definition of retention
  - Develop robust data driven semester and annual retention reporting system
  - Develop a university wide retention cycle plan
  - Develop a university-wide multi-year retention plan
  - Develop comprehensive analysis on cost of retention and recruitment

QUESTIONS AND ANSWERS

**Board of Trustees
June 28, 2022
Academic and Student Affairs**
SUPPLEMENTARY DOCUMENTS 1

WHO ARE OUR STUDENTS?

WSU STUDENT CHARACTERISTICS

% Female	53.6%
% Male	46.4%
% Age 25 and Over	8.0%
% Part-time	11.6%
% Underrepresented Minorities	20.0%
% Residency – In state	91.0%
% Residency – Out of State	8.0%
% Residency – International	1.0%
Average High School GPA	3.20

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Student Profile Data by Race/Ethnicity - All Undergraduates

Student Profile By Race	5 Year Average (%)
International*	0.38
American Indian/Alaskan Native	0.28
Asian	1.71
Black or African-American	5.06
Native Hawaiian or Pacific Islander	0.02
Hispanic or Latino	10.64
Other/Unknown	4.39
Two or More Races	3.68
White, not of Hispanic Origin	73.84

Notes: Average of Academic years 2017-2018, 2018-2019, 2019-2020, 2020-2021, 2021-2022.

*International Student: Non-resident international students in the past 5 years have come from the following countries: Canada, Congo, Curacao, Finland, Jamaica, Japan, New Zealand, South Korea, Sweden, Taiwan, Turkey, Bermuda, India, Pakistan, China, Columbia, Czech Republic, Rwanda, Germany, Panama, Sierra Leone, Ivory Coast, Russia.

Source: National Center for Education Statistics (NCES), Integrated Postsecondary Data System (IPEDS), Common Data Set (CDS).

WSU STUDENT CHARACTERISTICS

SAT SCORING COMPARISON

SCORE RANGE: (200-800)

WSU: 1075

NATIONAL AVERAGE: 1060

MASSACHUSETTS AVERAGE: 1184

ACT SCORING COMPARISON

SCORE RANGE: (6-36)

WSU: 22.4

NATIONAL AVERAGE: 20.7

MASSACHUSETTS AVERAGE: 26

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NATIONAL STANDARDIZED TEST SCORES
WSU FIRST-TIME, FIRST-YEARS

Academic Year	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	5 Year Average
SAT Evidence-Based Reading/Writing	553	531	537	543		**541**
NSAT Reading/Writing	0	0	0	0	536	
SAT Math	554	518	528	535		**533.75**
NSAT Math	0	0	0	0	526	
ACT Composite	23	22	22	23	22	**22.4**

Notes:
- SAT & NSAT- Score Range (200-800)
- ACT Score Range (6-36)

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SAT SCORING COMPARISON

2021 SAT Suite Annual Report
Massachusetts

SAT Participation and Performance

Data reflect 2021 high school graduates who took the current SAT during high school. If a student took the SAT more than once, the most recent score is summarized.

Total	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
Total	27,255		1184	591	593	71%	87%	73%	11%
Took Essay¹	9,987	37%	1242	620	622	79%	92%	80%	7%

Race / Ethnicity	Test Takers		Mean Score			Met Benchmarks			
	Number	Percent	Total	ERW	Math	Both	ERW	Math	None
American Indian/Alaska Native	90	0%	1017	510	506	41%	67%	43%	31%
Asian	3,362	12%	1317	636	682	89%	93%	93%	3%
Black/African American	1,398	5%	1036	520	516	42%	64%	45%	33%
Hispanic/Latino	2,531	9%	1079	541	538	51%	71%	54%	26%
Native Hawaiian/Other Pacific Islander	15	0%	1058	522	536	47%	60%	47%	40%
White	17,461	64%	1190	598	592	74%	91%	75%	8%
Two or More Races	1,082	4%	1230	616	614	76%	92%	77%	7%
No Response	1,316	5%	1086	543	543	50%	68%	53%	29%

SCORE RANGE:
(200-800)

