

FITCHBURG STATE COLLEGE



Institutional Self-Study 2002



Fitchburg State
College

Self-Study Report

NEASC Accreditation
Visit

2002

**Fitchburg State College Self-Study Report
NEASC Accreditation Visit 2002**

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Introduction

This self-study represents an incredible exercise in consultation and community by members of the college. Set within the context of the standards mandated by the New England Association of Schools and Colleges, we have not only used this as an opportunity to gain re-certification, but also to continue our commitment that it be an instrument of self-improvement rather than mere celebration. We, therefore, welcome this review by our peers in the association. We enter such an evaluation with a deep sense of confidence over the achievements of the last decade. The academic standards have markedly increased; the honors program has been rejuvenated; the day and evening programs have been brought closer together; the standards of assessment and performance are being established throughout the college; and, most importantly, we have moved closer to establishing a community of scholars that embraces not just faculty, but staff and students as well. The college has, in this ten year period of time, won awards and recognition for its "Fitchburg guarantee", for its close ties to the community, and for its positive impact on the life and times of people in this part of the state.

As this document was completed, the college found itself facing several major challenges, the most important and immediate due to massive budget cuts that are coming to all agencies throughout the Commonwealth of Massachusetts. From November to today, the college has been cut over \$1 million, and starting in July it will be cut another \$1.6 million on top of that. In addition, the legislature, for a variety of reasons, has decided to establish an early retirement program which allows only 20% of the people who leave to be replaced. As with all random policies, we are unsure at this date where the retirements will occur and how we are going to meet the types of staffing challenges that are apparent in this report. The college will have a better understanding as of June 15th.

Nonetheless, I do want to thank all members of our college community for their time and effort in putting this together, and to express our deep appreciation to our colleagues coming from off campus.

Sincerely yours,

Michael P. Riccards

Institutional Characteristics

This form is to be completed and placed at the beginning of the self-study report:

Date: 14 February 2002

1. Corporate name of institution: Fitchburg State College
2. Address (city, state, zip code): 160 Pearl Street, Fitchburg, MA 01420
 Phone: 978-345-2151
3. Date institution was chartered or authorized: 1894
4. Date institution enrolled first students in degree programs: 1895
5. Date institution awarded first degrees: 1897
6. Type of control: (check)

<p><u>Public</u></p> <p><input checked="" type="checkbox"/> State</p> <p><input type="checkbox"/> City</p> <p><input type="checkbox"/> Other (Specify) _____</p>	<p><u>Private</u></p> <p><input type="checkbox"/> Independent, Non Profit</p> <p><input type="checkbox"/> Religious Group (Name of Church) _____</p> <p><input type="checkbox"/> Proprietary</p> <p><input type="checkbox"/> Other (Specify) _____</p>
--	--
7. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? _____
Massachusetts General Laws, Chapter 15A. See attached.
 (Attach a copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.)
8. Level of postsecondary offering (check all that apply)

<input type="checkbox"/> Less than one year of work	<input type="checkbox"/> First professional degree
<input checked="" type="checkbox"/> At least one but less than two years	<input checked="" type="checkbox"/> Master's and/or work beyond the first professional degree
<input type="checkbox"/> Diploma or certificate programs of at least two but less than four years	<input checked="" type="checkbox"/> Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
<input type="checkbox"/> Associate degree granting program of at least two years	<input type="checkbox"/> A doctor of philosophy or equivalent degree
<input checked="" type="checkbox"/> Four or five-year baccalaureate degree granting program	<input type="checkbox"/> Other _____ Specify _____

9. Type of undergraduate programs (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Occupational training at the craftsman/clerical level (certificate or diploma) | <input checked="" type="checkbox"/> Liberal arts and general |
| <input type="checkbox"/> Occupational training at the technical or semi-professional level (degree) | <input checked="" type="checkbox"/> Teacher preparatory |
| <input type="checkbox"/> Two-year programs designed for full transfer to a baccalaureate degree | <input checked="" type="checkbox"/> Professional |
| | <input type="checkbox"/> Other _____ |

10. The calendar system at the institution is:

- Semester Quarter Trimester Other

11. What constitutes a "normal" credit hour load for students each semester?

- a) Undergraduate 15 credit hours
 b) Graduate 9 credit hours
 c) Professional _____ credit hours

12. Student population:

a) How many full-time students in degree programs?

	<u>Headcount:</u>	<u>Headcount M/F:</u>
1. Undergraduate	<u>2,222</u>	<u>914/1308</u>
2. Graduate	<u>167</u>	<u>40/127</u>

b) How many part-time students in degree programs?

	<u>Headcount:</u>	<u>Headcount M/F:</u>
1. Undergraduate	<u>544</u>	<u>246/298</u>
2. Graduate	<u>540</u>	<u>124/416</u>

c) How many full time equivalents (total student population)?

1. Undergraduate	<u>2,444</u>
2. Graduate	<u>885</u>

d) How many students (headcount) in non-credit, short-term courses? _____

13. List all programs accredited by a nationally recognized, specialized accrediting agency. List the name of the appropriate agency for each accredited program:

Nursing: Commission on Collegiate Nursing Education

Business: International Assembly for Collegiate Business Education

Clinical Lab Science: National Accrediting Agency for Clinical Laboratory Sciences

Education: National Council for Accreditation of Teacher Education

Human Services: Council for Standards in Human Service Education

14. List by name and title the chief administrative officers of the institution. (Use the form provided on page 28.) See attached.

15. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization:

- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
- b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
- c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, auxiliary enterprises, and other units assigned to this area;
- d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.

See attached.

16. Record briefly the central elements in the history of the institution:

See attached.

GENERAL LAWS OF MASSACHUSETTS

PART I. ADMINISTRATION OF THE GOVERNMENT.

TITLE II. EXECUTIVE AND ADMINISTRATIVE OFFICERS OF THE COMMONWEALTH.

CHAPTER 15A. PUBLIC EDUCATION.

Chapter 15A: Section 5. Public institutions of higher education system.

Section 5. There shall be, for the purposes of this chapter, a system of public institutions of higher education, hereinafter called the system, which shall include the following institutions:- the University of Massachusetts at Amherst, Boston, Dartmouth, Lowell and Worcester; Bridgewater State College, Fitchburg State College, Framingham State College, the Massachusetts College of Art, the Massachusetts Maritime Academy, Massachusetts College of Liberal Arts, Salem State College, Westfield State College, Worcester State College, Berkshire Community College, Bristol Community College, Bunker Hill Community College, Cape Cod Community College, Greenfield Community College, Holyoke Community College, Massachusetts Bay Community College, Massasoit Community College, Middlesex Community College, Mount Wachusett Community College, Northern Essex Community College, North Shore Community College, Quinsigamond Community College, Roxbury Community College and Springfield Technical Community College.

The council shall coordinate activities among the institutions.

GENERAL LAWS OF MASSACHUSETTS

PART I. ADMINISTRATION OF THE GOVERNMENT.

TITLE II. EXECUTIVE AND ADMINISTRATIVE OFFICERS OF THE COMMONWEALTH.

CHAPTER 15A. PUBLIC EDUCATION.

Chapter 15A: Section 22. Board of trustees of community or state colleges; powers and duties.

Section 22. Each board of trustees of a community college or state college shall be responsible for establishing those policies necessary for the administrative management of personnel, staff services and the general business of the institution under its authority. Without limitation upon the generality of the foregoing, each such board shall: (a) cause to be prepared and submit to the council estimates of maintenance and capital outlay budgets for the institution under its authority; (b) establish all fees at said institution subject to guidelines established by the council. Said fees shall include fines and penalties collected pursuant to the enforcement of traffic and parking rules and regulations. Said rules and regulations shall be enforced by persons in the employ of the institution who throughout the property of the institution shall have the powers of police officers, except as to the service of civil process. Said fees established under the provisions of this section shall be retained by the board of trustees in a revolving fund or funds, and shall be expended as the board of the institution may direct; provided that the foregoing shall not authorize any action in contravention of the requirements of Section 1 of Article LXIII of the Amendments to the Constitution. Said fund or funds shall be subject to annual audit by the state auditor; (c) appoint, transfer, dismiss, promote and award tenure to all personnel of said institution; (d) manage and keep in repair all property, real and personal, owned or occupied by said institution; (e) seek, accept and administer for faculty research, programmatic and institutional purposes grants, gifts and trusts from private foundations, corporations, federal agencies, alumnae and other sources, which shall be administered under the provisions of section two C of chapter twenty-nine and may be disbursed at the direction of the board of trustees pursuant to its authority; (f) implement and evaluate affirmative action policies and programs; (g) establish, implement and evaluate student services and policies; (h) recommend to the council admission standards and instructional programs for said institution, including all major and degree programs provided, however, that said admission standards shall comply with the provisions of section thirty; (i) have authority to transfer funds within and among subsidiary accounts allocated to said institution by the council; (j) establish and operate programs, including summer and evening programs, in accordance with the degree authority conferred under the provisions of this chapter; (k) award degrees in fields approved by the council; either independently or in conjunction with other institutions, in accordance with actions of the boards of trustees of said other institutions and the council; (%93) submit a five year master plan to the council, which plan shall be updated annually on or before the first Wednesday of December in each year; (m) submit financial data and an annual institutional spending plan to the council for review. Said plan shall include an account of spending from all revenue sources including but not limited to, trust funds; (n) develop a mission statement for the institution consistent with identified missions of the system of public higher education as a whole, as well as the identified mission of the category of institution within which the institution operates. Said mission statement shall be forwarded to the council for its approval. The board of trustees shall, after its approval, make said mission statement available to the public; (%96) submit an institutional self-assessment report to the council, which the board of trustees shall make public and available at the institution. Said assessment report shall be used to foster improvement at the institution by the board of trustees and shall include information relative to the institution's progress in fulfilling its mission, as approved by the council. Said report shall be submitted, initially, by January first, nineteen hundred and ninety-three and every two years thereafter.

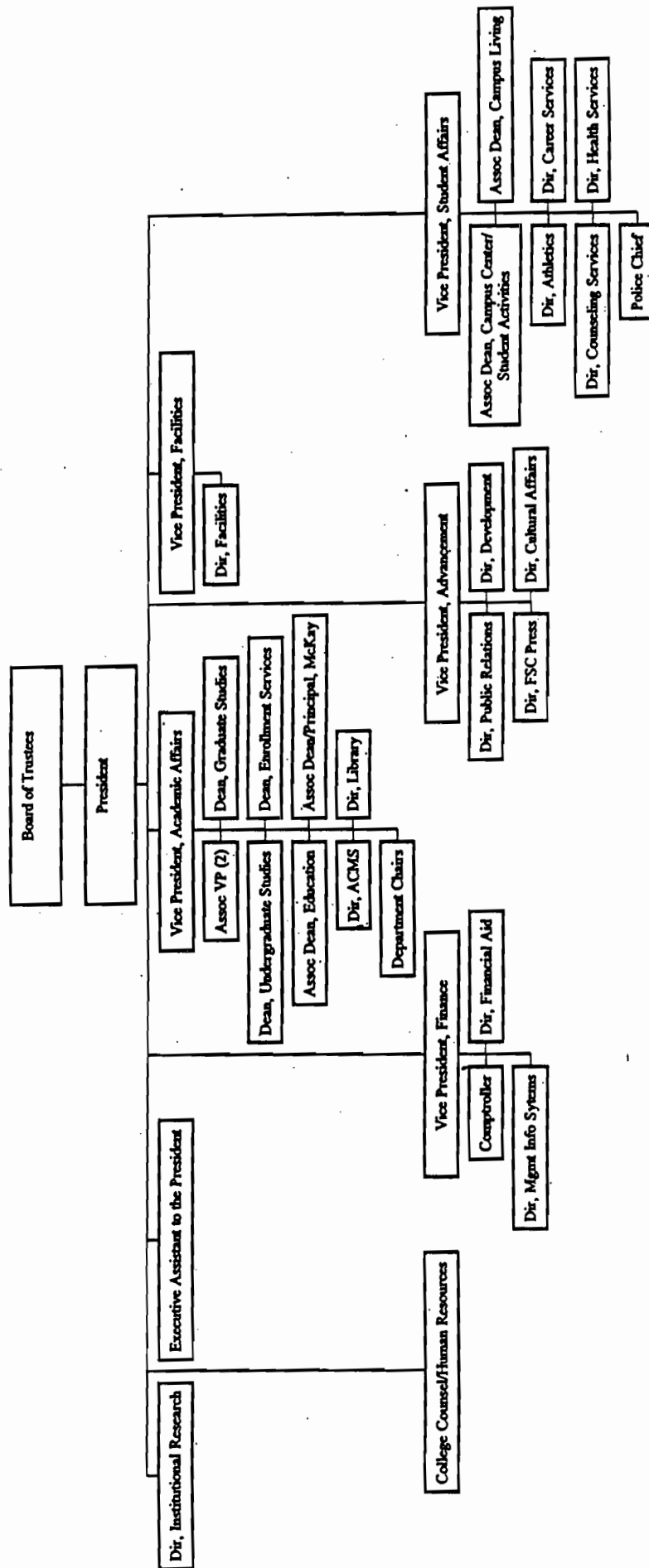
The board of trustees of each institution may delegate to the president of such institution any of the powers and responsibilities herein enumerated.

The commonwealth shall indemnify a trustee of a community college or state college against loss by reason of the liability to pay damages to a party for any claim arising out of any official judgment, decision, or conduct of said trustee; provided, however, that said trustee has acted in good faith and without malice; and provided, further, that the defense or settlement of such claim shall have been made by the attorney general or his designee. If a final judgment or decree is entered in favor of a party other than said trustee, the clerk of the court where such judgment or decree is entered shall, within twenty-one days after the final disposition of the claim, provide said trustee with a certified copy of such judgment or entry of decree, showing the amount due from said trustee, who shall transmit the same to the comptroller who shall forthwith notify the governor; and the governor shall draw his warrant for such amount on the state treasurer, who shall pay the same from appropriations made for the purpose by the general court.

CHIEF INSTITUTIONAL OFFICERS

<u>FUNCTION OR OFFICIAL</u>	<u>NAME</u>	<u>EXACT TITLE</u>
Chair Board of Trustees	George L. Alcock, Jr.	Chairman Board of Trustees
President/Director	Dr. Michael P. Riccards	President
Executive Vice President	None	
Chief Academic Officer	Dr. Rebecca DiLiddo	Vice President Academic Affairs (Interim)
Deans of Schools and Colleges	Dr. Michael Caruso	Associate Dean of Education
Chief Financial Officer Chief Student Services Officer	Mr. Michael Rivard	Vice President/Treasurer
Planning	None	
Institutional Research	Mr. Terrance J. Carroll	Director Institutional Research
Development	Mr. Donald Lightfoot	Director Development
Library	Mr. Robert Foley	Director Library
Continuing Education	Ms. Catherine Canney	Director Evening Programs
Grants/Research	Mr. David Newton	Director Grant Center
Admissions	Vacant	
Registrar	Dr. Howard Thomas	Registrar (Interim)
Financial Aid	Ms. Pamela McCafferty	Director Financial Aid
Public Relations	Mr. Michael Shanley	Staff Associate Director Public Relations
Alumni Association	Vacant	
Other		

Fitchburg State College Organization Chart January 2002



History of the College

Established in 1894 by an act of the Massachusetts Legislature, the State Normal School in Fitchburg opened in temporary quarters in the old high school building on Academy Street. Principal John G. Thompson, aided by a teaching staff of three, implemented a two-year teacher training program for women that had forty-six participants. In December 1896, the school expanded into a new building, known as Thompson Hall, and set up the State Schools of Observation and Practice in city buildings on Day Street and Highland Avenue.

In the next decade the school was a trendsetter for programs in education. The Edgerly School opened, originally as an eighth-grade model and practice school. In 1910, it became one of the first junior high schools in the United States. The following year the school initiated the first practical arts teacher training course in the country for men.

In 1930, the State Normal School was authorized to offer a bachelor's degree in practical arts, and in 1932, when it became the State Teachers College at Fitchburg, four-year degrees were offered in all areas of education.

Under the auspices of the State Division of University Extension summer courses were first offered in 1915, marking the beginning of the college's commitment to Continuing Education programs. In 1935, the college was also authorized to establish graduate programs and in 1954 the first evening courses were offered.

In 1960, the college changed its name and expanded its mission. The State College at Fitchburg diversified its programs to include degrees in disciplines other than education. In 1965, its name was officially changed to Fitchburg State College, which today offers more than 50 undergraduate degrees in 16 academic departments, 32 master's degree programs, six certificate of advanced graduate study programs, and 11 graduate certificate programs. Full-time day enrollment is about 2,500, with 4,000 more taking classes part time. There are more than 1000 matriculated graduate students.

In 1997, the college was designated the Commonwealth's Leadership College.

PREPARING THE SELF-STUDY

Fitchburg State College began preparations for its April 6-10, 2002 accreditation visit by the New England Association of Schools and Colleges by naming the VPAA as Officer in Charge of NEASC and selecting a faculty member as Steering Committee (SC) Chair, in May and August 2000, respectively. Working with the faculty union (MSCA), the VPAA and SC Chair held several open meetings in Fall 2000 to explain the self-study process, to outline the role of the standard subcommittees in this process, and to call for faculty volunteers. At a campus-wide forum in early December, the President stressed the importance of the NEASC visit and joined the VPAA and the SC Chair in requesting broad participation. Special efforts were made to encourage participation among students and classified staff. By mid-January 2001, the Steering Committee was named and five standard subcommittees were organized. Each committee was composed of faculty members, administrators, students and classified staff, and faculty chairs were selected for each standard subcommittee. The composition of all the committees may be found in the Appendix.

The two January meetings of the Steering Committee focused on operating procedures, subcommittee responsibilities, and timelines, and consensus was reached to adopt "the central mission of producing a fair, balanced and objective self-study" by "taking responsibility for:

- ensuring that the subcommittees produce fair, balanced, and objective reports;
- integrating the reports into a fair, balanced, and objective self-study;
- ensuring that the final self-study submitted to NEASC is fair, balanced, and objective."

The Steering Committee then met monthly throughout 2001, and also met with the President at his request in early May and early September. On December 5, members of the Steering Committee and other campus administrators and staff met with the chair of the visiting team.

The five standard subcommittees met regularly during the Spring 2001 semester, with each subcommittee determining how best to gather and analyze information and write reports in response to its standard(s). An initial draft was given to the President in late September, and the VPAA and SC Chair presented a status report on the self-study process to the Board of Trustees on October 3, 2001. A revised draft was given to the President and Board of Trustees, and to the campus for review and comment as to accuracy, on November 9, 2001. A further revised draft was sent to NEASC for preliminary comment on December 21, 2001.

The self-study represents the collective work of the standard subcommittees and was primarily written by faculty writers. Revisions were completed by members of the Steering Committee who worked with subcommittee chairs and a series of faculty editors. Final editing was done by the SC Chair and a faculty member from the English Department in consultation with the President.

1993-2002 HISTORICAL OVERVIEW TO NEASC SELF-STUDY

Just as we finished our self-study, the landscape changed for Fitchburg State College with the announcement of severe budget cuts to public higher education and early retirement incentives. Though the full effect these changes will have on the college is not yet known, the college will respond to these new challenges by involving the campus community in charting its new course.

Since its last NEASC accreditation visit Fitchburg State College has also experienced a presidential transition, the celebration of its first Centennial and the establishment of a new governing board for public higher education in the Commonwealth of Massachusetts. Mandates issued by this new Board of Higher Education (BHE) have resulted in changes in nearly every area of campus life, even extending to the basic mission of the College.

This more activist BHE has focused on accountability, on cutting costs to students and families and on holding campuses to higher standards. Leading to perceptions of inconstancy, the BHE has also pursued a series of initiatives with limited funding to support them and with inconsistent follow-up. It solicited revised mission statements from all state colleges, and its resulting focus is now on institutional planning and accountability across the system and on individual campuses.

Throughout this period Fitchburg State College has maintained its strong commitment to students and its historic mission. We increased admission standards and instituted a program review cycle before they were mandated by the BHE. We reconstituted our honors program into the Leadership Academy and introduced such innovations as the Fitchburg State Guarantee and the three-year degree program.

MISSION AND PURPOSES

In response to BHE mandates, FSC as of 1997-98, added an entirely new dimension to its official mission by designating itself as the "Leadership College" with a new and distinctive honors program, called the "Leadership Academy." The 2001 Mission Statement reflects elements of both continuity and change, but remains entirely appropriate to higher education and completely consistent with the College's charter as a public institution.

The College continues to offer a high quality, sixty-credit-hour Liberal Arts and Sciences program along with nationally accredited professional programs. We attempt to adapt to regional needs and statewide demands through our continually evolving graduate and continuing education programs, and we remain committed to teacher education.

The College has expanded both its offerings of Life Long Learning courses as well as its Cultural Series programming, which is supported by the Fitchburg State College Foundation. In addition to offering an extensive cultural calendar for the local community including the annual AmeriCulture Arts Festival, we continue to work closely with the City of Fitchburg and the local Chamber of Commerce in an ambitious urban development plan designed, with federal and state funding, to revitalize downtown Fitchburg and the immediate College neighborhood.

PLANNING AND EVALUATION

Throughout the last decade, Fitchburg State College has engaged in comprehensive, campus-wide planning in virtually every area of college operations. Under President Riccards, three major planning initiatives have been undertaken: the 1995-96 strategic plan (revised in 1998); the 1997 "Fitchburg Futures" report and plan; and the "Visions of Success" planning process begun in 2000.

A significant, but sometimes detrimental influence in all these planning efforts has been the proliferation of mandates from state agencies, as well as the more recent three-year period in which the faculty experienced a contract stalemate. Also our ability to solicit broad-based input into the development of programs and policies was often adversely affected because BHE directives for changes in the mission and direction of the college were frequently unanticipated. Overall, planning is somewhat disjointed, and communication about the entire planning process has been uneven.

With the resumption of full faculty participation, the College now has an opportunity to move forward with a collaborative, collegial planning process that incorporates the voices of administration, faculty, students, and alumni. One strategy will be to establish a broadly representative cross-campus committee that would respond to long range concerns such as, for example, changes in the mission or direction of the College. A new office of Planning and Analysis, to be established in the spring of 2002, will report to the President and will be charged with coordinating institutional planning efforts.

ORGANIZATION AND GOVERNANCE

While the College has made significant progress on the "one college" concept, its organization and governance structure are constrained by the legislatively required adherence to the separation between undergraduate "day" programs, which are state funded, and undergraduate continuing education (evening) and graduate programs, which are not. Nonetheless, the College has initiated administrative integration while recognizing the funding separation.

While the overall division of responsibility and authority between the BHE and individual campuses is fairly clearly delineated, system-wide policies have changed at such a rapid rate in recent years that campuses have been forced into a reactive rather than proactive stance. Fitchburg State has made significant changes in its reporting structure in an attempt to improve effectiveness of campus programs and services. However, the need for these changes has not always been well understood by all campus constituencies. One weakness in the governance structure is the absence of any formal mechanism for stakeholders (e.g., students, faculty or administrators) to assess the impact of organizational changes on the College's ability to accomplish its mission and to have direct input into the process by which such changes are designed and implemented. Additionally, open communication about issues vital to all facets of the campus community has been inadequate during this period of enormous change and turmoil.

PROGRAMS AND INSTRUCTION

Fitchburg State College emphasizes a combination of strong liberal arts and professional education in a context of leadership studies as a hallmark of its mission. With a historical commitment to teacher preparation, we have continued to emphasize teacher preparation for a variety of programs and levels. A number of academic initiatives are being renewed and assessed, including the sixty-credit LA&S curriculum, academic advising, the integration of technology competency and leadership throughout the curriculum, the convergence of the Freshman Foundation Year program with the LA&S curriculum, and the particular needs of professional programs.

As the College continues to explore ways to move closer to the "One College" concept, in part by adopting strategies currently being used at other state colleges in the system, we must also continue to expand support services available to evening and off-campus students and plan new programs and program expansions with consideration to having adequate support structures. Finally, additional strategies must be identified to support diversity in the student population. A campus-wide committee should be established by the President and charged with the responsibility for developing a comprehensive set of strategies for the recruitment and retention of a diverse student population.

FACULTY

Fitchburg State attracts a faculty who demonstrate excellence in teaching and recognize that good teaching is grounded in an active program of scholarship and creative activity. While the College has entered a period of transition with many senior faculty retiring, it has also enjoyed the opportunity to hire new highly qualified junior faculty who bring new energy, experiences, and ideas into the institution.

Faculty and Librarian hiring, workload, and evaluation are governed by policies in the MSCA Agreement (collective bargaining agreement). It also outlines faculty and librarians' participation, traditionally very strong, in all aspects of college governance. While support for faculty development is strong, current efforts to provide a more integrated, coherent approach should help faculty to learn about and gain access to available resources. Academic Affairs is also making every effort to ensure that with appropriate support and faculty development, the adjunct faculty are well integrated into the culture of the College.

Renewed emphasis needs to be placed on improving academic advising and on expanding diversity among the faculty. With the increased turnover of the professorate, the College has an opportunity both to strengthen advising skills across the faculty and to stress its commitment to diversity. We recognize that our ability to recruit and retain a diverse student population is dependent, to some extent, on our ability to attract a diverse faculty that is responsive to students' academic needs.

STUDENT SERVICES

To enhance student success, two vehicles have been established to integrate the delivery of student services. A new two-part orientation program is a collaborative effort of all the offices within Student Affairs, Academic Affairs, and Financial Aid, as well as other offices in the college. In addition, the Academic Success Center is a cross-divisional, collaborative group that works together to assist students in improving their academic performance and retention.

The Student Affairs Division, which comprises several departments, is committed to fostering student learning, leadership and personal development in a caring and diverse environment. The completion of a new Recreation Center has greatly enhanced opportunities for students to enjoy individual and group physical exercise in a safe, secure and attractive environment.

During the past ten years, the academic support services available to students at Fitchburg State College have been strengthened and expanded with additional professional staff positions.

The Financial Aid Office, serving all student populations, has been able to significantly reduce student loan borrowing and will continue to focus its energies on reducing student debt and providing comprehensive debt management counseling to its students.

Significant technological advances have been implemented over the past three years in order to enhance student services.

LIBRARY AND INFORMATION RESOURCES

The Library, information resources, and computer services are currently divided among three distinct offices, the Library and the Office of Academic Computing (ACMS) and Media Services (MIS). Though there are some problems of overlapping responsibilities, the staffs of all three offices work cooperatively with the academic departments and faculty in utilizing technology for their classes and curriculum, in particular to respond to the need for more support for faculty and Instructional Technology services.

In addition, the staffs from MIS, ACMS and the Library have worked together to plan and implement numerous electronic classrooms and collaborated with academic departments in various degrees to install computer labs. The three offices have also accomplished a number of joint computer activities/services.

Finally, administrative staff members from these offices have participated and cooperated with faculty to produce an Academic Technology Plan which will include, among other standards, computer literacy standards and discipline based information literacy standards for students and faculty

PHYSICAL RESOURCES

The College's recently completed Recreation Center has become a major asset for the campus, providing students, staff, and visitors with an ideal venue in which to exercise and socialize. It is also a key ingredient of a major college-city collaborative to rebuild North Street, our link with downtown Fitchburg, and it signals our intention to expand toward the downtown area. Last year the College purchased a building on Main Street for a Center for the Arts.

For the most part, buildings, grounds, classrooms, and offices are in very good condition, though the College's original buildings will require a good deal of attention in the near future.

We need new, or totally renovated, science and technology facilities. However, we can point to many improved classroom environments including "smart classrooms," media rooms, increased air conditioned spaces, new furnishings, a campus totally wired for computers, communications, and cable television, the new recreation center building, a new field house for use by athletic teams, continued renovation of the residence halls, and added parking as some of the significant improvements that the College has recently made to its physical resources.

FINANCIAL RESOURCES

The College has seen its state appropriations increase by 37.5% since 1996. We spend more of our budget for instruction than our sister institutions. We have also made a conscious effort to provide affordable education, and the level of scholarship as a percentage of our budget shows that effort. The Fitchburg State College Foundation, the fundraising arm of the College, boasts a fund balance that has grown from \$1,592,485 in FY 1991 to \$7,464,257 in FY 2001.

Considerable funds have been expended for technology advancement. Several large federal grants are providing academic support services to targeted populations of students, and faculty have demonstrated a

strong commitment to seeking external support for new programs. Much needed renovations were made to residence halls, leading to improved occupancy rates.

We still have areas of concern relating to the purchase and maintenance of instructional equipment and of technology for classroom support as well as funding for deferred maintenance and the allocation of faculty and staff positions to meet institutional priorities. The College also needs to enhance communication about the budget process and encourage broader participation in the decision making.

PUBLIC DISCLOSURE

Our primary official publication, *The College Catalog*, encompasses all divisions of the institution, including its graduate and undergraduate programs and provides a comprehensive description of the mission and objectives of the College and the obligations and responsibilities of both the institution and its students. It is now available in the College website.

We have designed web policies to insure the appropriateness and accuracy of information posted. We are also making additional efforts to bring coherence to our many and varied campus publications. A recently created college advocacy committee has developed a description of FSC that promotes the qualities that make the college attractive.

We are continuing our effort to establish a common look for all FSC official publications, including online material and the College's website, to assure consistency and accuracy of all FSC print and online publications, and to provide for the integrity of all FSC publications, especially marketing and promotional material to the public. We recognize that with the imminent implementation of the Banner and PIPELINE projects on campus, the administration must make a concerted effort to guarantee effective and confidential electronic communication for all segments of the campus community.

INTEGRITY

The College's continued commitment to high ethical standards is reflected in various policies and procedures. Policies that are designed to insure academic honesty, privacy rights and fairness are in place and appear to be effective

The College strives to maintain diversity, implement Affirmative Action, and avoid discriminatory practices and attitudes. The College works hard at fostering an atmosphere that respects and supports diversity. While the commitment is clearly in evidence, the College has not been as successful as it would like to be in attracting a diverse group of students and candidates for faculty and staff positions.

Through new policies, procedures, and safeguards the College has striven to address issues created by the technological revolution with its host of attendant ethical considerations. The College remains sensitive to the impact, and especially the unintended consequences, of our expanding role in the city of Fitchburg. We have recognized the responsibilities that the College has assumed by virtue of adopting a key role in the promotion of economic well being of the community immediately adjacent to the College. Our collaboration with city officials on various development projects is supportive of our mission. At the same time, we are also aware that our leadership role is accompanied by a responsibility to insure community participation in decision making.

STANDARD ONE MISSION AND PURPOSES

A. DESCRIPTION

The past decade has been one of the most eventful in the 107-year history of Fitchburg State College, one marked by a number of significant developments, some of which directly affected the basic mission and fundamental purposes of our institution. Since NEASC's 1992 accreditation visit, the College witnessed a presidential transition, the celebration of its first Centennial and the establishment of a new governing board for public higher education in the Commonwealth of Massachusetts.

The 1992 NEASC Accreditation Report proved to be prescient, for it astutely noted that the election of a new state governor in 1990 might well result in major changes in the mission of Fitchburg State College and of the entire state college system. This did indeed materialize as a newly designated Higher Education Coordinating Council (HECC), subsequently re-named the Board of Higher Education (BHE), assumed a much more active posture towards the College and its sister institutions in the state college system. Over the course of the past ten years and continuing to the present day, the College has found itself confronting an ever-increasing number of BHE mandates in nearly every area of campus life, including the basic mission of each campus in the state college system.

BHE initiatives dealing with FSC's mission coincided, however, with our own internal and continuous effort to re-evaluate and refine our Mission Statement in response to the 1992 NEASC review and as part of our formal preparations for the 1997 Interim Report to NEASC. In 1992 the College's official Mission Statement earned very favorable comment from NEASC and this statement remains central to our current conception of the College and its future. In our 1992 Statement, we defined FSC as a comprehensive public college, offering undergraduate, graduate and continuing education programs, with a firm commitment to a Liberal Arts and Sciences core curriculum with an interdisciplinary and multicultural emphasis integrated into several professional degree programs; we also pledged to foster excellence in teaching, committed the College to service to the local region as a center of cultural life and economic development, and, finally, reaffirmed our dedication as an institution of higher learning to the highest moral aspirations and values of the nation. The full and complete text of our Mission Statement, approved by the College's Board of Trustees in 1993 and incorporated into our 1997 Interim Report to NEASC, can be found in the documents room.

