**AGENDA**

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*Attachments
Barry M. Maloney  
Self-Evaluation  
Evaluation period July 2019 – June 2020

I write for the purpose of submitting my 2019 – 2020 Self-Evaluation. The information below is presented in the agreed upon format, is directly tied to my current Presidential goals and represents a summary of my performance since my last review of June 2019. Additionally, to assist the Board with its review, I have attached the following year-end reports: 2020 Strategic Planning Advisory Review Committee (SPARC) report pertaining to every division; WSU Climate Committee final report; and the 2020 Financial Planning update. The reports are included to provide greater detail for the work in which I have been engaged in the key areas of planning, budget and equity over the past academic year.

1. **Retention and Student Success** (Numeric rating 5)
   Since my arrival, I have been clear that improving the University’s retention is the most important issue facing Worcester State University. By Fall 2017, the University’s six-year graduation rate achieved the prescribed segmental goal of 56% set by the Department of Higher Education. This year’s average demonstrates a slight change from last year and represents a ten-point improvement since I arrived in 2011. As the development of WSUs next strategic plan continues, I will now turn my efforts towards making sure that our work is directly connected to the State’s Equity Agenda and, more importantly, that no WSU student is left behind (See Appendix 1 for ALANA student success information).

   **Highlights:**
   - Increased 6-Year Graduation Rate to a university high of 57.6%.
   - Increased 4-Year Graduation Rate to a university high of 46.7%.
   - Completed 819 College Student Inventory surveys of the Fall 2019 new student cohort (a 93.3% completion rate). These survey responses are used to address students’ retention risks.
   - Secured $484K in grants to support retention scholarships, student laptops, and texting system.
   - After an initial dip in occupancy rates with the addition of Sheehan Hall, the residence halls have opened at full or close to full occupancy for the past three years. According to a report issued by the Massachusetts State College Building Authority in September 2019, only one other campus in the state university system can report a higher occupancy rate during this time period.
   - WSU led the MASCAC with the highest number of MASCAC All Academic award winners (3.2 or higher) at 209 student athletes. Additionally, WSU had 15 out 20 teams with a 3.0 grade point average or higher. This figure includes ALL 11 of the women’s teams.
   - Sustained Student Success Coaching for ALL new students in Fall 2019 (a university high).
   - Installed Financial Aid Self-Service, the University’s first online service system for financial aid.
   - Created and deployed University’s first early tuition and fee billing notification for Fall 2019.
   - Established WSU as a destination campus for the Federal TEACH Grant program.
   - Converted financial aid budgeting, tracking, and awarding to match needs of new online programs.
   - Began the installation of the University’s first SMS texting system and online chatbot system, called AdmitHub.
   - Successful implementation of the CLSS course scheduling software allowing for a formatted approach to departmental course scheduling.
• Installed the University’s first online transcript ordering service.
• Creation of online fillable forms for all Registrar processes.
• Hosted successful NEACAC college fair on September 29, 2019.
• Thirteen percent increase in early action applications for Fall 2020.
• Hosted 25 virtual accepted student events in April 2020 with 762 event registrations, and 480 event attendees during the COVID-19 pandemic.

Challenges/Opportunities:

• While the campus celebrated achieving the 56% graduation rate milestone, we must be dedicated towards our new goal – a 62% six-year graduation rate by 2020. The biggest challenge has always been, and will continue to be, getting the entire campus engaged and focused on this objective.
• Our recently formulated out-of-state scholarship incentive and international MOUs represent an opportunity for enrollment growth and tapping new markets. Our goal of 200 new out-of-state, including international, students enrolled at WSU by 2022 is ambitious.
• Continue to see improvement in recruitment, retention and graduation rate efforts of underrepresented groups. Industry-wide, this has proven to be a complex issue to address.

2. Academic Management and Leadership (Numeric rating 4)
The largest, and most significant, assessment work this past year was focused on what the University has dubbed the WSU Positioning Study. The findings are being reviewed, incorporating campus feedback obtained this past spring, and next steps for assessment and implementation are being developed. The University has collected feedback from those sessions, and next steps are underway. The findings are to be integrated as part of the University’s upcoming strategic planning process.

Highlights:

• First Dean’s Lecture awardees celebrated at November event: Dr. Karen Woods Weierman and Dr. Margarita Perez. This new award emphasizes career research and scholarly activity and joins continuing awards in teaching such as the George I. Alden Award and the Adjunct Faculty Teaching Awards.
• Launched the Master’s of Public Management and Master’s of Public Administration Policy in Fall of 2019 with a kickoff dinner and first enrollments.
• Submitted new majors in Theater, Art, and Political Science to the DHE; enrolled first students in minor and certificate program in Addiction Counseling.
• Launch of first two fully online Master’s in Education programs with Academic Partnerships this May; Nursing scheduled for Fall 2020.
• Major Plus graduation requirement passed through governance after a year-long process. All students entering in Fall of 2021 will be required to have a major plus a minor or a double major to graduate.
• Improvements to the academic minors as part of the RASE plan passed through governance after a year-long process.
• LASC and Diversity Across the Curriculum components of the RASE plan currently in governance.
• New Minor in Civic Engagement approved by the All University Committee, which will be hosted in the Political Science Department.
• Summer academic calendar altered to include both full semester and concentrated semester terms of 14 and 7 weeks, respectively.
• Academic Research Fellow position initiated, with Dr. Doug Kowalewski, recently returned from an NSF fellowship, to aid faculty in navigating research infrastructure at WSU.
• Review of the internship process which included: site evaluations, credit determination and grading.
• Early College expansion with Worcester High Schools, Springfield, and Winchester.
• Academic leadership of the Strategic Planning Process (co-chairs Julie Frechette and Edgar Moros, Sarah Strout in Institutional Research) fostered active participation and vetting at each stage of the process, even as the shift to remote modes occurred this spring.
• WSU was awarded $100,000 to build an Equity & Engagement Consortium of faculty leaders and administrators across the state university system to create campus cultures, recognize the new contract language and support community engaged scholarship. The initial teams of this project included Fitchburg State, Salem State, and Worcester State with a primary goal to gather research and resources to highlight ongoing community engaged scholarship and how that influences equity and diversity.

Challenges/Opportunities:

• Submitted a letter of intent to the Department of Higher Education in 2108 proposing that WSU offer its first clinical doctorate degree in Occupational Therapy. To date, the process has not moved significantly. The WSU BOT approved the proposal in September 2019 and then we will pursue a formal program submission to BHE for Fall 2020.
• On the horizon are new majors in political science, art, and theatre, as well as a minor in public history and a translation track within Spanish.
• Training has begun so we can begin implementation of two fully online graduate programs to increase the flexibility of course offerings and increase revenue to the University.
• To better realize new revenue streams, as well augment our faculty and student research opportunities, we will develop a cohesive campus-wide strategy to support faculty and student research.
• We seek to fund the International Education program coordinator jointly with other Massachusetts State Universities. This should result in growth in enrollment for that sector of the University’s student population.

3. Assessment (Numeric rating 4)
The year began with the formal kickoff of our efforts to develop the 2020 – 2025 WSU Strategic Plan. A steering committee Co-Chaired by Dr. Julie Frechette (Communication) and Dr. Edgar Moros (DGCE), led a group of faculty, administrator and Board members on a process to develop a new five-year plan for the University. The committee’s work has been presented, as prescribed by DHE, through the state’s strategic planning process and has included multiple meetings and forums with the entire campus community.

We continued the assessment work of our current Strategic Plan with the assistance of a committee called the Strategic Planning Assessment and Review Committee (SPARC) to help me review divisional goals. The group, made up of faculty, staff and students, meets with divisional and department heads throughout the year to assess progress towards divisional action steps and university goals. The group’s final report is included with this packet.
Worcester State University’s reaccreditation process with the New England Commission of Higher Education (NECHE, formerly NEASC) must begin soon. Broad campus participation in a self-study will kick off in Fall 2020 with the formation of a steering committee, organized around NECHE’s nine standards for accreditation: mission and purposes; planning and evaluation; organization and governance; the academic program; students; teaching, learning, and scholarship; institutional resources; educational effectiveness; and integrity, transparency, and public disclosure. (Read more here: https://www.neche.org/resources/standards-for-accreditation/) We will be examining progress the campus has made on these standards since 2012. This study would set the stage for NECHE’s 2022 Comprehensive Visit.

To prepare for this fall work, I am pleased to announce that Dr. Emily Soltano, director of the Center for Teaching and Learning and Psychology faculty member, and Dr. Noah Dion, director of Academic Affairs support, will co-chair the NECHE Self-Study Steering Committee.

Highlights:

- Engaged with Vantage Technologies to review Instructional Technology’s organization, security, classroom technology and delivery of support. Classroom technology was assessed and prototype technology-enhanced classrooms developed. Current pandemic crisis furthered our assessment of the need for hovercam technology for more than the originally planned five classroom conversion this summer. IT engaged the campus throughout the year on increased threats to security of data with daily reminders, anonymous testing of phishing attempts, and continued reporting to the campus of new potential threats.
- Research infrastructure was assessed with consultant Copley Raff, Inc. to review grants and sponsored projects administration and processes at WSU. Consultant report, when finalized, will provide a blueprint for improvement.

Challenges/Opportunities:

- Completion and implementation of the 2020-2025 WSU Strategic Plan.
- Launch, Fall of 2020, Worcester State University’s reaccreditation process with the New England Commission of Higher Education.

4. Infrastructure (Numeric rating 4)
During the evaluation period, and for several years to come, I continue to focus my attention on the May Street Building site (former Temple Emanuel property). We developed usage plans and an initial architectural design for the property with a funding strategy to follow in FY21. However, because of the COVID pandemic, in April I informed the Board of Trustees and the WSU Foundation that the project needed to be put on hold until at least the fall. Additionally, I worked with state officials – in Administration and Finance and DCAMM – to develop the state’s new funding strategies for capital planning and deferred maintenance.
Highlights:

- Completed study for Chandler Village complex weighing renewal vs. replacement of the residence hall.
- Completed first phase of programming study for May Street Building. Study began in March 2019 and was completed December 2019. The study included an evaluation of campus programming in addition to building due diligence, site options, and initial cost estimates.
- Completed first phase of programming study for replacement/refurbishment of LRC and Student Center with DCAMM and A&E team.
- Continued to implement campus-wide Chemical Hygiene Plan as well as established a safety committee comprised of Science Department faculty, Department Chairs, and Deans of both Schools.
- Completed $7.9 million of capital and deferred maintenance projects including:
  - Refurbishment of Coughlin Field,
  - Campus paving of multiple roadways and parking lots including accessibility upgrades,
  - Refurbished all public bathrooms in the Ghosh Science & Technology Center,
  - Phase II of the Ghosh Roof Top Unit replacement project,
  - Various upgrades to campus mechanical equipment,
  - Replacement of Dowden Hall elevators, and
  - Construction of Pavilion at 535 Chandler Street.

Challenges/Opportunities:

- COVID-19.
- Creation of a comprehensive Sustainability Plan.
- Finalizing development of funding strategies to implement May Street renovations and campus classroom technology work.

5. Fiscal Management and Budgeting (Numeric rating 5)
The University continues to be a financially healthy organization. With strong reserves, solid leadership from Vice President Kathleen Eichelroth, solid enrollment, and a good market position, Worcester State continues to be a viable, thriving institution. We continue to revamp our budget processes to provide greater transparency for the campus community. As academic needs continue to grow, the relationship with the Worcester Center for the Crafts continues to develop and the implementation of a new online business plan supporting two fully online Master’s programs were both priorities in the past year.

Highlights:

- We were able to reserve $1.2 million dollars to support future capital investment.
- We balanced the University budget and had another successful, clean audit for both the University and the Foundation.
- We maintained the University’s “A” bond rating with Standard & Poor’s.
- Set up financials for accelerated online programs.
- Average of 61% reduction in non-pay registration deletes for 2019-2020 academic year.
- In terms of Conference Service (CESO) revenue, the University was on its way towards the strongest year ever. Unfortunately, the COVID disruption significantly cut our ability to host events on the campus, beginning in March.
The following represents the work put in by CESO of the past two fiscal years:

**FY 19:**
- Gross - $708,420.00
- Net - $180,787.00

**FY 20:**
- Gross - $540,231.50 (without COVID cancellations - $862,484.50).
- Net - $89,274 (approximately $215K without COVID cancellations).