WSU: 1075

NATIONAL AVERAGE: 1060

MASSACHUSETTS AVERAGE: 1184

ACT SCORING COMPARISON

Average ACT Score by State 2022

⬇ CSV ⬇ JSON

State	Average ACT Score	% Passing English	% Passing Reading	% Passing Math	% Passing Science
Massachusetts	26	88.00%	74.00%	74.00%	66.00%
Connecticut	25.9	90.00%	75.00%	71.00%	67.00%
New Hampshire	25.7	88.00%	73.00%	72.00%	64.00%
Maine	24.9	84.00%	69.00%	64.00%	56.00%
New York	24.9	83.00%	68.00%	67.00%	62.00%
Rhode Island	24.8	85.00%	69.00%	64.00%	58.00%
Illinois	24.7	82.00%	64.00%	61.00%	55.00%
Michigan	24.6	84.00%	67.00%	65.00%	60.00%
New Jersey	24.4	79.00%	63.00%	62.00%	53.00%
Virginia	24.4	80.00%	66.00%	60.00%	57.00%
Delaware	24.2	79.00%	64.00%	59.00%	56.00%
Maryland	23.8	69.00%	57.00%	50.00%	47.00%
Colorado	23.7	82.00%	65.00%	61.00%	57.00%
Pennsylvania	23.7	80.00%	64.00%	60.00%	55.00%

SCORE RANGE: (6-36)

WSU: 22.4

NATIONAL AVERAGE: 20.7

MASSACHUSETTS AVERAGE: 26

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COMMUTER AND DORM RESIDENCY SUMMARY

Undergraduate Full Time Students (Fall to Spring)

Race/ Ethnicity	AY 2021-2022		AY 2020-2021		AY 2019-2020		AY 2018-2019		AY 2017-2018	
	Commuter %	Dorm Resident %	Commuter %	Dorm Resident %	Commuter %	Dorm Resident %	Commuter %	Dorm Resident %	Commuter %	Dorm Resident %
American Indian/Alaskan Native	68.75%	31.25%	86.96%	13.04%	85.71%	14.29%	59.52%	40.48%	64.10%	35.90%
Asian	57.35%	42.65%	93.10%	6.90%	70.59%	29.41%	55.56%	44.44%	60.00%	40.00%
Black or African-American	42.14%	57.86%	77.46%	22.54%	57.14%	42.86%	60.61%	39.39%	48.15%	51.85%
Cape Verdean	50.00%	50.00%	50.00%	50.00%	0.00%	100.00%	0.00%	100.00%	0.00%	100.00%
Hispanic or Latino	58.00%	42.00%	78.00%	22.00%	78.05%	21.95%	70.73%	29.27%	67.31%	32.69%
Other/Unknown	40.86%	59.14%	54.29%	45.71%	57.14%	42.86%	67.86%	32.14%	69.23%	30.77%
Two or More Races	45.14%	54.86%	75.84%	24.16%	50.00%	50.00%	59.52%	40.48%	55.38%	44.62%
White, not of Hispanic Origin	47.20%	52.80%	71.39%	28.61%	56.27%	43.73%	65.75%	34.25%	65.41%	34.59%
Average (students not duplicated)	47.28%	**52.72%**	72.52%	**27.48%**	57.01%	**42.99%**	64.61%	**35.39%**	64.03%	**35.97%**

Part-time students – 99% Commuter population
Graduate students – 99% Commuter population

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INSTRUCTION MODALITY

PRE COVID-19 (2019)

	Undergraduate Students		Graduate Students
	Degree/certificate-seeking	Non-degree/non-certificate-seeking	
Enrolled exclusively in distance education courses	8%	9%	5%
Enrolled in at least one but not all distance education courses	35%	4%	36%
Not enrolled in any distance education courses	57%	87%	59%

Source:
National Center for Education Statistics (NCES), Integrated Postsecondary Data System (IPEDS), Common Data Set (CDS).