In its 1997 official response to FSC's 5-Year Interim Report, NEASC reaffirmed its positive assessment of our 1992-1993 Mission Statement, although it had undergone some editorial and stylistic changes since its original publication in 1992. However, at that very moment, we found ourselves forced to respond to BHE initiatives directing each campus in the state college system to articulate a unique mission for itself within the system. Accordingly, FSC as of 1997-98, in response to BHE mandates, added an entirely new dimension to its official mission by designating itself as the "Leadership College" with a new and distinctive honors program, called the "Leadership Academy." In addition to the establishment of a new honors program within the College, the new commitment to leadership also resulted in an effort to include leadership studies as an integral part of every academic program in our curriculum. Several BHE and FSC documents, in particular the official approval by the Chancellor in 1999 of this new component to our mission, are available in the documents room.

As a result of the 1997-98 mandates of the BHE, FSC's current Mission Statement reaffirms all the essential elements of our mission as contained in our 1993 statement, but adds several new aspects. The FSC Mission Statement, approved by College governance in the spring of 2001, now includes our BHE designation as the site of the Leadership Academy and also contains a commitment to leadership studies,

service learning, and the nurturing of civic responsibility, as well as the expansion of course offerings in international education.

As we confront the formidable task of implementing our recently expanded and more complex Mission Statement, we draw inspiration and confidence from our first century of achievement and service to the region, state and nation. As Dr. John DiBiaggio, then president of Tufts University, noted in his 1994 Centennial Convocation Address to the FSC community, FSC has successfully met similar challenges at several points in its long history, each involving a fundamental structural change as one campus in the Commonwealth's continuously evolving system of public higher education. True to its motto and to its firm commitment to academic excellence, FSC has not only persevered, but always emerged the stronger for the effort. With continued support from the BHE, FSC should prove worthy of meeting the expectations embodied in our 2000-01 Mission Statement, the full text of which is as follows:

FSC is an institution of higher education that integrates an interdisciplinary, multicultural liberal arts and sciences core with high quality professional and arts and sciences degree programs. The College encourages the development of the whole person and prepares students for careers that meet the needs of their varied communities. Our faculty members are teacher-scholars who employ a variety of pedagogies and modes of instruction to further such goals for all.

In addition, this comprehensive public college is committed to providing affordable, life-long learning opportunities in undergraduate, graduate and continuing education. Lastly, FSC is extensively involved in promoting sound economic development, especially in the Northern Worcester County area.

In 1997, the Board of Higher Education designated the College as the site of the Leadership Academy. The College emphasizes the importance of leadership, service learning, civic responsibilities, ethical development, diversity and international education, and a commitment to exploring leadership for the 21st Century.

Two additional components of the College's mission, the official BHE Mission Statement for the entire state college system as well as the College's current articulation of 30 "Goals and Objectives" are listed in the college catalog (pages 7 and 8 respectively) and can be found in the documents room. The "Goals and Objectives" represent specific means through which we strive to realize our fundamental mission and purposes.

B. APPRAISAL

The current 2000-01 Mission Statement consists of three distinct paragraphs, the first two of which reiterate almost verbatim the College's 1993 official statement. The third, however, is entirely new and dates back only to 1999 and a BHE mandate. As a result, the 2001 Mission Statement reflects elements of both continuity and change, but remains entirely appropriate to higher education and completely consistent with the College's charter as a public institution.

While this in itself is testimony to the College's continued growth as a vibrant academic institution, it is also clear that the recent additions to our mission, while constructive in purpose, have generated various problems for the campus. Within a very short period of time, that is, since the fall of 1999, the College has struggled to integrate and implement several new mission-related initiatives into its academic program. At the same time, however, this task was made far more difficult due to an extended contract dispute between the BHE and the MSCA (State College Faculty Association) which paralyzed campus governance during the 1999-2000 academic year. Moreover, during the last three years, a dramatic increase in the number of faculty retirements coincided with a high rate of turnover in several high

administrative offices. Both factors combined to exacerbate the inevitable problems inherent in implementing programmatic changes in an academic community. Despite the considerable turbulence of the recent past, the 2001 Mission Statement affirms a continued commitment, sustained over the past ten years, to several major objectives found in our 1993 statement.

For example, the College continues to offer a high quality, 60 credit hour Liberal Arts and Sciences program along with nationally accredited professional programs. The All-College Committee initiated a six-year cycle of continuous review for all academic programs, the Library, the Honors Program, and the LA&S curriculum. The program review process has served to strengthen majors and minors, created new majors, and assisted with the establishment of departmental goals. The College's nearly defunct Writing Across the Curriculum program has been re-established and revitalized. An extensive array of academic support programs has been developed, and new programs have been added to focus on preparation of students for the Massachusetts Educator Certification Tests (now called Massachusetts Test for Educator Licensure). Each of the aforementioned reflects the College's continuing effort to provide more depth, coherence, and skill development to its undergraduate program.

The graduate and continuing education programs continue to evolve as the College attempts to adapt to regional needs and state-wide demands. At the graduate level FSC continues to offer programs of study leading to the Certificate of Advanced Graduate Study (CAGS), Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Education, and Master of Science. Recent additions to the Office of Graduate and Continuing Education are degree programs in Forensic Nursing and Criminal Justice. Our Professional Development Center expanded its role and its in-service programs for school systems in the region. We also became the first public college in New England to co-sponsor with the College Board, Advanced Placement Summer Institutes. The AP Summer Institutes, one of the most prestigious national high school-college collaboratives, brings together outstanding secondary school teachers, FSC faculty and College Board staff to train teachers to offer AP courses in all of the major academic disciplines. As of the summer of 2001, the College is also working with the Massachusetts Department of Education to provide support for teachers seeking National Board Certification.

In the area of community service, the College expanded both its offerings of Life Long Learning courses as well as its Cultural Series programming, the latter being supported by the College's private endowment, the Fitchburg State College Foundation. In addition to offering a far more extensive cultural calendar for the local community, specifically, the annual AmeriCulture Arts Festival, we continue to work closely with the City of Fitchburg and the local Chamber of Commerce in an ambitious urban development plan designed, with federal and state funding, to revitalize downtown Fitchburg and the immediate College neighborhood.

As the College strives to sustain and implement the commitments cited above, we have launched an entirely new honors program, the Leadership Academy. The Leadership Academy, an Honors Program now with full membership in the BHE's Commonwealth Honors Consortium, combines a commitment to a more rigorous academic program with an explicit commitment to the study of leadership. What is not clear to the campus, however, is how leadership is intended to fit into the general academic curriculum. There is disagreement about whether all programs should aim to develop in their students the personal qualities generally associated with "leadership" or if being the leadership college implies a dedication to the academic study of leadership in a variety of disciplinary contexts.

Although our 2001 Mission Statement combines both the old and the new, it does not include explicit mention of our tradition of excellence in teacher education. In view of the BHE's 1999 recommendation that the College's Mission Statement make explicit mention of a commitment to teacher education and the overwhelming evidence of an emerging state and national need to improve the quality of our public

schools, teacher education should be given a more prominent place in our Mission Statement. It is imperative, however, that the College's teacher education program provide a programmatic remedy designed to improve the overall performance of its graduates on the Massachusetts Educator Certification Test (the new Massachusetts Test for Educator Licensure). Finally, in an effort to ascertain the level of overall campus understanding of the College's mission, the Committee reviewing Standard I mailed a survey in April, 2001 to all faculty, staff, and members of the Board of Trustees asking them to indicate their understanding of our official Mission Statement. While the response rate was insufficient to warrant a definitive conclusion, the results did show that the faculty placed greater emphasis on undergraduate education in the Liberal Arts & Sciences fused with professional degree programs while staff and trustees focused primarily on leadership as the major principle of the Mission Statement.

C. PROJECTION

On-going dialogue regarding the College's mission in general and, in particular, what it means to be the leadership college is a high priority. In January 2002 the President opened the spring semester with a request that departments engage in such discussions. Various articles on leadership have been posted on the college website, and one set of opinions regarding the meaning of leadership has been printed on a college bookmark commissioned by the President. All campus constituencies hope that during the next academic year, a major effort will be undertaken to improve communication on all aspects of the mission statement.

The Liberal Arts and Sciences program is being systematically reviewed to determine the extent to which its objectives are being met and the extent to which the LA&S curriculum is adequately preparing students for the challenges of today. Of particular interest, in this context, will be the need to balance the increasing pressures of certification examinations in professional fields with the continuing and more rapid expansion of knowledge, which in turn imposes continuous demands for revision of our core curriculum.

However, given the special status of teacher education, the College will also continue to review all aspects of the process designed to prepare teacher education candidates for the state certification or licensure examinations. Moreover, given the unprecedented depth of the anticipated teacher shortage in the Commonwealth as well as the imposition of federal and state mandates designed to improve the quality of our public schools, the College has designated teacher education as a major institutional priority. The latest Title II passage rate (2000-2001) is 80%, a significant improvement over the 1999-2000 passage rate of 62%. Action plans were developed in Fall 2001 to be implemented in Spring 2002 to assess students' preparation for their exams. As we continue to advocate for a new Science and Technology building, a major emphasis will be placed on the establishment of a center devoted to curriculum development, teacher training and basic research in the teaching of mathematics and science at the K-12 level.

STANDARD TWO PLANNING AND EVALUATION

A. DESCRIPTION

Throughout the last decade, Fitchburg State College has engaged in comprehensive, campus-wide planning. A significant, but sometimes detrimental influence in all these planning efforts has been the proliferation of mandates from state agencies, as well as the more recent three-year period in which the faculty experienced a contract stalemate. Nevertheless, Fitchburg State has engaged in vigorous planning and evaluation in virtually every area of College operations. This section of the document will describe planning and evaluation activities that have taken place at the institutional and divisional levels.

1. Institutional Planning and Evaluation

The review and revision of the College's mission, undertaken in 1992-93, serves as one of the best examples of participatory evaluation and planning in the past decade. Over eighty faculty, administrators, students, alumni and community members worked to evaluate our mission, as it existed at that time, and formulate a new mission for the College. Since then, the mission has evolved, as noted in Standard 1.

In 1995-96, President Riccards began a concerted strategic planning process in which seven task forces addressed assessment and planning in the areas of Enrollment Services, Curriculum, Distance Learning, Professional Development, Student Services, External Affairs, and Affirmative Action. The reports of these task forces served as the basis for our "Strategic Plan." This strategic plan, revised in 1998, continues to serve as the guide for various programmatic and policy decisions on campus.

In September of 1997, President Riccards prepared a report called "Fitchburg Futures: A Summary and Review of Recommendations to the College." This document was submitted to the All College Committee for review. We held campus-wide meetings to facilitate input and discussion of the Fitchburg Futures document. After opportunities for public review and recommendations, we adopted the Fitchburg Futures document, which effectively served to explicate the College's Mission Statement. In 2001 the President asked each vice president to identify long term goals and objectives for their divisions. These are contained in the document "Visions of Success."

In 1997, the Legislature established by statute nine criteria, or accountability objectives by which performance of state colleges would be measured. In 1998, the Board of Higher Education (BHE) identified a set of "peer institutions" for each state college, and the Board began the process of working with a state-wide task force to determine objective ways of measuring progress on each of the nine indicators. Three objectives were established for the 1999-00 academic year:

1. Make public higher education more affordable,
2. Recruit qualified students,
3. Ensure cost-effective use of resources and manage campuses efficiently.

Based on the three objectives cited above, statewide assessment was initiated in 2000-01. The evaluation of performance on the remaining six indicators will be phased in over time.

As part of the Performance Measures, the BHE began in 1999-00 to require each institution to submit an annual Mission Implementation Plan. This plan includes indicators, targets and timelines for the achievement of Mission Priorities for the campus. FSC's Mission Implementation Plan was developed by divisional vice presidents working with staff in each area. In 2001, BHE staff reviewed the results demonstrated in the College's final report on mission implementation for AY 1999-00. The BHE

determined that our overall performance was “meeting BHE expectations.” In December 2001, BHE staff reviewed the results demonstrated in the college’s final report for AY 2000-01. The BHE determined that the college has met five out of seven indicators, and it approved the college’s mission implementation plan.

In 1996, the BHE mandated program reviews of all low enrollment programs at state and community colleges. Board review was required for any program not meeting a minimum threshold of an average of 5 graduates per year over the previous three years. One program at Fitchburg State College that fell into this category was the Chemistry program, which was reviewed in 1996-97 and ultimately eliminated by the BHE. Another program targeted in 1997-98 for review due to low enrollment was the Technology Education program. Since this is the only program of its kind in the state, the review was continued for two years. At the end of 1999-00 the Board determined that its program of reviews had effectively eliminated unnecessary and duplicative programs, and the Board determined that it could defer any further reviews for the next several years.

Other reviews by the BHE were based on what the BHE saw as critical or growing needs, and areas in which the BHE wanted to ensure high quality of programs. Our Computer Science and Computer Information Systems programs fell into this category and were reviewed. The programs were given a number of recommendations that need to be fulfilled, including preparing for outside accreditation. The Computer Science Department has already responded to many of the recommendations. The Massachusetts Board of Higher Education (BHE) also called for a review of all Criminal Justice (CJ) programs within the state. Our M.S. in CJ underwent a self-review and a report was submitted to the BHE in July, 2001. The comments of the external reviewers are available in the documents room.

2. Divisional Planning and Evaluation

This section includes a description of how planning and evaluation occurs in the five divisional areas of the College:

- Financial Planning and Evaluation
- Academic Affairs Planning and Evaluation
- Facilities Planning and Evaluation
- Student Affairs Planning and Evaluation, and
- Advancement Planning and Evaluation

a. Financial Planning and Evaluation

With the exception of 1998-99 fiscal year when each division received a 5% base budget increase, all division budgets have remained constant. Each Vice President solicits budget requests from departments, using divisional guidelines. Each Vice President reviews budget requests with chairs and directors and makes a recommendation to the President regarding the allocation of their budget. An opportunity exists for Vice Presidents to request additional funding through the budget presentation process. The College budget is set by the President and approved by the Board of Trustees. The Vice President for Finance oversees budget expenditures consistent with state and federal guidelines.

By statute, Graduate and Continuing Education programs must be self-supporting. The Vice President of Finance projects the likely amount of revenue for the next fiscal year based upon the revenue generated in the current fiscal year.

b. Academic Affairs Planning and Evaluation

Academic planning encompasses planning through departmental program reviews, and assessment and planning of the Library and enrollment areas. Since 1997, the College has developed an outcomes assessment model to assess the work of academic departments. Departmental evaluations include program reviews that incorporate an outcomes assessment process as part of the review. Program reviews are conducted utilizing external evaluators, either by outside accrediting agencies or by independent external consultants. In 1997, a four-year cycle was established for program reviews. In the spring of 2001, a proposal was submitted to the All College Committee to change this cycle to a six-year span. This allows more time for faculty to collect outcomes assessment data and complete the extensive work needed for an effective review and allows for a review of the Liberal Arts and Sciences curriculum every sixth year.

In 1998, the BHE received recommendations from a state-wide task force, the "Developmental Advisory Group" on mandated assessment of all incoming freshmen in the areas of math and reading using the Accuplacer Tests and writing using a spontaneous writing sample. This testing began with the entering class in Fall, 1999. Data from these tests have been used to revise the Freshman writing sequence and the one-credit reading course.

In 1998, the BHE passed a requirement that all students be tested in the areas of verbal literacy, quantitative literacy, critical thinking, and computer skills. A state-wide task force (The "Exit Assessment Task Force," later renamed as the "Task Force on the Assessment of Academic Proficiency") was established to recommend appropriate assessment measures to be used at all state colleges. This task force met for two years and submitted its recommendation to the BHE in June, 2000. The university system subsequently agreed to join these recommendations, and after an additional year of study, an agreement was reached to begin pilot testing of assessment in the areas of verbal literacy and critical thinking during 2001-02. Each campus will be able to pilot one of several recommended instruments or an alternative method approved by the BHE. Efforts to develop an Outcomes Assessment Plan for the General Education Core Curriculum on the campus were deferred until it was clear what actions would be taken by the Board of Higher Education in this regard. The BHE mandate for a pilot program during 2001-02 will now form the centerpiece of the campus's general education assessment.

In the meantime, individual departments of the College have been moving forward on the development of outcomes assessment plans for each major. Many faculty have attended national and regional conferences on assessment, and consultants have been available on campus. At the present time, over half of the departments have developed plans that have been approved by the Dean of Undergraduate Studies and implemented. It is anticipated that three-fourths of the departments will have their assessment programs in place by the end of 2001-02. Portfolio assessments are now employed in several majors. Standardized tests are used in professional programs such as Nursing, Clinical Laboratory Sciences, and teacher preparation programs. Analyses of student performance on tests in these three areas can be clearly and directly linked to curriculum and academic policy changes designed to strengthen the majors (see the documents room for copies of plans).

Curricular planning takes place within each of the academic departments, often as a result of program reviews and outcomes assessment. Changes in curriculum are initiated within departmental curriculum committees, at either the undergraduate or graduate level. These committees must then seek departmental approval. Once departmental approval is received, proposals for undergraduate curricular changes are submitted to the All College Committee (ACC). Education departments, however, must first receive approval from the Education Curriculum Committee, a cross-departmental committee comprised of representatives from departments offering teacher certification programs. Proposals for curriculum

changes at the graduate level are submitted to the Graduate Council for approval. Final approval for all proposals submitted to ACC or the Graduate Council is granted by the President.

In some cases, cross-departmental evaluation and planning occurs, such as in the case of the Math/Science Task Force. This committee was convened two years ago by the Vice President of Academic Affairs to assess the College's status in the offering of math and science courses and programs, and to determine the College's needs in those areas. One outcome of this committee is a concerted effort to generate funding for a new science and technology building on the campus. Currently in the planning and resource generating stage, this building will replace the severely outdated space where the current science departments are located. The Committee also considered the option of establishing a major in Biochemistry, but, after receiving input from the President and the Chair of the BHE, recommended the development of a new major in Chemistry with a straight Chemistry track and a Chemistry Education track. This proposal has been submitted to the All-College Committee.

"All College Development Days" have been conducted on at least an annual basis to address topics of concern or need, selected from internal and external recommendations. The All College Development Days are conducted on days when classes are not in session, and are utilized to bring faculty and staff together to address issues collaboratively. Topics in recent years have included the *Liberal Arts and Sciences Foundation*, *Outcome Assessment* and *Writing Across the Curriculum*. The Liberal Arts and Sciences discussion was initiated by a request from the President, as well as concerns voiced by various faculty and administrators that it is time to determine if the current LA&S program effectively meets the needs of today's world and the mission of the College.

The College Library uses the strategic planning model for its planning and evaluation process. The Library has completed a 1993-98 and a 1999-03 strategic plan and is in the middle of the second plan. The goals and objectives of each plan were and are used in developing the budgets, staff reassignments, mission proposals, and other decision-making processes. The 1999-03 plan identified 10 areas of service to review. The Library's Distance Learning report included faculty members as well as administrators who dealt with Distance Learning. The 1999-03 Strategic Plan is the guide the staff is using as the Library enters the 21st Century.

The Library's assessment processes include separate student surveys and a faculty survey, which were conducted in 2000. An outcome of the faculty survey was the identification of under-utilization by faculty of Library Instruction services. A follow-up survey was conducted in 2001 to determine possible reasons for this situation.

Enrollment Services includes the Registrar and Admissions offices. Statistical information from the Admissions Office is produced each summer and presents a summary of what happened in the just completed cycle. Enrollment Services uses these data to target areas for recruitment based on past history and on the typical geographical areas from which students are recruited. The results of this assessment help to determine where the College is drawing students from and to redirect Admissions counselors' efforts. Enrollment Services produces a full plan every other year, with internal modifications/summaries produced on the alternate years. The last full plan was completed in the summer of 1999 for the 1999-00 academic year. Internal updates were produced for the 2000-01 academic year. The next full plan to be used for the 2001-02 academic year has been developed and is in the documents room.

c. Facilities Planning and Evaluation

The Vice President of Facilities solicits requests from division heads for improvement to the buildings of the College each year. Submissions are prioritized according to need, and a capital plan is submitted to the President and the Board of Trustees for final approval.

In 1996, the College retained Saratoga Associates to develop a campus-wide beautification and rehabilitation program. Several projects identified within this report have been implemented, and the plan continues to serve as a guide in establishing priorities for campus-wide improvements.

In the mid-90's, the "Rand Plan" was prepared by a private consulting firm, Rand Associates. The plan indicated that technological advances were needed in all buildings for the College to remain competitive in an information age. The Rand Plan was designed to develop a technologically connected environment equipped with necessary tools. In 1996 all classrooms, offices and dorm rooms were wired for Internet access. Faculty members received a state-of-the-art computer on their desk. Since then, we have established a plan to update faculty computers every three years to ensure computer capability is current.

d. Student Affairs Planning and Evaluation

The Student Affairs division encompasses Student Activities, Campus Living, Counseling, Campus Police, Health Services, Career Services, Athletics and Recreation Services. In 1997, the Student Affairs Office developed a strategic plan in which six teams were formed to address a variety of goals. In Fall 2001, under new Student Affairs leadership, the division rewrote its mission, re-establishing overarching goals in which the standards of good practice in Student Affairs were integrated, and developed annual objectives. The objectives will be reviewed twice yearly.

Campus Living annually conducts a nationally recognized and normed resident satisfaction survey. Counseling administered detailed surveys to all terminating clients for in-house purposes. Health Services conducts an annual "customer" service satisfaction survey. Career Services conducts an annual placement report each year, which is used by departments to determine their success in preparing students for graduate school or the world of work. Athletics submits annual reports to the NCAA in compliance with the Equity in Athletics Disclosure Act, and also conducts end-of-the-season student athlete evaluations in all sixteen intercollegiate sports.

Samples of these reports and surveys are found in the documents room.

e. Advancement Planning and Evaluation

The Advancement Office has a 5-year plan, which outlines major goals and activities and each department develops an annual plan, using the 5-year document. Once or twice a year, as time permits and necessity dictates, this division takes time to review its overall mission and goals and periodically updates its annual and five-year plan to reflect changing circumstances and new assignments. Biweekly staff meetings complement these activities.

In May of 2001, an outside agency, Marts and Lundy, conducted an assessment of the Development Office. Their assessment included specific recommendations for reorganization of the Office of Development and suggested strategies for engaging in a major capital plan. (A copy is available in the documents room.)

B. APPRAISAL

We have used the results of program reviews in diverse academic areas to make significant curriculum changes. For example, the program review of the Physical Education Department resulted in the renaming of the department and the development of a new major in Exercise and Sport Science. The program review of Computer Science and Computer Information Systems (CIS) resulted in a three-year plan to achieve accreditation of both programs, curriculum revision in both programs, and development of a

proposal for BHE approval of the new CIS program as a separate major. The review of the Economics program resulted in the development of a new concentration in International Business and Economics. Virtually every department that has completed its review has made changes ranging from minor curricular enhancements suggested by external reviewers to major curriculum revision (see documents room for a list of internal program reviews and external reviews).

“Writing Across the Curriculum” serves as an example of a topic for an All College Development Day that was generated by outside influences, as it was selected as a result of students’ performance on the literacy portion of the Massachusetts Test for Educator Licensure. As an outcome of the discussion during professional development days, consultants were hired to assess the College’s policies and practices in the teaching of Writing Across the Curriculum. The outside evaluators provided several recommendations for campus-wide change. In the summer of 2000 writing courses were examined and revised to ensure that critical writing skills are consistently addressed across sections of the courses.

The strongest recommendation of the consultants was the establishment of a Writing Across the Curriculum (WAC) Coordinator, who would ensure the implementation of effective writing practices across campus. We established this position in Fall 2000 and during the first year the Coordinator offered workshops for faculty. Toby Fulwiler, a nationally recognized WAC expert, was recruited to provide a daylong, highly successful professional development workshop in January 2001. A one credit “Literacy Seminar” to assist students preparing for the Massachusetts Test for Educator Licensure was established. The Coordinator also consulted with various departments, offering in-class workshops when requested. The result has been a heightened awareness and responsibility across faculty and departments for accountability in facilitating students’ improvement in writing, irrespective of discipline.

In the past decade, numerous planning and evaluation documents have been generated at the institutional, divisional and departmental levels. All divisions have engaged in planning and evaluation activities, despite the prolonged faculty contract impasse. The sheer number of planning and evaluation initiatives undertaken since 1992 is impressive. The overall integration, however, appears to be minimal, at best.

While there have been several planning efforts, institutional assessment has been uneven. The BHE has established performance indicators for all state colleges and has collected data. However, the College has not yet set its own performance goals. Individual divisions vary in terms of the extent to which they have set goals and collected assessment data. Academic Affairs has implemented entry level assessment and program reviews; all departments have developed outcomes assessment plans or are in the process of doing so; an assessment of the LA&S curriculum is underway; and an outcomes assessment plan for General Education competency is being built around the BHE requirements and the LA&S review. Within Student Affairs, individual areas have assessed their programs. However, the College has not adopted an instrument to regularly assess the quality of the student experience at the institution. A list of all assessment measures currently in use appears in the Appendix, “Institutional Effectiveness Indicators.”

Overall, planning is somewhat disjointed, with few systematic connections between divisional assessments and institutional planning. Communication about the planning processes is lacking. Links to the mission of the College and the strategic plan in the planning process are not always evident. Because graduate and continuing education is not state supported and until recently was a separate division of the College, planning for these areas has not been fully integrated into the overall planning and assessment of the programs. There is no systematic, long-term approach to planning, with campus-wide coordination. Planning efforts and priorities have not always included a cross representation of constituents. This may have been due, in part, to the work to rule policy of recent years, which hampered participation in campus-wide planning. During this three-year period, the level of faculty participation in governance varied, and during one year, governance ceased altogether. On the other hand, most departments did

continue to engage in program reviews and self-assessment, and accreditation of professional programs continued with great success.

The Board of Higher Education mandates have had an effect on the direction of planning and evaluation efforts, in both the short-term and long-term. Our ability to solicit broad-based input into the development of programs and policies, however, was often adversely affected because BHE directives for changes in the mission and direction of the college were frequently unanticipated. "Work to rule" policies resulting from the contract stalemate impacted negatively on faculty participation.

C. PROJECTION

The college planning process flows from the college's mission statement and is articulated in the BHE Mission Implementation Plan. With the resumption of full faculty participation, the College now has an opportunity to move forward with a collaborative, collegial planning process that incorporates the voices of administration, faculty, students, and alumni.

One strategy will be to establish a broadly representative cross-campus committee that would respond to long range concerns such as, for example, changes in the mission or direction of the College. We have also used the appointment of Ad Hoc committees successfully in the past, and these provide another mechanism for generating information for strategic planning. The full implementation of the new Banner system will provide for more efficient storage, maintenance, and analysis of campus-wide records, data and information. An annual review of internal and external reports will be conducted, so that the campus is aware of recommendations and gains made through the various planning and assessment processes. A new office of Planning and Analysis will be established in the spring of 2002. The office will report to the President and will be charged with coordinating institutional planning efforts.

Finally, additional efforts will be made to communicate to the BHE the impact of various mandates at the state level and to improve campus participation in the establishment of such mandates. When the college receives BHE mandates, we will be proactive in including various campus constituencies in discussions regarding our responses.

STANDARD THREE ORGANIZATION AND GOVERNANCE

A. DESCRIPTION

Fitchburg State College is one of nine state colleges in the Massachusetts higher education system. The Board of Higher Education (BHE), created in 1996 to replace the Higher Education Coordinating Council, is the official governing body. All members and the Chair of the BHE are appointed by the Governor. The Chief Executive Officer for the BHE is the Chancellor.

On the Board of Higher Education's website four fundamental responsibilities of the Board are identified:

1. To coordinate the missions, programs, activities and budgets of the three segments of public higher education so that these segments complement one another, understand and fulfill their respective roles, and have well-defined goals against which the progress of each college or university may be measured;
2. To ensure that all institutions offering collegiate levels of education meet the highest possible levels of quality and receive resources necessary to support that level of quality;
3. To ensure that the system is accessible to all residents regardless of their economic circumstances or geographical location through a vigorous financial aid program, an effective transfer compact, and active collaboration among institutions;
4. To ensure that system-wide and institutional policies, practices and programs not only value but foster diversity in enrollment, retention, student achievement, and institutional workforce development.

The BHE sets policies across the state colleges. In recent years the BHE has mandated changes in undergraduate admission standards with penalties for non-compliance, reductions in tuition, review and closing of programs with low enrollment, mission reviews, joint admission agreements with community colleges, entry assessment for entering students, program approval policies which require dropping old programs to add new ones, and development of strategic planning documents. It has also provided financial incentives – “grants” – for the development of projects that meet BHE established goals.

The BHE is also the employer of record for all employees represented by the four collective bargaining agreements. As such, it has the responsibility for collective bargaining negotiations, contract, and grievance administration. The current contracts are in the documents room.

At the local level, Fitchburg State College has a Board of Trustees that oversees the institution. The Governor appoints nine trustees for terms of five years, renewable for two terms. A student trustee is selected by the Student Government Association (SGA) and serves a one-year term. The FSC Alumni Association elects one of its members to serve on the Board. The Board of Trustees annually elects a chairperson from its members.

The duties and responsibilities of the Board of Trustees are defined in the General Laws of the Commonwealth of Massachusetts, Chapter 15, section 5 A. The Board is responsible for the fiscal decisions of the institution including approval of the annual budget, investment policies, audits and establishment of fees. They also review all personnel decisions, implement and evaluate affirmative action policies, award degrees to graduates of programs, make decisions about the acquisition of property,

and review all required submissions to the BHE, such as the Mission Statement, the capital project budget, strategic planning documents, and the request for new academic programs.

There are four meetings annually (January, March, May, and October) of the Board of Trustees, which operates under by-laws revised in October 2000. Special meetings may be called by the Chair of the Board of Trustees, the President of the College, or a petition of five trustees. Meetings and minutes are public. The Trustees may meet in executive session only for the purposes specified in the by-laws. The Board of Trustees has five standing committees: Academic Affairs, Student Life, Administration and Finance, Personnel, and the Executive Committee.

The President of the College has the authority and responsibilities as defined by the BHE and the Board of Trustees. An annual evaluation of the President is conducted by the Board of Trustees and submitted to the BHE.

The President defines his advisory staff, variously referred to as the senior staff or cabinet. The current cabinet is composed of the Vice Presidents for Academic Affairs, Finance, Facilities, Advancement, and Student Affairs, the Executive Assistant to the President, the Director of Human Resources/College Counsel, and the Director of Institutional Research. The Vice Presidents meet periodically to discuss issues of common concern and meet annually to present budget requests from their respective divisions. Vice Presidents also meet regularly with their staff.

The roles and responsibilities of each administrator are defined and kept on file, along with the procedures for their selection, in the office of the Director of Human Resources/College Counsel. As in any organization the past ten years have necessitated changes in the College's organization. Some have occurred in response to emerging needs. Positions have been created or job responsibilities moved from position to position as those responsibilities have grown. For example, in 1992 Academic Affairs had positions for two Associate Vice Presidents, one of whom was also Dean of Undergraduate Studies (later changed to Curriculum and Instruction) and the other of whom was Dean of Graduate and Continuing Education (GCE). Due to an expansion of administrative responsibilities in several areas, the two dean positions were separated in 1998 from the Associate VP positions.

Other changes have been made in response to short-term situations. For example, after the BHE cited the College for violating admission criteria the President changed the reporting line for Enrollment Services (Admissions and Registrar) from Academic Affairs to his office. One of the best examples of collaborative effort toward organizational change occurred in 1999-00 when the faculty of the Education departments requested the appointment of an associate dean to oversee teacher education from early childhood through high school. This position was created and staffed in Fall 2000. The current organizational charts are available in the document room.