In summary, we were having a very successful year up until March 13 - despite losing a major revenue source – for the Coughlin Field renovation -- during peak rental season.

Challenges/Opportunities include:

- Develop a COVID-19 budget response and management strategy
- Developing a cost/benefit grid to assess the true cost of all academic programs;
- Developing a financing plan for the renovations of the May Street building.

6. **Communication** (Numeric rating 4)

   It was clear, starting in my first year, that open communications from the President would continue to be a huge expectation from the campus community. The climate on campus continues to demand such transparency. The expectation was amplified with the arrival of COVID pandemic.

   Highlights:
   - I continued a monthly forum - **Campus Conversations** - for faculty, staff and students to discuss pertinent internal and external topics directly with the President.
   - Launched multi-channel COVID-19 response awareness campaign for counseling/mental health & wellness: social media, web graphics, page updates, etc.
   - Produced a video message to alumni. The message was focused on student hardships to encourage giving. Alumni were targeted first, then the message was sent to faculty and staff, and to students.
   - This was the sixth year of our neighborhood council, through which we discuss neighborhood issues and civic engagement opportunities.
   - Worcester State Magazines sent to 11,500 homes for the fall and 13,000 homes for the spring and posted online (magazine.worcester.edu).
   - Collaboration between Marketing and Counseling Center to begin to market emotional wellbeing and wellness support at WSU both internally and externally; i.e. social media campaigns, Spring 2020 Worcester State Magazine article, Website wellness landing page development in progress.
   - Conducted a new digital recruitment campaign for winter/spring with 19 million impressions, 150,000 clicks, and 352 applications started with a 61% lower cost per conversion than education benchmarks.
   - We continued to use the President’s home for University gatherings and related business activities; this year we held five such events.
• Completed first phase of comprehensive update / overhaul to brand guidelines and writing style guide.
• Reactivated ad hoc Social Media Administrators group with 92% attendance rate.
• Created and implemented a “Non-Academic Color/BW Print and Reprint Policy,” which has reduced the amount of unnecessary color copies by 61,807 copies for a total savings to Worcester State of $3,708.42.

Challenges/Opportunities:

• COVID-19 response messaging.
• Develop a funding strategy and create a WSU webpage.
• We seek more exposure in all forms of media – social, web, print, etc.

7. Administrative Management and Leadership (Numeric rating 4)
My leadership style is one that I would call participatory: it is my goal to involve my colleagues directly in the decisions that affect this institution on a daily basis. No longer will choices be made, solely, using a top-down approach. Decisions will be crafted in any direction necessary to achieve successful outcomes. During the past year, those involved broader actions and decisions – examples: expansion of the Cabinet composition with the addition of two faculty members, more regularized meetings with students, academic department Chairs and Union Leadership – all have been aided in building campus-wide relationships and achieving better overall decision making. All the while reminding myself and other senior leaders that those involved will be held accountable for their work. Additionally, I have set an expectation that all members of the senior leadership will engage in annual professional development activities.

Highlights:

• Created the COVID-19 Response Team (now known as the WSU Safe Return Team) to play a significant role in setting direction for WSU’s pandemic emergency response strategy.
• We provided several professional development trainings for campus leadership, including annual campus retreats for Cabinet and Vice Presidents groups, and a Board of Trustee retreat.
• Completed Facilities Department restructuring plan: realignment of Maintainer workforce to best serve University needs and adjusted supervisory oversight.
• University Police is in the process of rolling out a draft of the new emergency management plan to the campus. The document will be reviewed by a group of faculty and staff reviewers in the coming weeks. The goal is to have the plan and trainings available to the campus community by the fall semester.
• Development of a standardized field trip policy and procedure. This includes liability waivers and coordination with UPD and driver’s license checks/safe driver courses.
• Development of a process to 'onboard' volunteers and visitors (e.g., external individual, such as a family member who attends a university sponsored overnight trip). This is pending review by policy committee.

Challenges/Opportunities include:

• Develop a data warehouse to meet new DHE standards.
• Continuing to orientate Board of Trustees – especially, newly appointed members.
• Continuing to develop a team that is supportive of each other and the mission of the institution.
• COVID-19.
8. **Decision Making and Problem Solving** (Numeric rating 4)
Decision making gets magnified during times of crisis. It is in this area that I think that I have handled myself very well. The challenge moving forward is considering ways to continue to empower my colleagues so that good decisions can be made at the appropriate levels.

**Highlights:**
- As of March 1st, I immediately pulled back on all travel and expenditures in the face of the pandemic.
- Safety brought home all students who were studying abroad and refunded all students for their out of pocket expenses.
- As of March 1st, Shutdown all planned domestic and international travel.
- In a response to a 30% increase in students requesting services, the Counseling Center implemented a walk-in triage process. This process was designed to meet the demand for services while simultaneously identifying and treating significantly at-risk students in an immediate fashion. Also, this change in staffing approach allows others a same-day brief support session to enhance short-term coping skills and develop a plan for future appointments.

**Challenges/Opportunities:**
- Review and revise WSU Travel Policy.
- COVID-19.

9. **Fundraising** (Numeric rating 4)
University Advancement continues to be an area at which I have stayed closely connected to the division’s success. While there was significant staffing turnover, our fundraising efforts did not fall off. Growth of scholarship dollars continues to be a significant factor in our retention efforts as students who receive even one scholarship award graduate at a significantly higher percentage rate.

**Highlights:**
- Several – 25 - unique group opportunities for engagement with alumni, donors, friends and students to date (includes events and personal visits while traveling) with over 1,800 attendees.
- $3,004,236: amount raised (cash and pledges) from 3,669 donors (36% alumni donors- 11% of alumni donors are new or recovered alumni supporters).
- A total of 31 new funds created.
- Donor support of the Worcester State Foundation increased 8% versus the same time last year (4/30/19 vs. 4/30/20).
- In collaboration with the Athletics, generated a little over $5,000 through a Seat Licensing initiative for the chairback seats at the John P. Brissette '88 Competition Court.
Scholarship and Academic Award Support

- Over $250,000 in cash and pledges towards newly formed scholarships and academic awards within the fiscal year. This accounts for more than 30% of scholarship and academic awards given for the fiscal year.
- The Worcester State Foundation now has more than 400 named awards directly supporting students.

Major gift highlights

- $1,300,000 gift from the estate of Phillip Wasylean III ’63.
- $100,000 gift from the Esler Family Foundation to support the Center for Entrepreneurship.
- $100,000 anonymous gift to support the creation of a business scholarship.
- $75,000 in support from Gene and Julianne DeFeudis to support their scholarship, Student Emergency Fund, and other initiatives.
- $50,000 gift from Dr. GB and Lexi Singh for the The Dr. GB and Lexi Singh Simulation Center.

Major grants highlights

- $393,000 from Strategic Grant Partners to support students during COVID-19.
- $90,000 anonymous pledge of grant support for Admission’s AdmitHub platform.
- $60,000 from Digital Federal Credit Union to support campus and community-based programs led by The WSU Speech-Language-Hearing Center (SLHC), The WSU Urban Action Institute (UAI), The WSU Latino Education Institute (LEI), and The WSU Office of Student Accessibility Services.
- Greater Worcester Community Foundation awarded grants totaling $41,500 in support of campus initiatives.
- $30,000 grant from the American Student Assistance (ASA) for the Latino Education Institute (LEI).
- $30,000 from the Nellie Mae Education Foundation to the LEI.
- $25,000 grant from Santander Bank, N.A. to support scholarships for students studying Business Administration and Entrepreneurial Studies.
- $18,225 grant from Reliant Foundation in support of the new Addictions Counseling Interdisciplinary Minor and Certificate programs.
- The Foundation has already provided $1.6 million dollars in support of University priorities.
- Named scholarship support will exceed $500,000 for the first time ever.
- The Worcester State Foundation projects to award $800,000 in direct-student financial support through WSF scholarships, awards, and internship funding by the end of FY20. This is 27% more than last year.

Challenges/Opportunities:

- Fundraise in a COVID-19 environment.

10. Equity work/Campus Climate (Numeric rating 4)

Internal campus climate and the promotion of the University’s goal towards creating a welcoming environment was a focal point of the past year. Several steps were employed to engage the campus in a way that would make all feel welcome. The WSU Campus Climate Committee (CCC), which includes the AVP for Institutional Research, designed and implemented a campus climate survey for staff. The CCC also endorsed definitions of Diversity, Equity and Inclusion for campus-wide usage, which were adapted from the definitions used by the Independent Sector, a national membership organization that brings
together the charitable community—a diverse set of nonprofits, foundations, and corporations—to advance the common good. These definitions were shared with the Strategic Planning Committee and workgroups in February 2020 and have gone through the administrative policy review and Cabinet approval process. With approval, these definitions will be included in the course catalogue as well as on the WSU webpage. Attached along with my self-evaluation is the 2019 – 2020 report of the WSU Climate Committee. I am proud of their work.

Highlights:

- WSU has successfully recruited and hired 14 tenure track faculty, 4 of whom identify as racial minorities. As of March 2020, WSU has achieved a modest increase in the diversity of its faculty, currently employing almost 22% minority faculty, which is slightly above the 2010 U.S. Census labor market benchmark for Massachusetts.

- The CCC also recommended the implementation of a scaffolded (tiered) workshop series. These workshops could be taken individually or as part of a comprehensive certificate program. Course options may include the following:
  - Diversity & Inclusion for a Welcoming Environment,
  - Power & Privilege in Higher Education,
  - The Impact of Bias,
  - Mindfulness as a Catalyst for Equity & Social Justice, and
  - Inclusive Pedagogies (Faculty-led).

- Utilized the Bias Incident Response Team (BIRT) in responding to incidents of discriminatory graffiti on campus beginning in mid-December 2019. The response included a day-long session on Anti-Semitism led by the ADL and Jewish Federation of Central Massachusetts; promoting campus efforts such as the Rally for Unity: WSU Stands Against Hate; and collaborated with students and faculty to begin a Chabad chapter on campus. BIRT also developed an updated brochure to promote BIRT’s role around campus and led the re-launch of the Hate Has No Home Here campaign in early spring 2020, with the support of all Diversity & Inclusion committees and the distribution of 100 magnets, which were placed at the top left of each classroom whiteboard.

- This year, the Office of Student Involvement and Leadership Development held the first ever Leadership Symposium for WSU students. This day long leadership conference held in March exposed students to many topics within leadership through conference sessions, keynote speakers, book and resource recommendations, and alumni connections. This event was a cross-divisional collaboration with Student Affairs, Academic Affairs and University Advancement.

- Faculty and staff responded to incidents on campus in early winter with a Day of Unity activities and continuing focus on Campus Climate.

- The LGBTQ+ Advisory Group Education subcommittee, developed in fall 2019 and soft launched in January 2020, developed a Train the Trainer Safe Space comprehensive program. The LGBTQ+ subcommittee continues to refine the program delivery by strengthening the train the trainer manual and resources provided within.

- The hiring of the LGBTQ+ Coordinator position and the opening of the LGBTQ+ Center in response to student body request and need to serve this marginalized population. This Center is all part of creating a caring and inclusive environment for our LGBTQ+ community at WSU.

- The AAEO Committee focused some of its work on exploring a Diversity Advocate Initiative on campus. Under this model, Diversity Advocates would educate themselves and others on issues of discrimination, privilege, social justice issues as well as matters related to the context of search committees, through an AA/EO lens.

- Established a First-Generation Working Group, made up of representatives of staff and faculty to focus on how to better serve the first-generation student population - almost half of enrolled students - at WSU.
Challenges/Opportunities:

- Currently exploring a possible collaboration with Clark University, through which WSU faculty and staff would be eligible to participate in Clark University’s Diversity and Inclusion Certificate Program.
- Establishing a subcommittee of the Board of Trustees dedicated to climate and equity on campus.
- COVID-19.

11. External Relationships/Leadership in the Community (Numeric rating 4)

Civic engagement continues to be a major thread across the University. Whether service learning, internships, community-based research or volunteerism, these projects bring great value to the community and to the learning experience of our students. Classified by the Carnegie Foundation as a community-engaged campus, 35-40 percent of students volunteer every year, and well over a hundred run more than 45 organizations. Leadership training is provided for them. Despite the disruption, the community engagement participation numbers continue to be very strong (see Appendix 2 for Civic Engagement success data).