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INSTRUCTION MODALITY

DURING COVID-19 (2020)

2020	Undergraduate Students		Graduate Students
	Degree/certificate-seeking	Non-degree/non-certificate-seeking	
Enrolled exclusively in distance education courses	45%	93%	75%
Enrolled in at least one but not all distance education courses	55%	2%	13%
Not enrolled in any distance education courses	1%	5%	12%

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INSTRUCTION MODALITY

DURING COVID-19 (2021)

2021	Undergraduate Students		Graduate Students
	Degree/certificate-seeking	Non-degree/non-certificate-seeking	
Enrolled exclusively in distance education courses	11%	26%	9%
Enrolled in at least one but not all distance education courses	44%	3%	41%
Not enrolled in any distance education courses	46%	71%	51%

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FINANCING AND DEBT

Westfield State Student Profile

- **% Pell Recipients Among Freshman**   34%[1]
- **% Full-time Undergraduate Receiving Aid**   84%[1]
- **Average First year Student Loan (all sources)** $7,450[2]
- **Median earnings 10 years after entry** $52,258[3]
- **Median debt of completers**   **$22,750**[2]
- **Federal Loan Default Rate**   4%[3]

National Profile

- 55% of bachelor's degree recipients from public and private nonprofit four-year colleges and universities graduated with debt (2019-2020). [4]
- Average national debt **$28,400**.[4]

Sources:
1. National Center for Education Statistics (NCES), Integrated Postsecondary Data System (IPEDS), Common Data Set (CDS).
2. College Results.org. Available: http://www.collegeresults.org/collegeprofile.aspx?institutionid=168263
3. U.S. Department of Education, College Scorecard. Available: https://collegescorecard.ed.gov/school/?168263-Westfield-State-University
4. College Board. Trends in College Pricing and Student Aid Report 2021. Available: https://research.collegeboard.org/trends/student-aid

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STUDENT FINANCIAL SUPPORT

Federal /State/ Institutional Scholarships/Grants Awarded - Common Data Set					
Academic Year	**2021-2022**	**2020-2021**	**2019-2020**	**2018-2019**	**2017-2018**
Need Based Aid (Federal/State/Institution/Scholarships/ Grants) For any student who showed financial need.	$ 14.9m	$ 15.4m	$ 16m	$ 16m	$ 15m
Non-Need Based Aid (State/Institution/Scholarships/Grants) Students who did not show a financial need or did not file a FAFSA.	$ 1.5m	$984,365	$775,091	$661,729	$702,472
Total Aid Per Year	**$ 16.4m**	**$ 16.4m**	**$16.8m**	**$16.6m**	**$15.7m**

UNMET NEED OF WSU STUDENTS

Affordability Detail: Unmet Need   ✕

Detail: Unmet Student Need

■ Westfield
■ Comparison

Unmet student need may cause students to slow or stop their progress toward graduation—and may also lead to food or housing insecurity when students make the difficult choice to pay for educational costs at the expense of other costs of living.

Two Ways of Looking at Unmet Need

As a % of Direct Costs (tuition, mandatory fees, books and supplies only)

11%

2019 **7%**

As a % of Total Educational Costs

39%

2019 **38%**

Source: Massachusetts Board of Higher Education Performance Measurement Report. Available: https://www.mass.edu/datacenter/PMRS/westfield.asp

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SPECIFIC RETENTION OUTCOMES

CSSE - TRiO STUDENT SUPPORT SERVICES

PROGRAM DEMOGRAPHICS

TRiO Student Support Services

Federally funded program that "offers eligible program participants free, comprehensive academic and personal support designed to assist with persistence to graduation and preparation for graduate or professional school."

Demographics			
	2020-2021	**2019-2020**	**2018-2029**
Male	26%	34%	33%
Female	71%	66%	67%
First Generation	80%	82%	85%
Low-income	64%	69%	71%
Documented Disability	34%	26%	30%
Hispanic/Latino	36%	32%	34%
Black/African American	20%	24%	28%
White	77%	71%	58%

CSSE - TRiO STUDENT SUPPORT SERVICES

RETENTION

Standard Objectives	Actual Attained Rate		
	2020-2021	**2019-2020**	**2018-2019**
Persistece rate - 88% of participants will persist	88%	89%	95%
Good academic standing - 97% of all participants	93%	98%	98%

Graduation rate:
  -59% of the 2013-14 cohort.
  -59% of the 2014-15 cohort.
  -60% of the 2015-2016 cohort
	80%	81%	91%

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CSSE – VETERAN AND MILITARY SERVICES

Veteran and Military Services
Help facilitate student success at WSU by providing the support, resources, and information that meet their personal and academic needs.