The contractual agreement between the BHE and the Massachusetts State College Association (MSCA) defines the structure for academic governance at all of the state colleges including Fitchburg State College. Article VI of this contract delineates procedures whereby faculty elect department chairs for up to three three-year terms and defines the chairs' duties and responsibilities. The Vice President for Academic Affairs meets monthly with administrators of all areas within the Academic Affairs division, including academic department chairs. In addition, to ensure that their needs were adequately presented in these division meetings and to facilitate communication, the chairs have been meeting monthly since the Fall of 1999 to discuss issues and generate agenda items for the division meetings. Scheduling of chairs' meetings is coordinated with the Vice President of Academic Affairs. There is a separate contractual agreement between the BHE and the MSCA that delineates the responsibilities of the College and faculty who teach in GCE. Graduate program chairs and evening undergraduate program managers are appointed

by the graduate and undergraduate deans, respectively. The deans meet several times a year with the GCE program chairs and managers.

Governance begins at the departmental level with curriculum committees that meet to consider new course offerings, program revisions and new program development. Proposals for new courses, changes in academic policies or policies related to student life can be made by faculty, students or administrators. These proposals are submitted to the All College Committee (ACC), composed of eight faculty members elected by their peers, three administrators appointed by the President, and three students selected by the SGA. The ACC has three standing committees -- Curriculum, Academic Policies, Student Affairs. Ad hoc committees can also be appointed to deal with special issues. The Curriculum and Academic Policies committees are composed of 16 faculty members appointed by the MSCA, three administrators appointed by the President, and three students selected by the SGA, while the Student Affairs committee is composed of nine students, five administrators and five faculty.

A fourth ACC standing committee on long-range planning was eliminated during the 1997-98 academic year. According to a memo from Mark Peters, the BHE lawyer, it was a deferred provision bargained in 1995 but to take effect once salary equity had been achieved. That memo notes that long range planning "... will only be something that falls under the purview of the ACC if and to the extent that a special committee is created for that purpose."

The standing committees recommend to the ACC the approval or disapproval of proposals related to undergraduate students. The ACC reviews their recommendations and then recommends approval or disapproval to the President, who has the final authority on each change.

A separate governance structure is contractually defined for graduate policies and curriculum. Each department with a graduate program also has a graduate curriculum committee, which may recommend changes to graduate curriculum or policies. Both the graduate program chair and the department chair must approve such changes prior to their review by the Graduate Council and Dean of Graduate Studies. The Graduate Council is composed of five faculty members, three administrators and one graduate student elected by the other Graduate Council members.

B. APPRAISAL

The College's organization and governance structure are constrained by several outside factors, notably its adherence to the separation between undergraduate "day" programs, which are state funded, and undergraduate continuing education (evening) and graduate programs, which are not. This structure, imposed by the Massachusetts legislature and embodied in the separate collective bargaining agreements for faculty teaching in day and graduate/continuing education programs, inhibits the College's full integration of the "one college" concept in which all programs mesh seamlessly and resources can be allocated appropriately. Nevertheless, the College is striving to facilitate such integration by altering course load credits for undergraduate day faculty teaching in graduate programs, allowing "day" courses to be taught in the evening, sharing costs so that both day and evening students may take the same classes, and allowing day faculty to manage graduate programs while receiving release time in their day schedules. The College is also examining models from within and outside the state college system for their applicability to FSC.

In general, the governance structure mandated by the various collective bargaining agreements allows for participation of all constituencies in most major decisions. However, the three-year contract stalemate between the BHE and the faculty and librarians state-wide brought governance to a virtual halt during the 1999-2000 academic year. For much of that time a hostile atmosphere permeated the BHE's dealings with the entire state college system, which had an extremely negative impact on the morale of the College

community, on the conduct of the College's daily business and on achievement of many worthy goals, such as modification of academic programs and creation of new ones. On balance, however, absent such acrimonious relations between the BHE and the system, the governance structure provides the necessary collegiality regarding the establishment and implementation of policies and procedures.

Likewise, the overall division of responsibility and authority between the BHE and individual campuses is fairly clearly delineated, but system-wide policies have changed at such a rapid rate in recent years that campuses have been forced into a reactive rather than proactive stance. Similarly, the rapidity and frequency of changes in the administrative organization of the College in the past few years has produced confusion among various campus constituencies. Reporting lines have sometimes been altered suddenly and without adequate preparation of those affected or sufficient explanation of the rationale for the changes. One weakness in the governance structure is the absence of any formal mechanism for stakeholders (e.g., students, faculty or administrators) to assess the impact of organizational changes on the College's ability to accomplish its mission and to have direct input into the process by which such changes are designed and implemented. Additionally, open communication about issues vital to all facets of the campus community has been inadequate during this period of enormous change and turmoil.

Absence of a long-range planning committee is a weakness in the local governance structure of the College, as discussed in Standard 2.

An additional weakness in the current governance structure is the absence of any direct channel of communication between the College's Board of Trustees (BOT) and faculty and librarians. In the context of the past five years of strained relations and misunderstanding between the BHE and MSCA, a liaison between faculty/librarians and the BOT would have been beneficial in sharing information and mutual concerns.

C. PROJECTION

Given the problems cited above in the areas of governance and organization, the College will consider the following remedies:

1. We are exploring additional options for achieving better integration of the undergraduate "day" programs and the graduate and continuing education programs, within the provisions of current contracts. A working group is currently addressing issues raised by an internal review conducted in Fall 2001.
2. As stated in the MSCA contract (Article 7) the ACC is the body that "shall encourage the participation of all members of the bargaining unit, members of the college administration and members of the student body in the process of decision-making" with respect to academic policies, student affairs and the curriculum. The college will work with the ACC and department chairs to encourage participation by all stakeholders in discussions about the issues deliberated by this body.
3. Monthly meetings of department chairs will continue to facilitate input into Academic Affairs policies and procedures.
4. Through collective bargaining, we will consider other governance models that could encourage greater campus-wide involvement.
5. The process for considering reorganization of responsibilities across divisions will be clearly articulated in accordance with contractual agreements on notification requirements. The

appropriate contractual mechanisms for soliciting input regarding reorganization will be respected. It is possible that this issue could be addressed through a comprehensive strategy planning process. The re-establishment of a long range planning committee might also help serve such a purpose.

6. The Board of Trustees should consider means by which it might make itself more accessible and more responsive to the campus community.

STANDARD FOUR PROGRAMS AND INSTRUCTION

A. DESCRIPTION

Fitchburg State College emphasizes a combination of strong liberal arts and professional education in a context of leadership studies as a hallmark of its mission. Whatever a student's major, the College emphasizes the Liberal Arts and Sciences as a foundation and framework for in-depth study. With a historical commitment to teacher preparation, we have continued to emphasize teacher preparation for a variety of programs and levels.

Our academic programs include undergraduate day and evening on and off campus programs, as well as graduate programs offered both on and off campus. All programs are administered by the Vice President for Academic Affairs, assisted by two Associate Vice Presidents, the Dean of Graduate Studies, the Dean of Undergraduate Studies, and the Associate Dean of Education. (The Dean of Enrollment Services is also a member of the Academic Affairs team.)

According to legislation, all state funding is directed toward the traditional undergraduate programs offered during the day. The MSCA Agreement also makes a distinction between day and evening undergraduate programs and graduate programs with separate contractual agreements governing Day and Graduate/Evening programs.

During the last five years, the total number of students attending FSC has remained relatively stable. However, the day undergraduate population has decreased, while the graduate, evening, and extended campus population has increased. (See CIHE Data Forms in Appendix.) Regardless of where and when the curriculum is offered, full-time day faculty are responsible for planning and curriculum oversight. The Undergraduate Dean is responsible for the academic integrity of both day and evening undergraduate programs, while the Graduate Dean is responsible for the academic integrity of all graduate programs, both on and off campus. Programs offered in the evening and off campus are identical to degree programs offered on campus during the day and are approved by faculty governance. Students have the same access to services, including academic advising, library, and academic support programs. All of the programs are described in a single published catalog that is also available on the College's website.

A significant change since the last NEASC site visit is the added emphasis we have placed on the development of Outcomes Assessment as a means of evaluating curriculum and measuring student performance. Program reviews were initiated in 1997 and the review cycle was amended in 2000-01 to include a fifth year in the cycle of departmental reviews and a sixth year to allow for periodic review of the Liberal Arts and Sciences curriculum. Planning and review of Outcomes Assessment measures are part of the Program Review process for all departments.

In the major programs of study, departments utilize several methods of assessment. Students in Education who graduate with initial licensure create portfolios that are evaluated annually. Portfolios are also utilized in the Communications/Media and English programs. Majors in Nursing, Teacher Preparation programs, Clinical Laboratory Science, and those wishing to be certified as accountants also take state licensing or national certification exams. Clinical or internship experiences are required for majors in Nursing, Clinical Lab Sciences, Industrial Technology, Human Services, Criminal Justice, Exercise and Sport Science, Communications/Media, Professional Writing, and Teacher Preparation programs to ensure that students have met professional requirements of employment in their fields. Other methods for assessing student knowledge include quantitative methods such as the Praxis exam and qualitative methods such as the Capstone Project or the thesis and oral defense of the thesis, as in the Leadership

Academy, the Interdisciplinary Studies major, and Communications/Media. Feedback from this process is used as a basis for curriculum improvement and innovation.

The College has actively supported faculty with resources necessary for instruction and has encouraged development of creative and innovative teaching materials. Increased availability of personal computers for faculty and students has been accompanied by increased availability of software and multimedia equipment. At least one classroom in each building has been renovated to become a "multimedia classroom." Carts containing multimedia equipment are available to move into any classroom on campus. A new "smart classroom" has interactive video technology. Incentives are provided for curriculum innovation through several internal grants. We sponsor on-campus professional development days, which encourages improvement of teaching skills, and faculty are recognized through the Vincent J. Mara Excellence in College Teaching award.

We have also actively supported faculty scholarship and research. The MSCA Agreement specifies contributions to scholarship as one evaluative criterion. While a four-course teaching load is the norm, opportunities are available to receive reduction of load for scholarship; internal research grants are available; and professional development funds are provided to support travel and conference presentations. As a way to encourage faculty to involve students in their research, the Undergraduate Dean's fund provides travel and materials support for students engaged in research and/or traveling to conferences to present papers. The Graduate Dean also has funds available for graduate students who are presenting at a conference. The Faculty Award for Research and Creative Activity is given annually in recognition of excellence in the area of scholarship. Descriptions of recently funded projects are available in the documents room.

Admissions for the entire institution are handled by the Dean of Enrollment Services who oversees the Admissions and Registrar's areas. Admissions policies are consistent with the mission of the College. The governing principle is to provide equal educational opportunity and develop racial, cultural and ethnic diversity in the College community. The admission standards are consistent with the new higher standards established in 1997 by the Board of Higher Education (BHE) for all state colleges in the Commonwealth. (See college catalog for specific standards for graduate and undergraduate admissions; see documents room for the BHE Admissions Standards for All State Colleges.) Articulation agreements with community colleges facilitate transfer. Students who identify on their admission to a community college an intent to transfer to a four year institution are considered "Joint Admissions." All community college general education credits and major credits earned in programs comparable to programs at the four-year college will be accepted.

Two new "alternative admissions" programs have been established for students who do not meet the criteria for regular admission. The FSC/Mount Wachusett Institute permits freshmen to live on campus at FSC while enrolling in first year courses at MWCC. Students may transfer to FSC as soon as they meet the requirements for transfer eligibility. The Summer Bridge Program provides seven credit hours of academic instruction during the summer. Students who successfully complete the program are eligible for regular admission in the fall. Students who are identified either through the admissions evaluation process or through self-identification as "at-risk" receive additional support through the offices of Expanding Horizons, ACCESS, and Disability Services.

Each matriculating student, whether graduate or undergraduate, day or evening, is assigned an academic advisor who is a member of the full time faculty. The advisor meets with students to answer questions and assist with course selection. Students may also call upon the services and staff of the Academic Advising Center, which is located in the Hammond Building. The Center's staff also provides advising services to undeclared majors and students on academic probation.

1. Undergraduate Degree Programs

Fitchburg State College offers the degrees Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Education. Full descriptions of all aspects of the curriculum are found in the College catalog. The undergraduate curriculum (day and evening) is developed through our governance structure, which includes initiation of new programs and courses and revision of existing programs and courses by faculty in departments and across disciplines; approval by departmental and college-wide committees; and final approval by the President. Course objectives and evaluation measures are stated in course syllabi, copies of which are maintained by the dean and/or program managers. The quality of programs is reviewed on an ongoing basis through departmental program reviews, outcomes assessment measures, outside accrediting agencies (for certain majors), reports of internship and practica site supervisors and licensure agencies, and success of graduates as evaluated by departmental and Career Services surveys and placement reports. The integrity of undergraduate programs is the responsibility of the Dean of Undergraduate Studies. Department chairs (day programs) and program managers (evening and external campus programs) oversee the day-to-day operations of course scheduling, staffing, etc.

a. Day Programs

The B.A. degree is offered in nine subject areas: Biology, English, Geography, History, Interdisciplinary Studies, Mathematics, Political Science, Psychology, and Sociology. The B.S. degree is offered in eighteen subject areas: Biology, Business Administration, Clinical Laboratory Science, Communications/Media, Computer Science, Criminal Justice, Economics, English, Geography, History, Human Services, Industrial Technology, Interdisciplinary Studies, Mathematics, Nursing, Political Science, Psychology, and Sociology. Several of these offer specialized tracks of study: Biology, Business Administration, Clinical Laboratory Science, Communications/Media, Computer Science, English, Geography, Human Services, and Industrial Technology. As an example, literature, professional writing, theater, and secondary licensure are tracks in English. Interdisciplinary tracks include computer information systems, exercise science, fitness management, and international business and economics. The Criminal Justice major, formerly a track, was approved by the BHE effective 2001-02. New majors in Exercise and Sport Science and Computer Information Systems have been submitted to the BHE for approval.

The B. S. in Education is offered in four areas: Early Childhood, Elementary, Middle School, and Special Education. Students seeking teacher preparation in secondary education receive the B.A. or B.S. degree, according to their discipline. All education majors also major in a Liberal Arts and Sciences discipline. For Elementary and Special Education majors, this is specified as the Interdisciplinary Studies major.

b. Evening Programs

Evening degree program offerings include the B.A. in Interdisciplinary Studies and the B.S. in Business Administration, Computer Science, Interdisciplinary Studies, and Occupational/Vocational Education.

Undergraduate certificate programs are offered in Business, Computer Science specializations, and in plastics technology (off-campus at NYPRO, Inc.). The Vocational Technical Teacher Approval Program is offered at off-campus sites.

c. Degree Program Variables

All students earn undergraduate degrees in at least one major area, as noted above. Additionally, students may earn double majors by satisfying the degree requirements of both programs. Normally, only one degree is granted in this case; a double major frequently requires that students complete more than 120

semester hours. Students may earn a double degree by satisfying the requirements of both degree programs. In addition, they must earn 30 semester hours of credit beyond the 120 semester hours required for the first-degree program.

Students may also choose one or more minors in 31 areas: African-American studies, art, biology, business administration, computer science, chemistry, criminal justice, dance, economics, English, French, geography/earth science, German, graphics, history, industrial technology, industrial/organizational psychology, international studies, leadership, mathematics, music, philosophy, physical education, political science, psychology, public service management, recreation, sociology, Spanish, theater, and women's studies.

In 1996, the College began offering selected students the opportunity to complete their Bachelor's degree in a three-year degree program. The program is primarily for full-time students in the interdisciplinary studies major, although some other majors may be available. Students who enter this program must have completed at least six credits through dual enrollment (as high school students), advanced placement or CLEP examinations, or as transfer credits.

d. Regular Credit Opportunities

Course offerings from one to four credits (Carnegie Unit) are scheduled during fall and spring semesters, two summer sessions, and a winter intersession. In addition to regular courses, students may enroll in directed study, independent study, thesis, practica, and internships, worth from one to fifteen semester credits, as appropriate to the project and the department of study. Some regular courses are also offered through distributed learning modes: on-line courses and telecourses. The list of courses for each term is available through GCE publications and on the College's web site, and students may register through the GCE web site or by telephone. For Fall 2001, two on-line courses and six telecourses are offered.

e. Alternative Credit Opportunities

The College offers students the following methods for obtaining college credit: Advanced Placement Examination, CLEP (College-Level Examination Program), LECAP (Life Experience Credit Award Program); DANTES (Defense Activity for Nontraditional Educational Support); and departmental examinations.

Through a new agreement with the Indian Hills Music Center, students may study a wide range of instruments under the tutelage of professional musicians, and earn FSC credit for private and small group music lessons.

Up to 75 credits earned with grades of "C" or better (2.0 equivalent) may be transferred from other accredited institutions of higher education, with a maximum of 60 credits from two-year institutions. Fifty percent of major credits must be earned in residence; some majors do not accept transfer credit for courses in the major. Some flexibility to the fifty percent rule is allowed for students who double major; see the college catalog for full specification of transfer credit regulations. Evaluation of transfer credits from non-U.S. institutions is determined by the Registrar's Office; equation of transfer credits for major requirements is determined by major departments in consultation with the Registrar. Students transferring from a Massachusetts community college who have earned the Associate's degree in a program comparable to a major of study offered at the College may transfer the full 60 credits of the A.A. or A.S. degree, under the policies of the Commonwealth Transfer Compact Agreement (1990).

All students enrolled full-time are eligible to enroll in courses through the Worcester Consortium of colleges, institutes, and universities. FSC students have opportunities to earn credit through study abroad,

either in the College's international programs or by enrolling in programs offered by other accredited U.S. institutions. Advanced students may take up to 30 credits at other state colleges through cross-registration procedures as provided through the College Academic Program Sharing (CAPS) program. This allows students access to special programs, expertise, or facilities afforded by other state colleges.

2. Curriculum

a. Graduation Requirements

The undergraduate degrees require completion of a minimum of 120 credits, with a minimum cumulative grade point average of 2.0; certain major departments set higher required grade point averages for the major. Of the 120 credits, 60 credits are required in Liberal Arts and Sciences (general education) courses. Major credit requirements vary from 36 to 54 hours of coursework; elective courses make up the remaining credits toward the degree.

b. Liberal Arts and Sciences (LA&S)

The undergraduate curriculum reflects our mission to integrate an interdisciplinary, multicultural liberal arts and sciences core with all arts and sciences and professional degree programs. The general education requirements, the Liberal Arts and Sciences program, were instituted for students entering Fall 1990. Regardless of academic major, students complete from 60-64 semester credit hours of course work, usually at least one-half of the credits required for graduation, in subject areas included within the arts and sciences. An essential part of this program is the Freshman Foundation Year (FFY), designed to enable first-year students to acquire essential critical thinking and writing skills and to develop an appreciation for the modes of inquiry of the arts and sciences disciplines. Each year, a central theme is selected and common texts are chosen for freshman reading (across courses), supported by campus events including speakers, panels, films, and performances. Freshman core courses include Writing I and II and physical education. (Copies of both the LA&S and FFY handbooks are in the documents room.)

As part of the LA&S program, students complete courses in the following cross-disciplinary clusters: Human Behavior; Ideas and Events; Literature, Language, and Arts; and Quantitative/Scientific (including at least one college-level mathematics course and one laboratory science). Courses designated as Multicultural and Interdisciplinary must also be selected. All students who are not double majors are required to complete at least nine credits of upper division coursework in an LA&S discipline outside of their major. Students are also expected to demonstrate proficiency in computer literacy, listening and speaking skills, and writing at the junior/senior level in their major.

c. Continuation in Degree Programs

Any student who earns a grade point average of 1.0 (on a 4.0 scale) in the first semester of full-time attendance is suspended from the College. Any student whose cumulative grade point average falls below a 2.0 (on a 4.0 scale) is placed on academic probation and required to use the College's academic support services and to improve their standing. The number of semesters a student is allowed to continue on probation to raise the GPA to the minimum 2.0 standard is based on the total number of attempted credits; the standards are outlined in the catalog. Students who do not meet the standards are suspended and may appeal to return after a one-semester absence; readmission is not guaranteed. Students who are allowed to return after a suspension must make progress to improve their standing according to policies as outlined in the catalog (as with the probation standards). Students who fail to improve their performance within the mandated time limits are dismissed from the College for a period of five years, after which they may appeal for readmission. The Dean of Undergraduate Studies reviews individual cases.

d. Entry Assessment and Placement

All incoming students are tested in mathematics and reading (through the Accuplacer CPT test), and writing (through a writing sample based on campus-designed prompts). Those who do not meet the minimum standards are placed in sections of Basic Mathematics I or II, College Reading, and Basic College Writing; these sections are offered through an agreement with Mount Wachusett Community College and do not receive academic credit toward graduation. Placement tests are also offered in French, German, Spanish, and Latin, for students who wish to continue languages studied in high school. Since FSC does not currently offer courses in Latin, students who wish to continue in Latin register either through the Worcester Consortium or through Independent Study with an FSC faculty member. As part of a state-wide task force on assessment measures for the public institutions of higher education, planning is under way for entry assessment of computer skills and for assessment of critical thinking and writing after completion of 60 credit hours.

e. Summer Bridge Program

In summer 2000, the College began to offer a Summer Bridge program to students who otherwise would not be admissible under the BHE Admission Standards. Students who successfully complete seven semester credits in this residential intensive five-week program are granted full admission as part of the entering fall freshman class. Of the 54 students who completed the first program, 53 were eligible to enter FSC in the fall, and 51 enrolled in fall classes. Of these, 41 are enrolled as of the Fall 2001, in their second year of the undergraduate program. Of the 46 students who completed the Summer 2001 program, 45 were eligible to enter FSC in the fall, and all of these students enrolled. Based on comparison with the success of such programs at other institutions, we will consider this program a success if 50-60% of the Summer Bridge program completers go on to complete the undergraduate degree at FSC in four to five years.

f. Leadership Academy Honors Program

As the result of an Honors Program review, a group of faculty met over the course of the 1997-1998 academic year to discuss development of a new honors program to replace the existing program. The Leadership Academy was established as a result, and the first class entered Fall 1998. Sophomore students enrolled in the Honors Program were given the option to finish out their program or to transfer to the new program. The goal of the Leadership Academy is to educate leaders for the 21st Century. A four-year sequence of integrated core courses, which replace the LA&S requirements, incorporate the themes of globalization, communication, computerization, science and technology, and ethics and diversity. All students complete a foreign language through the intermediate level, and complete an extended research or creative project during the senior year. Students who enter the program but are unable to complete it, or who transfer into the program during the sophomore or junior year, may earn a minor in Leadership Studies, if certain required courses have been completed.

Students are selected for the program during the admissions process, and receive scholarships in the amount of in-state tuition and fees. Students must maintain a 3.3 program or cumulative GPA. In Spring 2001, a team from the Massachusetts Commonwealth Honors program evaluated the program and recommended Commonwealth Honors status. The BHE approved this recommendation; students who successfully complete the program will graduate as Commonwealth Scholars. (Material on the Leadership Academy is included in the documents room.)

g. Teacher Preparation

As a result of student performance on the state teacher licensure tests, which included a higher percentage of failures than the state recommended percentages, standards for teacher preparation candidates were reviewed in 1998-99, and were revised effective with the 1999-00 and 2000-01 academic years. Under the new standards, students must have a 2.75 cumulative GPA and a 3.0 GPA in education courses in order to undertake practicum work in any teacher preparation program. Beginning in 2000-01, students were required to pass the literacy portions of the licensure examinations prior to student teaching. Beginning in 2001-02, students are also required to pass the content area examinations prior to student teaching.

Two innovative cooperative programs, which are supported by grants, prepare paraprofessionals in the Lowell and Boston public schools for teacher certification. In cooperation with the Rollins Griffith Teacher Center in Boston, students may prepare for the B.S. in Elementary Education; two of the students from the first cohort of twelve students are nearing completion of their degree programs, while a second cohort began their education courses Fall 2001. In cooperation with Middlesex Community College and the Lowell public schools, students may complete an Associate's degree and transition directly to our B.S. in Special Education (Elementary) program. FSC offers courses in Boston and Lowell to meet the needs of these programs.

h. Writing Across the Curriculum (WAC)

Student failure rates on the state teacher licensure examinations also prompted the faculty to review writing standards across the College. While writing across the curriculum initiatives had been part of the LA&S implementation, with changes in faculty and curriculum, consistency had been lost. As part of continuing college discussions and program review, the College's commitment to improving student writing skills across the disciplines and professional programs was renewed and invigorated. A team of English Department faculty created common protocols for evaluating writing, and these were distributed to departments and posted in classrooms and academic offices across campus. Common goals were established for the freshmen writing courses. A WAC Coordinator was hired for the 2000-01 academic year, with responsibilities for teaching writing courses in the English Department and for spearheading initiatives for improving writing within and across disciplines. The WAC Coordinator meets periodically with a group of committed faculty who serve in an advisory capacity. Faculty development programs included a workshop with Toby Fulwiler. Recent WAC initiatives included paired courses (psychology/writing and education/writing) and literacy workshops for teacher preparation candidates, which were expanded from earlier weekend workshops.

3. Graduate Degree Programs

Fitchburg State College offers graduate programs that allow busy professionals to pursue advanced study in their fields or to develop expertise in a new area that will assist them with career changes. Our offerings include Master degree programs (M.A., MAT, M.Ed, MBA) as well as Certificate of Advanced Graduate Study (CAGS) and focused certificate programs that refine professional knowledge through advanced study at the graduate or postgraduate level. A full list of these programs is included in the college catalog.

Admission and retention policies for graduate programs are described more fully in the section titled "Admissions" in the college catalog. In order to preserve the integrity of the graduate programs, only a limited number of transfer credits are accepted. In general, no more than 6 credits taken at another accredited college or university may be transferred. Graduate credit is not offered for life experience.

Each graduate program helps students acquire an appreciation for research and scholarly study and culminates in a Capstone experience. In general, the Capstone experience for professional degrees, such as the CAGS, MAT, and M. Ed., will be an independent project or an internship that allows students to relate theory to practice. Research based degrees, such as the M.A., usually require a thesis as the Capstone.

All graduate programs are directed by the College's full-time faculty and linked to our undergraduate strengths. Full-time faculty are assisted by adjunct graduate faculty with advanced degrees and relevant professional experience. Full-time faculty serve as graduate advisors and are available to meet with students during evening hours to answer their questions, to assist with transfer credits, and aid with course selection. Required courses are offered in regular patterns to facilitate program completion for both full- and part-time students.

Strong efforts have been made to enhance the support services for students through adequate library and media holdings as well as through appropriate student advising and counseling. Full-time students in our on-campus programs may be eligible for a graduate assistantship or other financial aid. The College is member of the Council of Graduate Schools.

In addition to our on campus degree programs, we also offer several graduate programs, mainly in education, at extended campus sites. (A list of extended campus programs is in the documents room.) The collective bargaining agreement limits the number of extended campus courses to 50% of our total course offerings through GCE. Programs at extended sites follow the same curriculum as those on campus. Extended campus students must meet the same entrance and retention criteria as those in our on-campus programs. Extended campus students are afforded the same access to services and the library, as are our on-campus students. Faculty teaching in extended campus programs must be members of our faculty pool. Each program is assigned a program chairperson or liaison who is a member of our graduate faculty and who is responsible for maintaining the academic quality of the off campus program. As required by legislative mandate, graduate programs at all state colleges are offered only through Graduate and Continuing Education (GCE) and are not supported by state funding as the undergraduate day programs are. Financial support for the graduate programs must come from revenues generated by those programs.

B. APPRAISAL

During our last NEASC visit, reviewers suggested we move toward a "one college concept" that would more fully integrate the day and evening programs. In 1997, the College engaged in a study of the barriers to the "one college" concept and identified strategies that could be adopted. (A copy of the "One College" 1997 Task Force Report is in the documents room.) Significant progress has been made. GCE is no longer a completely separate division of the College headed by a single dean. Rather, the Undergraduate Dean assumes responsibility for all undergraduate programs – day and evening, on and off campus – and ensures that academic policies are identical for all undergraduates. The Graduate Dean assumes responsibility for all graduate programs and manages the budget for GCE. Responsibility for admissions and registration of all programs resides with the Dean of Enrollment Services. Academic support programs have extended their hours and developed on-line delivery mechanisms to ensure that evening and off-campus students have equal access to on-campus services. Marketing of undergraduate and graduate programs has been integrated and a comprehensive marketing plan is being implemented for the entire institution. Our faculty development program has been expanded to include graduate and evening faculty.

The achievement of an integrated model is hampered by four major factors:

1. The separate MSCA contracts for day and evening/graduate divisions;

2. The legislative mandate separating the budgets of the day and undergraduate evening/graduate programs;
3. The strictness with which this mandate has been applied on the campus (e.g., many believe that graduate courses cannot be offered during the day); and
4. The campus culture (e.g., any work performed by faculty for GCE, such as graduate student advising, should be paid above and beyond one's regular salary).

The historically strict divisions of labor and compensation have limited the campus's awareness of alternatives and our ability to develop innovative strategies. This is true not only for faculty but for the Treasurer's Office and Student Services. The system of incentives and rewards that is grounded in past practices and the potential monetary implications for the institution of "losing" income from GCE are major impediments to transformation.

As one result of this separation, a significant number of undergraduate evening and graduate courses are taught by adjunct faculty. In an effort to lessen the impact of our inability to hire full-time graduate faculty, the College has developed a mechanism that allows undergraduate day faculty to teach in graduate programs as part of their day load. New faculty are hired with the understanding that they could be assigned to teach graduate courses. Also, all faculty have the opportunity to develop and offer new courses. However, many faculty still choose to teach graduate and evening courses above load for extra compensation. This results in a five-course load on a regular basis for many faculty, which of course, limits the opportunity for scholarship and service.

A second result of this separation is the difficulty that students encounter in moving between day and evening programs. Day students who wish to enroll in courses after 4:30 p.m. must pay separate GCE tuition and fee charges, and vice versa. We currently permit a few students to cross-register without additional cost, but this is on a case-by-case basis, depending on need. We have discussed the need to change policies and procedures to better accommodate student needs.

In addition to the concerns that relate to the one college concept, we have identified several other areas of the curriculum that should be addressed.

1. As noted, the LA&S curriculum is being reviewed. Concerns that have been identified include the degree of complexity of the requirements and related difficulties in advising, the adequacy of technology inclusion, the adequacy of upper-level writing instruction, the number of credit hours required by the LA&S curriculum, and the extent to which the LA&S curriculum supports teacher preparation. The extent to which the Freshman Foundation Year program currently in place is meeting its goals will also be considered.
2. While the program review process has resulted in some innovative program changes, not all departments have yet participated in the review cycle. Some delays resulted from the "work-to-rule" issues and these are being addressed.
3. The development of an outcomes assessment plan is proceeding well at the departmental level. The difficulty has been in development of a plan to assess the general education curriculum. Assessment of general education was partly delayed due to "work to rule" and was also delayed intentionally as the College awaited the outcome of the state-wide task force recommendations on the assessment of quantitative reasoning, writing, critical thinking, and technology literacy. Plans to address this are underway.

4. The Leadership Academy faculty understand the relationship between the honors program and the mission of the College. However, there is confusion among some of the faculty regarding the relationship between the Leadership Academy as a separate honors program and “leadership studies” as a central organizing theme for the rest of the curriculum. Therefore, the integration of leadership studies into the overall College curriculum has been uneven.

5. Extended campus programs are held to the same standards as on-campus programs. As we continue to develop more joint programs with other institutions and continue to maintain and expand off-campus programs, we need to continue to work to provide appropriate supports for these students.

6. In terms of admissions, the College has experienced a decline in diversity in the student population that is directly related to the increased admission standards. A diversity recruitment plan has been developed. However, there is no comprehensive, institution-wide plan for supporting and increasing student diversity.