During my ninth year on the job, I continue to make developing external relationships a significant portion of my job. Over nights and weekends, during breakfasts, lunches or dinners, I attended countless community events meeting leaders, listening to stakeholders, and trumpeting Worcester State’s stories.

Highlights:

- Hosted Fall 2019 Statewide LatinX conference. Conference drew approximately 500 attendees and focused on achievement gaps for ALANA students across the three segments of education. (PreK, K12 & Higher Education).
- For the sixteenth year in a row, we have been recognized by The Princeton Review as a “Best in the Northeast” college, based on student surveys – an accolade that was noted in the Telegram & Gazette’s “College Town.” We are the only one of the nine state universities to make the list. Worcester magazine voted WSU as the Best College in Worcester.
- **Money magazine** has recognized Worcester State as one of the country's best colleges for educational quality, affordability, and alumni success.
- Traveled to Washington, DC and presented to entire Massachusetts Congressional delegation re: State University federal agenda. Topics included: Early College, Higher Education Reauthorization Act, proposed Title IX changes and extension of SNAP benefits to college students.
- Named to the State’s Equity Agenda Advisory committee.
- Named Chair of the Board of Campus Compact’s Southern New England Region.
- Board Member selected to serve on the following boards: Chair, Campus Compact, St. Vincent’s Hospital, Greater Worcester Foundation, Worcester Regional Research Bureau, Worcester Chamber of Commerce, and Wilbraham and Monson Academy.

Challenges/Opportunities:

- Raise visibility of WSU inside and outside of Central Massachusetts market in COVID-19 market.
● Develop and maintain Latino Education Institute presence in other markets in Massachusetts (Springfield, Lawrence or Boston).
● Balance community needs against limited resources of WSU.

12. COVID-19 - Challenges Met (Numeric rating, TBD)
What began in January with monitoring of the novel coronavirus became something else altogether by late February. Bringing home students studying abroad and canceling university-sponsored Spring Break travel were first-wave decisions. By early March, we had established a COVID-19 Response Team that began meeting daily, and we created a robust web site for all essential information (https://www.worcester.edu/Public-Health-Information/).

As government officials issued increasingly restrictive orders, we initially suspended classes for an additional week after Spring Break. Then on March 16, I, along all Massachusetts state universities, announced classes would be delivered remotely starting March 30, and residence halls would be vacated for the remainder of the semester.

Faculty immediately began revamping courses so they could be delivered remotely, working collaboratively through our Center for Teaching and Learning with vital help from our information technology staff to provide the training necessary to make that changeover. This was no small undertaking, but one they handled with aplomb.

When staff left their offices on Friday, March 13, they had no idea they would be returning the following Monday to collect relevant materials so that they could work from home for an undetermined period of time.

Maintainers and other essential employees required to work on site began staggering work spaces and schedules to comply with gathering-size limitations. The formidable challenge of moving out our 1,500-plus resident students rested upon the capable shoulders of our residence life staff.

Containment, Prevention, and Response

● Emergency meetings of governance committees made a more flexible Pass/Fail option available to students facing learning interruptions from the pandemic and experiencing stressful conditions. Unlike other institutions, WSU faculty approved an “opt in” Pass/Fail recommendation, empowering students to elect Pass/Fail at the end of the semester.
● Following Massachusetts state gathering guidelines, moved out 1500-plus resident students out of their dorm rooms. All moves were safely completed in a one-week time period.
● Safely transitioned all employees from their on-campus work spaces to and created work-from-home format and protocol within one week in March.
● Completed an Admissions Outreach Campaign to over 4,500 students to encourage persistence during the COVID-19 pandemic.
● Quality Matters training is scheduled for all full-time faculty in late May and early June. Quality Matters is a gold standard for conversion of face-to-face to blended and remote learning excellence.
• Since moving remote, the University has been able to maintain its high-level donor and engagement efforts. In fact, more than 16,000 alumni and friends have received outreach from a member of the Advancement team since March 17, 2020.
• The University Advancement Services office has updated more than 3,000 alumni records using LinkedIn and nearly 1,900 donors have received a personalized video thanking them for their current and/or past support of WSU.
• Over $85,000 is expected to be raised for the Student Emergency fund this fiscal year, with more than $40,000 raised so far as the result of a special COVID-19 fundraising campaign. Approximately $30,000 has already been awarded to support students as of May 7, 2020.
• In a span of approximately three weeks, faculty converted face-to-face courses into remote delivery systems by participating actively in workshops delivered by the Center for Teaching and Learning, the Information Technology Department, and multiple experienced faculty mentor volunteers.
• Celebration of Scholarship and Creativity moved to a virtual format through the efforts of Dr. Henry Theriault, Dr. Noah Dion, and Ms. Nathalie Torres-Serrano. This major event in Academic Affairs is now available online for the broader community.
• The Academic Achievement Award ceremony converted as well to a social media delivery of award and video clips of donors and recipients.
• During the crisis, the Office of International Programs and particularly Ms. Katey Palumbo, worked to secure the safety and return of multiple students studying abroad at the time of the various shutdowns of travel.
• In response to remote learning, counselors moved to a telehealth model to service students in March. Of the students served, 23.5% were ALANA population; 2.5% Transgender (significant number).
• Worked with various campus departments on providing support for student move-out, and subsequent front-line care worker move-in.
• Campus sanitizing efforts put in place and consistent with new CDC & Massachusetts DPH standards.
• Procurement of inventory for sanitizing campus.
• Create and implement plan for campus operations to continue during work from home period.
• Commencement planning in consultation with Academic Affairs, department chairs, and senior class officers. I made the decision to move the ceremony to August 14th.
• Regular contact with MEMA and the Executive Office of Education (EOE) in calls regarding the possibility of housing different affected populations (not the general public). Populations could include those who are mildly symptomatic and those under investigation, especially affected first responders who do not want to expose their families. WSU ended up housing 60 first responders from St. Vincent’s Hospital and Fallon Healthcare.
• Process prorated reimbursements for all WSU students for meal plans, and, where applicable, housing and parking costs.
Appendix 1 – ALANA Student Success

STUDENT PROFILE

Degree-Seeking Undergraduate Students

Longitudinal Enrollment by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>17</td>
<td>18</td>
<td>13</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Asian</td>
<td>200</td>
<td>208</td>
<td>228</td>
<td>241</td>
<td>241</td>
</tr>
<tr>
<td>Black or African American</td>
<td>379</td>
<td>390</td>
<td>435</td>
<td>439</td>
<td>422</td>
</tr>
<tr>
<td>Hispanic or Latino (of any Race)</td>
<td>466</td>
<td>527</td>
<td>621</td>
<td>661</td>
<td>664</td>
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<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>39</td>
<td>35</td>
<td>43</td>
<td>52</td>
<td>54</td>
</tr>
<tr>
<td>Race or Ethnicity Unknown</td>
<td>209</td>
<td>216</td>
<td>215</td>
<td>202</td>
<td>179</td>
</tr>
<tr>
<td>Two or more Races</td>
<td>150</td>
<td>145</td>
<td>144</td>
<td>140</td>
<td>157</td>
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<tr>
<td>White</td>
<td>3,586</td>
<td>3,350</td>
<td>3,334</td>
<td>3,239</td>
<td>3,185</td>
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<tr>
<td>Total:</td>
<td>5,049</td>
<td>4,891</td>
<td>5,035</td>
<td>4,996</td>
<td>4,919</td>
</tr>
<tr>
<td>ALANA Total:</td>
<td>1,215</td>
<td>1,290</td>
<td>1,443</td>
<td>1,503</td>
<td>1,501</td>
</tr>
<tr>
<td>ALANA Percentage:</td>
<td>25%</td>
<td>28%</td>
<td>30%</td>
<td>32%</td>
<td>32%</td>
</tr>
</tbody>
</table>

ALANA: Excludes White, Non-Resident Alien and Unknown
ALANA percentage is calculated by dividing ALANA over the sum of ALANA and White

Fall 2017 and 2018 Cohorts

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>Latinx</th>
<th>Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2017 Cohort</td>
<td>Fall 2018 Cohort</td>
<td>Fall 2017 Cohort</td>
</tr>
<tr>
<td></td>
<td>N = 47</td>
<td>N = 60</td>
<td>N = 136</td>
</tr>
<tr>
<td>1st-Year FTF Retention</td>
<td>74%</td>
<td>77%</td>
<td>77%</td>
</tr>
</tbody>
</table>

The chart above regards access:

- Note, WSU has seen an increase in the number Latinx students from last year, but fewer African American students than last year.
### First-time, Full-time Freshman Graduation Rates

*Fall 2012 and 2013 Cohorts*

<table>
<thead>
<tr>
<th>Cohort</th>
<th>African American</th>
<th></th>
<th>Latinx</th>
<th></th>
<th>Cohort</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2012</td>
<td>Fall 2013</td>
<td>Fall 2012</td>
<td>Fall 2013</td>
<td>Fall 2012</td>
<td>Fall 2013</td>
</tr>
<tr>
<td></td>
<td>N = 36</td>
<td>N = 27</td>
<td>N = 59</td>
<td>N = 77</td>
<td>N = 777</td>
<td>N = 769</td>
</tr>
<tr>
<td>Four-Year Graduation Rate</td>
<td>14%</td>
<td>22%</td>
<td>27%</td>
<td>25%</td>
<td>39%</td>
<td>41%</td>
</tr>
<tr>
<td>Six-Year Graduation Rate</td>
<td>47%</td>
<td>59%</td>
<td>41%</td>
<td>45%</td>
<td>57%</td>
<td>58%</td>
</tr>
</tbody>
</table>

The second chart above regards **success**:

- Higher African American student one-year retention, but lower Latinx student one-year retention.
- Higher six-year graduation rates for both African American students and Latinx students.
- Higher four-year graduation rate for African American students, but lower Latinx four-year graduation rate.
Appendix 2 – Civic Engagement

Tracking WSU’s Civic Engagement: 2019 – 20

Worcester State University (WSU) has continued to embrace its role as an anchor institution within greater Worcester and Massachusetts’ communities. Engaged Citizenship remains one of our five core values, promoting community service, social justice, the democratic process, environmental sustainability, and global awareness to prepare students to be active and informed citizens. WSU is one of two state universities in Massachusetts with the Carnegie Classification in Community Engagement. Despite the disruption brought by COVID-19 in Spring ’20, we highlight below civic learning, clinical placements, practicums, internships, field work, and volunteerism and service carried out by faculty and staff and students in the 2019-20 academic year.

Civic Learning: In keeping with the Department of Higher Education’s assessment of Civic Learning and Engagement, WSU is in its third-year tracking courses as

- CL (civic learning): 370 course sections were coded as CL, with 5529 seats filled for a total of 16,531 credit hours
- CLEO (civic learning with engagement optional): 91 sections with 1624 seats for 4271 credit hours
- CLER (civic learning with engaged required): 70 sections with 210 seats with 370 credit hours

+/- 24% of our 2232 undergraduate classes are coded as CL, CLEO or CLER. These courses are aimed in part at creating a civic ethos across the campus and educational culture, making civic literacy and agency a core expectation for students. (Source: Institutional Research)

Nursing Clinical Placements: 270 undergraduate Nursing students completed a total of 40,180 clinical hours in 32 different facilities. (Source: Nursing Department)

Practicums: Communication Sciences and Disorders, Health Science, and Education Practicums: 210 students in 175 placements 1143 credit hours: 46,435 practicum hours. (Sources: CSD, Health Science, and Education Licensure Office.)

Internships: The Office of Career Services and Institutional Research reports 69 sections of internships, with 219 seats and 919 credit hours, contributing +/- 28,920 hours of community engagement and public scholarship. Students enrolled in internships, who are Massachusetts residents in good academic standing, are also eligible for the State Internship Incentive Fund. 45 students from the Fall Term qualified for State Internship Incentive Fund. Internship projects are now registered in 16 of our 21 departments. (Source: Institutional Research, Financial Aid, and Career Services.)

Fieldwork: Various departments, such as Education, Sociology and Psychology, provide Field Work Opportunities for undergraduate and graduate students. This year, WSU offered 122 sections with 1173 students that included 2885 credit hours providing approximately 115,000 hours of research and community engaged scholarship (Source: Institutional Research).