AGE GROUP

Age Group	Fall 2021	Spring2021	Fall 2020	Spring 2020	Fall 2019	Spring 2019	Fall 2018
18-24	53%	42%	46%	45%	39%	32%	25%
25-35	24%	39%	35%	37%	41%	49%	54%
36-45	12%	14%	14%	12%	13%	11%	11%
46-55	8%	4%	2%	5%	5%	6%	6%
56+	3%	0.52%	1%	1%	2%	2%	4%

CSSE – VETERAN AND MILITARY SERVICES

RETENTION

Academic Year	Total # students	%Military	%Veterans	%Family	%Graduated
2020-2021	297	34.68%	31.31%	34%	25.25%
2019-2020	337	43.02%	28.48%	28.48%	24.92%
2018-2019	319	40.75%	30.40%	28.84%	20.37%

CSSE – BANACOS/LDP PROGRAM STUDENTS

Banacos Academic Center

Houses both the state's most sought-after college admissions program for students with learning disabilities and ADHD, and a disabilities support services for all students.

RETURNING LDP STUDENTS

	2021-2022	Returned	2020-2021	Returned	2019-2020	Returned	2018-2019	Returned
Total LDP students	339		359		374		383	
Administratively withdrawn (day)	7	1	10	2	20	8	16	5
Medical leave	4	0	4	0	7	2	3	1
Voluntary withdrawal	31	4	34	10	20	7	36	8
Administratively withdrawn (CE)	1	0	1	1	0	0	3	1
% of total LDP withdrawn	13%		14%		13%		15%	
% of returning LDP students		12%		27%		36%		26%

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CSSE – BANACOS/LDP PROGRAM STUDENTS

1st TO 2nd YEAR RETENTION

Year matriculated	#Students	#Returning subsequebt fall	%Retained
Fall 2018	95		
Fall 2017	102	81	79%
Fall 2016	117	100	86%
Fall 2015	115	91	79%
Fall 2014	111	93	84%
Fall 2013	111	85	77%
Fall 2012	99	75	76%
Fall 2011	115	96	84%
Fall 2010	135	115	85%
Fall 2009	126	103	82%
Fall 2008	121	109	90%

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CSSE – URBAN EDUCATION PROGRAM

Urban Education Program

Provides academic and social assistance to first-generation college students through a college readiness summer program and ongoing advising during the academic year.

ACADEMIC RESULTS AND RETENTION

	# Good Academic Standing into next semester	%	# Academically Retained	%	# Total Retention in AY	%
Fall 2020	134/148	91%	148/172	86%		
Spring 2021	128/142	90%	142/151	94%	142/173	83%
Fall 2019	177/189	94%	189/207	92%		
Spring 2020	154/160	96%	183/192	95%	183/201	87%
Fall 2018	193/203	95%	203/216	94%		
Spring 2019	126/140	90%	190/203	94%	190/216	88%

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CSSE – URBAN EDUCATION PROGRAM

URBAN EDUCATION PROGRAM SUMMER BRIDGE

	# Student participants	# Dismissed	# Not recommended for matriculation	# Left program	# Matriculated for Fall semester	% Retained
Summer 2020	45			3	42	93%
Summer 2019	75			4	68	91%
Summer 2018	44	4	1		39	89%