7. Funding for basic teaching materials is adequate for most departments. However, there are some departments, such as, Communications/Media, Nursing, Clinical Laboratory Science, Bio/Chemistry, and Geo/Physics that require sophisticated instrumentation in their laboratories. It has been difficult to find adequate funding within the regular college budget to purchase and maintain this equipment. The Board of Higher Education usually gives campuses some extra funding for “mission” related projects. Some of this funding has been used to upgrade equipment in the academic areas but the needs of the programs usually are greater than the funding provided for specialized equipment.

8. Support is provided for faculty scholarship. However, with a teaching load of four courses and with many faculty teaching additional courses “above load” in the graduate and evening programs, it is difficult for faculty to balance their responsibilities. This also has created concerns in relation to external accreditation for some programs, particularly Computer Science. Innovative solutions need to be found to address this concern.

9. The College has viewed the need for faculty in terms of student enrollment in the day program alone. Therefore, there are constraints on our ability to support or expand graduate and evening programs. As we plan for the future we must take into account the need to provide adequately for the Graduate & Continuing Education programs.

10. There is currently no central office or umbrella to coordinate the various interdisciplinary minors on campus (African-American Studies, International Studies, Women’s Studies), which has an impact both on advising and resources for these programs. Oversight of, advising for, and budgeting for these minors shifts from one department to another and from one faculty member to another, depending on courses offered each semester. Students must consult the current catalog to determine which faculty member is currently coordinating the minor. Cross listing of courses in registration materials has been inconsistent. Creating the position of a faculty coordinator/advisor for these minor programs, with dedicated office space and a separate budget line, could help resolve some of these problems and attract and retain more students in these programs, which are central to the interdisciplinary/multicultural mission of the College.

11. Currently, only students in our B.A. programs and in the Leadership Academy Honors Program are required to complete a language through the intermediate level, and we offer languages only as minor areas of study, not as majors. With the College’s emphasis on

interdisciplinary and multicultural studies, the minor in International Studies, the new interdisciplinary program in business and economics, and the need for bilingual teachers, some debate has arisen about the opportunities for language study in our curriculum. There are concerns that we may be losing potential honors program students if we do not offer them the opportunity to continue a language they studied in high school (such as Latin). Many see a need to strengthen the language programs, to make language a more integral part of the LA&S curriculum, and possibly to put forward a major in Spanish.

12. Accredited programs leading to licensure such as education and nursing are being faced with increasing requirements to meet standards. These increased requirements are making it more difficult to graduate within four years. This is also a potential problem for double majors.

C. PROJECTION

The College will continue to explore ways to move closer to the "One College" concept, in part by adopting strategies currently being used at other state colleges in the system. We must continue to provide adequate support services to evening and off-campus students, and we must plan new programs and program expansions with consideration to having adequate support structures.

The fact that the College is in a transition period with many positions becoming available through retirement gives us an opportunity to reallocate faculty lines and also gives us a chance to bring in new faculty with different expectations. The College should consider the needs of the entire institution when allocating faculty positions and other resources. The feasibility of having some full-time graduate faculty positions could be considered, and more full-time faculty could be encouraged to teach graduate and evening courses as part of load.

A review of the LA&S curriculum is currently underway. The Committee will build on the assessment completed during Summer, 2001 and will make recommendations on structural changes for governance consideration. The ultimate goal is a clear statement of intended learning outcomes for the LA&S curriculum, clarification of where in the curriculum these outcomes are achieved, and a plan for demonstrating the effectiveness of the LA&S curriculum in achieving its objectives.

In particular, the Committee will consider the need for: 1) clarification of how writing and critical thinking are developed through the curriculum and the role of Writing Across the Curriculum in this process; 2) consideration of the Freshman Foundation Year curriculum and how it supports the goals of the LA&S program; 3) simplification of the curriculum for students; and 4) evaluation of current assessment tools.

The Committee will also be considering, as part of this process, the question of the need to strengthen technological competency and leadership in this curriculum and the question of how the curriculum supports the needs of the professional programs in general and the preparation of teachers in particular.

This plan will build upon the BHE mandated freshman assessment of technology and the sophomore level assessment of writing and critical thinking. A pilot program to assess writing and critical thinking is being developed by the Nursing Department, with implementation planned for Spring, 2002. The review of the LA&S curriculum needs to serve as the College's response to the BHE General Education Objectives. The expectation is that the department plans (currently in place) will be supported by and will build upon the General Education Assessment Plan.

We have also noted a weakness in the area of academic advising for all students, including members of the Leadership Academy. Many of these problems are almost certainly related to the complexity of the LA&S curriculum and the difficulty both some of the students and some faculty report in understanding it. The LA&S review committee will be considering this. The Committee is also considering the national research on the "Freshman Experience" and the need to have systems in place that will support the goals of the LA&S curriculum. Once the appropriate changes in the curriculum have been recommended, the Committee will be identifying appropriate strategies for strengthening advising and other related programs and services, as needed, so that we will have a more comprehensive, inter-related, and assessable "system" of curriculum and academic supports. It is anticipated, at this point, that the National Survey of Student Engagement may provide useful insights that could be used in conjunction with academic assessment measured to evaluate learning outcomes.

Finally, additional strategies must be identified to support diversity in the student population. A campus-wide committee should be established by the President and charged with the responsibility for developing a comprehensive set of strategies for the recruitment and retention of a diverse student population.

STANDARD FIVE FACULTY

A. DESCRIPTION

Approximately thirty years ago, the College made the transition from a narrowly focused mission of a teachers' college to its current mission as a comprehensive regional institution. More recently, Fitchburg State has entered a period of transition in relation to faculty, as senior faculty have begun to retire in significant numbers and are being replaced predominately by junior faculty. Four years ago (Fall, 1997), the College had 203 full time faculty, only 34 of whom (16.7%) were untenured and 28 of whom were at the rank of Instructor or Assistant Professor (13.7%). In Fall, 1999 the College had 200 full time faculty, of whom 50 (25%) were untenured and 46 (23%) were at the rank of Instructor or Assistant Professor. While the College has lost the talents and commitment of many excellent faculty through this transition, it has also created an opportunity to bring new energy, experiences, and ideas into the institution. This transition provides an excellent balance of experience and excitement.

Full-time faculty are assisted in the day program by part-time, adjunct faculty. Part-time faculty have been used predominately in lower-level "service courses" in areas such as introductory writing and mathematics courses, and they fill in for faculty on sabbaticals or for last-minute resignations and administrative assignments. Part-time faculty also help the College respond to fluctuations in enrollments from one year to the next in areas such as Nursing, where the number of faculty required to deliver the program expands and contracts from year to year. Over the past four years, the number of part-time faculty has varied each semester from a low of 28 to a high of 38. These faculty have generally taught between 40 and 50 courses, although the numbers might be slightly higher or lower, depending on the circumstances.

Faculty and Librarian hiring, workload, and evaluation are governed by policies that are explicated in the MSCA Agreement (collective bargaining agreement). In the context of a strong tradition of commitment to teaching, Fitchburg State attracts faculty who demonstrate excellence in teaching but recognize that good teaching is grounded in an active program of scholarship and creative activity. Faculty are expected to teach four courses per semester, perform advising responsibilities, maintain an active program of scholarship, and contribute to the College and/or their professions through service. Release time for "alternative professional responsibilities" may be granted from teaching in order for faculty to perform administration and service, and load reductions may also be granted to support scholarly and creative activities. Release time is also granted to department chairs, and as required by the collective bargaining agreement, the amount of release time given to chairs is proportional to the size of the department.

The collective bargaining agreement provides for faculty and librarians' participation in all aspects of college governance. The agreement defines governance structures as well as the membership of committees and the election or appointment procedures. As a result, faculty participation in governance has traditionally been very strong. Even during the most recent period of prolonged and difficult negotiations on the faculty contract, disruption to normal committee operations was confined to one year on this campus. Academic departments defined "Work to rule" in different ways and practiced it to some degree during the three years of negotiations, and faculty members elected to exempt activities related to program accreditation or other essential functions, such as curriculum development related to state mandated changes in teacher preparation programs. In addition to the contractual committees described in the contract, the President has, from time to time, appointed ad hoc committees for specific purposes, and faculty have often organized themselves into ad hoc groups for specific purposes (i.e., the Teaching Dialogues Committee).

During the recent negotiations between the MSCA and the BHE, which is the statutory employer of all state college faculty and librarians, salaries were a contentious issue. Though the recent settlement addressed some of the significant disparities between the salaries of faculty in the Massachusetts state colleges and the salaries of faculty in their peer institutions, salaries will continue to lag behind. Through the collective bargaining process, faculty do have indirect input into the process through which salary levels and other benefits are established. A complete description of salary and benefits is provided in the MSCA Agreement. A separate Agreement sets forth the contractually determined compensation levels for all faculty who teach in the Graduate and Continuing Education (evening and off-campus) programs.

1. Faculty and Librarian Hiring and Recruitment

The procedures and criteria for recruitment and appointment of faculty and librarians are set forth in the MSCA Agreement. Departments submit requests for positions to the Vice President of Academic Affairs, whose recommendations must be approved by the President. Once a position is approved, the department follows guidelines established by the Vice President of Academic Affairs and works with the Vice President's office on all aspects of the approval, advertising, interviewing, and hiring process. All tenure track positions are filled through nationally advertised searches, with particular attention to advertising and recruiting for diversity. Faculty may be appointed at any academic rank for which they are qualified, providing that the position has been advertised at that rank. Faculty participate in the search process by serving on departmental search committees. One representative of each search committee must be a trained affirmative action representative and is responsible for ensuring that all requirements related to equal opportunity and affirmative action are met. Finalists chosen for interview meet with the Vice President of Academic Affairs, who is responsible for extending offers of employment. The Vice President determines the salary, within the limits established in the Agreement. Once hired, all full-time faculty are provided with a copy of the MSCA Agreement, outlining the terms of appointment.

Full-time faculty are eligible for inclusion in the Graduate and Continuing Education (GCE) Faculty Pool if they meet the criteria established by the Graduate Council for all graduate faculty, including adjuncts. (Under College policy, full-time faculty may teach one graduate or evening undergraduate course per semester "above load" for additional compensation.) There are approximately 900 faculty in the GCE pool. Of those, about 100 are full-time day faculty. On average, there are 93 faculty teaching graduate courses and 96 faculty teaching undergraduate courses in a semester. Slightly more than one-half of all on-campus GCE courses each semester are taught by full-time day faculty.

The Dean of Graduate Studies and the Dean of Undergraduate Studies are responsible for working with department chairs to recruit, hire and evaluate GCE faculty. The minimum requirements (according to the GCE contract) include: a Master's degree from an accredited college or university in the field or discipline to be taught, at least two years of appropriate professional experience (for faculty teaching courses in professional areas); demonstrated potential to fulfill the applicable evaluation criteria; and understanding of the teaching/advising process. A recommendation of the appropriate department chair is required. Adjunct faculty may have titles ranging from Visiting Instructor to Visiting Professor, depending on qualifications. Appointment to the GCE pool is for a period of three years; salaries are determined according to faculty rank and are set by the GCE contract.

Courses in off-campus programs are taught predominately by adjunct faculty. These faculty may be hired by the College, or they may be hired by the agency with whom we contract to deliver courses. However, all adjunct faculty teaching off-campus courses must be approved for inclusion in our Graduate and Continuing Education faculty pool. Thus, their credentials must be reviewed and approved by our Department Chairs and by the appropriate Dean, graduate or undergraduate.

2. Faculty and Librarian Evaluation

All full-time tenure track faculty and all tenure track librarians are systematically evaluated in the manner determined by the MSCA Agreement. Student evaluation of courses are conducted using the contractually mandated form, and faculty receive the results of the course evaluations, which are used in performance reviews. Criteria for faculty evaluation include: 1) teaching effectiveness and academic advising; 2) continuing scholarship; 3) other professional activities (i.e., service and contributions to the community); and 4) alternative assignments. All full-time tenure track faculty undergo annual performance reviews prior to the tenure review that comes in the fifth year. Promotion to associate professor requires six years of full-time teaching experience at an accredited two or four-year institution, with at least three years being at the rank of an assistant professor at an accredited four-year college or university. A faculty member may be tenured without promotion but may not be promoted without tenure. The two reviews may be requested simultaneously; however, most faculty request the tenure review first. Review for promotion to full professor generally requires eight years of full-time teaching, of which at least five must be at an accredited two or four-year institution.

Librarians may hold the rank of Library Assistant, Library Associate, Assistant Librarian, Associate Librarian, Librarian, or Senior Librarian, depending on qualifications. Criteria for promotion include: 1) effectiveness in performing assigned responsibilities within the Library; 2) continuing scholarship; 3) other professional activities; and 4) alternative assignments.

The procedures for evaluation of full-time faculty and librarians are outlined in the MSCA Agreement, a copy of which is available in the documents room. The contract specifies the materials to be included in the review, the student evaluation system to be used, the schedule of classroom visits by the department chair and peer evaluators, and the membership on review committees. Forms to be used in evaluations are part of the contract, and the schedule of reviews is set contractually and distributed to campuses prior to the beginning of the fall semester. Reviews for tenure include recommendations to the President from a Peer Evaluation Committee (if requested by the candidate), the Department Chair, Tenure Evaluation Committee, and the Vice President of Academic Affairs. Reviews for promotion include recommendations from the Peer Evaluation Committee, the Department Chair, the Committee on Promotions, and Vice President of Academic Affairs.

The new contract further requires post-tenure review for faculty and librarians, which is being implemented this year for the first time. Post-tenure review will occur on a five-year cycle. The basis for evaluation is described in the contract and includes performance in the areas of teaching and advising, scholarship and creative activity, and service to the community.

All temporary and part-time faculty in both the day and evening programs are systematically evaluated in accordance with the appropriate bargaining contract. Temporary faculty in the day program are evaluated annually. Part-time faculty in the day and evening programs are evaluated in the first semester of employment and thereafter, during the semester in which s/he teaches a fourth course following the last evaluation. Evaluation of part-time faculty is based primarily on teaching effectiveness and academic advising, if appropriate.

In the graduate and evening programs, student evaluations are conducted on all courses using a contractually agreed upon form, and the results are shared with the instructor and with the Vice President for Academic Affairs. For full-time faculty teaching in graduate or evening programs, these evaluations may be included in the review materials submitted for tenure or promotion.

The College also employs a number of professional administrators, technical and clerical staff who assist with academic functions and who are members of other unions, such as the Association of Professional

Administrators and AFSCME. This group includes laboratory technicians in the sciences, communications/media and computer science who prepare and monitor laboratories and the department secretaries who assist with clerical tasks. Recruitment for these positions is similar to recruitment for faculty positions.

3. Faculty and Librarian Development

A variety of resources are available to full-time faculty and librarians in support of the performance of their responsibilities. The MSCA Agreement includes "Faculty Development" money in the amount of \$500 per faculty member (unit member) per year. Faculty may use this money for travel or for the support of scholarship and creative activity. The Vice President for Academic Affairs provides up to \$500 per person for faculty presenting papers at national conferences, and departmental budgets include \$200 per faculty member for the support of travel. Additional support includes Undergraduate and Graduate Faculty Fellowships, Faculty Research and Research Associate Awards, Innovative Scholarship/Curriculum Development grants, Alumni Association Tangible Item Purchase (ATIP) Awards, and Ruth Butler Grants for the support of scholarship and creative activity. In addition, several awards recognize faculty excellence, including the Harrod Lecture Series Presentations, the Vincent J. Mara Teaching Excellence Award, and the Faculty Award for Research and Scholarship. The College also provides faculty with training in the area of technology (web design, use of Blackboard and other software packages, etc.)

The institution's strong commitment to the support of teaching is evidenced in the creation of a new Center for Excellence in Teaching. This Center exists for the purpose of supporting faculty development in the area of teaching and will also serve as a new, centralized locus for supporting teaching and learning. The Center will provide assistance to individual faculty upon request, conduct workshops, provide mentoring, and work with Academic Affairs to provide faculty with opportunities to attend national conferences that support institutional goals, such as the AAHE Conference on Faculty Roles and Rewards. This Center is expected to serve primarily full-time faculty and will also develop programs to address the needs of adjunct day and evening faculty and librarians.

The College has, for the past several years, been focusing attention on the development of support for Graduate and Continuing Education (especially part-time) faculty, both on and off campus. Several strategies, including an annual, fall meeting of adjunct faculty, a website designed to facilitate communication, periodic meetings with Program Chairs, and training sessions provided at off-site locations by librarians and staff of FSC have been used to facilitate communication regarding curriculum, policies, and program expectations, and to provide part-time faculty with development opportunities. Some adjunct faculty are, by virtue of their experience and involvement in the programs, considered "resident faculty," and as such are eligible to serve on committees and assist with program administration. Thus, multiple strategies have been employed to insure that adjunct faculty are involved with the curriculum and are part of the culture of the College.

Concurrent with the creation of the Center for Excellence in Teaching, a reorganization of responsibilities within Academic Affairs has also resulted in an Associate Vice President for Academic Affairs being designated as having overall responsibility for faculty development for all faculty, day and evening undergraduate, graduate, and off-campus. This is enabling the College to expand support for new faculty by providing a comprehensive year-long orientation program. It is also supporting the development of a more comprehensive program for the support of adjunct faculty, especially those teaching in graduate and undergraduate evening programs. Having a more coherent structure and centralized support for faculty development enables Academic Affairs to pull together the many and varied sources of faculty support, providing a more organized and coherent approach.

B. APPRAISAL

FSC's faculty is in a period of significant change. Faculty who led the College in the past are leaving in significant numbers, while faculty who entered the College within the past five years are being held to different and higher standards under the Contract, particularly in terms of continuing scholarship and creative activity. As new faculty have been recruited, it has been difficult to match the salary packages provided by peer institutions. Still, in many cases, higher salaries given to attract new faculty to the College have produced salary compression among other faculty, further contributing to faculty morale problems. This situation is being alleviated to some extent, but not entirely, by the new contract.

The number of full-time faculty has remained constant at approximately 203 positions over the past few years. This number reflects a decrease of 10 positions since the fall of 1995. Day enrollments have declined about 15% during this period but the decrease has been disproportional across academic programs. In response, some faculty positions have been reassigned to other departments as vacancies have occurred.

Enrollment in graduate programs has increased. Since full-time faculty are responsible for the development and administration of all of the academic programs, regardless of where and when they are offered, this creates a number of workload issues, especially for those departments in Education and Computer Science that are supporting large undergraduate evening programs, large graduate programs, and extensive off-campus programs. There is considerable concern among many departments that the College needs to evaluate the extent to which the size of the full time faculty is considered sufficient to support the broad array of academic programs and the total student enrollment of the institution. This is especially true in light of the increasing scholarly expectations and professional accreditation requirements.

Concomitantly, the extensive reliance on adjunct faculty in the evening and graduate programs has long been a concern. Given the size of the full-time faculty and the traditional commitment to teaching in the day undergraduate program, the use of adjuncts in the day program has been kept to a minimum. Adjunct faculty in the day program are used primarily in areas such as lower level writing courses and for sabbatical replacements. While we have recognized the need to improve the quality of the graduate and evening programs by having more full time faculty teach in these programs as part of their load, moving in this direction without an increase in the total number of faculty would necessarily harm the day program by increasing the use of adjunct faculty in the day program. Serious attention needs to be given to identifying ways to resolve this problem.

Current recruitment policies are adequate in terms of ensuring faculty participation and in ensuring that the College attracts the best possible faculty. While increased attention has been directed over the past several years to recruitment of minority faculty, the College has lost several minority faculty over the past few years. This is a major loss to students, and the College needs to identify additional strategies to ensure faculty diversity.

C. PROJECTION

A renewed emphasis needs to be placed on expanding diversity among the faculty. With the increased turnover of the professorate, the College has an opportunity to stress its commitment to diversity. We recognize that our ability to attract a diverse student population is dependent, to some extent, on our ability to provide a diverse faculty. While Academic Affairs has taken some steps to expand advertising in journals that reach diverse audiences, additional mechanisms need to be identified to enhance the diversity of hiring pools. This is particularly true in the discipline of Education, where diversity in the teaching profession is greatly needed.

A new faculty contract has recently been signed. Significant changes include substantial salary increases, the addition of a pool of money for merit adjustments, and post-tenure review. The salary increases will address the most immediate salary concerns; however, salary issues, and in particular, salary compression for mid-career senior faculty will still need to be addressed in the future. Post tenure reviews will be implemented with 20% of the eligible senior faculty chosen randomly by lot, beginning in AY 2001-02.

Academic Affairs is making every effort to ensure that with appropriate support and faculty development, the adjunct faculty are well integrated into the culture of the College and are well prepared in terms of effective teaching. The College has a strongly committed and excellent group of adjunct faculty who make a unique contribution to the institution including the day, evening and off-campus programs. One such effort is the review of adjunct faculty credentials and experience in the hiring process and regular review of performance. Day adjunct faculty are evaluated after each three consecutive semesters by the department chair. GCE adjunct faculty are evaluated after each semester.

There is a need for the College to address the extent to which the full time faculty can adequately support the current set of academic programs, and caution needs to be used in planning further expansion of academic programs, especially to off-campus locations, without additional resources. We recognize, as do our various accrediting agencies, that students enrolled in evening and off-campus programs have a right to the same quality of education as students enrolled on campus. In some programs, such as Computer Science, our internal program reviews, BHE mandated program reviews, and external consultants have confirmed that we are weak in terms of encouraging faculty to take full advantage of resources for additional training in order to stay current in their disciplines, providing adequate time for scholarship and research, and balancing full-time faculty involvement across all evening and graduate programs. Strategies must be identified to address these concerns.

STANDARD SIX STUDENT SERVICES

A. DESCRIPTION

Fitchburg State College offers a wide range of services and programs designed to meet both the academic and the co-curricular needs of its students. Consistent with the College's mission, three offices--Students Affairs, Academic Affairs, and Financial Aid--provide services to students that support their academic programs, personal development, leadership, and service to the college and the community.

Two vehicles have been established to integrate the delivery of student services. Both offer a seamless integration to insure student success inside and outside the classroom. First students begin their experience of the college by participating in a two-part orientation program (one day during the summer; six days prior to the start of the fall semester) that focuses on academic advising, matriculation, and successful transition to the world of college. The total seven days of programming utilize collaborative efforts of all the offices within Student Affairs, Academic Affairs, and Financial Aid, as well as other offices in the college (e.g., Student Accounts, MIS, ACMS, and academic departments).

To continue to enhance student success, a second vehicle has emerged. The Academic Success Center is a cross-divisional, collaborative group that works together to assist students in improving their academic performance and retention. It consists of six Academic Support Services (Disability Services, ACCESS, Expanding Horizons, Academic Advising Center, Peer Tutoring, and International Education) that work closely with three Student Support Services (Counseling, Career Services, and Health Services), using a proactive approach to insure student academic success. The center is located on the third floor of the Hammond Student Center. The physical proximity of the offices allows the varied needs of students to be addressed with greater efficiency. The on-campus center is replicated on-line by the "Virtual Student Center" which consists of links to each of the Student and Academic Support Services. It can be located on the Graduate and Continuing Education website where students can easily access the services anytime from on or off campus.

1. Student Affairs

The Student Affairs Division comprises several departments, all of which serve the varied needs of students while supporting the academic mission of the College. Coordinated by the Office of Student Affairs, all services offered are based on the Principles of Good Practice for Student Affairs Practitioners. In partnership with the academic community and in accordance with the Principles of Good Practice, Student Affairs is committed to fostering student learning, leadership and personal development in a caring and diverse environment.

An important function of this office is the publication of the Student Handbook. The Handbook is updated annually by committee and is intended to serve as an adjunct to the College Catalog. It is a concise description of services, regulations and expectations that govern student life on campus. For example, it contains specific and clearly defined procedures by which the Judicial Board resolves both social and academic issues brought before it. Please see the documents room for copies of the current and previous Handbook and for supporting materials on the several opportunities for students to assume leadership roles in campus, community and employment settings.

Additional major functions of this office include the New Student and Family Orientations, Summer Conferences, the Judicial System, promotion of Substance Awareness, Student Health Insurance, Staff Development, Exit Interview Process for withdrawing students and the Emergency Loan Program.

Additional support services are provided to meet the particular needs of nontraditional students and service men and women.

The Student Affairs Division includes Athletics, the Campus Center/Student Activities, Campus Living, Campus Ministry, the Campus Police, Career Services, Counseling Services, Health Services, and Recreation Services. Annual reports detailing the many activities of these offices are located in the documents room.

Athletic Department. Supported by an athletic fee, the Athletic Department oversees three intercollegiate facilities and offers students an opportunity to participate on varsity intercollegiate athletic teams. Student participation is governed by the regulations of the National Collegiate Athletic Association, the Massachusetts State College Athletic Conference and FSC academic eligibility requirements. The Athletic Department also administers the Student Athlete Advisory Committee, the Academic Monitoring Program for student-athletes, the Falcon Booster Club, the recruitment program for all intercollegiate programs and an athletic awards program. The department collaborates with other offices to sponsor Life Skills programming and submits annual reports for the Equity in Athletics Disclosure Act.

Campus Center/Student Activities Office. Dedicated to the enhancement of co-curricular life on campus, the Student Activities Office provides social, cultural and educational programs for students and the entire campus community. The Campus Center houses the Game Room, Recreation Room, Club Leadership Room, other Club offices and Student Government offices, the Volunteer Center, the Information Desk, the Art Gallery and the Pub.

The Student Activities Office oversees both the annual Leadership Conference (which is free, open to all in the campus community, and which includes a variety of panel presentations and a keynote speaker) and the annual Leadership Awards (which are presented to committee-identified students, faculty, administrators and staff) as well as many of the non-academic leadership initiatives of the College. Especially notable are the several film series and speaker series (“Pathways to Leadership,” “Leadership Forum,” “Backstreets to Leadership”) organized by the office. Finally, the Student Activities Office also oversees the Volunteer Center, the Student Government Association, and several student clubs and organizations.

The Volunteer Center maintains a volunteer placement book of non-profit agencies in the area and works closely with the mayor’s office in coordinating programs within the City of Fitchburg. Examples include parties for city children sponsored by the mayor’s office; playground and park clean-ups; club-organized play sessions in area parks. In addition, it assists with the placement of “service learning” students enrolled in the Leadership Academy and with organizing the “alternative” spring break programs.

The Student Government Association (SGA) is the elected council that secures and defends the rights and freedoms that students need for full participation in the educational process, unites the student body, and addresses its various needs. All full-time, undergraduate students are members of SGA.

The SGA council consists of an executive board with the following officers: president, vice president, treasurer, secretary, student trustee, and public information director; four class councils, each made up of president, vice president, treasurer, secretary, and four representatives; a commuters’ board with a president, vice president, treasurer, secretary, and four representatives; five resident representatives, one from each of the following residence halls: Aubuchon Hall, Russell Towers, Herlihy Hall, Mara Village, and the

Town Houses; and two representatives from the SGA Senate, which is a representative body of the recognized student organizations, chaired by the SGA vice president. SGA serves as a liaison between the student body and the faculty and administration. It makes recommendations regarding policies and procedures that affect students through college committees to which the SGA president appoints the student representatives. These committees include the All College Committee and each of its standing committees; the Judicial Board, which oversees the disciplinary process; the Affirmative Action/Equal Opportunity/Diversity Advisory Committee; the Campus Center Advisory Board; the Student Organization Committee, the Food Services Committee; and the Parking Committee. Also, the SGA's Financial Committee, chaired by the SGA treasurer, is responsible for recommending to the college president the allocation of the student activities fee on behalf of the student organizations that are in accordance with the funding guidelines outlined in the Student Handbook.

The currently recognized campus clubs and organizations are listed in the Student Handbook. They cover a wide spectrum of interests such as politics, academics, law, and other special interests; also available is membership in several fraternities and sororities that are open to all FSC students and provide students with opportunities for personal and professional development. The campus ministry provides various student services dealing with the spiritual, social, and ethical wellbeing of the campus community. Three religious organizations are currently on campus: The Newman Center, the Christian Fellowship, and the Hillel. All on-campus student organizations and activities must conform to the established campus principles and practices for organizations as outlined in the Student Handbook.

Campus Living. The Office of Campus Living offers a variety of traditional and apartment-style arrangements for approximately 1,350 students in five residential areas, supervised by two full-time Student Life professionals, and approximately 29 resident assistants. Housing for non-traditional students, those over twenty-three years of age, was created in 1999. Single nontraditional students are welcome to live in any of the residence halls and their special needs of are taken into consideration in room assignment.

Student meals on campus are provided by Chartwells Dining Service through a variety of meal plans at Holmes Dining Common, the main facility for resident students. Chartwells also provides a catering service to meet the needs of the college community, including student organizations. Students can also use "Falcon Dollars" to make purchases from campus vending machines and the commuter cafeteria. Staff, faculty, and commuter students can purchase meals and snacks for cash in all campus dining facilities.

Campus Police. Campus Police operates 24 hours a day, 365 days a year. It advises the rescue squad and oversees the student security team, the emergency call boxes, the escort service and parking. Campus Police offers students the following services: rape defense, fire prevention, pepper spray training, project ID (engraving personal belongings), a student mentoring program, whistles (screechers) and shuttle buses. The Campus Police are required by federal legislation to publish a pamphlet called, "Campus Crime and Awareness" which includes data on crimes occurring on campus. The current pamphlet is available in the documents room.

Parking is always an issue; most students and faculty/staff own and operate cars. There are approximately 2,400 commuters, and of the 1,300 resident students, approximately 880 are issued free parking stickers. Parking is evaluated and maintained by the campus police (i.e., through feedback from the officers, directly through the phone, and through the number of tickets written

and appealed), and the Parking Committee. There are 24 parking areas on the main campus and close by at the Wallace Civic Center. This parking area holds many hundreds of cars and is serviced by a shuttle bus that transports students, employees, and guests throughout campus free of charge. Emergency call boxes are located in or nearby the lots for student safety. Students may call and request to have security walk them home from a lot. Detailed descriptions of designated parking areas, and the policies and procedures concerning parking and violations can be found on the college website (www.fsc.edu/campuspolice/parking.html) and in the documents room.

Other transportation options are a shuttle van service provided by the Campus Center, and train and bus service. Some students use the MBTA or the MART Bus System to commute to the college. The college van service transports students to the train and bus stations, as well as local shopping malls and banks.

Career Services Office. The Career Services Center provides a variety of programs and activities to assist students and alumni in planning for career decisions during and after Fitchburg State College. The Career Center provides all aspects of career guidance and counseling, as well as assists students in the school to work, and undergraduate to graduate transition. Counseling services include assistance with selecting a major, job search strategies, job seeking skills training, preparing for professional interviews, and assistance with changing careers.

Counseling Services. This office has as its primary mission promoting and enhancing the quality of life of Fitchburg State College students and aiding in their retention by offering prevention and early treatment or referral for developmental, emotional, or interpersonal difficulties that arise during the educational process. The Counseling Services Office provides timely and confidential supportive short-term counseling services, prevention-oriented psychoeducational programming, and referral for long-term or specialized clinical services.

Health Services. Health Services provides easily accessible, ambulatory care to all full-time undergraduates at a reasonable cost. The annual health services fee covers primary care, health education, promotion and referral programs, as well as diagnostic and clinical care services. Please see the documents room for supporting materials on the full range of services and programs available to students.

Recreation Services. The Recreation Services Office provides oversight to the new Recreation Center that opened in September 2000 and supports eleven intramural programs designed to enhance the students' physical and psychosocial well being. Scheduled activities at the Center range from water aerobics, aqua jogging, swimming instruction, inner tube water polo and aerobics to basketball, volleyball, wallyball, racquetball, badminton, and yoga. For a complete listing of athletic teams, intramural programs and Recreation Center activities please see the department's web pages.