Community Engaged Scholarship: There are many examples of community engaged scholarship. Here are some examples:
City Lab / Urban Action Institute Practicums: The Urban Action Institute offers community engaged practicums that include The Teaching Garden, SNAP Program - Hunger Outreach Team, English Language Learning, and Youth Leadership.

Community Media’s The Beat: In the studio each week during the fall and spring semesters, WSU brings outside guests to campus and interview WSU faculty and staff. Our program broadcasts on WCCA-TV on Sunday evenings. In addition, students recorded podcasts and created videos for different community partners on and off campus.

Volunteerism and Service: Volunteerism at WSU continues to grow because of Jumpstart, Enactus, and Woo Serve, a student organization devoted to community engagement, which has earned Major organization status for the 2017-18 year.

Jumpstart: This is our fifth year hosting the AmeriCorps program Jumpstart. This year, 55 total enrolled: WSU - 36, Clark - 1, Assumption - 9 and Holy Cross - 9. We had 45 AmeriCorps members (with 12 exiting early), meaning 33 received the $1300 Segal Award from AmeriCorps. 20 of our AmeriCorps students completed Jumpstart as a work study program as well. The combined award for the AmeriCorps Scholarship with Work Study is $2800 per student.

ENACTUS: Worcester State Enactus reported 4317 volunteer hours by 40+ students in programs that include financial literacy workshops in the Worcester County Jail and Reyes House, a residential facility for men reentering society after addiction and incarceration (Source: Binienda Center for Civic Engagement).

Totals: In recognizing the difficulties presented by COVID 19 on our spring term, for the academic year 2019-2020, WSU reports:

- 1967 students engaged at 270 sites completing +/- 172,255 hours of engaged learning.
- +/- 30% of our undergraduate students are engaged in community engaged scholarship, civic or experiential learning, volunteerism and service.
CONTENTS

• Strategic Plan 2015-2020
• The Strategic Plan Review Process
• The Strategic Planning Review Committee
• Executive Summary
• Academic Program and Excellence
• Differentiation and Impact in the Wider World
• Enrollment, Retention, and Student Success
• Community and Campus Life
• Resources, Revenue, and Sustainability
Introduction

As we move forward with the development of our next strategic plan, it is imperative that we reflect on the successes and challenges of the current strategic plan.

The past five years have been tumultuous, starting with enrolling the largest class in Worcester State University history, and ending with a national decline in enrollment, a recession, and global pandemic. Through it all, Worcester State University has remained strong.

This five-year review of the Worcester State Strategic Plan 2015-2020 demonstrates the strength of the Worcester State community, re-affirms our core values, and highlights areas where there is still work to be done.
Introduction
During the 2014-2015 academic year, a steering committee of faculty, staff, administrators, students, alumni, and trustees was convened to develop a new strategic plan.

Worcester State University’s mission and core values were reviewed, a new vision emerged from the campus dialogues, and the plan was unveiled to the community at the fall opening day ceremony. It was approved by the Board of Trustees in October 2015.

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
- Academic Excellence
- Engaged Citizenship
- Open Exchange of Ideas
- Diversity and Inclusiveness
- Civility and Integrity
The Strategic Planning Review Committee

Laura Caswell
Data Administrator
Information Technology

Kristina Curro
Assistant Professor
Communication Sciences and Disorders

Jennifer English
Associate Director
Financial Aid

Sean Morrow
Assistant Director
University Advancement

Michael Mudd
Director
Athletics

Nancy Ramsdell
Director
Facilities Operations and Planning Support Services

Brandi Silver
Professor
Psychology

Sarah Strout, Chair
Assistant Vice President
Assessment and Planning
In the 2019-2020 academic year, the Strategic Plan Review Committee, comprised of faculty and staff from all divisions of the University, reviewed the progress of the Strategic Plan for the last five years.

Each committee member was assigned to work on reviewing materials for one goal. The entire committee then evaluated each goal’s progress, determining whether minimal, moderate, or significant progress had been made. This determination was made by evaluating both quantitative and qualitative measures associated with the goal.

For each goal, an executive summary, hallmark achievements, and key performance indicators are presented.
Academic Program and Excellence
Enhance the undergraduate academic program and expand graduate programs in a community of learning that promotes academic excellence and innovation.

Significant Progress
Executive Summary

Worcester State University has made **significant progress** towards the goal of academic excellence.

New undergraduate and graduate programs have been created in response to student interest and workforce alignment.

Increased support for research and creativity for both faculty and students, careful development of library resources, and an increase in the number of high-impact practices utilized by our faculty has helped to change WSU's reputation from a 'back-up school' to a regional university with high caliber faculty and students.
New majors in Liberal Studies and Environmental Science

New minors in Forensic Science, Psychobiology, Substance Abuse Counseling, and Spanish for Health Professionals

New concentrations in Women’s Gender and Sexuality Studies, Global Studies, Ethnic Studies, and Environment and Sustainability Studies

New graduate programs in Master of Public Policy/Administration and Public Management

A post-professional doctorate degree in Occupational Therapy submitted to the DHE

Articulation Agreements with:
Massachusetts College of Pharmacy and Health Sciences, Mount Wachusett Community College, Nichols College, Quinsigamond Community College, Springfield Technical Community College, UMass Dartmouth School of Law, and Western New England University School of Law
60% increase in the number of students participating in **study away** since 2014

Increased the number of faculty led **short-term study away opportunities**

Built prototypes of **interactive learning spaces**

9,263 students participating in **experiential learning courses** in 2019-2020

3,820 students participating in an **internship, practicum, fieldwork, or individual research** course in 2019-2020
Established the **Aisiko Stem Center** which supports the Peer Assisted Learning (PAL) initiative, Summer Research Fellowships, the Bridge to Excellence Program, and the AISIKO Interdisciplinary Research Program Award.

**Celebration of Scholarship and Creativity** expanded to include interactive displays of student research projects.

Provost’s **Faculty Scholarship Travel Fund** increased by $30,000.

WSU Foundation **Faculty Scholarship, Research, and Creative Activity Grant Program** launched.

**The Mary Cosgrove Dolphin Gallery** offers 3 to 4 exhibits per year of current renowned artists and Worcester State faculty and students.
Library

Hired 5 librarians as department liaisons offering information literacy and instructional services.

Awarded a $150,000 Performance Incentive Grant with other MA institutions to advance the adoption of open educational resources (OER).

$191,000 saved by students through OER courses since Spring 2018.

Created a dedicated space for WSU Archives and Special Collections.

Avoided cutting library subscriptions by negotiating lower pricing and instituting multi-year contracts.
Differentiation and Impact in the Wider World
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

Moderate Progress
Worcester State University has made moderate progress towards the goal of differentiation and impact on the wider world.

Progress has been made capitalizing on our urban location by increasing the number of partnerships with Worcester area organizations and the number of civic engagement opportunities for students.

However, recent surveys show that students want more career preparation opportunities, including career advising, networking opportunities, internships, and training related to job-seeking.

More relationships with organizations in the area will increase the likelihood that our students are able to find appropriate internships and employment following graduation.
Community Involvement

Developed **new partnerships** with Worcester area businesses, hospitals, schools, and non-profits

Created **CityLab**, which collaborates with Worcester Public Schools to research voting patterns

Created **CitySpeak**, which uses theatre to analyze and propose solutions to urban problems, and **VITA**, which provides free tax services for the local community

Launched **100 Males to College**, a cross-campus effort Multicultural Affairs, LEI, and Enrollment Management and long with city partners Worcester Public Schools and QCC

Increased the number of students participating in **civic engagement** opportunities

The **Latino Education Institute** serves over 2,000 students and families in K-12 through academic enrichment and college/career readiness
Launched a leadership **rebranding campaign** designed to increase awareness of student involvement opportunities outside of the classroom.

Focus on **leadership skills programming** that challenge students to become empowered, inclusive, and knowledgeable future leaders.

Implemented a new three-phase **student leadership** training model, Circle of Leadership: Emerge, Engage, and Excel.

Residence Life and the Binienda Center for Civic Engagement developed the **Community Leadership Experience (CLEWS)** living-learning community.

Initiated **Jumpstart AmeriCorps** Program.

Athletics hosts **Captain’s Leadership Breakfasts** 1-2 times each semester to discuss what it means to be the captain of a team and the responsibilities that are associated with it.
Career Preparation

Increased the number of opportunities for career preparation through interdivisional collaborations including *mock interviews*, *Backpack to Briefcase*, *career fairs*, and in class *presentations*

Initiated new database called *Lancer Link*, which posts job and internship opportunities for students.

Increased the number of workforce related trainings offered by the *Center for Business and Industry*

Inter-divisional collaboration to create event where students are trained on *professional table manners*, *interviewing techniques*, and *networking*.
Enrollment, Retention, and Student Success

Attract and enroll a diverse pool of highly motivated students and attach institution-wide priority to promoting their retention and success

Significant Progress
Worcester State University has made significant progress towards the goal of enrolling, retaining, and ensuring the success of students.

While other Massachusetts public universities have seen a significant decrease in enrollment, our enrollment has remained steady.

Our retention and graduate rates continue to rise, and a majority of our students reported finding employment or beginning further education within one year of graduation.

With the addition of new online graduate programs and a focus on non-traditional students, we will be able to recruit students despite the decline of traditional-age students nationally.

Major efforts relating to recruitment, marketing, scholarships, and advising have contributed to our success.
Stable enrollment compared to other MA State Universities

Improvement in the HS GPA of incoming students

SAT Optional Admissions approved

Creation of dual-enrollment and early college partnerships with QCC and K-12 schools

Collaboration with Academic Partnerships on launching 100% online graduate programs in Nursing and Education

Featured in Princeton Review as a Best College in the Northeast since 2005
Recruitment and Enrollment

Enrollment Change 2015-2020

MA State Universities*
Overall Change -8.4%

WSU
Overall Change -3.3%

*Bridgewater, Fitchburg, Framingham, Salem, Westfield
Recruitment and Enrollment

High School GPA

<table>
<thead>
<tr>
<th>Year</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>3.23</td>
</tr>
<tr>
<td>2016</td>
<td>3.25</td>
</tr>
<tr>
<td>2017</td>
<td>3.30</td>
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<tr>
<td>2018</td>
<td>3.32</td>
</tr>
<tr>
<td>2019</td>
<td>3.39</td>
</tr>
</tbody>
</table>
Continued increase in retention rates

**Early intervention** and warning systems developed and utilized by the Retention Office in coordination with faculty

Creation of **Success Coach Program** with all incoming freshman being assigned a Success Coach

$100,000 **Higher Education Innovation Fund Grant** to boost completion rates, close achievement gaps, and attract, enroll, and graduate students from underserved populations

Created the 1st **Generation celebration** to recognize and support first generation students, faculty, and staff

New guidelines created for coaches when recruiting student-athletes to increase retention and graduation rates
Retention

1\textsuperscript{st} Year Retention Rate

- 2015: 77.2%
- 2016: 77.5%
- 2017: 79.9%
- 2018: 78.4%
- 2019: 78.7%
Academic Success Center provides intensive academic support to first-year students identified as developmental level based on placement tests - 66% increased their scores.

Created the Advising Innovation Grant Program, which funds faculty members and teams for developing new advising approaches.

New advising resource materials and workshops have been created, including a web page for faculty advisors that outlines best practices for advising different populations of students.
Full-time enrollment for *graduate programs* moved from 9 credits to 6 credits to allow students to qualify for more *financial aid*.

Creation of the **WSU Emergency Fund**

Student Accessibility Services, Health Services, and Counseling Services and other student-facing offices have increased the number of *evening hours*.

Hired new Non-Matriculated/Adult Student Advisor to assist *non-traditional student populations*.

Created two **food pantries**: Thea’s Pantry and the DGCE Pop up Pantry.
Student Success

Continued increase in retention and graduation rates

94% of the Class of 2018 is employed, pursuing further education or both within one year of graduating

90% of the Class of 2018 has remained in Massachusetts following graduating

Featured in U.S. News & World Report as a Top Performer on Social Mobility

100% pass rates for Nursing, Occupational Therapy, and Speech Language Pathology program national examinations
Student Success

6 Year Graduation Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>50.9%</td>
</tr>
<tr>
<td>2016</td>
<td>55.8%</td>
</tr>
<tr>
<td>2017</td>
<td>55.5%</td>
</tr>
<tr>
<td>2018</td>
<td>56.8%</td>
</tr>
<tr>
<td>2019</td>
<td>57.6%</td>
</tr>
</tbody>
</table>
Community and Campus Life

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.