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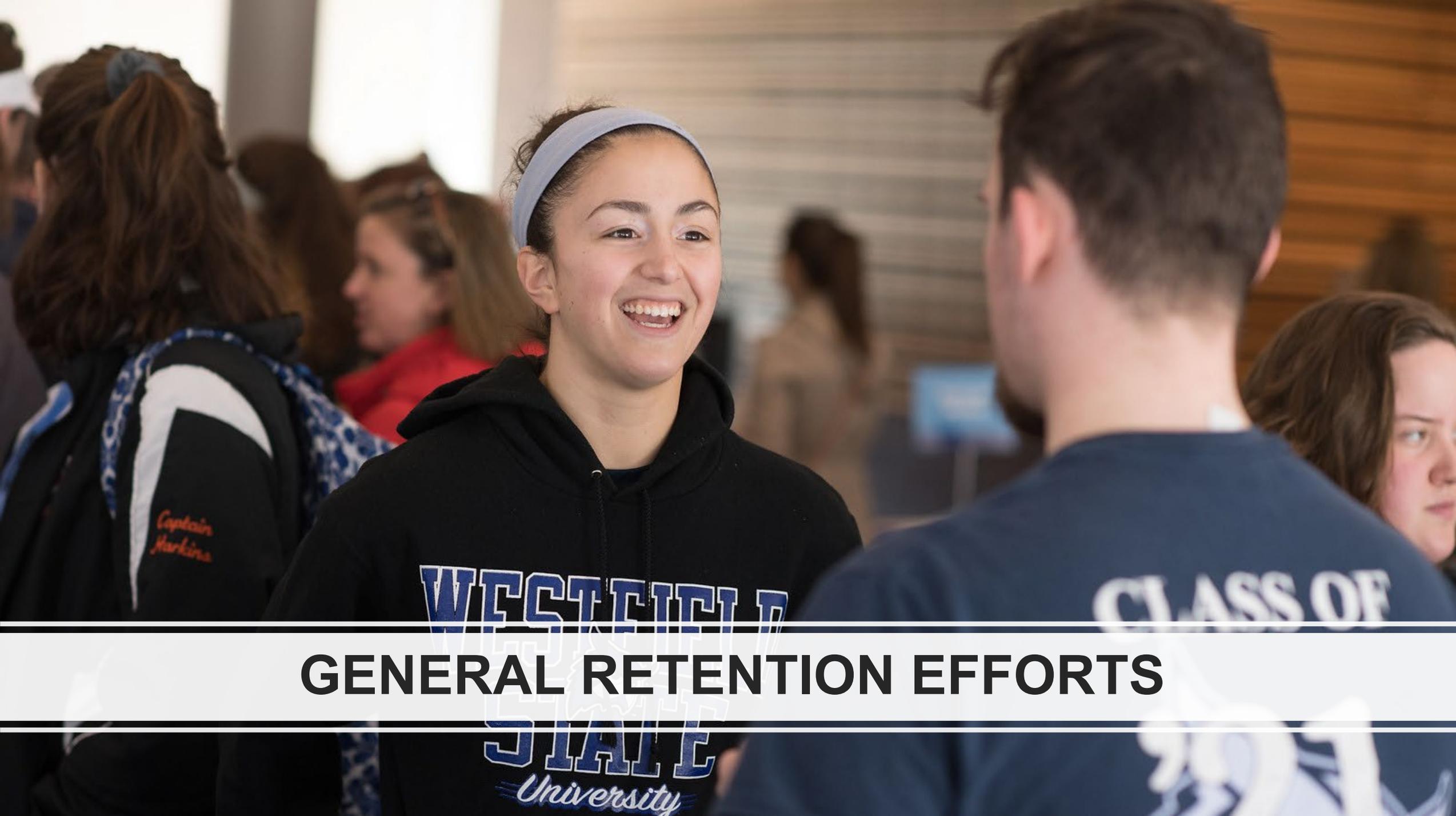
GENERAL RETENTION EFFORTS

PROACTIVE/REACTIVE/CORRECTIVE RETENTION

UNIVERSITY-WIDE ENGAGEMENT

- Course Assessment, Retention and Engagement (CARE)
- Tutoring and Learning Consortium (TLC)
- TRIO
- Urban Education
- BANACOS
- Veterans and Military Families
- Academic Advising

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PROACTIVE RETENTION – STUDENT AFFAIRS

New Student Orientation

- Summer long orientation events
- Connecting with Champions/Parents
- Weekly email communication to all new students introducing a campus office and/or resource

Residential Life

- Tinto's (1993) "Model of Institutional Departure" Approach
- Community development- informal opportunities
- Formal opportunities: Each residential hall averages 100 programs a semester
- Topics range from team building, study skills workshops, social justice education, substance awareness, mindfulness meditation

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PROACTIVE RETENTION – ATHLETICS

Resources for Athletes

- Coach/es
  - Study Halls (primarily for first-year students)
  - Early Registration
  - Faculty Representative