2. Academic Affairs

The Academic Affairs Division comprises several offices, all of which serve the varied needs of students while supporting the academic mission of the college. In partnership with the academic departments and in conjunction with Student Affairs, Academic Affairs is committed to meeting the enrollment, retention, and academic needs of diverse students in order to insure the success of their academic pursuits.

Enrollment Services

Enrollment Services includes the Registrar's Office and Undergraduate (Day and Evening), Graduate, Continuing Education Admissions for on and off-campus programs. The office provides for the recruitment and admission of new students and for the maintenance of the academic records of current students and alumni. Annual reports from these offices are found in the documents room.

Admissions Office. Under the direction of the Dean of Enrollment Services, the Admissions Office is the primary center for student recruitment and admission. The office is open year round, including Saturdays during the academic year, and personal interviews are available on a daily basis. The Admissions Office sponsors a broad array of recruitment activities (e.g., open houses, college fairs, and parent nights) to inform prospective students of the educational and co-curricular opportunities available at FSC. The Admissions Office provides services to international students, students with disabilities, economically disadvantaged students, dual enrollment applicants and adult/non-traditional students. Admissions adheres to principals of good practice and guidelines of NACAC (National Association of College Admissions Counselors).

Registrar's Office. Under the supervision of the Dean of Enrollment Services, the Registrar's Office maintains up-to-date academic transcripts of all students, past and present, including graduate and continuing education students. Major functions of the office include working with academic department personnel to maintain accurate course enrollment data; processing grade data each semester; maintaining confidentiality; certifying students for graduation; constructing a semester class schedule; and registering students for semester courses. The Registrar's Office follows the guidelines and principals of AACRAO (American Association of Collegiate Registrars and Admissions Officers), and supports all students both on and off-campus.

Academic Support Services

Academic Support Services includes the following offices: Disability Services, ACCESS Program, Expanding Horizons, Academic Advising Center, Peer Tutoring and Assessment Center, and International Education. Annual reports from these offices are in the documents room. The provision for Child Care is tangentially connected to Academic Affairs.

Disability Services provides support for students with disabilities taking classes in the day and evening division. The services available include interpreters, the assistive technology lab, tutors, peer mentoring, test accommodations, note takers, and readers. The adaptive lab includes a voice activated computer system, Braille printer, scanner with print recognition, screen enlargement programs, a closed circuit television for the visually impaired, speech synthesizers and screen reading programs. Approximately 175 students at Fitchburg State College have disclosed disabilities and are eligible for services.

The ACCESS Program has served students at Fitchburg State College for twenty-two years. Currently, 142 students are enrolled in this state grant-funded program. This program is aimed at low-income students who possess the motivation and potential to receive a college education but have been denied access to a quality education because of educational or economic disadvantages. The ACCESS program provides additional advising to students, assistance with study skills, tutoring in a variety of courses

including math, reading and writing, as well as financial, social and personal counseling. These same services are provided to first-year students previously enrolled in the Summer Bridge Program who have successfully matriculated into degree programs.

Expanding Horizons, a US DOE-TRIO funded program, serves approximately 160 students. Eligibility is based on whether a student comes from a low-income background, is a first generation college student, and/or has a disability. EHP endeavors to create a smaller learning community within the larger campus community through a week-long summer orientation program and a first-year seminar. The office collaborates with existing student and academic support programs to facilitate students' adjustment to college, enhance their ability to attain their fullest academic potential, and provide services for career and graduate school readiness. Students without computers in their home or residence hall may borrow computers from the program. These same services are provided to first-year students previously enrolled in the Summer Bridge Program who have successfully matriculated into degree programs.

Academic Advising Center: In addition to the academic advising provided by faculty members, students may receive academic assistance in the Advising Center to make the best possible use of their academic experience. The Academic Advising Center specializes in assisting undeclared students, non-traditional students, new transfer students seeking advising prior to registration, dual enrollment students, students experiencing academic difficulty, students needing help interpreting specific academic regulations and students seeking credit for their life experiences. All undeclared majors with more than 31 credits are assigned to an advisor in the Center and all students on academic probation are required to meet with an advisor for counseling or referral to an appropriate academic support program. The Academic Advising Center also operates a Hotline to respond to faculty with questions about advising, works with all departments to publish four-year plans of study for advisors to use with students, and conducts workshops for faculty on advising, as requested by departments.

The Peer Tutor and Assessment Center tests all incoming students in terms of reading, writing and mathematics skills. Based on their test scores students receive placement in college-level courses or developmental skills-building courses in reading, writing and mathematics. Testing is also provided for language placement.

The Peer Tutor and Assessment Center also offers individual peer tutoring, in a variety of subjects, designed to increase a student's academic performance. The Center has earned the prestigious "National Peer Tutor Certification" designation, awarded by the College Reading and Learning Association. This certification acknowledged that the Peer Tutor Center has met nationally recognized standards for tutor selection, training, experience and evaluation. Tutors who attain all the standards of quality earn tutor certification. Approximately 45 tutors are available each semester. About 220 students take advantage of the Peer Tutor Center each year. The Peer Tutor Center Coordinator meets with 50 students on average each year, offering them individual Study and Learning Strategy sessions. The coordinator also provides presentations on study skills in classes and to the athletic teams. These same services are provided to first-year students previously enrolled in the Summer Bridge Program who have successfully matriculated into degree programs.

The Reading Center offers 1 credit undergraduate reading courses designed for those near or above college reading level desiring to increase their reading

effectiveness, comprehension and speed. With the implementation of assessment testing came a mandate to provide developmental reading courses for those below college level. Developmental reading courses are provided by Mount Wachusett Community College.

The Mathematics and Writing Centers are drop-in centers open day and evening hours. Students may seek individual assistance or be referred by professors for assistance. ESL assistance is also available from the Writing Center.

The International Education Office serves both international students studying at FSC and FSC students who study abroad. An international student orientation is conducted in both the fall and spring semesters. International undergraduate and graduate students receive assistance with maintaining their immigration status as well as making the transition to Fitchburg State College and to the larger Fitchburg community. The current international population is approximately seventy graduate and twenty undergraduate students from India, China, Japan, Kenya, and other countries. The various opportunities for studying abroad are coordinated by this office.

Child Care. The FSC Child Development Center (CDC) is operated by an external organization and offers services for children ages 2.9 to 9 years in the McKay Campus School building. Daycare services for infants and toddlers are available at a site in Leominster. The CDC is licensed for 27 children (i.e., licensing is based on space). Rates vary depending on whether the services are provided on an hourly, daily or weekly basis. Vouchers are accepted and students can receive discounts.

3. Financial Aid

Under the supervision of the Vice President of Finance, the Financial Aid Office serves all student populations: undergraduate (day and evening), graduate, and extended campus. An estimated \$8.6 million is administered to approximately 1,900 students per year. In addition to federal, state and institutional need-based aid, the Financial Aid Office is also responsible for the administration of on-campus student employment, admissions scholarships, endowed and foundation scholarships, and private alternative loans. The office is currently staffed by 8.5 FTE employees and adheres to the National Association of Student Financial Aid Administrators' "Statement of Good Practices for Financial Aid." Services are publicized through the Web, the College Catalog, Student Handbook, orientation presentations, participation in the College block party, Open House presentations, an Admissions brochure (*Funding Your Education at FSC*), and other distributed material. The Financial Aid Office works closely with the Expanding Horizons Program to provide services to this population of students.

Since many of the services offered by the Student Accounts Office and the Financial Aid Office are interrelated, students indicated a desire that the two offices be located in closer proximity. Accordingly, the Financial Aid Office was relocated to the Anthony Building as of July 2001.

B. APPRAISAL

Orientation: The orientation model introduced in summer 2001 was quite successful, judged from the feedback solicited from students, parents, faculty and staff by the Student Affairs Office. There is overwhelming support to continue this model, with the implementation of several small changes, e.g., sessions on preadvising will be strengthened. The integration of faculty and programming on academic transition were favorably received. The one-day service learning opportunity, designed to illustrate the College's mission, was very successful with over three hundred students volunteering to participate.

One of outcomes of the fall orientation was that we have observed an increasing number of new students participating at a greater level in campus leadership opportunities, clubs, and organizations and in educational, cultural, and social programs. All evaluations are on file in the Student Affairs Office.

Academic Success Center: The co-location of Academic Support Services with Student Support Services facilitates close collaboration and provides holistic support for students. Administrative and clerical personnel from these offices meet formally once a month to address common problems and to consider methods for improving delivery of services, and informal meetings among personnel occur daily as they collaborate on services for students.

This collaboration has led to the development of a common mission statement, the linking of web sites, and joint sponsorship of open houses designed to improve student and faculty awareness of services available. Since this model includes offices and programs that have been at the college for varying lengths of time, the collaboration has been uneven. Staff turnover has also affected the full implementation of this collaborative model. Nonetheless, there is strong and continuing commitment to this cross-divisional approach to student success.

1. Student Affairs. A variety of instruments have been used to assess the effectiveness of the services provided by the various departments within student affairs. The SSI (Student Satisfaction Inventory) was administered by Noel-Levits, Inc. in March 2000. The results of the survey and a discussion of the results are available in the documents room, as well as copies of each of the annual reports. A summary of the September 2001 departmental review of Student Affairs follows:

Athletics. Strengths: We have sixteen NCAA Division III athletic teams, 8 male, 8 female, and winning sports in field hockey, ice hockey, track & field and football. The GPA's of athletes are the same as those of non-athletes, and Category 4 athletes perform better academically and persist at a greater number than non-athlete Category 4 students. Academic eligibility of student athletes and recruitment strategies are evaluated frequently for compliance with NCAA guidelines and college policies. Relevant NCAA compliance reports are in the documents room.

Areas for Improvement: A better balance between part-time and full-time staff and adequate funding for student athletes' meals, travel and uniforms are needed.

Campus Center/Student Activities. Strengths: Over the past six years there has been a tremendous increase in student programming and special events. Service and volunteerism are the hallmarks of this department, especially its outreach to the City of Fitchburg. SGA membership and campus involvement has significantly improved in recent years, in particular in the areas of weekend and commuter programming. These changes were stimulated, in part, by the results of a commuter survey administered in 1997 and in part by subsequent discussions between the Commuter Board and the SGA Finance Committee. Additional changes included the expansion of hours for some offices and more programs/events scheduled at more convenient times, such as during the noon hour. Currently an advisory board for the Campus Ministry is being formed to encourage greater participation from the FSC community. No established vehicle exists for tracking student satisfaction, but each of the three chaplains at the Newman Center has received letters of gratitude from students and their parents.

Areas for Improvement: Allocating the variety of activities and duties among the staff, which includes professionals, assistants, and student workers remains a challenge. The Hammond Center is 25 years old and in need of refurbishing as a result of deferred maintenance. It has been recommended that Registrar's Office publish a calendar of religious holidays for the major

religious groups on campus so that faculty are aware of holidays and do not penalize a student who misses a day of classes due to religious observance. Another recommendation is that Food Services accommodate any special dietary restrictions during times of religious observance.

Campus Living. Strengths: Occupancy has increased from 68% to 91% occupancy over a 3-year period with a returning student resident retention rate of over 70%. Contributing factors include improved maintenance of residential facilities and \$3 million of upgrades and renovations to residence halls and apartments. A recently created Substance Abuse Peer Education program designed to provide educational programming and peer intervention for abuse of alcohol and drugs has proven popular among students.

Areas for Improvement: The facilities staff, in particular, custodians, are not sufficient. There are residence hall facilities that do not have a daily custodian for public area cleaning; although there have been recent renovations to the residential facilities, much more needs to be done to upgrade and further renovate the facilities because there has been much deferred maintenance.

Campus Police. Strengths: The department has adopted a community policing philosophy in recognition of the unique needs of a college community. The campus police are a supportive presence at campus events and are in full federal compliance with the Cleary Act requiring crime statistics reporting.

Areas for Improvement: Staff turnover makes continuity of service training a challenge. Current staffing levels do not provide for two officers on patrol each shift. The Campus Police do not have a 24-hour civilian dispatcher. As parking remains a problem, the Parking Committee is always looking into buying more land for new lots. Civic Center parking and the shuttle bus have greatly improved the daytime parking situation, which remains a problem for night students since the shuttle to the Civic Center only runs from 7:30 am to 5:30 p.m.

Career Services. Strengths: Career Services has a sophisticated and well-developed website designed to assist all students, including our non-traditional and off-campus student populations; it also offers expanded opportunities for Cooperative Education and Internships.

Areas for Improvement: There is need for a freshman career development program and a senior transition course.

Counseling Services. Strengths: The office is staffed by mental health professionals and is supported by graduate student intern placements from FSC as well as other institutions. A full time administrative assistant is also assigned to the Counseling Services Office. A 24-hour emergency response system is in place.

Areas for Improvement: The counselor/client ratio is not in compliance with professional standards for campus counseling centers.

Health Services. Strengths: All nurses are Nurse Practitioners, a professional level that gives them the skills and abilities to serve our students.

Areas for Improvement: The facility is in dire need of upgrading and renovation because the space is inadequate for the needs of both staff and student patients. Current staffing levels do not meet recommended professional standards, and students frequently have to wait for appointments.

Recreation Services. Strengths: The recent completion of a Recreation Center facility with a professional staff of four (including an intramural director hired in Spring 2001), has allowed the college to expand its programming and to support the new Exercise and Sport Science degree program.

Areas for Improvement: The center would like to continue expanding intramural offerings, leisure and recreation classes, community programming, and swim lessons.

Finally, Student Affairs recognizes that the Student Handbook does not satisfy all the needs of all the students.

2. Academic Affairs

Enrollment Services. Since the last NEASC review, FSC has made a commitment to an Enrollment Services model that encourages greater cooperation between the Registrar and Admissions Offices and with both the Financial Aid Office and the larger community. Despite challenges presented by information systems, personnel changes, and staffing shortages both the Registrar and Admissions Offices have succeeded in improving core services including providing more timely degree audits, more efficient registration, better dissemination of information to constituencies, improved reporting capabilities, and improved admissions focus and outreach. These services should show continued improvement with the full implementation of the Banner record management information system.

An on-going challenge is the integration of the Graduate and Continuing Education staff and services into the Offices of the Registrar and Admissions as we work to fully implement the one college concept.

Academic Support Services. During the past ten years, the academic support services available to students at Fitchburg State College have been strengthened and expanded. The Academic Advising Center now has two professional personnel. Disabilities Services and the Peer Tutor and Assessment Center, previously run by ten-month graduate assistants, also have full-time personnel. Services are available to both graduate and undergraduate students. The Office of International Education was created in 1993, and federal funding for the Expanding Horizons grant was secured in 1997. A second four years of additional funding was received in 2001. In recent accreditation visits by NCATE and CCNE, the Academic Support Services have been commended for the support they provide to students.

Disability Services: In the annual report for Disabilities, the success of its students is reported. During the past ten years, Disability Services have achieved national recognition, receiving federal funding for 3 major grants – Project Enable (1994-1997); The Center for Leadership and Peer Education (1997-2000); and The Center for Leadership and Career Education (1997-2000). They also were cited on www.media.com as one of the fourteen colleges on the “Honor Roll of Up-and-Comers” among disability-friendly colleges across the United States.

In AY 2000 and 2001, Disability Services found the demand for interpreter services exceeded our ability to find qualified individuals to interpret for each deaf student’s courses. This need was particularly acute in AY2000 and was resolved initially by making a half-time employee full-time and hiring an additional half-time employee. The

inability to predict needs in the Disability Services area makes it difficult to establish an annual budget for this office.

While there are still campus-wide issues of accessibility for students with disabilities, particularly around snow removal and the ability of students to get to their classes during severe inclement weather, the Accessibility Committee each year reviews issues and recommends solutions, many of which have been achieved. An evacuation plan for students with disabilities has been developed and approved and a copy can be found in the documents room. The recent addition of the elevator in Thompson Hall made 14 classrooms as well as all Nursing Department offices more accessible.

ACCESS: Annual reports to Massachusetts Department of Education highlight the accomplishments of this program and indicate that performance objectives are being met satisfactorily. Copies of these reports are in the documents room.

Expanding Horizons: A 1999 assessment report by external TRIO evaluators was very positive, particularly regarding the relationships being built between students and staff, in part through the summer orientation program. These TRIO evaluations also urged EHP to rewrite its goals and objectives, which was done. Annual reports to US DOE highlight the accomplishments of this program and indicate that performance objectives are being met and/or exceeded. Copies of these reports are available in the documents room.

Academic Advising Center: The Academic Advising Center serves students well; however, the current staff may be challenged if the trend of increasing numbers of new transfers continues and if the numbers in the other populations it serves increase.

A review of the LA&S curriculum and the adoption of web registration offer the opportunity to re-examine the role of the Academic Advising Center. The Advising Center staff have much to contribute to the discussion of how to strengthen academic advising overall.

The Peer Tutor and Assessment Center: The Peer Tutor and Assessment Center has greatly contributed to our student assessment program and has played a key role in helping departments. However, the increased need for reliable assessment of student achievement provides a substantial challenge to this one-person office.

The Reading Center: The future of a separate Reading Center is being considered. The main function of the center—to provide one-credit reading courses designed to strengthen reading comprehension for those near or above college level—is now being met through courses that have been approved by campus governance. Whether or not more such courses should be offered needs to be determined.

The discussion of the Reading Center's future should be part of a larger discussion of how the College will address the ESL needs of its student population. While ESL support is given through English Department coursework and the Writing Skills Center, additional assistance with reading is currently not addressed.

The Mathematics and Writing Centers: Both offices endeavor to meet student needs for drop-in services by scheduling day, evening, and weekend hours in

response to student use. It is also possible for students to get on-line help. Efforts are on-going to increase levels of student participation in these services.

The International Education Office: During the past two years, a top priority has been expanding the number of international agreements the college has with universities in other countries. One goal is to increase study abroad opportunities as a way of promoting international understanding among our students. The office also works very effectively with the graduate school and Enrollment Services to provide international students support for their unique needs.

Child Care. The FSC Child Development Center program is nationally accredited for the education of young children. Oversight is provided by an advisory committee headed by a faculty member from the Early Childhood Education program; however this individual left the college a year ago.

Although the CDC has a variety of program options, they are not always geared to college students' schedules, and the Center does not as a general rule accept drop-ins. Since the site of the daycare program is in Leominster, it is inconvenient for students attending the college. The CDC continually receives requests for on-campus daycare services for infants and toddlers, as well as for programming for older children. It would like to expand its services for children of all ages, especially for infants and toddlers, but is prevented from doing so due to the lack of space. The center is looking forward to a faculty member from the Early Childhood program being appointed to the Advisory Committee.

3. Financial Aid.

The same application and review process is systematically applied to all student applicants for financial aid. Regular training for staff members is a priority, ensuring that knowledge of federal and state regulations is maintained. The College engages an auditing firm annually to perform both state and federal reviews. Audits for the past four years have shown no audit exceptions.

By utilizing state grant funding, the FAO has been able to significantly reduce student loan borrowing. Over a four-year period, subsidized direct loan borrowing has been reduced by 65%, from \$4,289,981 in 1997-98 to \$1,522,039 in 2000-01. These figures also represent a 43% reduction in the number of students borrowing under the subsidized loan program, from 1,396 students in 1997-98 to 795 students in 2000-01. Loan counseling efforts have resulted in an annual reduction in the school's Federal Direct Loan Program default rate for the past four years. Over this period, the institution's default rate has dropped 40%, from 8.9 in FY 1996 to 5.3 in FY 1999.

The following technological advances have been implemented over the past three years in order to enhance student service: online loan counseling, *FAFSA On the Web*, downloadable FSC application materials, direct email access to financial aid counselors, and the posting of all Federal Work Study job descriptions to the office's website. The FAO also utilizes the DOE's online loan origination website and performs parent credit checks online, allowing for real time processing. On July 1, 2001, FSC became one of the first schools in the country to process electronic promissory notes for our Federal Direct Student Loan borrowers.

Attempts were made in the past to reach students through residence hall visits, but these proved unappealing to students. Attempts at student satisfaction surveys have not had successful participation rates.

C. PROJECTION

Orientation: The College will continue to utilize the two-part, seven-day orientation model for assisting students in making a successful transition to college. Based on feedback solicited from students, parents, faculty and staff, minor changes will be made.

Academic Success Center: The college would like to renovate the Parkinson Building as a new location for the Academic and Student Support Services. Parkinson's closer location to the Enrollment Services Office, GCE and the office of the Undergraduate Dean could facilitate greater collaboration among these offices. This relocation also could address an air quality issue on the third floor of Hammond. Regardless of whether these offices can or will be moved, the college remains committed to the continuing integration of these services in accordance with the cross-divisional model currently in place.

1. Student Affairs

In response to performance measures established by the BHE and an order to establish future goals and objectives, the Student Affairs Office has developed strategic plans for the period 2001-2003. The plans call for Student Affairs to:

Identify leadership skills and competencies; increase the variety of volunteer opportunities; expand week-end, commuter and non-traditional student programming as well as intra-mural activities; minimize distinctions between "day" and "evening" programming; integrate the concept of "leadership" into co-curricular activities; establish a comprehensive crisis management plan and an outcomes assessment program for Student Affairs; and improve College-neighborhood relations through cultural events and utilization of the Recreation Center.

The complete text of the Mission Implementation Plans and Visions for Success are in the documents room.

Student Affairs may make use of a new assessment instrument, the National Survey of Student Engagement (Indiana University). The Office also intends to continue regular updates of the Student Handbook in order better to meet student needs.

Among the desired objectives in the area of Student Affairs are the following:

- achieve a better balance between fulltime and part-time coaches in Athletics
- upgrade and renovate the Campus Center
- continue to renovate facilities and attend to deferred maintenance issues
- expand shuttle bus service
- develop senior transition course through Career Services
- expand professional counseling staff
- upgrade and renovate Health Services facilities
- develop an outdoor recreation program.

2. Academic Affairs

The Academic Affairs division also supports use of the National Survey of Student Engagement and expects to integrate planning for its use with the current LA&S review. The intention is to identify the desired linkages between the appropriate educational goals of the curriculum and the assessment measures of the survey. As noted in Standard Four, review of our Academic Advising system is underway

as part of our LA&S review. The committee is considering a proposal from Academic Affairs and can recommend the most appropriate and supportive role for the Advising Center in its recommendations.

Enrollment Services

With the implementation of Banner's *Web for Students* Module, students will be able to complete the FSC application on-line and check the status of their application on-line. It is hoped that this will make the application process easier for prospective students. There is also the capability for Banner to provide monthly billing statements that will display regularly updated activity of credits and debits as well as creating a central cashier that would serve the entire College population. Banner will also permit students to register on line.

When fully implemented, the new Banner system should result in greater student understanding of application and enrollment processes, academic regulations, and degree requirements. It should also make it possible for Enrollment Services to deliver its services to every campus constituency with much more efficiency. In addition, it will be possible for faculty to assess student progress and submit grades on line.

Academic Support Services

The Virtual Student Center, which was created for FSC students at extended campuses, provides links to on-campus services, all of which are available to them. The college will continue to update and expand this resource.

Mandated record keeping and reports will have an impact on the International Education Office. Both the Board of Higher Education and the Immigration and Naturalization Services are mandating reporting of the international students who have graduated, did not attend classes, or are no longer in compliance with immigration regulations. The INS has established guidelines for quarterly reporting which will be in effect for all institutions by January 2003.

To further encourage FSC students to choose to study abroad, short-term study options such as summer abroad programs led by faculty members and students going abroad at the end of a course for a two-week period are being considered. A five-year calendar with Summer Study Abroad programs will be created.

The security concerns arising out of the September 11 events have led to discussions about limiting access to buildings. Any limitations could have impacts on all students, as well as faculty and staff, and this needs to be factored into these discussions.

In addition to the specific projects outlined here, Academic Affairs has identified the following objectives:

- continue to improve accessibility to all campus buildings for students with disabilities
- increase student, faculty, and staff awareness of differences
- improve minority enrollment and retention
- adapt advising services to the new Banner student records system and educate faculty and students about the system's potential
- respond to the increased need for student awareness
- improve on-line academic support services

3. Financial Aid

The Financial Aid Office will continue to focus its energies on reducing student debt and providing comprehensive debt management counseling to its students. In addition, new initiatives will also concentrate on enhancing the existing web-based service. The implementation of Banner's *Web for Students* module will not only make the application process easier but also enable students to check the status of their file on-line.

STANDARD SEVEN LIBRARY AND INFORMATION RESOURCES

Introduction

The Library, information resources, and computer services are currently divided among three distinct offices. The Library and the Office of Academic Computing and Media Services (ACMS) report to the Vice President of Academic Affairs, and the Office of Management Information Systems (MIS) reports to the Vice President of Finance.

Academic departments maintain their own computer facilities unless they are open to the general student population. ACMS will assist in the maintenance and support of these open labs. There are no uniform standards for design, funding, equipment, staffing, hours, and maintenance of the departmental labs, which are not supported by ACMS. Some examples are the following: the Nursing department maintains a Learning Lab, employs a departmental technician, and has general-purpose computers for student use, TV/VCR equipment for viewing, and computer assisted instructional programs; the Geophysical Sciences department maintains a lab with 8 Macintosh and 8 IBM compatible computers; Clinical Lab Sciences has 8 computers in its labs, which are used by the students; ACMS maintains labs for the Special Education and Early Childhood, Elementary, and Middle School (ECEMS) Education departments.

Holdings/services provided by the academic departments vary. Some but not all departments provide books, journals, videos, audiotapes, CD-ROMS, tests, and computer software. These materials include donations and departmental purchases. They are maintained by the departmental staff and normally are used by departmental students.

Other components for information resources include the McKay Campus School Library, which is the responsibility of the school principal. Academic Affairs provides the School Media Specialist and the Library provides funding for materials. There is a small curriculum library managed by the Education Certification Office located in the McKay Campus School library.

A. DESCRIPTION

Library:

The Library is a comprehensive information center dedicated to the educational development of all students. Its mission is to provide the resources necessary to meet current and anticipated academic needs of all students in the areas of instruction and technology. The staff utilizes print and electronic resources to provide its services to the on campus and off campus students and faculty. The Library staff maintains a Library Web page (www.fsc.edu/library), publishes a newsletter, provides workshops to introduce faculty and staff to new or enhanced services, and will make presentations at academic departmental meetings. The Library joined the C/WMARS automation network in 1987 and installed a library management system (Voyager) in the summer of 2001. The Library also maintains a 15 workstation classroom, provides 22 public access workstations, and employs a Media Specialist who is responsible for all electronic resources and provides some Instructional Technology for the faculty and staff. The Library circulates digital equipment to the faculty, provides laptop computers with wireless capability to the Leadership Academy students, and maintains a faculty workroom.

The major goals of the Library are:

- To select, purchase and maintain resources that support the instruction, research, and service functions of the College.

- To reorganize materials into various collections for easy access.
- To encourage the use of resources, by providing services to promote the role of the Library in assisting with research, realizing that the successful search for relevant materials is of the utmost importance to the patrons.
- To provide space, equipment and technology which will ensure operational efficiency, improve collection preservation, and respond to changing needs of users and staff.
- To provide a comprehensive program designed to assist staff in meeting the needs of the patrons.

The Library is a member of NELINET, from which it receives OCLC services (cataloging, ILL, and some databases), consortium pricing on many electronic resources and professional development opportunities. FSC has continued its membership in the Worcester Area Cooperating Libraries (WACL) group; the Library Director has served as Chairman of the Board. In 1997 FSC became a member of the Central Massachusetts Regional Library System.

Collections:

As of July 1, 2000 the Library housed 190,818 monograph volumes, 24,120 bound periodical volumes and 476,000 microform equivalents. There are 1,665 subscriptions and access to approximately 90-95 databases. These include indexes/abstracts, full text services, reference titles, as well as access to six full text electronic journal services providing access to 373 titles. A DIALOG deposit account is used to provide access to the Science and Technical databases. The staff purchases audio CDs but not videos. The staff uses a liaison system to assist with collection development and they use the WLN Conspectus Handbook/Guidelines to assist with collection development. Purchases average 7,402 monographs per year and 166 audio CDs per year. Summaries of the annual purchases by discipline are found in each Annual Report and the 2001 statistics are located in the documents room.

The Library staff provides six PCs and one MAC laptop computer for circulation to the Leadership Academy students.

In addition the staff has worked with the Faculty Association to establish a Faculty Room which contains two network-connected workstations. These include a MAC and a PC, each with a scanner, and a color printer. The software includes FrontPage 2000, Office 2000, ADOBE Digital Image Package and MACRO Media Shockwave. In addition the following has been purchased and can be borrowed by the faculty: two laptops, two digital video cameras, two CDR cameras, and one VCR. Finally, instructional technology training software has been purchased and provides training on Desktop Systems and Microsoft Office. A caveat is that a physically larger room is necessary.

In addressing the needs of the graduate programs, the staff identified the disciplines that needed upgrading and secured access to 9 online databases including full text services and indexes/abstracting services. The cost is approximately \$21,000 annually and split between the three major funding accounts. Monographic purchases labeled "advanced academic" are tracked for 6 of the disciplines and there are approximately 230 researched referred subscriptions to print journals.

Funds are provided when new majors/minors are introduced. This can be illustrated by the purchases in 1998-99: Architecture 564 volumes, Bilingual Education 82 volumes, Energy Technology 89 volumes, Political Science 256 volumes, Stage Design 70 volumes, and 86 volumes for the Honors Program. Funds were also provided when it was determined it was necessary to purchase access to online databases.

Services:

Membership in the C/WMARS network began in 1988, circulation began in 1991 and the Web based PAC began in October 1999. A stand-alone library management system was purchased in May 2001. As databases were added and automated various services were increased, the Library Home Page was added in August 1999. The Library has 22 PAC workstations, including one on each floor and 19 on the first floor, with one of them having voice recognition and print-enlarging software. The Web page provides access to the catalog, electronic resources, electronic reserves, Distance Learning, online forms, off-campus access and login, and general information. All students have access to interlibrary loans. The staff offers 75 hours of reference desk duty (Sunday-Saturday), an online reference form and an 888 telephone number, library instruction classes with a 15 workstation instruction classroom, print and electronic reserves, Collection Development, Special Collections, off-campus access/services for all students and faculty, and numerous copiers and printers. Off-campus students have access to an online request form for print volumes and copies. Policies have been developed, written and are available on the Library Home Page.

The staff endeavors to provide services and materials to all students and faculty whether they are on or off campus. The 1998-99 Library Self-Study identified nine areas to be addressed and twelve assessment criteria. The Access Services Librarian has responsibility for providing live Instruction classes, the Librarian provides online reference and voice mail reference services, the department provides document delivery, and the staff has developed service policy statements and assessment bench marks; and finally, all students and faculty have equal access to all databases on the Home Page.

All students, faculty and staff have access to the web page; the Library is open 97 hours per week during Sept.-May and 70 hours (Monday-Saturday) during the summer semesters. The Library is open on four holidays and all but the most severe weather emergencies.

The latest statistical information can be found in the Library Annual Reports. As of July 2000 the Library staff provided assistance for 10,270 reference queries, the circulation count was 26,917, the reserves count was 3,985 for 161 faculty members, FSC borrowed 1, 571 items for a completion rate of 90.6% and lent 2,625 for a completion rate of 70.5%. The staff provided 92 Instruction classes for 1,411 students. Classes included orientation and introductory classes as well as in-depth and graduate level classes. In serving the Distributed/Distance Learning students for 2000-01, the Librarian provided 20 site visits for 22 classes and class size ranged from 6 to 120 students.

Facilities:

The library occupies a multi-purpose six floor building. The Campus Center includes the basement, ground floor and one half of the first floor. These floors house a cafeteria, meeting rooms, mailroom and student mailboxes, bookstore, display areas and an auditorium. The Library has one-half of the first floor, one half of the 2nd floor, one-third of the 3rd floor and the entire 4th floor. Academic support offices and two computer labs are located on two-thirds of the 3rd floor. The Library has approximately 56,400 square feet. There are network drops and PAC computers on the library floors; there are no study rooms; the periodicals collection is divided between two floors; and due to the multi-purposes there are security problems. In addition there is a need for more monographic shelving space.