Moderate Progress
Executive Summary

Worcester State University has made moderate progress towards the goal of community and campus life.

While progress has been made in diversity, equity, and inclusion, as demonstrated in the increase in ALANA representation and initiatives to support marginalized groups, we continue to struggle with internal communication and sense of belonging on campus.

In addition, commuter students, transfer students, graduate students, and older-adult learners reported a low sense of belonging.

The equity gap for some of our students was highlighted during the Coronavirus pandemic, with a significant number of our students not having access to reliable devices or internet, as well as having to manage schoolwork with other responsibilities.
Launched **Five Points of Action** Toward a More Inclusive Campus Climate in 2016

Created the **Campus Climate Committee** (CCC); the **Bias Incident Response Team** (BIRT), the Advisory Committee for **Equal Opportunity, Diversity & Affirmative Action**, and the **LGBTQ+ Advisory Group**

Created a policy to allow faculty, students, and staff to use a **chosen name** and indicate pronouns

Creation of visual representations to highlight **diverse images** of students, staff, and faculty and flags on display that represent the 206 countries of **national origin** of WSU community members
ALANA faculty, staff, and student representation has increased

Implementation of the Equal Opportunity, Diversity and Affirmative Action Plan and achieving overall faculty diversity goals

Student Accessibility Services provides assistance to over 550 students each year

Increase in the number of public speakers related to diversity, equity, and inclusion
Creation and expansion of opportunities to recognize faculty and staff including the Employee Service Recognition and Retirement Celebration and Employee Fun Day

Resumed participation in the Commonwealth Performance Recognition Program

Began celebrating adjunct faculty through the annual Adjunct Faculty Dinner and through adjunct faculty teaching and research awards

Academic achievement awards are given to students each year and celebrated at Academic Achievement Awards Ceremony

Creation of the Showcase of Faculty Scholarship and Creativity
Sponsored campus-wide **International Food Festival**

Department of Visual and Performing Arts mounts three **theatrical productions** annually, including one student-directed production.

More **evening and weekend** events and events targeting **commuter students**.

Instituted the annual **Global Action Fair**.

**Multicultural Affairs** celebrates Latin Heritage Month, Black History Month, Asian Heritage Month and more.

Increased the number of local, national, and international opportunities for **alumni** to connect with Worcester State.
Resources, Revenue, and Sustainability

Promote financial strength and organizational sustainability while continuing to secure and invest the resources required to maintain WSU’s reputation for excellence and value.
Worcester State University has made moderate progress towards the goal of financial strength.

Although we have made significant progress in increasing our endowment, financial concerns remain. Despite our ten-year increase in enrollment state appropriations have remained the same.

To alleviate reliance on state funding, a higher investment in revenue-generating programs is needed. In addition, more resources for grants would assist in growing new revenue as well as promoting a reputation for academic excellence and innovation.

Lastly, the recent Coronavirus pandemic has highlighted our need to invest more heavily in technology through funding and staffing levels, including support for faculty for online course development.
Wellness Center is on pace to generate about $100,000 in **net revenue**

**Center for Business and Industry** increased the number of trainings offered and revenue obtained

$1,416,907 **grant funds** received in 2019

**Best College Value** by Kiplinger’s Personal Finance

Featured as a **Best College for your Money** by Money Magazine in 2017, 2018, and 2019

Convened a cross-divisional **Budget Working Group** to evaluate opportunities for efficiencies, cost-savings, and improvements to operating procedures and reporting
Secured the largest allocation of five-year critical repair funds for State Universities in the Commonwealth; funding will used for large scale building renovations focusing on the LRC and Student Center

Acquisition of Temple Emmanuel Property (May St. Building) and parking, the property at the 537 Chandler Street location which currently houses the Latino Education Institute (LEI), and 531 May Street which houses the WSU Teaching Garden, run by the Urban Action Institute

Construction of the Wellness Center

All new or renovated buildings will have gender-neutral facilities to provide all students with the opportunity to belong to the Worcester State community
Achieved **LEED Gold** certification for four buildings

Created **hydration stations, recycling initiatives, charging stations** for electric vehicles (EVs), and **rainwater collection**

Purchased fitness equipment that, when used, **generates electricity** that goes back into the Wellness Center’s power

Transitioned to copy paper is 30% and notepads that are 50% **post-consumer recycled**

Supporting **two solar fields** by purchasing net metering credits totaling 6.5 megawatts

Featured in **Princeton Review’s Green College Guide** for 6 years in a row
Continued increase in endowment

Implemented Changing Lives Campaign for scholarship support, the Transfer Scholarship program, Giving Tuesday and the Adopt a Scholar program

Creation of the Young Alumni President's Circle, an exclusive incremental giving society for recent graduates

Highest alumni participation in annual giving among Massachusetts state universities

Recognized with a 2019 CASE Educational Fundraising Award, which honors exceptional fundraising programs at educational institutions in the United States
Giving

Endowment Growth

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>$22,267,296</td>
</tr>
<tr>
<td>2017</td>
<td>$26,575,714</td>
</tr>
<tr>
<td>2018</td>
<td>$31,835,620</td>
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<tr>
<td>2019</td>
<td>$33,470,875</td>
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Committee Membership

Executive Chair: Lois Wims

Co-Chairs: MaryJo Marion and Johnathan Flowers

Committee Members: Matt Bejune, Lori Dawson, Elaine Dukes, Dawn Eades, Adrian Gage, Joanne Jaber-Gauvin, Sarah McMaster, Susan Monaghan, Emanuel Nneji, Victoria Porteiro-Cejas, Manuel Reyes-Ponce, and Sarah Strout

Ex-Officio: Alex Briesacher, Maria Isabel Gariepy and Stacey Luster

Introduction
During the spring 2016 semester, President Maloney announced his Five-Point Plan of Action toward a more inclusive campus climate and stated that he would like to pursue a data-driven approach to evaluating WSU’s campus climate. To that end, WSU partnered with NERCHE (New England Resource Center for Higher Education) at UMASS Boston and the National Institute for Transformation and Equity (NITE) at Indiana University. For two years, WSU pursued a multifaceted approach toward an institutional cultural climate assessment. In the spring 2018, one of the recommendations adopted was the formalization of three committees, including the Campus Climate Committee (CCC). The CCC has been actively pursuing its agenda and purpose as designed, and it has also pursued other matters of climate on campus. This report is intended to review existing campus climate efforts, highlight the work of the CCC, outline committee recommendations, and continue to engage the campus community in a plan toward a more inclusive campus climate; while we underline the importance of the conversation around how equity considerations are moving forward. Finally, we provide a status update on surveys and plans for future climate assessment while we recognize the impact of the current Covid-19 global pandemic. The committee continues its steadfast commitment to driving our institutional vision on principles of Diversity, Equity and Inclusion.

Surveys and Focus Groups Overview
The CCC efforts to survey different segments of the campus population through a student survey in 2016 and a Faculty survey in 2018; the Staff Survey was administered in February 2020 and
approximately 15% of eligible respondents completed it. The Staff Survey Results were prepared by Dr. Sarah L. Strout on March 10, 2020.

- Responses from marginalized staff members demonstrates a broad variety of experiences of discrimination and marginalization at the university. Highlights:
  - LGBTQ+ members were less likely to agree that their department considers a diverse range of opinions.
  - ALANA staff were more likely to have had discriminatory remarks/behaviors directed at them.
  - Staff who have a disability had lower ratings for many items including easily obtaining materials to do their job efficiently, meeting their supervisor’s expectations, and feeling respected by their supervisor.

- Comments demonstrated a lack of consensus concerning diversity and equity as well as oppositional attitudes towards diversity as a value and WSU diversity efforts broadly, so we should definitely have open-ended questions on the next survey. Some highlights include:
  - There were a few negative comments regarding equity as only being for whichever group the administration has chosen, that diversity, equity, and inclusion has led to hiring practices that elevate diversity over competence, that white privilege as a term is racist.
  - Comments show that most people equate equity with ‘treating everyone the same.’
  - A subset of people answered they were not sure how equity, diversity, and inclusion affected their activities.
  - Regarding sense of belonging, there were more negative comments than positive comments.
  - Regarding what WSU can do to improve Diversity, Inclusion and Equity, quite a few comments were related to hiring practices focusing on diversity over competence.

Survey and Focus Group Issues and Resolutions

- Participation in the Campus Climate Staff Survey was low (15%).
- The CCC needs to identify a single instrument for annual surveys of Faculty, Staff and Students. Currently, we are exploring the viability to re-engage with CECE, Modern Think and WSU Institutional Research to develop such survey tools going forward. The goal is for the three surveys to be administered once per year, at the same time.
- Similarly, we need to identify and define the administration of Faculty and Staff focus groups in the near future; and of Students focus groups in the next cycle of surveys/focus groups to take place. In relation to Faculty and Staff focus groups, a consultant that
previously worked with WSU at the beginning of this process has provided a quote (Renga Consulting).

❖ The start date for administering focus groups could be uncertain due to COVID-19.
❖ The CCC does not yet know what / if any budget will be available for focus groups administration/ design/ delivery in the 2020-2021 academic year. The committee recognizes the need for creative funding through this time.

**Next Steps for the Survey and Focus Groups**

❖ By fall 2020, the CCC Research subcommittee will finalize exploring the viability to re-engage with Renga (formerly NERCHE), WSU CCC or other vendors responding to RFP.
❖ A draft RFP has been created for external organizations to assist with administering focus groups for the faculty and staff surveys.
❖ The Research subcommittee developed Goals for the upcoming single instrument Campus Climate Survey, which incorporated specific experiences, by groups of students, faculty and staff. See attachment.
❖ To improve survey response in the future the CCC should engage with survey participants in multiple ways (i.e. emails, reminders in listservs, personalized reminders to directors, department chairs, etc. so that they remind their colleagues). Depending on the budget, the CCC may also want to consider entering survey participants into a drawing to win a prize.
❖ The CCC should continue to seek a vendor to design and conduct Focus Groups, in person and/or remotely. The CCC should secure a vendor and be ready to begin the research as soon as protocols regarding return to campus are clarified.
❖ Ensuring the CCC has sufficient funds in order to cover the cost of the external organization who will administer the faculty focus groups.
❖ The CCC will seek a vendor to design and conduct Faculty Focus Group Discussions to understand faculty perspectives on issues of diversity, inclusion, and equity so as to identify responsive strategies to improve campus climate. With support from CCC, the vendor will take the lead in developing, planning, and conducting the 5 focus groups discussions with WSU adjunct and full-time faculty.
❖ The tasks of the vendor are to:
  ➢ recruit focus group participants for 5 Focus Groups for a total of 50 participants;
  ➢ identify and secure a focus group location;
  ➢ ensure cultural responsiveness of the focus group materials;
  ➢ conduct focus groups;
  ➢ interpret and summarize the data from the focus groups; and
  ➢ develop reports.
Proposed Recommendations /New Initiatives & Resources Needed

City of Climate Committee Composition
Currently, the CCC is composed of 1 executive chair (Provost) and 2 co-chairs who will assist in convening meetings, lead data-based conversations, and ensure committee work is completed. The Assistant Vice President of Human Resources, Payroll, AA/EO and the Director of Diversity, Inclusion, and AA/EO will serve as ex-officio members and work closely with the executive chair and the co-chairs of the CCC. Ideally, the CCC will have approximately 4 faculty, 4 staff, and 3 students.

The CCC proposes that the committee composition indicated in the Purpose and Charge of the committee be treated as the minimum composition of the committee and that the committee should achieve parity among stakeholders, staff, faculty, and students, to ensure full representation of the campus community. Moreover, the committee believes that staggered membership, or multi-year terms, to ensure continuity would best enable the work of the committee.

University Wide Committee Composition
The CCC recommends that all university wide committees strive to represent, in their composition, the diversity of the campus community and the employee groups (classified/ non-classified). Committee appointments should, ideally, ensure an opportunity for all members of the campus community to serve.