- **Recognition Efforts**
  - Athletic Director GPA 3.0
  - MASCAC All-Academic Team 3.2
  - Chi Alpha Sigma (graduating students) 3.4

- **Academic Success** - 84% graduation rate (includes transfers and midyear accepted students; 2015- 2016 cohort)

Leadership + Community Connections

- Student Athlete Advisory Committee (SAAC) -- leaders amongst the teams that provide programming
  - Diversity, Equity, Inclusion Board--work to maintain a strong, inclusive, accepting environment for athletes
  - Programs in Community--Westfield Public Schools, Boston Children's Hospital, Alzheimers Awareness
  - Programs with Campus Partners--Career Center, First year move-in, Counseling Center
  - Winner of Howard C. Smith Cup for 10 out of the last 15 years--this is the best athletics program in the conference

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PROACTIVE RETENTION – STUDENT AFFAIRS

S.A.I.L.

- Creates a sense of belonging through clubs/organizations
- 2019 – 2020 Academic Year
  - 50 active clubs/organizations
  - 1200+ students participated
  - 250 holding an executive leadership position

Case Management

- Cross campus team – meets weekly
- Early intervention/connection for students who are struggling
- During COVID-19: average 60-70 students
- Pre-COVID-19: average 100+ students

REACTIVE RETENTION

UNIVERSITY-WIDE ENGAGEMENT

- Intrusive advising
- Unregistered student analysis
- Therapist outreach
- Deans/Directors/Dept Chair support
- Public Safety

CORRECTIVE RETENTION

UNIVERSITY-WIDE ENGAGEMENT

- Student Retention and Academic Success Committee
- Drop-in Counseling at Urban Education
  - 70-95% of Counseling Center survey respondents in any given semester say that counseling helped them to stay and/or succeed in college.
- Students of Color Council
- 360 Survey
- Exit Interviews
- Probation Monitoring

CORRECTIVE RETENTION

NATIONAL TRAINING OPPORTUNITIES

- Equity in Retention Academy – Gardner Institute
- AAC&U Institute for Truth, Racial Healing, and Transformation Campus Centers
- AAC&U Curriculum-to-Career Innovation Institute
- AAC&U High Impact Practices and Student Success Institute

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RETENTION TECHNOLOGIES

RETENTION TECHNOLOGY – IN USE

- WSU360 (Starfish Retention Platform) - Academic Affairs
  - **Progress Reports**
    - 34% Completion Rate by Faculty (39% overall client average)
  - **Appointment Booking**
    - 51% of appointments booked by students (Saving 1,453 hours of time and $42,137)
  - **Predictive Analytics**
    - Retention Scores
    - Risk Factors
  - **Caseload Management**
  - **Communication Tool**

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RETENTION TECHNOLOGY – IN USE

- **Nestor ChatBot** – Enrollment Management/Academic Affairs
  - 98% of our Students Opted In!
  - Live Q & A with Nestor
  - Custom Text Campaigns
    - New Billing Process
    - Advising & Registration
  - Standard Text Campaigns to Engage Students Year Round
    - Spotify Playlist for the Summer received over 200 responses from students.

COME CHAT WITH ME!

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RETENTION TECHNOLOGY – IN USE

- **Presence "The Nest"–** Student Activities, Involvement, and Leadership
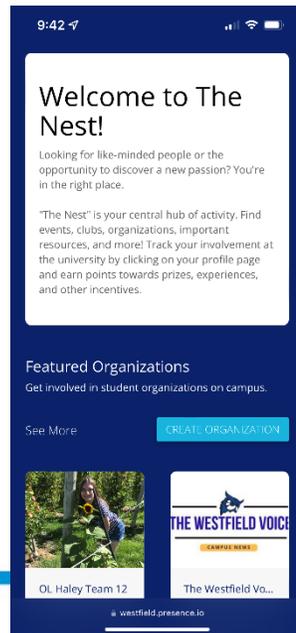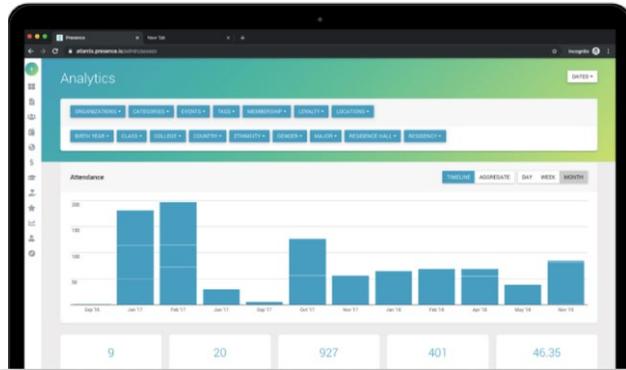
  - Software to manage and track student engagement and skill development _**outside the classroom**_ to drive student retention and learning outcomes.