Additional information about Library services and objectives may be located in the Annual Reports issued by the Library Director since 1988 and The Library Strategic Plan, 1999-2003.

ACMS:

The office of Academic Computing was established in 1996 as a result of a set of recommendations from the Academic Programs Task Force Review undertaken for the Strategic Plan. The charge is to provide support for the academic departments and offices. The responsibilities of the office were reorganized to include Image Systems/Media Services in 1998. ACMS, which reports to the Vice President for Academic Affairs (VPAA), is the primary Instructional Technology service department in the Academic Affairs division and works cooperatively with other departments to provide instructional assistance.

ACMS maintains five open computer classrooms and a designated student computer laboratory. The department is also responsible for maintaining six multimedia mobile carts and six multimedia presentation classrooms. The department is responsible for circulating A/V software and hardware, laptop computers to faculty, one projector, and digital cameras. ACMS also maintains a faculty workroom with a scanner and color printer. The staff provides the sound system for the campus, maintains and provides the Cable Television system and is responsible for student ID production. It is also responsible for academic instructional technology and support, hardware maintenance, and software support/license support for specific ACMS services.

As a major information technology support department for Fitchburg State, ACMS supports teaching, learning, research and administration at Fitchburg State College by:

- leading the campus as a technology resource, providing state-of-the-art solutions within the bounds of resource availability, and working closely with other information technology providers on and off campus;
- delivering timely and helpful services to campus constituents by making customer service its top priority and improving its quality of service by learning from ongoing evaluations and other sources;
- creating and maintaining an organization whose employees are valued for their diversity, creativity, productivity and adaptability in a climate of mutual respect and cooperation.

ACMS management involves faculty and staff participation. The Advisory Committee for ACMS consisting of voluntary faculty and staff representatives meets with the Director regularly to discuss instructional technology needs and computing policy and procedure related issues and makes recommendations to the Vice President for Academic Affairs. To keep in touch with the serviced faculty and departments, the Director attends the monthly meeting with the academic department chairpersons. Collaborative guidelines and procedures have been established to address cross-departmental support issues.

The ACMS staff uses various methods to publicize their activities. They maintain their own web page (www.fsc.edu/ACMS), use e-mail, make presentations to new faculty, and participate in workshops.

Collections:

Audio/visual equipment available includes TVs, VCRs, overhead projectors, slide projectors, opaque projectors, portable screens, cassette players, walkman, 16mm movie projectors, and Super 8 movie projectors. ACMS maintains a complete inventory of all audio/visual equipment maintained by ACMS at all locations on campus. The ACMS Equipment Repair Shop is responsible for the maintenance and repair of A/V equipment throughout the FSC campus. Instructions on use of equipment and technical advice are available on the ACMS Web site at <http://www.fsc.edu/acms/html/repair.htm>

Media resources, including Falcon Cable Television, Audio-visual Equipment, and a Video Library which currently holds a collection of over one thousand videos in 18 instructional subject areas, are all provided

for students, faculty and staff use at locations in residential halls, auditoriums, classrooms, offices and the ACMS central office. There is no budget nor is there a collection development plan.

Services:

ACMS provides the following support and services:

Computing Resources:

- Open computer labs, multimedia classroom, mobile cart, videoconference room, support for hardware and software, maintenance and troubleshooting.
- Three of the computer labs (Hammond Bldg., McKay, Edgerly) are also used as classrooms for the English, Math, Early Childhood, Elementary and Middle School Education, and Special Education departments.
- Technical support for faculty and academic department staff in the areas of computer hardware and software. Front line support for troubleshooting network problems.
- Portable computing equipment checkout.
- Training for faculty and academic department staff in using computer hardware and software and audio-visual equipment.

Campus Cable/Media Services:

- Providing campus wide support services to include audio-visual equipment checkout, repair and video library checkout.
- Providing photography and videotaping services.
- Operation of campus wide television services to include scheduling, maintenance, troubleshooting, and repair of the system.
- Providing off-air tape recording and satellite downlink services.
- Support for on-campus cable TV to include classrooms, student residence halls and offices.
- Audio-visual and photography support for the auditoriums and lecture halls for special events.
- Scheduling and tracking of facilities usage.
- Inventory of computer and media related equipment.
- Tracking of equipment usage and repairs.

College Web projects:

- World Wide Web design and development
- Online instructional support. ACMS is currently hosting several network servers for file sharing/storage, Blackboard program for on-line course authoring, and WebBoard software for on-line group discussion and real time chat.
- Campus PIPELINE (Web based e-mail system).

General:

- Campus wide ID card production.
- Support for evaluating, recommending, and purchasing computer-related hardware and software, projectors, overhead projector, TV/monitors, general A/V equipment, and related peripherals.
- Support for computer and media related projects.

Facilities:

ACMS maintains a variety of computing and media resources on campus. There are currently six Open Computer Labs with a total of 135 networked computers, six multimedia presentation classrooms, six multimedia mobile carts, and a state-of-the-art video conferencing classroom. The staff is also responsible for maintenance, monitoring usage and upgrading the various equipment that comprises the configurations. The director in conjunction with the VPAA and the academic departments work together on ongoing projects to propose and establish additional computer labs for each department. For example a new configuration will have been established for the Behavioral Sciences department during fall 2001. To support mobile computing, portable computing equipment is also available at ACMS for faculty and staff to check out. In addition, the department is responsible for purchasing and maintaining all faculty and department secretary desktop computers and maintaining Internet and LAN connections and services. An annual license agreement with Microsoft Corporation is in effect to provide all FSC eligible full-time employees with access to Microsoft's most popular computer software for both office and home use. The main office consists of the equipment checkout counter, staff offices, repairs office, and storage area. It is located on the 1st floor of the Conlon Building. ACMS is also responsible for providing A/V sound systems in the auditoriums and is responsible for providing assistance with the College-supported programs such as AmeriCulture and the various lecture series.

In an effort to maintain maximum access to the open computer labs, the Hammond Student Computer Lab is open 93.5 hours per week, seven days a week for the academic year and 50.5 hours six days a week during the summer sessions. All other computer labs are open with a priority use for scheduled day/evening classes that require use of the labs. The check out office is open 5 days a week for 70 hours and open on weekends for special events.

MIS:

MIS (www.fsc.edu/MIS) is involved with the planning, implementation and ongoing support of the institution's technology infrastructure. This includes hardware/software support within the administrative areas, administrative software systems, network connectivity, Internet access, software development, end-user training and support, and operations/data processing. The College is connected to the Internet via two fused T1 data lines through University Information Systems. The network provides voice, video, and data communication. It allows all classrooms, the Library, computer labs, residence halls, and staff offices to be connected. The department maintains the firewall system and numerous campus wide servers. MIS also provides public access computers in the Campus Living facilities and the commuter cafeteria. There are eight locations, 48 computers and 90 network ports. The Campus Living computers are divided among the five buildings and each has a laser printer. Finally, the MIS staff supports a Help Desk for administration and students with limited help for faculty. The staff also provides end-user training for faculty and staff in Microsoft Office applications, Basic Banner Navigation (new student record system), report writing tools (i.e., Crystal Report Writer), and other licensed third party software supported by the College. Services also include the development of training sessions specific to departmental needs. MIS strives to provide quality support and maintain state-of-the-art technology standards within the usual limits of staff, budgets and time.

Collections/Services:

MIS provides support for the institution's extensive network, significantly upgraded in 1997, that provides access to the institution's internal data and information services as well as the Internet. With the 1997 upgrade network accessibility was extended to every classroom, office and dorm room.

MIS has recently established and maintains a data center with a server farm that houses mission critical and data sensitive servers. The center provides the institution with consistent and reliable maintenance and monitoring of the institution's computer and software application services. All College/mission sensitive servers are now centrally located and MIS has assumed responsibility for providing back up for the servers.

MIS is participating in the institution's administrative software upgrade (to SCT's Banner product). This upgrade will allow staff, faculty and students to access relative information, real-time, in a secure web-based environment. The office has responsibility for the following: providing reports and web-based access to data; the installation and management of the web-based e-mail system, Campus PIPELINE; and the office also works closely with the faculty and the Assessment Office in dealing with automated testing.

MIS meets regularly with ACMS to facilitate communication and coordinate issues relating to the institution's technology infrastructure and academic needs. Some benefits to the institution from this relationship can be seen in software license projects (MS Campus Agreement, VirusScan Licensing) and coordination of Help Desk and support issues.

Finally, MIS provides public access computers in the Campus Living facilities and the commuter cafeteria. There are eight locations, 48 computers and 90 network ports. The Campus Living computers are divided among the five buildings and each has a laser printer.

Facilities:

MIS occupies the 3rd floor of the Edgerly Building (circa 1912) and the building also houses the Computer Science department including their labs and faculty offices. The MIS location houses the Help Desk, the training room, staff offices, and data center. The servers are on a raised floor and the room is air-conditioned. MIS maintains the numerous network equipment on campus, which are located in strategic locations in each building.

Financial Support:

The Library is funded by four major accounts that include Work-Study, state funds entitled ERM, funds from Graduate and Continuing Education, and Special Fees. These are supplemented by several miscellaneous accounts. These include memorial accounts and donations. The Library is eligible to apply for and has received College Mission Projects, Alumni grants, and Development funds. State funding is dependent on the State Budget but it has increased by \$183,000 over the past 8 years, Graduate and Continuing Education has increased its commitment from \$32,500 to \$98,267 for 1999-00. The Special Fee account has remained rather constant. However, extra funds are applied to this account for special purchases, i.e., 1998-99. In addition the Library has worked with the other Massachusetts Public Higher Education Libraries and with the Worcester Area Cooperating Libraries for the joint purchases of databases.

The following table indicates the income for the past nine years. The annual financial reports can be found in the Library Annual Reports.

1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
\$415,468	\$586,198	\$707,551	\$726,936	\$635,977	\$645,956	\$705,921	\$766,327	\$790,001

As indicated in the "Collections" section, the College has supported the Library when new programs are started. In 1998-99 approximately \$51,000 was appropriated for one-time purchases for the new majors and minors and extra funds were provided for online databases.

Library funding has been sufficient over the past years; the only problem that arises is the uncertainty of amount and dispersion of state funding. The amount has varied, extensive lobbying has to be done by the Director, the funds are not always released on time, and inflation is not factored on an annual basis.

ACMS funding is provided from the operating budgets of the College and special one-time purchases. The expenditures/expenses are as follows:

	1997	1998	1999	2000	2001
Operating Expenses		\$53,000	\$ 80,900	\$ 85,155	\$ 83,355
Special Projects	\$400,000		\$277,000	\$342,500	\$152,500

Operating funds include salaries, ID production, supplies, etc. Special Projects include two major purchases to upgrade faculty and staff computers; six multimedia classrooms and six multimedia carts; and the implementation of a "smart classroom." Other offices make other major purchases, such as Blackboard, but upon installation they are the responsibility of the ACMS staff. Once staff funding is taken out of the budget, ACMS has had difficulty in undertaking certain projects. Funding has been inconsistent and based on one-year projects such as Mission Proposals. However, there is a process that includes replacing faculty computers every three years. There has been no long-term plan and consequently budgeting has been non-existent. Compounding this problem is that project based proposals pit departments against each other, do not allow expensive projects to be phased in over a two or three year time span, and encourage less expensive projects and perhaps less necessary projects to be funded to spend the money.

MIS is level-funded from year to year with the occasional addition of mission projects. Funding has been adequate in the past but changes in technology and the institution's expectations and plans for the future will draw heavily on MIS resources. It is estimated that, if additional funding is not available by FY 04, MIS will have to cut back on new projects and, possibly, the support of existing services.

1998	1999	2000	2001
\$264,869	\$304,352	\$377,209	\$310,209

The majority on MIS's funding is in equipment maintenance and software licensing. Additional high cost items are computer equipment and training. In the past MIS has allocated funds from its own budget for basic institutional research and development. Approximately \$30,000 was available in FY 00 and FY 01 for research with \$10,000 available in FY 02 and an estimated \$3,000 to \$5,000 available in FY 03. Help Desk support (staffed with trust-funded students) has been level-funded at \$22,500 for the past 3 fiscal years even though the students receive regular pay increases.

Staffing:

Library staffing consists of the Director, a Media Specialist who supervises all electronic services, two Reference Librarians, an Access Services Librarian, a Periodicals Librarian, a Technical Services Librarian, and two part-time Librarians who provide weekend reference coverage. All Librarians assist with Reference and Library Instruction and the full timers have Collection Development responsibilities. All Librarians and the Directors hold an MLS and the Media Specialist has an M Ed. This is a change over the past 10 years. In 1991 there were eight librarians, one administrator, and two part-timers. Support staffing has remained constant over the past 8-10 years. There are six full time support staff positions. There are 2.6 FTE part timers and they are responsible for working to midnight, weekends and

holidays processing and shelving. A support person performs Interlibrary Loans. A graduate assistant is employed to assist with electronic resources. There are: 6.70 FTE student assistants for 165 hours/week. According to ACRL standards, there should be 10-12 Librarians, but there are 5.5 FTE. This is an area where greater funding should be prioritized.

ACMS is currently staffed with eight full time employees including the Director. The Director has a Master of Education and a Master of Science in Computer Science, one member has a Master of Science, one member is working towards a Master of Arts in History and three staff assistants have Bachelor degrees. The support staff includes the repair technician and office manager. His duties are split between clerical support and booking of A/V equipment. He also possesses a Bachelor's degree. The repair technician has an Associate degree in Electrical Technology.

All staff members are encouraged to participate in the department management. Regular staff meetings are established at the departmental, group and individual levels with the Director as a means of information sharing among the staff. Issues related to computing policy and procedures, needs, and goals are reviewed and discussed at these meetings. Staff is encouraged by the Director to submit his/her own budget requests or wish list in the process of budgetary planning.

The department hires a graduate assistant for computer lab support and approximately 10-15 student assistants are hired to work at the checkout desk and the open computer labs.

MIS is comprised of 13 positions. There are nine administrative positions that include a Director, an Associate Director, 3 Program Analysts, 1 Help Desk Coordinator, 1 Software Trainer, 1 PC/Network coordinator and 1 System Support position. There are four classified positions and they include 2 EDP Operators and 2 EDP System Analysts. There is 1 part-time trust-funded position. In addition there are 5-6 trust-funded student workers and 1 graduate assistant. All full-timers with the exception of two have Bachelors' degrees and four staff have Masters degrees.

Staffing is currently adequate for MIS in numbers only. The fast growth of technology requires MIS to constantly review staff assignments and responsibilities. Reassignment and training for MIS staff is slow, costly and difficult. MIS estimates a cost of \$25,000 per year to maintain currency in technology for existing staff that comes out of the MIS operating budget. Some examples of these issues:

- Recent projects (e.g. Banner) have required MIS to develop a Data Base Administrator and System Administrator from existing staff.
- With exponential growth in computer usage and accessibility comes a need for additional staffing within the MIS Help Desk. Additional resources might be pulled from other areas in MIS but requires institutional acceptance and approval.
- The need for research and access to historical data requires the development of a Data Warehouse Manager to develop, implement and maintain a warehouse solution.

Instruction:

Library Instruction offers a wide variety of options. The Library classroom has an instructor's workstation and 15 student network-connected workstations; portable equipment is available for making presentations at the off-campus sites as well as classroom buildings. The traveling equipment includes a laptop computer, a portable projector and a portable screen. Classes are held in the Instruction classroom, Librarians will go to the instructor's classroom and the Access Services Librarian will travel to the off-campus sites to provide instruction. See Statistics in the Annual Reports.

As a result of the April 2000 student survey, the staff surveyed the faculty to determine their attitudes towards Library Instruction. The student survey results indicated that 17% were unaware of the Instruction Program and 22-37% had not used the Instruction program for their research.

ACMS offers training for faculty and academic department staff in using computer carts/classrooms, hardware and software and audio-visual equipment. In computer training for faculty and staff, a significant joint effort has been made utilizing the staff of ACMS, MIS and the Library/DLO. Training workshops and seminars are provided on a year round basis and are open to all faculty and staff campus wide. Topics are selected and taught by the training staff based on users and academic program needs. Coverage includes operating systems, networking, word processing, database and spreadsheet, presentation programs, Web editing/browsing tools, email, student record system, on-line course authoring tools, multimedia and video conferencing systems, and etc. In addition to the workshops, one-on-one training is also made available by appointment with training staff to fit individual user's work schedule.

The MIS staff trainer provides a lab/classroom with approximately 20 workstations and provides training for Microsoft Office applications, basic operating systems, Crystal and other reporting software, internet training, Web development, and modules for the Banner system. MIS also collaborates on providing instruction with the ACMS and Library staffs. Some examples include PowerPoint, graphics collection and production, and Blackboard.

MIS provides network support for resident students while the Library provides one-on-one and classroom training for online research and other Web based services.

There is no institution-wide student technology training program.

Policy Statements:

In order to facilitate the use of the various services, the **Library** staff has developed various policies and procedures. They include Collection Development, Interlibrary Loans, Circulation, Reference, Periodicals, Library Instruction, Classroom Usage, Library Web Page, and computer usage policy. The policies are available for reference and are posted on the Library Web Page. Each employee has a written job description.

In order for the computing resources to be managed and utilized in a responsible manner, two computing policies have been established: FSC Open Computing Facilities Usage Policy, and Digital Equipment Checkout Policy. ACMS staff is currently drafting a faculty Computing Policy and Procedures. All the policies indicated above are drafted by ACMS, reviewed by the Advisory Committee, and approved by Academic Affairs. Any policy revision or update is subject to Advisory Committee review and Academic Affairs approval. All approved policies are posted on the ACMS Web site at www.fsc.edu/acms/html/policies.htm.

MIS has adopted an Acceptable Use Policy for Internet access. The policy applies to the College community and all is available on their web page www.fsc.edu/MIS. All students and faculty are expected to adhere to it.

Exchange of Resources:

This traditional library service is fulfilled in the following manner: First, interlibrary loan is available for all students and faculty including copies and original items. FSC uses OCLC to process all requests and the Library responds to OCLC and paper ALA forms. Second, all students and faculty have borrowing privileges at the other Massachusetts Public Higher Education Institution Libraries and faculty have borrowing privileges with the WACL libraries. All users of the PAC have access to the online version of the Worcester Area Union List of Serials.

B. APPRAISAL

To accomplish its goals and to meet the mission of the College, a number of unique individual and collaborative projects have been undertaken among the three Library and information service offices. The Library has implemented a number of services that few other institutions are offering. The Access Services department was established to provide and organize services for the Distributed Learning students so they now have equal access to all library services; since the January of 1999 all students and faculty have access to the online databases from off-campus via the authentication process the staff provides; all faculty now may place documents on Electronic Reserve and students can access them from any computer, regardless of location.

The Library Media Specialist works and collaborates with ACMS, MIS, Distributed Learning, and the various academic departments to provide Instructional Technology services. The staffs have assisted and provided various programs with information technology services; for example, the Library supports the web page for the Freshman Foundation Year, the Media Specialist provided equipment and ACMS staff provides laptop computers for the students in the Leadership program and the Faculty Room provides state-of-the-art computer equipment for faculty use. A complete description can be found in the NEASC documents room. Finally, the three offices have collaborated to install Gigabit Ethernet links in each office to speed up and improve vital Internet operations.

In addition, the staffs from MIS, ACMS and the Library have worked together to plan and implement numerous electronic classrooms and collaborated with academic departments in various degrees to install computer labs; i.e., Computer Science, Nursing, Communication/Media, and Humanities. The three offices have accomplished a number of joint computer activities/services and they include cooperation in designing the media classrooms, and media carts; working together to implement the e-mail system; the coordination of a College staff training schedule for campus wide software applications; there are joint purchases of networking hardware and stations; and the ACMS computer labs are located on the 3rd floor of the Library building. MIS and the Library will be installing a wireless technology experiment in the Library. The Library and ACMS provide hardware that complement and supplement each other. This allows for increased access to the hardware. Computing support teams from AMCS, MIS and Library meet on a monthly basis to share information, discuss and resolve related issues.

Finally, administrative staff members from these offices have participated and cooperated with faculty to produce an Academic Technology Plan which will include, among other standards, computer literacy standards and discipline based information literacy standards for students and faculty. They also have collaborated with the installation, maintenance, and management of the campus wide web based e-mail system entitled Campus Pipeline.

However, there are also problems when there are overlapping responsibilities. These include inconsistent assistance to the students, faculty and staff. They are not sure who to contact for assistance, there have

been reports of not receiving sufficient help in using Instructional Technology (IT), and there is no budget planning process for the purchase of campus-wide software. While faculty and staff training is available and coordinated among the three departments, there is no similar program for the students. Other overlapping issues include numerous authentication processes for computer services, the purchase and circulation of equipment, and inconsistent support for academic and administrative technical staff.

Other problems include coordination of the fire wall issues and their effect on computer services on campus; classroom reservation, set-up and preparation; IT staffing levels including too few permanent IT staff, student assistants, and computer lab monitors.

The **Library** staff has used a variety of methods to assess their collections and services. They include the 1995 ACRL standards (see documents room); the WLN conspectus to analyze and set goals for collection size and quality; peer statistics from the Massachusetts State College Libraries (1996-2000) (see documents room) and the Massachusetts Board of Higher Education designated peer libraries for 1998 and 2000. The staff also completed their 1993-98 Strategic Plan by meeting the goals and objectives. The staff then conducted a self-study and met with an outside reviewer in 1998-99. This resulted in developing new goals and objectives. The staff now is in the process of meeting these goals. The Media Specialist and Library Director conducted a faculty and student usage survey in April 2000 and the two staff members completed a Library Instruction survey to assess faculty usage. (See documents room.)

The Library's collection is varied and has evolved in response to changes in the College's course offerings. As new majors have been added, the Library has worked hard to expand its collection in those areas. With 283,131 holdings (books, periodicals, and microform), the Library exceeds the minimal requirement of 242,475 holdings derived from Formula A. Books and other materials are organized in accordance with the Library of Congress' classification system. Periodicals are grouped alphabetically, while the Library's Educational Resources Information Center (ERIC) collection is organized by document number. The archives and manuscript collection are organized according to standard archival procedures. Finally, multiple users can access all of these resources simultaneously, and through multiple methods (author, title, subject).

The staff has been implementing various parts of the 1999-03 Strategic Plan and they have written a January 2001 annual update. They have done the following to meet specific goals: created an Access Services department to serve the distributed learning students, purchased and installed a Library Management System, upgraded the Library Instruction program, expanded the variety of vendors used for purchasing library materials, and assumed management of the Library web page.

With regard to Collection Development the staff has established policies for all types of materials. The conspectus analysis for each departmental subject (majors, minors, and graduate) has been completed and these will be updated as necessary. However it has been suggested that Economics be separated from Business Administration and that will be completed in the fall 2001.

The policies in place for other library services (including the web page) are posted on the Library web page and print copies are available. A comparison with our peers (MCCLPHEI and BHE designated institutions) proved difficult. Not all institutions post their policies online.

The two major surveys that the Library conducted in April 2000 to assess its performance gave it a generally high rating. The April 2000 Student Survey contained 50 items assessing Library collections, instruction, reference, public access catalog, home page, online journals databases, document delivery,

circulation and facilities and equipment. One hundred and forty eight students responded, (out of over 250 off-campus plus 200 on-campus surveys mailed and another 100 surveys handed out at the circulation desk.) Distance learning students comprised approximately 20% of those responding. The responses were favorable to all of the Library services. 77% felt the book collection was very good or adequate. 65% said the print magazines and periodicals were very good or adequate. 86% said the number of Library workstations was very good or adequate. 91% of those who had attended a Library Instruction class found it useful. Better than 70% of students responded positively to all of the items about the Library's web page and 82% responded that online resources were very good or adequate. 78% of respondents felt the hours of operation were very good or adequate.

Perhaps the most distressing finding of the survey was that 14% of all students responded that they did not use the Library in any way. Another 39% of respondents had never attended, or were unaware of Library Instruction classes. Also, 47% of students had never used the music CDs and 22% did not know they existed. 18% of those responding affirmed the lack of study rooms.

The April 2000 Faculty Survey contained 52 items assessing Library collections, instruction, reference, public access catalog, home page, online journals databases, document delivery, circulation and facilities and equipment. 64 of 225 faculty responded. Overall responses were favorable with all items receiving a positive response of 70% or better from those who had used the Library services (the exceptions were the responses concerning periodicals for faculty research and microfiche). All faculty responding found the Library reference service to be very good or adequate for their needs. Of those who have used Library Instruction for their classes, 97% of faculty found it helpful to their students in understanding the research process. Many responding faculty (37%) have not taken advantage of Library Instruction services for their classes.

As in the student survey, the most disturbing finding was the lack of faculty participation in, or knowledge of, some of the Library's services and resources. As a result, in April 2001 the Library conducted a "Faculty Survey on Library Instruction" as a follow-up survey of all faculty (on and off campus) to ascertain awareness of the instruction program and identify areas to improve. Even though the return rate was 18% we can provide three results: 1) not enough faculty know about the service or they don't know we can provide the service for the basic courses and the advanced courses; 2) the staff needs to develop additional approaches to promote the service to the faculty; 3) faculty would like to see individualized tutorials such as databases, services and narrow subjects.

The **ACMS Office** is relatively young. However, three annual faculty and staff surveys have been undertaken to determine the level of satisfaction with ACMS and to learn about the computing habits and needs of the FSC faculty. They were based upon the University of Illinois satisfaction survey. There were approximately 50-55 questions. Finally, each respondent was asked to list three improvements ACMS could make and list the three most important improvements ACMS has made to faculty support. In 1999 77% of the faculty were moderately to very satisfied with ACMS and in 2000 it was 81%.

The establishment of ACMS developed from the 1996 Academic Programs Task Force Recommendations for the FSC Strategic Plan. The FSC 1996 Strategic Plan was used to compare the existing operation with the 1996 recommendations. In comparing the two relevant recommendations (#2 and #3) with the existing arrangement, it can be noted that in 1996 the Center was established, staff was hired, goals and objectives were written. The staff then proceeded from 1997-2000 to increase the number of and access to general purpose open computer labs. The department has met the goals of the Strategic Plan. Goals were also set and met for the 1999-00 academic year.

The following are recommendations for future assessment tools. First, a peer's comparison should be done to look for policies, budget, services, etc. Second, a systematic student survey should be undertaken

The specific objectives, issues/tasks and disposition can be found in the annual Strategic Plan. Finally, the issue of the Curriculum Library has to be resolved. The issues of location, usage, staffing, and materials have to be addressed.

ACMS had identified the following projects which it will be working on or has completed:

- Will work with MIS and other appropriate offices (Library) to deal with the computers on campus and to establish a unified technical support services desk. This would be a report and repair service, assisted by the HEAT software program to track the work flow from the log-in call to completion. Services would range from hardware repair to software instruction to Instructional Technology.
- Will address specific projects listed in the department's budget and mission proposal including:
 1. Upgrading the existing sound system for five auditoriums, \$45,822,
 2. Securing an automated check-out/booking system for equipment circulation,
 3. Enhancing the existing open computer labs by increasing the number of machines, replacing existing printers, installing multimedia equipment, installing a touch panel remote control system and adding window shades.
- Will replace and upgrade the student ID camera.
- Will address the need to follow institution's Strategic Plan by creating additional electronic classrooms.
- Has determined responsible staff for smart classroom booking and leadership computers.
- Will work to publicize and promote to students a directory of computer labs with the locations and services.
- Will address the need to develop a strategic plan and to compile annual reports.

ACMS includes among its ongoing projects the continuing support of departmental computing facilities and, when possible, configuring department labs.

MIS intends to produce a more detailed survey to be used in future project and budget planning. MIS also will follow the recommendations contained in the comprehensive report sponsored by the BHE's Instructional Technology Strategy Task Force. Prepared in July, 2000, by PriceWaterhouseCoopers, the study analyzed instructional technology hardware and software, technology access and staffing support in both the state college and community college systems in Massachusetts, and compared each campus with its peer institutions, both within Massachusetts and across the nation. The complete PriceWaterhouseCoopers Report, "Benchmark Comparisons: Fitchburg State College," is available in the documents room.

The institution will utilize the PriceWaterhouseCoopers Report as the basis of an institutional Technology Plan to address among other issues software services, hardware upgrades of non-staff computers, networking hardware upgrades, telecommunication cabling upgrades, instructional technology services, etc.

Second, the instructional technology draft plan prepared by Academic Affairs which includes technology literacy standards for students, options for instruction and assessment and hardware and software guidelines, has been submitted to and is currently in governance. Once approved, the plan will be implemented with attention given, however, to provide for full faculty and departmental cooperation. Additionally, the plan will address the necessity of providing technical assistance to faculty, staff, and students.

Third, and most importantly, the College will provide for a systematic review of the administrative structure of all departments involved with computer/information services. This review will consider other successful administrative models utilized at similar four-year institutions and should result in a clear

delineation of respective responsibilities of every office providing computer/information services to the campus. The staffs of all three offices concerned with information resources and computer services, the Library, ACMS, and MIS, will continue to work cooperatively with the academic departments and faculty in utilizing technology for their classes and curriculum, in particular to respond to the need for more support for faculty and Instructional Technology services.

A detailed listing of specific goals, objectives and projects for each of the three areas can be found in the documents room.

STANDARD EIGHT PHYSICAL RESOURCES

A. DESCRIPTION

The main campus of the College comprises 33 buildings on 31 acres, but the College owns a total of more than 200 acres. A good portion of that, 120 acres, is conservation land located in Lancaster and used for field research. There are also 35 acres of athletic fields, 12.5 acres of nature preserve on Rindge Road, 12 acres at the McKay School and Teacher Education Center, 10 acres on John Fitch Highway, and five acres on North Street in the vicinity of the recently-constructed Recreation Center. The estimated total capital investment in the College—land, buildings, fixtures and equipment—is \$150 million.

About 150,000 square feet of space is devoted to classrooms and laboratories, 330,000 to residence hall space, 100,000 to the McKay Campus School, 160,000 to the Library/Campus Center building, and 470,000 to administrative office and support space.

Our newest building, the Recreation Center, has become a major asset for the campus, replacing a 40-year-old structure and providing students, staff, and visitors with an ideal venue in which to exercise and socialize. It also fills a longstanding campus need for a facility that can handle large-scale events. Weston Auditorium, for many years the largest venue on campus, seats 800, while the new center seats up to 2,000. The \$12 million Recreation Center features a multi-sport gymnasium, a swimming pool, a jogging track, offices, a fitness center, a dance studio, sports medicine facilities, an exercise physiology laboratory, racquetball courts and classrooms. The College offers a variety of competitive varsity sports programs, but intramural leagues and other recreational activities have more widespread participation.

The new facility has allowed the Athletics Department staff to expand these “wellness programs.” The 65,000-square-foot center is also home to the Exercise and Sport Science Department. In addition to its value to the campus, the Recreation Center is a key ingredient of a major college-city collaborative to rebuild North Street, our link with downtown Fitchburg. It also signals our intention that future expansion will be in the direction of the downtown area. In the last year, the College purchased a building on Main Street, where it will establish a Center for the Arts.

A major technology project involving fiber optics has electronically linked classrooms, administrative offices, and residence halls. All are wired for high-speed communications, providing all members of the campus community with Internet access, e-mail addresses, and information-sharing options. Open computer labs and a cyber café have been constructed, and a technology plan calls for computers to be updated about every three years.

Other recent projects include:

- Construction of a general purpose building with locker and shower facilities adjacent to the outdoor athletic fields;
- major rehabilitation of the residence halls;
- installation of an elevator to improve accessibility in the College’s original building, Thompson Hall;
- heating, ventilation, and air conditioning improvements throughout campus;
- window replacement in classrooms, labs and faculty offices;
- major renovations to improve student services in the Anthony Building;
- roof replacement in several buildings;
- installation of energy efficient lighting and heating controls and an energy management system;
- classroom renovation; and

suitable to new technologies; more resources for improvements to academic and student support facilities; more resources to renovate older buildings (i.e., Miller Hall, Percival Hall, Thompson Hall, the Condiike Science Building, and the McKay Campus School); installation of new/replacement of existing inefficient HVAC equipment in the Miller, Percival, Thompson, and Condiike Buildings; improved custodial care; and increased parking.