Diversity tiered training
The committee proposes efforts to provide tiered Diversity & Inclusion training for Staff and Faculty. These sessions may be available individually or as part of a comprehensive Certificate program. Currently, the Office of Diversity and Inclusion is evaluating comprehensive proposals that include different options offered as a scaffolded type of larger/ ongoing session, or on an individual basis, such as:

- Diversity & Inclusion for a Welcoming Environment
- Power & Privilege in Higher Education
- The Impact of Bias
- Mindfulness as a Catalyst for Equity & Social Justice
- Inclusive Pedagogies (Faculty led)

SLOs- RASE Plan/ Diversity as its own Content Area
On January 17, 2020 the CCC met with RASE Plan leadership in order to provide feedback and input in regards to the prospective changes to LASC per the RASE Plan. Discussions included the need for clear definitions of Diversity and Diversity across the curriculum to measure effectiveness of current and prospective initiatives. In order to assist with this issue, on February 14, 2020 the
CCC endorsed the definitions of Diversity, Equity and Inclusion for campus wide usage (definitions can be found below under the Definitions section).

LASC did not have operationalized SLOs but rather general ‘overarching goals’ that do not lend themselves to program assessment. In order to create a solution to the problem, Faculty committee members created nine SLOs and assisted with drafting the new diversity content area proposal, which was finalized on Monday, April 20 and submitted as a separate but concurrent proposal. The proposal was approved with modifications by UCC and was set to be discussed by AUC at its May 5th meeting.

At the May 5th meeting, AUC chose to table the Diversity Content Area pending its review by APC. The earliest the Diversity Content Area could be reviewed is October or November, depending on the ongoing COVID-19 situation.

**Definitions of Diversity, Equity and Inclusion**

During the February 14, 2020 meeting, the CCC endorsed the definitions of Diversity, Equity and Inclusion for campus wide usage. Resources needed will involve publicizing these definitions on the WSU webpage as well as distribution as needed by the different committees and the Office of Diversity & Inclusion as it relates to ongoing efforts. These definitions were shared with the Strategic Planning Committee and workgroups in February 2020; and have been referred to the Cabinet Policy Committee in an effort to implement them university wide. The CCC recommends that, after the Cabinet approval process, these definitions undergo support from the Board of Trustees and be incorporated into the upcoming 2020-2021 Catalogue in an effort to further institutionalize them. They are:

- **Diversity** includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another. While diversity is often used in reference to race, ethnicity, sex, and gender, we embrace a broader definition of diversity that also includes age, national origin, religion, disability, sexual orientation, gender identity, socioeconomic status, first-generation status, education, marital status, veteran status, language, and physical appearance. Our definition also includes diversity of thought: ideas, perspectives, and values. We also recognize that individuals affiliate with multiple identities.

- **Equity** is the fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society.
• **Inclusion** is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people. It’s important to note that while an inclusive group is by definition diverse, a diverse group isn’t always inclusive. Increasingly, recognition of unconscious or ‘implicit bias’ helps organizations to be deliberate about addressing issues of inclusivity.

Definitions were adapted from the definitions used by the Independent Sector, a national membership organization that brings together the charitable community—a diverse set of nonprofits, foundations, and corporations—to advance the common good.


**Other Committee Contributions**

❖ Feedback to Enrollment Management regarding the Spring College Marketing Plan:

➢ Ryan Forsythe solicited feedback from the CCC re: a new WSU Marketing Campaign scheduled to launch in March 2020. The campaign, which was developed by Vision Point in conjunction with WSU, targets prospective students who are currently juniors in high school. Enrollment Management received negative feedback about the campaign tagline—From Grit to Great—as well as the affiliated advertising copy. The feedback addressed racist undertones associated with the use of the word grit. Ryan referred to an article written by Andre Perry about the problems associated with grit. The CCC discussed the concerns from the faculty and found the use of the word grit to be problematic. Enrollment Management and Marketing worked with the vendor to redevelop/ relaunch an alternate campaign.

➢ Ryan Forsythe e-mail to the CCC on March 6th: “All WSU marketing efforts seek to gain the attention and interest of our target audiences while also representing the university well. On Thurs., Feb. 20th, when we first became aware that members of our campus community did not believe the proposed campaign did the latter, it caused us to rethink our message. It is common for marketing efforts to receive a range of positive and negative feedback; however, when questions about the campaign message’s inclusivity were raised, that was a different story. After reviewing the campaign with you all and learning of the multiple interpretations of the message, we have decided to discard the From Grit to Great campaign message and move in a different direction.”
❖ The Hate Has No Home Here campaign was re-launched at WSU in early spring 2020 by placing posters around campus as well as distributing magnets to be placed at the top left of each classroom whiteboard. 100 magnets were distributed around campus. This initiative was signed off by all Diversity & Inclusion committees on campus, and communicated to the campus community by WSU Provost.

➢ While the campaign was presented to the CCC, the committee did not have approval authority over the implementation of the campaign. The committee acknowledged the value of the campaign.

❖ The CCC has been actively involved with the Strategic Planning Group to ensure that WSU’s strategic planning activities are aligned with the broader institutional goals of diversity, inclusion, and equity. This work is ongoing with multiple committee members as active participants of different Strategic Planning working groups as well as the different RASE Plan subgroups.

❖ Covid-19 committee related campus awareness and committee members involvement around equity and inclusion efforts. The university needs an equity centered commitment through all its Covid-19 related efforts. Responses to the Covid-19 crisis need to be addressed through the lens of direct implications on all campus populations: students, staff and faculty, rather than merely focusing on one group or subgroup of the campus population.

❖ The CCC underscores the importance of students’ requests to address and provide institutional response and support regarding microaggressions and bias incidents on campus.

❖ The CCC looks forward to collaborating with the soon to be established Board of Trustees Diversity and Inclusion/ Campus Climate subcommittee, and awaits further guidance from President Maloney to work together.

In Closing

The Campus Climate Committee recognizes the challenging current and upcoming environment due to the Covid-19 global pandemic, which has exacerbated existing institutional inequalities in society and on campus. As a result, the work of the CCC is all the more urgent and must be a critical part of Worcester State’s ongoing strategic planning processes broadly understood. The equity work of the CCC should be taken in consideration as the campus prepares to return to a new normal.
Insofar as individual members of the committee participated in both the strategic planning and COVID-19 Response Groups, the committee feels that a more systemic and concerted involvement of the committee with these activities is necessary in order to ensure they proceed from an equity centered starting point, rather than equity being included after the fact.
ATTACHMENT

Goals for new WSU Campus Climate Survey

1. Understand the ways in which the lived experiences of power minority and power majority individuals differ.

2. Assess the extent to which individuals feel a sense of belonging-- welcome, safe, and supported at WSU

3. Create a survey that can be used for all WSU constituents with minor modifications/branching in order to make more direct comparisons about the ways in which these experiences are similar/different across roles

4. Provide an opportunity for open responses/qualitative data not captured in standardized questions.

5. Principal component analysis/factor analysis to see trends/clusters

6. Examine lived experience based on:
   a. Role at WSU
      i. Student
         1. Resident vs. Commuter
         2. Full time vs. part time
         3. Age
      ii. Faculty
         1. Tenured vs Non-tenured
         2. Full time vs. part time
         3. Age
         4. Length of employment at WSU
      iii. Staff
         1. Full-time vs part time
         2. Do you have supervisory capacity over other employees? Students?
         3. Do you have the ability authority to make independent policy decisions?
         4. Union: APA, AFSCME, MSCA, NUP
   b. Power minority statuses
      i. Race
      ii. Gender
      iii. Sexual orientation
      iv. Gender identity
v. Ability status  
vi. Religion  
vii. Age  
viii. Physical appearance  
ix. Socio-economic status  
x. Immigrant/Non-native English speaker, Accent  
xi. Education level/parents education level- students and faculty and staff  

7. How we are addressing limitation of previous surveys  
   a. Timeliness  
   b. Focus on lived experience- positive and negative  
   c. Previous surveys were general, perceptions of WSU  
   d. Address experiences and desired remedies/suggestions for improvement
Financial Planning Update

March 2020
Discussion Items

• Financial Ratio Trend Analysis
• Debt Policy
• Moody’s Higher Education Rating Methodology
  ▪ Historical Trends
  ▪ FY 2019 Quantitative Scorecard
Financial Ratios
5 year review
Primary Reserve Ratio

Are the resources sufficient and flexible enough to support the College’s mission?

This ratio provides a snapshot of financial strength and flexibility by indicating how long the institution could function using its expendable reserves without relying on additional net assets generated by operations.

**FY 2019 Analysis:**
WSU continues to grow its unrestricted reserve balance to support the long term financial stability of the institution and to accomplish the goals of the university wide capital plan. Unrestricted net assets are reported exclusive of the accumulated OPEB and Pension obligations passed down to the University’s financial statements as required by the Commonwealth.

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<tbody>
<tr>
<td>PRIMARY RESERVE RATIO</td>
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<tr>
<td>Unrestricted Net Assets</td>
<td>40,687,978.00</td>
<td>36,939,787.00</td>
<td>34,745,510.00</td>
<td>32,494,088.00</td>
<td>33,462,206.00</td>
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<tr>
<td>Expendable restricted net assets</td>
<td>603,322.00</td>
<td>221,020.00</td>
<td>305,250.00</td>
<td>3,365,187.00</td>
<td>2,630,207.00</td>
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<tr>
<td>Expendable Net Assets</td>
<td>41,291,300.00</td>
<td>36,614,807.00</td>
<td>35,050,760.00</td>
<td>35,859,275.00</td>
<td>36,092,413.00</td>
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<tr>
<td>Total Operating Expenses</td>
<td>112,628,847.00</td>
<td>105,778,610.00</td>
<td>101,408,848.00</td>
<td>96,975,083.00</td>
<td>90,084,965.00</td>
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<tr>
<td>Interest Expense</td>
<td></td>
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<tr>
<td>Total Expenses</td>
<td>112,628,847.00</td>
<td>105,778,610.00</td>
<td>101,408,848.00</td>
<td>96,975,083.00</td>
<td>90,084,965.00</td>
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<tr>
<td>PRIMARY RESERVE RATIO</td>
<td>0.3566</td>
<td>0.3461</td>
<td>0.3456</td>
<td>0.3668</td>
<td>0.4006</td>
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Return on Net Asset Ratio

Does financial asset performance support the strategic direction of the College?

This ratio determines whether the institution is financially better off than in previous years by measuring total economic return. A temporary decline in this ratio may be appropriate and even warranted if it reflects a strategy to better fulfill the institution’s mission.

**FY 2019 Analysis:**
Return on net asset ratio was high as we completed construction of the Wellness Center. The decline in FY 2017 and FY 2018 is the result of the GASB required postretirement benefit accruals to reflect the campus share of the Commonwealth’s liability related to the third party management of the retirement assets. In FY 2019 the University closed the year with a slight increase in net assets despite the magnitude of the accrual adjustment related to the post retirement benefit plans. We had positive operating results in FY 2019, including the receipt of collective bargaining funds that had not been anticipated and positive return on investment assets.

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<tbody>
<tr>
<td>Change in Total Net Assets</td>
<td>89,625.00</td>
<td>(4,993,357.00)</td>
<td>(4,433,143.00)</td>
<td>21,407,611.00</td>
<td>1,971,897.00</td>
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<tr>
<td>Total Net Assets - Beginning of Year</td>
<td>62,608,757.00</td>
<td>67,602,114.00</td>
<td>104,279,193.00</td>
<td>82,871,582.00</td>
<td>80,899,685.00</td>
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<tr>
<td>RETURN ON TOTAL NET ASSETS</td>
<td>0.14%</td>
<td>-7.39%</td>
<td>-4.25%</td>
<td>25.83%</td>
<td>2.44%</td>
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Net Operating Revenue Ratio

Do the operating results indicate that the College is living within available resources?
This ratio indicates whether total operating activities resulted in a surplus or deficit.
A positive ratio indicates that the institution experienced an operating surplus for the year.

**FY 2019 Analysis:**
Return on Net Asset ratio was high in FY 2016 as we completed construction of the Wellness Center. The precipitous decline in FY 2017 and FY 2018 is the result of the GASB required post retirement benefit accruals to reflect the campus share of the Commonwealth’s liability related to the third party management of the retirement assets. In FY 2019 the University closed the year with a slight increase in net assets despite the magnitude of the accrual adjustment related to the post retirement benefit plans. We had positive operating results in FY 2019 including the receipt of collective bargaining funds that had not been anticipated and positive return on investment assets.