  - Simplify how students find involvement opportunities to ensure effective promotion and increase engagement. Reach students where they are - on web and mobile.

  - Analytics will assist in identifying students that are not engaged, so staff can reach out.

  - In the future, Presence will be used as part of the student onboarding process to assist students and families track completion of required forms and tasks.

  - Prospective Students and Families will have access.

  - 52 Organizations have created pages and 82 users are registered on the platform after a soft launch Spring 2022.

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RETENTION TECHNOLOGY – IN USE

- **My SSP** – Counseling Center/Student Affairs
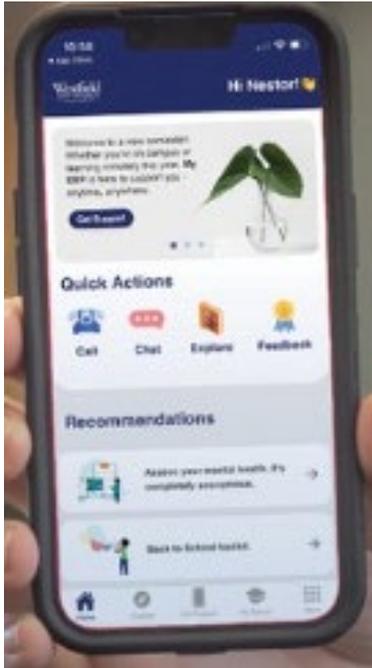
  - A FREE holistic wellbeing app that provides 24/7 confidential mental health support. It acts as an extension of the counseling center to support students in temporary moments when students need urgent assistance.

  - 251 app and web registrations since January 2022.
  - 60% of users had never taken advantage of counseling in the past.
  - 63% of students who were the most concerned, reported the severity of their concerns were reduced after My SSP intervention.
  - 50% of student who were the most concerned, reported their concerns about their ability to stay in school were reduced after My SSP intervention.

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RETENTION TECHNOLOGY – IN DEVELOPMENT

READY Education
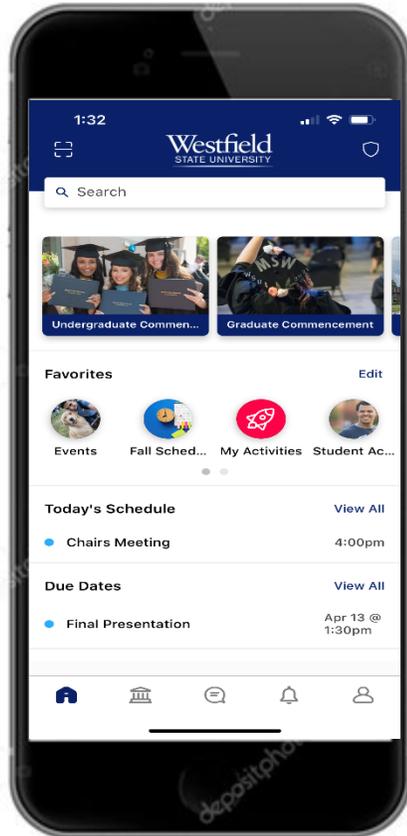
- **Academic Support Services:**
Banner, Westfield 360, Appointment Scheduling:
Advising –Tutoring - Reading and Writing Center
Course Registration - Add/Drop - Course Notification

- **Student Affairs, Housing & Res-Life modules**

- **COVID-19/Emergency Information and updates**

- **Financial Aid and Student Billing Status**

- **Bus Route Information**

- **Chat Features for Affinity Groups:**
Major Department – Clubs – Athletes – Commuters - Transfers