Upon completion of the current capital investment into campus facilities, particularly the residence halls, we will have addressed many of the major deficiencies. However, we will need to make further investments to continue to maintain/upgrade the infrastructure and to address the ever-changing needs of the student population. We must also continue to improve the level of custodial service within the residential facilities and the availability of parking on campus.

Over 500 surveys were distributed to all employees in the spring of 2001 in order to obtain an assessment of the College's physical facilities. The overwhelming concerns indicated by the survey were the following:

- Lack of involvement by faculty and staff in the allocation of physical resources.
- Need for more parking.
- Quality and availability of drinking water.
- Better custodial care in offices and classrooms.
- Heating, ventilating, and air conditioning repairs, replacements, and additions.

The survey, its results, and analysis of these results, a listing of the 59 written comments, and a summary of these comments can be found in the Facilities/Fiscal Notebook.

The Survey also suggests, however, the need to bring older buildings into further compliance with changing standards for air quality, access for persons with disabilities, assurance of a healthy work and learning environment, and improved security such as keyless entry. In order to respond to the issues cited above, the College also needs a funding mechanism for facility improvement not dependent upon fluctuating annual appropriations. Without dedicated resources, funds are not always available to meet the goals of our strategic plans or mission.

In summary, the major strengths and weaknesses of the College's physical facilities are as follows:

Strengths: Improved classroom environments—"smart classrooms," media rooms, increased air conditioned spaces, new furnishings, a campus totally wired for computers, communications, and cable television, the new recreation center building, a new elevator in Thompson Hall, an upgraded elevator in the McKay Campus School, continued renovation of the residence halls, and added parking.

Weaknesses: Several older buildings are in need of rehabilitation, parking is still inadequate, custodial services need to be improved, we need to improve our response to extreme snow and ice conditions, science labs are grossly outdated, insufficient resources are devoted to maintenance and repair, the campus lacks a "one stop" student service center, and the college needs urgently to identify a position with responsibility for health and safety.

C. PROJECTION

Among the major immediate priorities in the area of physical resources are the following:

- first, a major initiative to construct a new science and technology center;
- second, the expansion of our energy savings program;

- third, earmarking of specific funds for facilities improvements through a percentage of the state budget will continue;
- fourth, an ongoing review of the major planning documents (e.g., Strategic Plan, Saratoga Plan);
- fifth, the creation of a mechanism, possibly through the establishment of a new campus-wide planning committee, to better coordinate academic planning and facilities planning;
- sixth, the use of periodic surveys to monitor the campus assessment of physical facilities and to discern new concerns and problem areas.

In addition, the College also needs to increase parking; improve the physical and environmental conditions in its older buildings; appoint an Environmental Health and Safety professional to assure campus-wide compliance with ever changing codes, laws and state mandates; and relocate several student support services (i.e., Disability Services, ACCESS, Academic Advising Center and Expanding Horizons) to the Parkinson Building which will provide students with a centrally located “one stop” service center. The College will continue, in conjunction with MSCBA, to implement the plan for both investment in the statewide residence hall system and the servicing of the remaining capital needs of the residence halls.

In terms of long range planning, a necessary first step should be a comprehensive analysis of all space on campus. The analysis should focus, in particular, on the possible future uses of the McKay School building and the Condike Science building. Both buildings provide an opportunity for the college to improve faculty office space as well as increase the number of “smart classrooms”, seminar rooms, and other “special use” classrooms. In conjunction with the anticipated conversion of the Parkinson building as a student services center, the remodeling of the McKay and Condike buildings should significantly enhance the quality and accessibility of student services and academic programs.

**STANDARD NINE
FINANCIAL RESOURCES**

A. DESCRIPTION

In many respects, the past five years have been good to public higher education in Massachusetts and to Fitchburg State College. As a state college we rely upon the Commonwealth for a significant portion of our operating budget. Since the last report to NEASC in 1996 state appropriations have grown from \$18,860,000 to \$25,924,976 in FY2001, a 37.5% increase.

The College funds its basic operating budget from state appropriations and the College fee account. Various other trust funds operate auxiliary services, special purpose trusts (e.g. S.G.A) and grants. Student enrollments, which have declined in the recent past, seem to have stabilized. Residence Hall occupancy rates, which have been way below budgeted occupancy, have shown a dramatic increase in FY2001. The College has had operating surpluses in its current funds account since FY1994. The following chart depicts basic operating budget allocations for the past six years:

Year	State Maintenance	College Fee	Total
FY1996	18,860,544	6,916,082	25,776,626
FY1997	20,149,210	6,572,302	26,721,512
FY1998	21,624,582	5,899,239	27,523,821
FY1999	23,138,185	5,578,969	28,717,154
FY2000	24,740,098	5,954,638	30,694,736
FY2001	25,924,976	5,458,168	31,383,144

The College's fund balances for the last six years are as follows:

Year	Current Funds**	Loan Funds**	Endowment Funds**	Plant Funds**	Total Funds
6/30/96	2,893,575	1,668,605	404,505	39,287,653	44,254,338
6/30/97	3,244,555	1,726,401	498,803	40,368,849	45,856,608
6/30/98	3,866,962	1,786,083	536,304	42,206,218	48,395,567
6/30/99	2,560,858*	1,819,603	546,900	44,628,122	49,555,483*
6/30/00	2,572,080	1,857,488	514,596	50,033,111	54,977,275
6/30/01	3,790,364	1,761,543	532,192	53,670,514	59,754,613

*The current fund shows a reduction due to the requirement that faculty pay accruals for July and August be carried as a liability. This reduced the fund balance by \$1,962,849. This liability continues in the subsequent years.

**Current funds are monies available for operating expenses; loan funds are monies loanable to students; endowment funds are funds whose principal is non-expendable; and plant funds represent the value of land, buildings and equipment.

The Board of Higher Education requires that the state colleges report audited financial indicators on an annual basis. The latest data for FY2000 based on a percentage of total expenditures is as follows:

	FY2000	FY2000
	All Massachusetts State Colleges	FSC
Instruction	35.55%	39.53%
Research	.01%	.05%
Public Service	1.10%	1.75%
Academic Support	10.05%	9.64%
Student Services	11.67%	10.17%
Institutional Support	13.09%	12.26%
Plant	12.38%	12.65%
Scholarships	6.38%	8.88%
Auxiliary	9.77%	5.07%

The performance measures are essentially the IPEDS data, which correspond to the CIHE measures included in the report. The nine state colleges report the data on a consistent basis. As is readily apparent, Fitchburg State College spends more of its budget for instruction than its sister institutions. The other two areas that show noticeable differences are Scholarships and Auxiliary. We have made a conscious effort to provide affordable education and the scholarship percentage shows that effort. All of the above indicators (i.e., 94.93%) except auxiliary (i.e., 5.07%) are categorized as educational expenses.

A major initiative of the Board of Higher Education has been to make the state colleges more affordable. To that end, it costs less in tuition and fees for a commuting student to attend Fitchburg State College in FY2001 than it did in FY1991 (\$3,032 vs. \$3,066). In the past three years, the Commonwealth and the College have increased scholarship aid to students so that a student with an adjusted family income of less than \$32,000 can attend the College with no out of pocket tuition and fee cost. This additional scholarship has reduced the loan burden of subsidized William D. Ford loans from \$4,289,981 in FY1998 to \$1,524,991 in FY2001, a 65% reduction. This was accomplished, among other ways, by increasing need based tuition waivers and need-based grants from \$527,529 to \$1,627,097, a 308% increase over the same time period. The Board of Higher Education and the Fitchburg State College Board of Trustees are committed to a policy of low cost education and have proven it by their actions.

The Fitchburg State College Foundation, organized under Chapter 180 of the Massachusetts General Laws and Section 501, (C), (3) of the internal revenue code, is the fundraising arm of the College. The Fitchburg State College Alumni Association is an integral part of the Foundation, which has a separate Board of Trustees. It was organized for the purpose of providing additional support for the goals of the College and is not included in CIHE data. The Foundation receives gifts for restricted and unrestricted purposes and puts those gifts to work in accordance with College, State, and IRS regulations. (See policy manual on file.) The combined Foundation and College endowment funds total \$7.46 million as of June 30, 2001, and are overseen by the Foundation Investment Committee and College Treasurer and managed by an outside investment firm.

The Foundation's fund balance has grown from \$1,592,485 in FY 1991 to \$7,464,257 in FY 2001. A very successful state program that began in FY1997 matched all cash and security donations on a 1:2 basis up to \$400,000 per year. We received \$1,331,346 from the program, which ended June 30, 2001. The Advancement Office is responsible for fundraising and the Treasurer's Office maintains all financial record keeping; both offices work to assure that the wishes of donors are adhered to. The Foundation's audit report and supporting materials are available in the documents room.

Since 1996 the College has incurred long-term debt for three major projects. This is the first indebtedness, other than leases, that the College had ever incurred. In 1996 we made a major decision to completely rewire the campus, including all Residence Halls with voice, video and LAN access for \$2,725,000. The \$12,000,000 Recreation Center was built with a combination of \$6,000,000 in state capital funding and a \$6,000,000 college loan. In FY2000 the College borrowed \$5,000,000 to implement the SCT/Banner software system for Student Affairs, Finance, Financial Aid, Human Resources and Alumni. On July 1, 2001 the Treasurer's Office converted the financial systems of the College to the Banner Student Records system. That conversion was very successful and we are now using Banner Finance as our Financial Records system.

The College Auditor wrote, in his October 5, 2001 independent auditor's report, "In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Fitchburg State College as of June 30, 2001, and the changes in fund balances and the current fund revenues, expenditures and other changes for the year ended in conformity with accounting principles generally accepted in the United States of America."

The finances of the College are stable as evidenced by the independent audit reports found in the documents room.

1. Operating Budget

The College's operational budget is distributed among the President's Office and each Vice Presidential area in support of the College's mission. Generally, responsibility is delegated to the Vice Presidents to determine how best to use their resources in accordance with mission priorities and goals.

The College operational budget consists of two major parts: state appropriations and trust funds.

A. State Appropriations

Budget process for state funding is as follows:

1. The Board of Higher Education issues guidelines for budget preparation.
2. The College prepares the budget based upon the Board of Higher Education formula.
3. The College submits the formula budget based solely on the results of the formula to the Board of Higher Education.
4. The Board of Higher Education, after discussion, votes a budget for the College and other higher education agencies and submits it to the fiscal affairs division of the Governor's Office.
5. The Governor makes the recommendations to the legislature.
6. Both branches of the legislature review and pass a budget and normally establish a joint conference committee to resolve any differences.
7. After passage of the budget, usually after the fiscal year has begun, the College receives its appropriation.
8. After receipt of the budget, the appropriate administrators receive the appropriation and prepare a revised working budget for the Board of Trustees and the Board of Higher Education. State appropriations are primarily used for salary, fringe benefits and utility costs.

As there have been no supplementary or deficiency budgets provided by the Commonwealth for at least 15 years, the College must keep a sufficient reserve in the College fee account to cover unexpected necessary expenditures. We have rarely used this reserve. Departments are expected to transfer funds to cover emergencies. The current reserve is sufficient.

B. Trust Funds

The College has a wide variety of funds authorized by the Board of Trustees. The trust funds supplement state appropriations for day-to-day operations including resident halls, food services, Graduate and Continuing Education, student activities, scholarships and other education activities.

The budget process for Trust Funds is as follows:

1. In October the President, in consultation with the Treasurer and the Comptroller, meet to determine the pool of funds that might be available for the following fiscal year.
2. Budget request forms are then distributed to the Vice Presidents along with instructions for their submission. Payroll accounts are controlled centrally by position control. All other funding with the exception of continuing mission projects is available to be budgeted as the Vice Presidents recommend. In addition there is an amount of money available for mission projects. The process for this is described below. After continuing costs have been budgeted, the remaining available funds (Mission Project Funds) can be requested by the Vice Presidents. Mission Projects are approved by the President based upon the mission of the College.
3. Budgets are presented to the President by the appropriate Vice President in March.
4. President presents budget to the Trustee Finance Committee in mid-April.
5. President presents budget to Fitchburg State College Board of Trustees in May.
6. Approved budgets are distributed to Vice-Presidents in late June.
7. The Board of Trustees is made aware of the status of state appropriation and approves the final budget after the College receives its legislative allocation. If the state budget is approved at a level that is higher than anticipated, the additional funds are provided to Vice Presidents based upon the priorities of the President, with the approval of the Board.

C. Grants

One of the major initiatives since the last NEASC review was the creation of a formal Grant Center. The College has received many grants due to diligent faculty scholarship and strong administrative support from the Grant Center. During the past five years Fitchburg State College has received grants from HUD, USIA, and DOE that total over \$1 million per year. Information and complete data on all grants received since 1992 is available in the documents room.

2. Mission Project Budget

The majority of the budget is allocated to divisions according to their approved budget plan. A pool of funds is set aside for campus-wide projects of significant cost. Division heads submit proposals for the President's review and approval. The President determines the funding priorities.

The purpose of mission funds is to provide targeted funding to support and enhance the mission of the College. Missions funds may fall into either of two categories. "Annual" mission projects generally support one-time spending on equipment and renovation needs. "On-going mission projects" support institutional objectives considered critical (such as scholarships for students and on-going programs). When a continuing mission project is no longer needed, the funding for that project reverts to the mission project pool. Annual mission project allocations that are unspent revert to the pool at the close of the fiscal year. Mission projects have grown from \$1,277,855 in FY1996 to \$2,900,993 in FY2002. Allocation of mission funds are based upon requests identified and prioritized by the Vice Presidents, after consultation with area supervisors, chairs, and various committees. The projects are then presented at two-day budget hearings before the President and his cabinet. The President's decision on funding is then presented to the Board of Trustees for their review. See table below for the mission project history including the current year's allocation.

MISSION PROJECT HISTORY

	Academic Affairs	Facilities	Student Services	Finance	Advancement	President	Total
Fiscal Year 1996							
Continuing Mission Projects							
Annual Mission Projects	225,000.00	143,000.00	75,000.00	127,000.00	50,000.00	657,855.00	1,277,855.00
Fiscal Year 1997							
Continuing Mission Projects							
Annual Mission Projects	845,400.00	430,000.00	55,000.00	20,000.00	60,000.00	70,000.00	1,480,400.00
Fiscal Year 1998	470,108.00	675,354.00	25,000.00	35,000.00	15,000.00	122,500.00	1,342,962.00
Continuing Mission Projects	40,000.00	367,854.00	20,000.00	10,000.00	5,000.00	122,500.00	565,354.00
Annual Mission Projects	430,108.00	307,500.00	5,000.00	25,000.00	10,000.00	0.00	777,608.00
Fiscal Year 1999	1,023,810.00	1,338,854.00	202,000.00	129,500.00	118,539.00	455,000.00	3,267,703.00
Continuing Mission Projects	334,500.00	912,854.00	38,000.00	115,500.00	82,539.00	280,000.00	1,763,393.00
Annual Mission Projects	719,310.00	426,000.00	164,000.00	14,000.00	36,000.00	175,000.00	1,534,310.00
Fiscal Year 2000	490,525.00	847,854.00	286,975.00	198,500.00	166,000.00	295,000.00	2,284,854.00
Continuing Mission Projects	100,000.00	547,854.00	0.00	130,500.00	156,000.00	295,000.00	1,229,354.00
Annual Mission Projects	390,525.00	300,000.00	286,975.00	68,000.00	10,000.00	0.00	1,055,500.00
Fiscal Year 2001	414,400.00	902,854.00	700,450.00	85,500.00	276,000.00	660,000.00	3,039,204.00
Continuing Mission Projects	364,400.00	882,854.00	40,700.00	85,500.00	256,000.00	660,000.00	2,289,454.00
Annual Mission Projects	50,000.00	20,000.00	659,750.00	0.00	20,000.00	0.00	749,750.00
Fiscal Year 2002	837,026.00	550,159.00	117,945.00	129,863.00	246,000.00	1,020,000.00	2,900,993.00
Continuing Mission Projects	384,526.00	417,854.00	109,290.00	99,863.00	237,000.00	1,020,000.00	2,268,533.00
Annual Mission Projects	452,500.00	132,305.00	8,655.00	30,000.00	9,000.00	0.00	632,460.00
Total	3,235,869.00	4,315,075.00	1,332,370.00	578,363.00	821,539.00	2,552,500.00	12,835,716.00

Mission Projects funding is the allocation of funds remaining after normal operations are budgeted.

Continuing Mission Projects continue from year to year until project is completed.

Annual Mission Projects are for one year only.

COLLEGE FEE AND STATE MAINTENANCE MISSION PROJECTS FY2002:

DEPARTMENT	PROJECT	PROJECT #	BUDGET
ACADEMIC AFFAIRS CONTINUING MISSION PROJECTS:			
ACADEMIC AFFAIRS	SUMMER FACULTY SECRE.SUPP.	8104	\$10,000.00
ACADEMIC COMP.CTR.	COMPUTER MONITORS	8106	\$30,000.00
HONORS	MERIT SCHOLARSHIP	8160	\$74,400.00
ENROLLMENT	MERIT SCHOLARSHIP	8160	\$100,000.00
HONORS	LEADERSHIP PROGRAM	8165	\$50,000.00
SUMMER BRIDGE	SUMMER BRIDGE PROGRAM	8175	<u>\$120,126.00</u>
ACADEMIC AFFAIRS CONTINUING MISSION PROJECTS SUB TOTAL:			\$384,526.00
ACADEMIC AFFAIRS ANNUAL MISSION PROJECTS:			
INDUSTRIAL TECHNOLOGY	INDUSTRIAL TECHNOLOGY LAB	8156	\$10,000.00
ACAD. COMPUTER CTR.	ACAD. COMPUTER MEDIA	8168	\$50,000.00
ACADEMIC AFFAIRS	NEASC ACCREDITATION	8177	\$41,500.00
COMMUNICATION MEDIA	COMPUTER SOFTWARE UPGRADE	8179	\$64,000.00
CHEMISTRY	CHEMICAL INSTRUMENTATION	8180	\$48,000.00
BIOLOGY	BIOLOGICAL INQUIRY 21ST CENTURY	8181	\$50,000.00
BEHAVIORAL SCIENCE	OPEN COMPUTER LAB-PERCIVAL	8182	\$75,000.00
EARLY CHILDHOOD	INSTRUCT. MEDIA-TECH RESOURCES	8183	\$17,000.00
COMPUTER SCIENCE	CREATION-NETWORKED LECTURE LAB	8184	\$75,000.00
HUMANITIES	MULTI-MEDIA CART	8185	\$12,000.00
ACADEMIC AFFAIRS	FURNITURE REPLACEMENT	8186	<u>\$10,000.00</u>
ACADEMIC AFFAIRS ANNUAL MISSION PROJECTS SUB TOTAL:			\$452,500.00
FACILITIES CONTINUING MISSION PROJECTS:			
FACILITIES	HAZARDOUS MATERIAL	8208	\$1,000.00
FACILITIES	PHONE ACCESS/SERV.IMPROVE.	8209	27,040.00
FACILITIES	TELEPHONE SERVICE	8215	94,814.00
FACILITIES	RESERVE FOR ENERGY COSTS	8244	245,000.00
FACILITIES	PROPERTY PURCHASE	8257	<u>50,000.00</u>
FACILITIES CONTINUING MISSION PROJECTS SUB TOTAL:			417,854.00
FACILITIES ANNUAL MISSION PROJECTS:			
FACILITIES	MCKAY REPLACE FIRE ALARMS	8272	\$60,000.00
FACILITIES	FUEL TANK CLEANING	8281	\$8,000.00
FACILITIES	TURF MAINT. SOCCER/FOOTBALL	8282	\$14,000.00
FACILITIES	DINING HALL EQUIPMENT REPAIRS	8283	\$20,305.00
FACILITIES	BUILDING CODE VIOLATIONS	8284	\$20,000.00
FACILITIES	UPGRADE EMERGENCY CALL BOXES	8285	<u>\$10,000.00</u>
FACILITIES ANNUAL MISSION PROJECTS: SUB TOTAL:			\$132,305.00
STUDENT AFFAIRS CONTINUING MISSION PROJECTS:			
PUBLIC SAFETY	SHUTTLE	8258	\$48,290.00
RESIDE. HALL MAINT.	RESIDENCE HALL PAINTING	8260	\$15,000.00

CAMPUS CENTER	VAN	8302	\$27,000.00
CAMPUS CENTER	CAMPUS CENTER PROGRAM.	8337	\$15,000.00
CAMPUS CENTER	STUDENT LEADERSHIP	8338	<u>\$4,000.00</u>
STUDENT AFFAIRS CONTINUING MISSION PROJECTS SUB TOTAL:			\$109,290.00
STUDENT AFFAIRS ANNUAL MISSION PROJECTS:			
HEALTH SERVICE	SOUNDPROOF EXAM ROOMS	8350	\$700.00
CAREER SERVICES	WEB ENHANCEMENT	8351	\$2,950.00
COUNSELING	FURNITURE WAITING ROOM	8352	<u>\$5,005.00</u>
STUDENT AFFAIRS ANNUAL MISSION PROJECTS SUB TOTAL:			\$8,655.00
V.P. FINANCE CONTINUING MISSION PROJECTS:			
MANAGE. INFO SYS.	MIS SERVICE CONTRACTS CDC	8402	15,000.00
MANAGE. INFO SYS.	FNET PROJECT	8419	22,500.00
MANAGE. INFO SYS.	MAINTENANCE FOR FALCONNET	8423	33,000.00
MANAGE. INFO SYS.	MIS TRAINING	8425	<u>15,000.00</u>
V.P. FINANCE CONTINUING MISSION PROJECTS SUB TOTAL:			85,500.00
V.P. FINANCE ANNUAL MISSION PROJECTS:			
POST OFFICE	POSTAGE MACHINE	8431	<u>\$30,000.00</u>
V.P FINANCE ANNUAL MISSION PROJECTS SUB TOTAL:			\$30,000.00
ADVANCEMENT CONTINUING MISSION PROJECTS:			
ALUMNI	RAISER'S EDGE	8507	\$5,000.00
CULTURAL AFFAIRS	CULTURAL PROGRAMS	8508	\$10,000.00
PUBLIC RELATIONS	WEB PAGE CONSULTANT	8510	\$15,000.00
DEVELOPMENT	P/T SECRETARY GIFT PROCESS.	8511	\$5,000.00
PUBLIC RELATIONS	PRESIDENT'S REPORTS/PUB.	8512	\$57,000.00
PUBLIC RELATIONS	PUBLICATIONS	8515	\$25,000.00
ADVANCEMENT	PUBLIC RELATIONS	8519	<u>\$120,000.00</u>
ADVANCEMENT CONTINUING MISSION PROJECTS SUB TOTAL:			\$237,000.00
ADVANCEMENT ANNUAL MISSION PROJECTS:			
FSC PRESS	PRESS MACHINE	8520	<u>\$9,000.00</u>
ADVANCEMENT ANNUAL MISSION PROJECTS SUB TOTAL:			\$9,000.00
PRESIDENT CONTINUING MISSION PROJECTS:			
PRESIDENT	FALCON NET PROJECT	8610	\$100,000.00
AMERICULTURE	AMERICULTURE FESTIVAL	8612	\$70,000.00
PRESIDENT	STUDENT RECORD SYSTEM	8616	<u>\$850,000.00</u>
PRESIDENT CONTINUING MISSION PROJECTS SUB TOTAL:			\$1,020,000.00
ACADEMIC AFFAIRS MISSION PROJECTS TOTAL:			\$837,026.00
FACILITIES MISSION PROJECTS TOTAL:			\$550,159.00
STUDENT AFFAIRS MISSION PROJECTS TOTAL:			\$117,945.00
V.P. FINANCE MISSION PROJECTS TOTAL:			\$115,500.00
ADVANCEMENT MISSION PROJECTS TOTAL:			\$246,000.00
PRESIDENT MISSION PROJECTS TOTAL:			<u>\$1,020,000.00</u>
GRAND TOTAL FOR MISSION PROJECTS:			\$2,886,630.00

3. Graduate and Continuing Education

Graduate and Continuing Education's budget is based on previous year revenues. The operating budget includes allocations for Graduate Research Projects, Innovative Teaching Grants and Special Projects. Allocations to Academic Departments are based on a formula considering numbers of matriculated students within graduate and undergraduate programs offered through GCE. An allocation is provided to the Library as requested to support GCE programs related to Distance Learning and Online courses.

	1996	1997	1998	1999	2000	2001
Revenues	\$4,027,449	\$4,449,791	\$4,660,639	\$4,310,120	\$4,174,273	\$4,797,566
Expenditures	\$3,512,259	\$3,937,485	\$4,604,771*	\$4,924,626*	\$4,290,277	\$3,924,484
* Additional allocations requested by the President for College projects						

Year-end adjustments are made drawing upon the Continuing Education Trust Fund for expenditures exceeding original allocations. At times when revenues exceed expenditures the balance is deposited to the Continuing Education Trust Fund as a reserve.

4. Related Budgetary Issues

A. Extent of Insurance

Fitchburg State College, as a public institution in Massachusetts, does not generally carry insurance. This is based upon the state acting as a self-insurer. The primary exception is the Massachusetts State College Building Authority, which insures residential structures through a master policy. Since the authority is a quasi-public entity, it finances its construction through the issuance of bonds sold to the public and pays for the bonds with student residence fees.

B. Financial Statements

Fitchburg State College complies with "general accepted accounting practices" (GAAP) and is audited annually by the firm of Robert Ercolini & Company LLP. The state auditor's office is by statute the department charged with auditing the College. Due to the College engaging a private auditing firm the state auditor has only performed targeted audits in the recent past. Ercolini also audits the College Title IV Financial Aid Programs and the Fitchburg State College Foundation.

C. Department Control

All Financial records of the College are maintained by the Treasurer's Office according to the existing state law and regulations and on an "as need" basis by the State Auditor of the Commonwealth as directed in statute. The College budget is a public record and is available as part of the trustee minutes in the College Library. All budgets are approved at an open meeting of the Board of Trustees in either May or October.

Departments have control over expenditures of budgeted funds with the exception of personnel and utility costs, which are controlled centrally. Departments have the authority to transfer among expenditure accounts up to \$10,000 with their Vice-President's approval. Transfers over \$10,000 require Trustee notification and transfers over \$25,000 require Trustee approval.

D. Residence Hall Funding

Residence halls in the Massachusetts system are "owned" by the Massachusetts State College Building Authority (MSCBA), which is a "quasi-public" agency. By statute, the Authority is authorized to sell

bonds to the public in order to renovate existing facilities or build new ones. After several years of deferred maintenance and limited funding from the Dorm Authority for repairs, the Dorm Authority refinanced its operations and began to put significant amounts of money into much needed repairs on the campuses. Over the past several years, the College has spent over \$3 million on renovations and repairs, producing significant improvement in the quality of residence hall environments.

The Authority is also responsible for submitting rates to the Board of Higher Education sufficient to cover operational costs. The residence halls are operated by the College as an auxiliary on behalf of the Authority. The College collects the residence hall fees and is charged a semi-annual revenue assessment. The payment is based on the occupancy rate. Any revenues in excess of the assessment are retained by the College in a "Dorm Trust Fund." If the Dorm Authority assessment exceeds revenues, the College must cover the difference from its reserves. As a result of improved occupancy rates, all financial obligations are currently being met, and a fund balance of over \$300,000 exists.

E. Collective Bargaining Agreements

The College has four collective bargaining agreements (AFSCME, American Federation of State, County, and Municipal Employees; APA, the Association of Professional Administrators; MSCA, Massachusetts State College Association, Day Faculty and MSCA, Division of Graduate and Continuing Education). During the last ten years, salary increases have been negotiated periodically. Contracts are generally for a three-year period. To date, the College has not been expected to assume the costs of the negotiated increases. As a result, when contracts have been negotiated, we have received an increase in our state appropriation for personnel.

During the past five years, the APA contracts have been renegotiated once, with salary increases and additional funding for professional development. The negotiations for a current contract have been completed, but have not been funded.

For AFSCME, the contract was funded for 1999 through June 2001, and a new contract has been negotiated. Salary increases have not yet been funded.

For MSCA, Day Faculty, the contract expired in June 1998. Two extensions were agreed upon, with salary increases funded. A new contract has been negotiated. Funding has been approved by the legislature, and payment is pending.

For MSCA, Division of Graduate and Continuing Education, a new contract was negotiated for the period of 1 September 2001 through 31 August 2003. In the case of the GCE contract, funding comes from the College, generally through student tuition increases or from the Division's reserves.

There is another small group of employees who, because of their positions, are not members of any of the collective bargaining units. Their benefits and salaries are at the discretion of the President, with salary/merit increases coming from College funds.

B. APPRAISAL

The College meets or exceeds the BHE performance measures for financial resources. (The document describing the BHE performance measurement system is in the documents room.) Overall, resources are allocated in a manner that is consistent with our mission. There are clear, written policies; audit controls are in place; and the College demonstrates integrity in its financial procedures.

The increased state allocations during the last five years and the willingness of the Board to incur debt for much needed campus improvements have allowed the College to make positive changes, especially in relation to technology advancement. The decentralization of the budget process since the last NEASC visit has given greater latitude to departments, and operating surpluses for the last seven years have stabilized the College finances. The completion of the Recreation Center and the implementation of Banner, the new student record system, have enhanced student recruitment and services. The College has established a "sinking fund" that replaces all faculty computers every three years. We have also been able to assist the city of Fitchburg with its economic development efforts through the purchase of property downtown and the enhancement of North Street.

The College has also been effective in its private philanthropic efforts. While our endowment is the largest of any of the nine state colleges, the vice president, president, staff and volunteers are all strongly supportive of sustained efforts. The volunteer boards recognize the financial benefit of fundraising and support the engagement and stewardship opportunities with business leaders and community supporters.

The College has also had significant success in its grant development efforts. Several large federal grants are providing academic support services to targeted populations of students, and faculty have demonstrated a strong commitment to seeking external support for new programs (i.e., the \$1.25 million grant with Middlesex Community College and Lowell Public Schools for providing Bachelors degrees to paraprofessionals). The Grant Center is partially self-funded, and additional resources would be required if the College wished to significantly expand in this area.

The Graduate and Continuing Education Division is, by statute, separately funded and supported entirely on its own revenues. While faculty have long perceived the need for additional resources for the support of all GCE programs and graduate programs in particular, the budgeting system does not support the use of state funds to subsidize Graduate and Continuing Education programs. Consistent with the recommendation of previous NEASC reviews, we have moved toward a "one college" concept; however, the budget division limits further progress toward this goal.

Residence Hall funding has been an issue for the College over the past several years, when occupancy rates were low and renovations were critically needed. The Dorm Authority has responded, and the improvements have worked in conjunction with higher off-campus rental prices to attract students back to residence halls. While additional renovation funding will be needed to sustain this, the current direction is positive.

Although the institution is financially stable, we do have areas of concern. The purchase and maintenance of instructional equipment continues to be a challenge, especially in the high cost areas of the Sciences, Communications Media and the Computer Science departments. In spite of the significant infusion of funding for the technology infrastructure, the purchase and maintenance of technology for classroom support presents a significant challenge to us. Deferred maintenance issues continue to present funding challenges. The allocation of faculty and staff positions to meet institutional priorities also presents a continuing challenge.

While we do have an understanding of how we compare with the other state colleges on a set of BHE mandated indicators, we need additional assessment measures that would provide a clearer picture of how well we are meeting our own goals. We need to identify the measures on which we would like to assess ourselves. We need to determine what other comparisons would be helpful and with whom we would choose to compare ourselves. For example, because our BHE mandated peer institutions were chosen on the basis of their similarity to us in mission, size and budget, comparing ourselves with them might give us valuable insights on many indicators related to budget.