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<tbody>
<tr>
<td>Operating Revenues</td>
<td>67,461,960.00</td>
<td>65,056,221.00</td>
<td>61,931,790.00</td>
<td>60,926,417.00</td>
<td>57,098,983.00</td>
</tr>
<tr>
<td>Less Operating Expenses</td>
<td>(112,628,847.00)</td>
<td>(105,778,610.00)</td>
<td>(101,408,848.00)</td>
<td>(96,975,083.00)</td>
<td>(90,084,965.00)</td>
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<tr>
<td>Plus Net Nonoperating Revenues</td>
<td>45,256,512.00</td>
<td>35,729,032.00</td>
<td>34,981,263.00</td>
<td>34,417,747.00</td>
<td>32,312,517.00</td>
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<tr>
<td>Oper. Inc (loss) plus Non-Op Rev (Exp)</td>
<td>(89,625.00)</td>
<td>(4,993,357.00)</td>
<td>(4,895,795.00)</td>
<td>(1,630,919.00)</td>
<td>(673,465.00)</td>
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<tbody>
<tr>
<td>Interest</td>
<td>67,461,960.00</td>
<td>65,056,221.00</td>
<td>61,931,790.00</td>
<td>60,926,417.00</td>
<td>57,098,983.00</td>
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<tr>
<td>Plus Net Nonoperating Revenues</td>
<td>45,256,512.00</td>
<td>35,729,032.00</td>
<td>34,981,263.00</td>
<td>34,417,747.00</td>
<td>32,312,517.00</td>
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<tr>
<td>Interest</td>
<td>112,718,472.00</td>
<td>100,785,253.00</td>
<td>96,913,053.00</td>
<td>95,344,164.00</td>
<td>89,411,500.00</td>
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Viability Ratio

Is debt managed strategically to advance the College's mission?
This ratio measures one of the most basic determinants of clear financial health - the availability of expendable net assets to cover debt should the institution need to settle its obligations as of the balance sheet date. We have made a distinction between Net Unrestricted Reserves and Unrestricted Net Assets from Operations since the implementation of GASB 88 in order to accurately reflect the availability of expendable resources from year to year.

**FY 2019 Analysis:**
The results are consistent with the University’s five year capital financing plan which focuses on growth of unrestricted reserves from operations through net revenue accumulation in the Capital Improvement Trust Fund and a targeted annual operating surplus in the General Purpose Trust Fund. While Net Unrestricted Reserves and Total Net Position are significantly impacted by depreciation expense and the required allocation of retirement plan accruals to the University, we are progressing toward University goals with regard to the growth of unrestricted cash within the campus based trust funds.

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<tr>
<td>Unrestricted Net Assets from operations</td>
<td>40,687,978.00</td>
<td>36,393,787.00</td>
<td>34,745,510.00</td>
<td>32,494,088.00</td>
<td>33,462,206.00</td>
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<td>Expendable restricted net assets</td>
<td>405,223.00</td>
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<td>Expendable Net Assets</td>
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<td>36,892,413.00</td>
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<td>Current Liabilities</td>
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<td>115,923.38</td>
<td>412,606.00</td>
<td>467,514.00</td>
<td>197,403.00</td>
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<td>Current Portion of Cap Lease</td>
<td>705,666.67</td>
<td>680,667.00</td>
<td>660,667.00</td>
<td>635,667.00</td>
<td>615,667.00</td>
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<td>Current Portion of bonds, notes pay</td>
<td>296,514.61</td>
<td>40,211.06</td>
<td>115,572.00</td>
<td>451,100.00</td>
<td>303,600.00</td>
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<td>Noncurrent Liabilities</td>
<td>21,991,744.00</td>
<td>22,723,135.00</td>
<td>21,440,497.00</td>
<td>24,145,858.00</td>
<td>24,187,219.00</td>
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<td>Long Term Debt</td>
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<td>23,413,802.00</td>
<td>24,110,164.00</td>
<td>24,781,525.00</td>
<td>25,432,886.00</td>
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<td>.12.1.56</td>
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<td>1.45</td>
<td>1.45</td>
<td>1.42</td>
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### Debt Capacity Ratio

Debt capacity analysis evaluates the College's long-term obligations and the institution's ability to meet debt service demands.

The debt capacity ratio is used by rating agencies and assesses an institution's ability to meet future debt service obligations with current unrestricted resources.

The ratio equals the maximum annual debt service divided by unrestricted current fund expenditures less mandatory transfers.

<table>
<thead>
<tr>
<th>Actual</th>
<th>Annual Debt Service</th>
<th>Ratio</th>
<th>With MSCBA debt</th>
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<tbody>
<tr>
<td>FY 2015</td>
<td>1,384,979</td>
<td>1.5%</td>
<td>8,491,000</td>
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<tr>
<td>FY 2016</td>
<td>1,384,979</td>
<td>1.4%</td>
<td>9,208,000</td>
</tr>
<tr>
<td>FY 2017</td>
<td>1,385,779</td>
<td>1.4%</td>
<td>8,416,000</td>
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<tr>
<td>FY 2018</td>
<td>1,385,779</td>
<td>1.3%</td>
<td>9,023,000</td>
</tr>
<tr>
<td>FY 2019</td>
<td>1,247,204</td>
<td>1.2%</td>
<td>8,909,000</td>
</tr>
<tr>
<td>CY benchmark</td>
<td>5,631,442</td>
<td>5% oper exp.</td>
<td></td>
</tr>
</tbody>
</table>

### Debt Burden Ratio

This ratio expresses annual debt service payments as a percent of total expenses. It measures an institution’s ability to repay debt service on all outstanding debt and its impact on the institution’s overall budget.

<table>
<thead>
<tr>
<th>Actual</th>
<th>Annual Debt Service</th>
<th>Total Expenses</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2015</td>
<td>1,384,979</td>
<td>90,084,965</td>
<td>1.54%</td>
</tr>
<tr>
<td>FY 2016</td>
<td>1,384,979</td>
<td>96,975,083</td>
<td>1.43%</td>
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<tr>
<td>FY 2017</td>
<td>1,385,779</td>
<td>101,408,848</td>
<td>1.37%</td>
</tr>
<tr>
<td>FY 2018</td>
<td>1,385,779</td>
<td>105,778,610</td>
<td>1.31%</td>
</tr>
<tr>
<td>FY 2019</td>
<td>1,247,204</td>
<td>112,628,847</td>
<td>1.23%</td>
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</tbody>
</table>
Debt Management Policy
Historic Trends
U.S. Not-For-Profit Higher Education: Key Ratios Breakout for Issuers

Issuer Name: Worcester State University, MA

Date: 2/18/2020

### Balance Sheet ($000)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash &amp; Investments</td>
<td>44,850</td>
<td>52,653</td>
<td>51,818</td>
<td>50,136</td>
<td>41,509</td>
<td>43,528</td>
<td>53,339</td>
</tr>
<tr>
<td>Foundation Cash &amp; Investments</td>
<td>17,088</td>
<td>20,755</td>
<td>20,304</td>
<td>20,526</td>
<td>23,128</td>
<td>28,883</td>
<td>23,128</td>
</tr>
<tr>
<td>Total Cash &amp; Investments</td>
<td>61,938</td>
<td>73,408</td>
<td>72,122</td>
<td>70,662</td>
<td>64,637</td>
<td>72,411</td>
<td>76,467</td>
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<tr>
<td>Liabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Direct Debt</td>
<td>155,462</td>
<td>154,740</td>
<td>153,731</td>
<td>150,719</td>
<td>146,741</td>
<td>140,515</td>
<td>136,933</td>
</tr>
<tr>
<td>Total Demand Debt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash &amp; Investments</td>
<td>44,850</td>
<td>52,653</td>
<td>51,818</td>
<td>50,136</td>
<td>41,509</td>
<td>43,528</td>
<td>53,339</td>
</tr>
<tr>
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<td>20,526</td>
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<td>28,883</td>
<td>23,128</td>
</tr>
<tr>
<td>Total Cash &amp; Investments</td>
<td>61,938</td>
<td>73,408</td>
<td>72,122</td>
<td>70,662</td>
<td>64,637</td>
<td>72,411</td>
<td>76,467</td>
</tr>
</tbody>
</table>

### Income Statement ($000)

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarship Aid</td>
<td>7,252</td>
<td>7,558</td>
<td>8,350</td>
<td>8,752</td>
<td>8,414</td>
<td>9,262</td>
<td>8,427</td>
</tr>
<tr>
<td>Net Tuition Revenue</td>
<td>32,964</td>
<td>33,399</td>
<td>34,214</td>
<td>35,230</td>
<td>36,647</td>
<td>38,193</td>
<td>39,938</td>
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<td>Government Student Grant Revenue</td>
<td>5,834</td>
<td>6,306</td>
<td>7,158</td>
<td>8,003</td>
<td>8,935</td>
<td>8,898</td>
<td>9,046</td>
</tr>
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<td>Government Student Loan Revenue</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Net Tuition and Fees</td>
<td>37,590</td>
<td>38,672</td>
<td>40,642</td>
<td>42,062</td>
<td>41,918</td>
<td>44,446</td>
<td>46,895</td>
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<td>Net Auxiliary Enterprises</td>
<td>9,121</td>
<td>9,348</td>
<td>11,251</td>
<td>12,143</td>
<td>12,278</td>
<td>12,960</td>
<td>13,292</td>
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<td>Patient Care Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Tax Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Government Operating Appropriations</td>
<td>26,484</td>
<td>30,056</td>
<td>31,841</td>
<td>33,606</td>
<td>35,170</td>
<td>35,415</td>
<td>39,400</td>
</tr>
<tr>
<td>Contributions for Operations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Endowment Spending / Investment Income</td>
<td>1,939</td>
<td>2,114</td>
<td>2,342</td>
<td>2,665</td>
<td>2,832</td>
<td>2,832</td>
<td>2,832</td>
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<tr>
<td>Total Operating Revenue</td>
<td>79,045</td>
<td>84,862</td>
<td>90,552</td>
<td>92,848</td>
<td>95,191</td>
<td>98,827</td>
<td>106,042</td>
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<tr>
<td>Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pension (1,490)</td>
<td>(1,662)</td>
<td>(1,304)</td>
<td>(2,656)</td>
<td>(2,436)</td>
<td>(2,969)</td>
<td>(3,175)</td>
<td></td>
</tr>
<tr>
<td>FAS 106/Post Retirement Health Expense (2,969)</td>
<td>(2,969)</td>
<td>(2,969)</td>
<td>(2,969)</td>
<td>(2,969)</td>
<td>(2,969)</td>
<td>(2,969)</td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auxiliary (2,969)</td>
<td>(2,969)</td>
<td>(2,969)</td>
<td>(2,969)</td>
<td>(2,969)</td>
<td>(2,969)</td>
<td>(2,969)</td>
<td></td>
</tr>
<tr>
<td>Recurring Transfer to Affiliated Entity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (2,969)</td>
<td>(2,969)</td>
<td>(2,969)</td>
<td>(2,969)</td>
<td>(2,969)</td>
<td>(2,969)</td>
<td>(2,969)</td>
<td></td>
</tr>
<tr>
<td>Total Expenses</td>
<td>76,623</td>
<td>82,660</td>
<td>87,042</td>
<td>91,885</td>
<td>94,478</td>
<td>98,084</td>
<td>98,759</td>
</tr>
<tr>
<td>Operating Income</td>
<td>2,421</td>
<td>2,202</td>
<td>3,510</td>
<td>963</td>
<td>713</td>
<td>4,733</td>
<td>11,283</td>
</tr>
<tr>
<td>Operating Cash Flow</td>
<td>10,760</td>
<td>12,875</td>
<td>12,398</td>
<td>10,796</td>
<td>11,296</td>
<td>15,849</td>
<td>22,057</td>
</tr>
<tr>
<td>Cash Flow ($000)</td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
<td>2016</td>
<td>2017</td>
<td>2018</td>
<td>2019</td>
</tr>
<tr>
<td>Principal payments on debt (regularly scheduled)</td>
<td>(1,170)</td>
<td>(1,489)</td>
<td>(1,848)</td>
<td>(1,941)</td>
<td>(2,285)</td>
<td>(2,526)</td>
<td>(2,526)</td>
</tr>
<tr>
<td>Additional, unusually large non-cash expenses</td>
<td>4,175</td>
<td>4,159</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Depreciation Expense</td>
<td>4,225</td>
<td>4,665</td>
<td>5,328</td>
<td>5,655</td>
<td>5,448</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquidity Data ($000)</td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
<td>2016</td>
<td>2017</td>
<td>2018</td>
<td>2019</td>
</tr>
<tr>
<td>Monthly Liquidity (Operating)</td>
<td>44,850</td>
<td>52,653</td>
<td>51,818</td>
<td>50,136</td>
<td>41,509</td>
<td>43,528</td>
<td>53,339</td>
</tr>
<tr>
<td>Monthly Liquidity (Endowment)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Unrestricted Board Designated Endowment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unrestricted Working Capital (or Other Unrestricted Funds) Commingled with the Endowment (Operating)</td>
<td>30,723</td>
<td>34,051</td>
<td>33,462</td>
<td>32,494</td>
<td>34,746</td>
<td>36,394</td>
<td>40,688</td>
</tr>
<tr>
<td>Total Enrollment FTE</td>
<td>5,337</td>
<td>5,427</td>
<td>5,373</td>
<td>5,373</td>
<td>5,409</td>
<td>5,449</td>
<td>5,462</td>
</tr>
<tr>
<td>Total Primary Market Applications</td>
<td>5,632</td>
<td>5,662</td>
<td>4,828</td>
<td>4,963</td>
<td>4,822</td>
<td>5,123</td>
<td>5,479</td>
</tr>
<tr>
<td>Total Primary Market Acceptances</td>
<td>3,467</td>
<td>3,479</td>
<td>3,458</td>
<td>3,651</td>
<td>3,742</td>
<td>4,062</td>
<td>3,922</td>
</tr>
<tr>
<td>Total Primary Market Matriculants</td>
<td>1,415</td>
<td>1,409</td>
<td>1,454</td>
<td>1,366</td>
<td>1,494</td>
<td>1,461</td>
<td>1,463</td>
</tr>
</tbody>
</table>
### Financial Leverage
Financial Leverage (Spendable Cash & Investments to Total Debt) highlights the ability of a university to repay bondholders from wealth that can be accessed over time or for a specific purpose. A lower ratio indicates a stronger ability to service debt.

### Operating Reserve
Operating Reserve (Spendable Cash & Investments to Operating Expenses) indicates the extent to which a university can rely on wealth that can be accessed over time or for a specific purpose to operate without earning any additional revenue. This measure is of particular importance during periods of financial stress when revenue may be subject to volatility.

### Operating Margin
Operating Margin: operating income divided by total operating revenue. Indicates the amount of cash a university generates to support its strategic and capital investments.

### Reputation and Pricing Power
Reputation and Pricing Power: Annual change in operating revenue reflects the ability of a university to translate its brand into income. A university's reputation directly influences its ability to charge a particular level of tuition and fees while maintaining its optimal enrollment in terms of quality and size.

### Operating Cash Flow Margin
Operating Cash Flow Margin: compares net income before non-cash expenses relative to operating revenue to indicate the amount of cash a university generates to support strategic and capital investments.

### Debt Service Coverage
Debt Service Coverage: Annual debt payments to cash flow measures the ability of a university to repay its annual debt obligations from the profitability of its current operations, as opposed to financial reserves, and is a measure of debt affordability.

### Debt Affordability
Debt Affordability: Total debt to cash flow measures the ability of a university to repay its debt from the profitability of its current operations, as opposed to financial reserves, and is a measure of debt affordability.

### Revenue Diversity
Revenue Diversity: Captures a university's highest reliance on a single source of revenue such as student charges, government appropriations or research grants. Generally greater revenue diversity is a positive, reducing vulnerability to fluctuations in any single source of revenue.

### Monthly Days Cash on Hand
Monthly Days Cash on Hand: Measures the number of days a university could continue to pay operating expenses from existing unrestricted cash and investments in the absence of additional revenue, assuming equal daily expenditures.

### FY 2019 Summary
The majority of analytics are trending positive in FY 2019. There was a slight decline in selectivity in FY 2019 during the same year that enrollment increased.
FY 2019 Quantitative Scorecard
## Appendix C: Public University Quantitative Scorecard Ranges – Worcester State University 6/30/2019

<table>
<thead>
<tr>
<th>Factor 1: Market Profile (30%)</th>
<th>WSU</th>
<th>Sub-factor Weight</th>
<th>AAA</th>
<th>AA</th>
<th>A</th>
<th>BBB</th>
<th>BB</th>
<th>B</th>
<th>Caa</th>
<th>Ca</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Operations</td>
<td>$106,000</td>
<td>15%</td>
<td>≥ 2,700,000</td>
<td>&lt; 2,700,000</td>
<td>≤ 400,000</td>
<td>&lt; 75,000</td>
<td>&lt; 40,000</td>
<td>&lt; 30,000</td>
<td>&lt; 15,000</td>
<td>&lt; 8,000</td>
</tr>
<tr>
<td>Operating Revenue (5000)</td>
<td>≥ 400,000</td>
<td>15%</td>
<td>≥ 75,000</td>
<td>≥ 40,000</td>
<td>≥ 30,000</td>
<td>≥ 15,000</td>
<td>≥ 8,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reputation and Pricing Power</td>
<td>7.3</td>
<td>5%</td>
<td>≥ 8</td>
<td>&lt; 8</td>
<td>&lt; 6</td>
<td>&lt; 4</td>
<td>&lt; 2</td>
<td>&lt; 0</td>
<td>&lt; -6</td>
<td>&lt; -11</td>
</tr>
<tr>
<td>Annual Change in Operating Revenue (%)</td>
<td>≥ 6</td>
<td>≥ 4</td>
<td>≥ 2</td>
<td>≥ 0</td>
<td>≥ -6</td>
<td>≥ -11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic Positioning</td>
<td>V.Good</td>
<td>10%</td>
<td>Exceptional</td>
<td>Excellent</td>
<td>Very Good</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
<td>Very Poor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor 2: Operating Performance (25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Results</td>
</tr>
<tr>
<td>Operating Cash Flow Margin (%)</td>
</tr>
<tr>
<td>Revenue Diversity</td>
</tr>
<tr>
<td>Maximum Single Contribution (%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor 3: Wealth &amp; Liquidity (25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Wealth</td>
</tr>
<tr>
<td>Total Cash &amp; Investments (5000)</td>
</tr>
<tr>
<td>Operating Reserve</td>
</tr>
<tr>
<td>Spendable Cash &amp; Investments to Operating Expenses (x)</td>
</tr>
<tr>
<td>Liquidity</td>
</tr>
<tr>
<td>Monthly Days Cash on Hand</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor 4: Leverage (20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Leverage</td>
</tr>
<tr>
<td>Spendable Cash &amp; Investments to Total Debt (x)</td>
</tr>
<tr>
<td>Debt Affordability</td>
</tr>
<tr>
<td>Total Debt to Cash Flow (x)</td>
</tr>
</tbody>
</table>

* We have opted to merge the Caa & below rating categories for Strategic Positioning given the similar characteristics at these rating categories.
## Appendix D: Strategic Positioning Assessment Criteria – Worcester State University June 30, 2019

<table>
<thead>
<tr>
<th>Strategic Positioning</th>
<th>Weight</th>
<th>Aaa Exceptional</th>
<th>Aa Excellent</th>
<th>A Very Good</th>
<th>Ba a Good</th>
<th>B a Fair</th>
<th>B Poor</th>
<th>Caa &amp; below Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well integrated and sustainable strategic, capital, and financial plans supported by detailed financial forecasts</td>
<td>10%</td>
<td>» Clearly articulated multi-year strategic, capital, and financial plans with associated cost forecasts</td>
<td>» Periodic comprehensive multi-year strategic planning with associated cost forecasting</td>
<td>» Strategic planning limited to medium-term time horizon</td>
<td>» Limited and less comprehensive operating and capital planning and forecasting</td>
<td>» Weak or ineffective operating and capital forecasting</td>
<td>» Absence of detailed operational and financial planning and forecasting</td>
<td></td>
</tr>
<tr>
<td>Proven ability to consistently execute and adjust plans through economic cycles</td>
<td>» Stress-testing identifying ability to adjust plans with some demonstrated history of doing so</td>
<td>» Good diversification of reinvestment funding sources over a multi-year period</td>
<td>» Less diversified but adequate reinvestment funding sources</td>
<td>» Modest reinvestment funding sources with some reliance on external committed financings</td>
<td>» High reliance on capital markets and external funding for non-discretionary capital and reinvestment expenditures</td>
<td>» No identifiable reinvestment funding sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highly diversified and consistent reinvestment funding sources</td>
<td>» Strong diversification and consistency of reinvestment funding sources</td>
<td>» Periodic capital investment with modest amounts of deferred maintenance</td>
<td>» Sporadic capital investments and moderate deferred maintenance</td>
<td>» Growing deferred maintenance of facilities and infrastructure</td>
<td>» Significant deferred maintenance</td>
<td>» No demonstrated academic program review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual capital investment ensures well-maintained and updated facilities</td>
<td>» Regular capital investment over a multi-year period with limited deferred maintenance</td>
<td>» Periodic academic program adjustments</td>
<td>» Sporadic review and adjustment of academic programs</td>
<td>» Limited self-assessment and benchmarking</td>
<td>» Few programmatic adjustments made to respond to market demand and conditions</td>
<td>» No self-assessment, benchmarking, or competitive awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systematized review and annual adjustments of academic programs</td>
<td>» Regular review and adjustment of academic programs</td>
<td>» Demonstrated knowledge of competitive position</td>
<td>» Limited self-assessment and benchmarking</td>
<td>» Accreditation warning or probation</td>
<td>» Lack of self-assessment and benchmarking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual self-assessment and benchmarking</td>
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<tr>
<td>Periodic comprehensive multi-year strategic planning with associated cost forecasting</td>
<td>» Strategic planning limited to medium-term time horizon</td>
<td>» Limited and less comprehensive operating and capital planning and forecasting</td>
<td>» Weak or ineffective operating and capital forecasting</td>
<td>» Absence of detailed operational and financial planning and forecasting</td>
<td>» No identifiable reinvestment funding sources</td>
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<tr>
<td>High diversification of reinvestment funding sources over a multi-year period</td>
<td>» Periodic capital investment with modest amounts of deferred maintenance</td>
<td>» Periodic academic program adjustments</td>
<td>» Demonstrated knowledge of competitive position</td>
<td>» Strategic planning limited to medium-term time horizon</td>
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<td>Annual capital investment ensures well-maintained and updated facilities</td>
<td>» Regular capital investment over a multi-year period with limited deferred maintenance</td>
<td>» Periodic academic program adjustments</td>
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<td>Systematized review and annual adjustments of academic programs</td>
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<td>Well integrated and sustainable strategic, capital, and financial plans supported by detailed financial forecasts</td>
<td>» Clearly articulated multi-year strategic, capital, and financial plans with associated cost forecasts</td>
<td>» Periodic comprehensive multi-year strategic planning with associated cost forecasting</td>
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<td>Proven ability to consistently execute and adjust plans through economic cycles</td>
<td>» Stress-testing identifying ability to adjust plans with some demonstrated history of doing so</td>
<td>» Good diversification of reinvestment funding sources over a multi-year period</td>
<td>» Less diversified but adequate reinvestment funding sources</td>
<td>» Modest reinvestment funding sources with some reliance on external committed financings</td>
<td>» High reliance on capital markets and external funding for non-discretionary capital and reinvestment expenditures</td>
<td>» No identifiable reinvestment funding sources</td>
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<td>Highly diversified and consistent reinvestment funding sources</td>
<td>» Strong diversification and consistency of reinvestment funding sources</td>
<td>» Periodic capital investment with modest amounts of deferred maintenance</td>
<td>» Sporadic capital investments and moderate deferred maintenance</td>
<td>» Growing deferred maintenance of facilities and infrastructure</td>
<td>» Significant deferred maintenance</td>
<td>» No demonstrated academic program review</td>
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<td>Annual capital investment ensures well-maintained and updated facilities</td>
<td>» Regular capital investment over a multi-year period with limited deferred maintenance</td>
<td>» Periodic academic program adjustments</td>
<td>» Sporadic review and adjustment of academic programs</td>
<td>» Limited self-assessment and benchmarking</td>
<td>» Few programmatic adjustments made to respond to market demand and conditions</td>
<td>» No self-assessment, benchmarking, or competitive awareness</td>
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