In addition to concerns related to the adequacy of the budget to meeting our goals, the self-study process highlighted two related and critical concerns. A campus survey of satisfaction with fiscal management and physical facilities was conducted in the spring of 2001, and although there are limitations to the data, two themes emerged: 1) there is a perception that access to information is limited, and the budget process is shrouded in mystery; 2) there is a perception that while the budget process is understood at the level of the cabinet, the general campus community does not understand the institutional priorities and decision making processes.

C. PROJECTION

For over 100 years Fitchburg State College has provided quality education to the citizens of this state. Historically Fitchburg State College has been able to weather fiscal emergencies, and it continues to have the political will to do so. The financial systems in place are sound and the fiscally conservative management team will assure that the College remains a relatively low cost institution in conformity with its mission. We will continue to do so even with budgets that might grow slowly or even decrease in the next few years.

At this point, it does not appear that future state appropriations for higher education in Massachusetts will continue to increase or even remain stable. In November of 2000 the voters of Massachusetts, by initiative petition, approved a reduction of the state income tax from a rate of 5.95% to 5% over four years. This is a 16% reduction in income to the state general fund. In addition, the events following September 11th and the economic slowdown have created a difficult budget situation for the state. We are currently anticipating one or more budget cuts in the course of the next few years.

External funding constraints will pressure the College to reorder its priorities, to concentrate on mission critical activities, and to renew its emphasis on diversification of its funding base. Innovative fundraising strategies, a capital campaign, increased grant support, especially in the area of the sciences, and a major initiative toward a new science facility will all be institutional priorities.

Internally, the College needs to enhance communication about the budget process and encourage broader participation in the decision making. Not only will this build confidence throughout the various constituencies, but also it will reinforce understanding of how the mission and goals are furthered through the budget process. For example, there are undercurrents of concern among many faculty regarding the College's decision to undertake debt in order to finance major initiatives. If the administration were to take an educational approach to the budget process, it would provide an opportunity to enhance understanding of how this decision benefits the institution in the long run.

This situation is not unique to FSC. Many colleges and universities have sought ways to effectively educate and involve faculty and staff in the budget process without compromising either efficiency in decision making or the President's authority. Many institutions have developed centralized strategic planning and budgeting processes that include faculty representation. Elsewhere in the self study it has been recommended that a Strategic Planning process that is inclusive of faculty and staff be established. Given the concerns identified here, it would be appropriate for such a process to identify appropriate assessment measures, appropriate strategies for establishing benchmarks and goals in relation to peer institutions, appropriate mechanisms for educating the campus and disseminating information. It is suggested that the College should explore models available at other institutions and should seek to establish a system that encourages broad institutional understanding and commitment.

STANDARD TEN PUBLIC DISCLOSURE

A. DESCRIPTION

Fitchburg State College endeavors to present itself clearly and accurately in all of its official publications.

The College Catalog now encompasses all divisions of the institution, including its graduate and undergraduate programs. It provides a comprehensive description of the mission and objectives of the College and the obligations and responsibilities of both the institution and its students. The Office of Academic Affairs supervises the annual revision of the *Catalog*, reviewing it for accuracy, correctness, additions and deletions. While every new student receives a print copy of the *Catalog*, its availability on the College website makes it an even more convenient and easily accessible source of information.

Other key publications include the following:

- *The Student Handbook*
- *The Faculty Handbook*
- Program Handbooks
- *The Freshman Foundation Year Plan Book*
- Semester course offerings bulletin.

Each of the above undergoes regular review to insure that its content accurately reflects and is consistent with the *College Catalog*.

The following reports provide information about the students, graduates, and fiscal resources available to support institutional purposes:

- *The Admissions Report (cited in Standard Two)*
- *The President's Report*
- *The Annual Placement Survey*
- *The Annual Audit Report*
- *The Institutional Factbook.*

The annual *Audit Report* is presented at a regular meeting of the College's Board of Trustees. This meeting, of course, is open to the public and a copy of the *Audit Report* is also available upon request. The Office of Institutional Research publishes an annual *Institutional Factbook* that reports institutional characteristics such as enrollment, degrees awarded, faculty data, and other college characteristics. The *Factbook* is shared both with candidates for positions and also with donors and accompanies many press releases.

We have an active Public Relations Office that publishes a number of items including

- *Fitchburg State Today*, a bi-weekly newsletter distributed on and off campus;
- *The Contact*, distributed on campus and to the College's 30,000 alumni;
- *The President's Report*, an annual report (which includes data on donations) that is also distributed to all alumni, friends of the College and employees.

Each of these publications promotes the positive aspects of the College, including faculty, student and institutional achievements. In addition, the Public Relations Director works with local media to report on College activities and serves as the official spokesperson for the College in response to external inquiries. Finally, the Public Relations Office oversees both the design and content of the main pages of the College website.

The recently created college advocacy committee has developed the following description of FSC in order to promote the qualities that make the college attractive and to enhance its image in the Commonwealth:

Fitchburg State offers undergraduate and graduate programs with an emphasis on career-orientated learning that is firmly grounded in the liberal arts, as well as selected majors in the traditional arts and science and an honors program in leadership that infuses the campus's social and education activities with a unique and vital character.

The college features small class sizes, hands-on professional education and an accessible faculty dedicated to teaching and providing students with the attention that is crucial to their success. The college's compact campus provides the added bonus of a secure community where social and cultural activities abound and students assume a wide-range of leadership roles in the community, student government and social and artistic affairs.

Extensive internship and practica programs, faculty mentoring, and a guarantee by the college to potential employers that its graduates are prepared to succeed has resulted in a 95% success rate in placing students in careers or graduate school.

This comprehensive statement has been included in various college publications starting in spring 2002.

Several college offices also provide resource material to inform students about College services and co-curricular offerings such as academic support services, counseling services and student publication opportunities. These include the Advising Center, the Career and Counseling Center and the Campus Center. For example, the Campus Center produces a student club/activity guide updated annually, conference brochures and a training manual for Campus Center student employees. The Campus Center also supports the campus newspaper, *The Point*, and several student literary magazines.

The official *College Catalog* includes a listing of all current faculty and their credentials, administrative officers and names of members of the Board of Trustees as well as a clear and accurate statement of its current accredited status. While it does not currently identify permanent faculty members who will be on sabbatical or on leaves of absence during any given semester, this information ultimately will be available on the College website. Appointments of temporary or adjunct faculty members must, of necessity, occasionally be made after the publication date of the *College Catalog*. Currently each academic department is responsible for determining whether required courses are offered with adequate frequency. In addition, during the annual *Catalog* review, it is the policy of the Office of Academic Affairs that any course not offered within a two-year period should either be dropped from a department's listing or identified as not regularly available. The Office of Academic Affairs also publishes an annual listing of faculty achievements, research and publications.

As for the publications of campus crime statistics and other sensitive but critical public information, the College complies with the Federal Higher Education Act (1988). The Vice President of Student Affairs oversees and reviews the annual publications mandated by public disclosure laws and produced by the Campus Police, copies of which are available in the documents room. Also available in the documents room is "Notice of Available Information", a College fact sheet which lists all of the information provided by the College to students and the public.

As required by Federal regulations and NEASC policies, the College has announced that it will undergo a comprehensive evaluation for reaccreditation and has provided an opportunity for third party comment in writing concerning our qualifications. A copy of this announcement can be found in the document room.

B. APPRAISAL

Overall, the College meets the NEASC standards for public disclosure. Additional efforts are underway to make information available via the website, and we have designed web policies to insure the appropriateness and accuracy of information posted.

We are also making additional efforts to bring coherence to our many and varied campus publications. While the number, variety and overall quality of official publications have increased dramatically over the past decade, we recognize that a number of significant problems persist and need to be addressed in the near future. First and foremost is the fact that FSC publications have been produced on campus within a fundamentally decentralized system with each department, division or office for the most part autonomous and independent of one another as to style, format, editing content and assessment.

In response to this situation, a Marketing/Publications Committee was created in the fall of 1999. Chaired by the President, the Committee membership consists of the Vice President of Academic Affairs, the Assistant to the President, the Undergraduate Dean, Graduate Dean, the Dean of Enrollment Services, the Vice President for Development, and the Director of Public Relations. The Committee meets bi-weekly for approximately one hour and reviews particular marketing strategies and related college publications. This past year the Committee evaluated admissions brochures and both radio and print advertisements. Given the sheer number of publications, the size and composition of the Committee and the frequency of meetings, it appears that the current Committee structure and schedule is inadequate to the task of providing for consistent quality control of all campus publications. As a result, the College has, to some degree, resorted to an outside professional marketing agency, Forte-Croston of Boston, for the design and writing of selected publications. The cost, however, of such professional services suggests that we should create an institutional structure that relies as much as possible on internal, campus personnel and resources.

These same problems exist—as yet to a lesser degree—on the College’s website. A decentralized system of web development and support is used, and there is no one whose primary responsibility is for oversight and enforcement of web policies.

B. PROJECTION

As the College confronts the enormous challenges of adapting all of its publications to the requirements of the information age, particularly its intense pace of technology change, we remain committed to the highest ethical and professional standards of publishing. In order to improve our overall performance in this vital area, the following steps will be undertaken in the immediate future.

1. We will continue our effort to establish a common look for all FSC official publications, including online material and the College’s website.
2. We will consider the appointment of a Webmaster and an FSC Press Editor. Both should work together closely to assure consistency and accuracy of all FSC print and online publications, and both should establish a working relationship with each academic department as well as every administrative office on campus.
3. In conjunction with the Director of Public Relations, the Webmaster and the Editor of the FSC Press should coordinate their respective offices to provide for the integrity of all FSC publications, especially marketing and promotional material to the public.

4. We recognize that with the imminent implementation of the Banner and PIPELINE projects on campus, the administration must make a concerted effort to guarantee effective and confidential electronic communication for all segments of the campus community.

STANDARD ELEVEN INTEGRITY

A. DESCRIPTION

Policies and Procedures

Institutional integrity is best measured by the degree to which the College adheres to high ethical standards and to its mission statement. As noted above, Fitchburg State

- "integrates an interdisciplinary, multicultural liberal arts and sciences core with high quality professional and arts and sciences degree programs,"
- "encourages the development of the whole person,"
- "is committed to providing affordable, lifelong learning opportunities," and
- "is extensively involved in promoting sound economic development."

This agenda was expanded in 1997 to emphasize "the importance of

- leadership,
- service learning,
- civic responsibilities,
- ethical development,
- diversity and international education."

Maintaining integrity and high ethical standards while pursuing these interrelated goals requires both positive and preventive steps. These include the espousal of ethical principles -- especially when taking positions that may involve cost or risk, as well as the realization of results consistent with high ethical principles--whether as programs, activities or through increased awareness. Another important step is the implementation of policies and procedures to safeguard against the breach or violation of these ethical principles.

Espousal of ethical principles: As an institution, Fitchburg State College maintains high ethical standards through a set of documented structures and procedures that guide all of its various constituencies. Such policy documents are disseminated across the campus, and they provide for consistency in policy application, clarity in filing grievances when violations of policies occur, and the protection of procedural and substantive justice when such grievances are examined.

Implementation of policies and procedures: The College has adopted a non-discrimination policy and a sexual harassment policy to guide the actions and behavior of all members of the campus community. The rights and responsibilities of faculty and staff are governed by contractual collective bargaining agreements; for faculty, the agreement includes the rights and responsibilities attendant upon the protection of academic freedom. General expectations and degree requirements are explained in the Student Handbook and the College Catalog, both of which are revised annually. The College's position on ethical standards in scholarship is also articulated in the Student Handbook and College Catalog.

In addition, the Student Code of Conduct, found in the Student Handbook enumerates the ethical and moral norms governing all aspects of student life. Students participate in the formulation of the Code, which is endorsed by the Student Government Association (SGA). The Code provides a description of behavioral goals and a list of clearly prohibited behaviors, and it details a set of procedures establishing

due process. To enhance student awareness of all elements of the Code, the Student Affairs Division regularly conducts orientations, workshops and discussions.

The policies cited above support a structure whereby suspected violations can be addressed fairly and efficiently, but also discreetly. To that end, department chairs and program chairs process many complaints internally. Faculty and department chairs are also guided by formal college policies and procedures in dealing with a wide range of possible conflicts, including those involving complaints between and among students, those regarding students and faculty, and those concerning faculty members. In such situations, individuals seeking to resolve the matter consult with the staff of Academic Affairs, fellow chairs (through the all chairs' meetings), or individual former or current chairs. As a rule, the more serious allegations are the least amendable to this internal route and are most likely to be pursued formally where full legal protections are assured.

Privacy Policies: Even without the potential intrusion into privacy afforded by the advent of new technologies, the College has placed a high priority on protecting the privacy of all campus constituencies. The privacy of students is secured through the College's adherence to the federal law establishing the confidentiality of records and restricting directory information--the Family Educational Rights and Privacy Act (FERPA), as well as to the Health Services and Counseling Services guidelines on confidentiality and informed consent. In addition, the College protects the privacy of students when outside inquiries are made through the careful screening of such calls. College e-mail policies and its system set-up ensure that students will not get unsolicited communications. In a similar vein, the Human Resources Office protects the privacy of faculty and staff, especially with regard to potential harassment, through its careful handling of outside inquiries made under the state Public Records Acts (applicable to FSC, because the College is a public institution), striking an appropriate legal balance between the public's right-to-know and the possibility that an inquiry might overstep that legal boundary.

Professional Codes of Conduct: The maintenance of ethical standards by administration and faculty is also a matter of adherence to professional codes of conduct. For example, the Comptroller's Office adheres to the code of ethics of the National Association of College and University Business Offices (NACUBO); the Development Office adheres to reporting standards of the Council for the Advancement and Support of Education and the Council for Aid to Education; and academic departments and programs come under the codes of conduct established by their professional organizations. (See, for example, the Human Services Code of Ethics included in the documents room.) Graduate and Continuing Education established guidelines for ethical behavior in teaching, which can be found in the Faculty Handbook, also accessible through the College's Internet website. Human Services and Clinical Lab Sciences are two among a number of academic programs that offer at least one course on professional issues, including ethical ones, within their respective fields. The College relies on an interdisciplinary Human Subjects Research committee to address the ethical issues that arise in research conducted in the physical, behavioral, and social sciences. Finally, a consideration of the significance of ethical issues has been incorporated into the orientation for new faculty held shortly before the start of the fall semester.

Diversity and Affirmative Action Policies: The College has expressed a strong commitment to Affirmative Action, cultural diversity, and the elimination of discriminating practices. The Affirmative Action Advisory Committee, whose formation was noted in the 1992 NEASC self study, met regularly through 1995 to plan campus events and to make recommendations to the President on diversity issues. From 1996-2000, individual vice presidents sustained affirmative action policies. As of 2000, the College Counsel assumed responsibility for compliance with Affirmative Action guidelines found in the BHE initiated state college diversity plans. In fall, 2001 a new committee, The Affirmative Action/Equal Opportunity/Diversity Advisory Committee was formed.

Technology and Communication Issues: As the College continues to evaluate its compliance with the Integrity Standard, it has become evident that over the course of the last decade, technological innovations have transformed campus communication internally and externally and have created both opportunities and problems essentially unimagined in the early 1990's. Voicemail and e-mail give us new forms of internal communication that speed up and change the nature of communications between individuals and groups. Messages may now be "broadcast" to the entire campus or to specific subgroups. Some of this is useful; information from Student Affairs and the faculty union, MIS directives about computer viruses, and updates about campus parking and a variety of activities are now routinely and immediately broadcast to the campus community. To that extent, a paperless communications system is in operation. The new telephone system has also afforded students greater ease in contacting faculty members in a timely manner when significant problems arise. Faculty "office hours" are likely to take on a new meaning during a time when access is at least theoretically unlimited. Under discussion are plans to allow faculty to broadcast information to students about class activities, grades, test results, and so forth. But some of these innovations are counter-productive, burdening staff and students with excessive promotions for activities and, more troublesome, false or divisive information. Also, there is no clear distinction between what is official and what is merely chatter, and what is effective in communicating meaning and what is counter-productive of effective communication.

Web Communication: The universal access to the World Wide Web creates similar benefits and problems. The College web page has become a "compendium" or "mirror" of the College's publications and is like a village square where all departments list their wares and address their individual audiences.

Computer technology has further transformed the way that the College communicates:

- The Admissions Office makes use of CD-ROMs, videos, and personal computers as well as the campus web site to attract students.
- Faculty have begun to prepare and teach courses electronically through PowerPoint presentations in multi-media classrooms and through distance learning courses.
- Faculty and students are able to interact via e-mail or "chat rooms" to discuss course materials or to present papers.
- Student research is increasingly conducted through websites.

Taken together, the above represent watershed changes in the nature and kind of information gathered as well as the means of its dissemination. In short, technology introduces new ethical issues in the way that different constituencies and groupings within the College interact with one another, and also in the relation of the College to the world at large. Among the issues of integrity generated by technological change are 1) the need to maintain accuracy in the face of the speed and distributive power of the new technologies; 2) the consistency of materials produced under these circumstances; and 3) the increased potential for making use of false materials and statements in research, as well as the increased possibility of lifting others' writings and using the material as one's own, without attribution. Additional concerns include the protection of privacy in a potentially intrusive cyberworld, and the confusion of blurring of the information when it is communicated through a multiplicity of modes where the status and legitimacy of these modes have not yet been settled (especially in the case of e-mail).

In considering additional ways in which the Integrity Standard is being applied in new contexts, we have also recognized the responsibilities that the College has assumed by virtue of adopting a key role in the promotion of economic well being of the community immediately adjacent to the College. Our collaboration with city officials on various development projects is supportive of our mission. At the same time, we are also aware that our leadership role is accompanied by a responsibility to insure community participation in decision making.

B. APPRAISAL

Policies and Procedures: The College's policies and procedures are consistent with the Standards. The College's continued commitment to high ethical standards is reflected in the policies and procedures that have been institutionalized and integrated into the routine and daily rhythm of campus life. This is evident, for example, in the College's efforts to maintain diversity, implement Affirmative Action, and avoid discriminatory practices and attitudes. Policies that are designed to insure academic honesty, privacy rights and fairness are in place and appear to be effective.

Diversity: The College works hard at fostering an atmosphere that respects and supports diversity. These efforts include

- the integration of content on diversity in the curriculum;
- the development of strategies for the recruitment and retention of students and faculty of color;
- an effort to create and sustain a supportive environment for diversity on campus.

While the commitment is clearly in evidence, the College has not been as successful as it would like to be in attracting a diverse group of students and candidates for faculty and staff positions.

Technology and Communication: Technology-driven changes in communication make it imperative that all of the College's publications, especially as they relate to students and their rights and obligations, be on the same page. This is particularly important now that new forms of such publications as registration information and the College catalogue have been developed and posted on the College website. Ongoing concerns include the ownership of certain electronic information and the dynamic processes used to oversee how information is changed. This is very important, given that changes can be made instantaneously and remain subject to various reviews.

Another concern is related to the first two: the assurance of authenticity and accuracy. But this has a broader impact as well. How does one determine the truthfulness of what is stated on a website when it is used as a source of information in a course, or in a paper researched for it? How readily can or should faculty members, routinely as part of their jobs, follow up upon erroneous statements that students have drawn from websites? In short, the nature of "voices" or "sources" accepted as authorities in courses and their relation to course instruction is undergoing significant changes. The web makes it easier for students to plagiarize the works of others and more difficult to access the quality of information sources. Although the Academic Dishonesty Policy and syllabi warnings serve to discourage student misbehavior, it is questionable if these policies do enough in an age of rapid information dispersal and a multiplication of sources.

There are parallel problems in classroom instruction and campus wide communications, since problems associated with authenticity and accuracy also extend outside the classroom to campus wide communication. E-mail can be sent to large segments of the campus community instantaneously. Who establishes the accuracy and truthfulness of its content and what establishes its status as a document? The College does have a web page policy as well as a more general "acceptable use" policy regarding campus computing, but as yet unforeseen scenarios not covered by current policies are likely to emerge. (Copies of these policies are in the documents room.)

The rapidity of communicating, even indirectly or impersonally, through these new electronic forms--forms in which much of what is produced and sent is also stored--raises the specter of unwarranted intrusions by hackers or predatory websites. This has led to "firewalls," or screening programs that limit access to the College's servers and material that can be moved from the Internet to the College's Intranet.

Finally in an age of transition, there is a multiplicity of modes of communication whose use and acceptance are still in the flux. Deciding what constitutes official documents and how those should be disseminated, what modes of communication are appropriate to what type of correspondence, what limits individuals have a right to place on the receipt of electronic and voice mail information are among the issues that need to be addressed.

College/Neighborhood Issues: As the College considers its role in the city's and region's economic development, issues of integrity may arise. For example, campus groups have endorsed both the development of an Arts Center and a Science/Technology building within the city's urban renewal district. Yet the two projects have generated questions on campus regarding the fit of these projects with the core educational mission of the College.

The institution must also make sure that its immediate neighbors, especially the voiceless and unorganized poor of the North Street neighborhood, do not have their concerns and interests overshadowed. As a public institution, there are many instances where the College has demonstrated its determination to be a good neighbor:

- operating the McKay Campus School as a neighborhood school;
- offering free courses for neighbors who invest in their properties;
- allowing neighbors to use the recreation facility;
- providing volunteers to staff health and social support services;
- advocating for increased police protection;
- building and helping to keep clean the neighborhood park; and
- developing and enforcing a good neighbor policy that requires students to behave with civility in the neighborhood.

Nonetheless, the College has become the major landowner in the neighborhood and is creating opportunities for new development that will change its character and may eventually gentrify it. While good for the economic life and vitality of the city, the College's efforts may not be good for the poorest among its current neighbors. We will have to work very hard at maintaining a balance among conflicting values and aspects of its mission.

Finally, perhaps the thorniest issue to emerge in the course of our assessment of integrity is how to respond with integrity to the recent assault on public higher education mounted by prominent educational and political leaders. Clearly this sapped the morale of the faculty and darkened the mood on campus. The challenge is to stay the course, to continue acting from a position of principled decision making, and to be responsible in terms of our own assessment activities.

C. PROJECTION

Overall, we believe that the College is effective in meeting this standard. As Fitchburg State moves ahead, it needs to rededicate itself to achieving its diversity targets. We must not be content with good faith efforts; we must redouble our affirmative efforts in order to build a more representative and diverse student body, faculty and administration. Additional areas identified for continuing improvement are related either to the challenges associated with the introduction of new technologies or to unique activities undertaken by this College in support of its mission.

The College has, at least in part, been rearranged by the technological revolution that has swept the country and its host of attendant ethical considerations. We have striven to address some of these issues

through new policies, procedures, and safeguards. We must remain mindful of the need for clear communication, about both problems and proposed solutions. It is safe to say that, as is the case with the larger society of the United States in the 21st century, the way that we grapple with the implications of new technologies will continue to be a work in progress.

Finally, it will be crucial for the College to remain sensitive to the impact, and especially the unintended consequences, of its expanding role in the city of Fitchburg. The joint activities between the College and city should therefore be extended to include discussion with community leaders and forums for local residents to voice their hopes and concerns about our role in their community.

CIHE DATA FORM I
CURRENT FUND REVENUES AND EXPENDITURES
Please use attached definitions

FISCAL YEAR ENDS MONTH_6 DAY_30	3 YEARS PRIOR (FY 1998)	2 YEARS PRIOR (FY 1999)	1 YEAR PRIOR (FY 2000)	MOST RECENTLY COMPLETED FY (FY 2001)	CURRENT BUDGET (FY 2002)
CURRENT FUND REVENUES					
RESTRICTED & UNRESTRICTED					
1) TUITION & FEES	\$13,920,697.00	\$13,380,254.00	\$12,154,044.00	\$12,635,648.00	\$12,500,000.00
2) GOVERNMENT APPROPRIATIONS	\$24,187,425.00	\$24,667,438.00	\$27,687,042.00	\$30,986,095.00	\$33,873,000.00
3) GOVERNMENT GRANTS & CONTRACTS	\$3,460,936.00	\$4,703,118.00	\$4,348,944.00	\$4,075,253.00	\$4,100,000.00
4) PRIVATE GIFTS, GRANTS & CONTRACTS	\$470,691.00	\$534,631.00	\$458,482.00	\$1,003,951.00	\$1,000,000.00
5) ENDOWMENT INCOME	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6) AUXILIARY ENTERPRISES	\$4,063,339.00	\$2,561,011.00	\$2,579,747.00	\$3,125,118.00	\$3,300,000.00
7) OTHER	\$2,031,798.00	\$2,654,678.00	\$2,487,643.00	\$2,625,055.00	\$2,650,000.00
8) TOTAL REVENUES	\$48,134,886.00	\$48,501,130.00	\$49,715,902.00	\$54,451,120.00	\$57,423,000.00
CURRENT FUND EXPENDITURES					
RESTRICTED & UNRESTRICTED					
9) INSTRUCTION	\$19,503,375.00	\$18,769,631.00	\$19,582,835.00	\$19,394,343.00	\$22,373,000.00
10) RESEARCH	\$34,471.00	\$13,030.00	\$26,352.00	\$20,901.00	\$21,000.00
11) PUBLIC SERVICE	\$529,355.00	\$786,544.00	\$870,137.00	\$604,357.00	\$610,000.00
12) ACADEMIC SUPPORT	\$3,886,015.00	\$4,383,988.00	\$4,789,092.00	\$5,317,549.00	\$5,090,000.00
13) STUDENT SERVICES	\$4,609,750.00	\$4,842,693.00	\$5,048,139.00	\$5,727,120.00	\$5,790,000.00
14) INSTITUTIONAL SUPPORT	\$5,156,370.00	\$5,442,464.00	\$6,098,531.00	\$6,869,320.00	\$6,882,000.00
15) OPERATION, MAINTENANCE OF PLANT	\$5,944,854.00	\$6,589,072.00	\$6,275,372.00	\$7,909,314.00	\$7,962,000.00
16) SCHOLARSHIPS & FELLOWSHIPS	\$3,630,297.00	\$4,262,918.00	\$4,394,920.00	\$4,726,265.00	\$4,750,000.00
17) MANDATORY TRANSFERS	\$10,257.00	(\$113,844.00)	(\$115,811.00)	(\$72,212.00)	(\$75,000.00)
18) NONMANDATORY TRANSFERS	(\$232,857.00)	\$6,037.00	\$0.00	\$0.00	\$0.00
19) AUXILIARY ENTERPRISES	\$3,995,392.00	\$2,431,415.00	\$2,503,492.00	\$2,591,455.00	\$3,200,000.00
20) OTHER					
21) TOTAL EXPENDITURES	\$47,067,279.00	\$47,413,948.00	\$49,473,059.00	\$53,088,412.00	\$56,603,000.00
22) REVENUE LESS EXPENDITURES	\$1,067,607.00	\$1,087,182.00	\$242,843.00	\$1,362,708.00	\$820,000.00
23) REVENUE LESS EXPENDITURES NOT INCL AUXILIARY ENTERPRISES	\$999,660.00	\$957,586.00	\$166,588.00	\$829,045.00	\$720,000.00
24) TUITION AND FEES CHARGE FOR FULL TIME UNDERGRADUATE STUDENT	\$3,306.00	\$3,212.00	\$3,092.00	\$3,032.00	\$2,988.00

**CIHE DATA FORM II
CHANGES IN FUND BALANCES AND INDEBTEDNESS**

FISCAL YEAR ENDS MONTH 6 DAY 30	3 YEARS PRIOR (FY 1998)	2 YEARS PRIOR (FY 1999)	1 YEAR PRIOR (FY 2000)	MOST RECENTLY COMPLETED FY (FY 2001)	CURRENT BUDGET (FY 2002)
CURRENT-UNRESTRICTED					
FUND BALANCE BEGINNING OF YEAR	\$1,106,963.00	\$1,721,449.00	\$2,362,685.00	\$1,967,125.00	\$3,360,126.00
NET INCREASE/(DECREASE)	\$614,486.00	\$641,236.00	(\$395,560.00)	\$1,393,001.00	\$700,000.00
FUND BALANCE END OF YEAR	\$1,721,449.00	\$2,362,685.00	\$1,967,125.00	\$3,360,126.00	\$4,060,126.00
CURRENT-RESTRICTED					
FUND BALANCE BEGINNING OF YEAR	\$180,882.00	\$188,803.00	\$198,173.00	\$604,955.00	\$430,239.00
NET INCREASE/(DECREASE)	\$7,921.00	\$9,370.00	\$406,782.00	(\$174,716.00)	\$120,000.00
FUND BALANCE END OF YEAR	\$188,803.00	\$198,173.00	\$604,955.00	\$430,239.00	\$550,239.00
LOAN FUNDS					
FUND BALANCE BEGINNING OF YEAR	\$1,726,401.00	\$1,786,083.00	\$1,819,603.00	\$1,857,488.00	\$1,761,543.00
NET INCREASE/(DECREASE)	\$59,682.00	\$33,520.00	\$37,885.00	(\$95,945.00)	\$35,000.00
FUND BALANCE END OF YEAR	\$1,786,083.00	\$1,819,603.00	\$1,857,488.00	\$1,761,543.00	\$1,796,543.00
ENDOWMENT & SIMILAR FUNDS					
FUND BALANCE BEGINNING OF YEAR	\$498,803.00	\$536,304.00	\$546,900.00	\$514,597.00	\$532,191.00
NET INCREASE/(DECREASE)	\$37,501.00	\$10,596.00	(\$32,304.00)	\$17,594.00	(\$25,000.00)
FUND BALANCE END OF YEAR	\$536,304.00	\$546,900.00	\$514,596.00	\$532,191.00	\$507,191.00
ANNUITY & LIFE INCOME FUNDS					
FUND BALANCE BEGINNING OF YEAR	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
NET INCREASE/(DECREASE)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FUND BALANCE END OF YEAR	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
PLANT FUNDS					
FUND BALANCE BEGINNING OF YEAR	\$40,386,849.00	\$42,206,218.00	\$44,628,122.00	\$50,033,111.00	\$53,670,513.00
NET INCREASE/(DECREASE)	\$1,819,369.00	\$2,421,904.00	\$5,404,989.00	\$3,637,402.00	\$1,700,000.00
FUND BALANCE END OF YEAR	\$42,206,218.00	\$44,628,122.00	\$50,033,111.00	\$53,670,513.00	\$55,370,513.00
INDEBTEDNESS ON PHYSICAL PLANT					
BALANCE OWED ON PRINCIPAL AT BEGINNING OF YEAR	\$8,866,095.00	\$8,556,736.00	\$8,221,724.00	\$7,979,596.00	\$12,522,390.00
ADDITIONAL PRINCIPAL BORROWED DURING YEAR	\$17,700.00	\$0.00	\$16,718.00	\$5,000,000.00	\$0.00
PAYMENTS MADE ON PRINCIPAL DURING YEAR	\$327,059.00	\$335,012.00	\$258,846.00	\$457,206.00	\$785,090.00
BALANCE OWED ON PRINCIPAL AT END OF YEAR	\$8,556,736.00	\$8,221,724.00	\$7,979,596.00	\$12,522,390.00	\$11,737,300.00
INTEREST PAYMENTS ON PHYSICAL PLANT INDEBTEDNESS	\$361,394.00	\$299,395.00	\$349,040.00	\$481,908.00	\$472,214.00

CIHE DATA FORM III
STUDENT ADMISSIONS DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education

FALL TERM (YEAR)	4 YEARS AGO (FY 1997)	3 YEARS AGO (FY 1998)	2 YEARS AGO (FY 1999)	1 YEAR AGO (FY 2000)	CURRENT YEAR (FY 2001)
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Freshman					
Completed Applications	1,842	1,821	1,715	2,272	2,094
Applications Accepted	1,472	1,462	1,250	1,476	1,273
Applicants Enrolled	533	545	426	474	431
Statistical Indicator of Aptitude of Enrollees Used by Institution (describe below)					

Transfers - Undergraduate					
Completed Applications	419	390	318	400	550
Applications Accepted	403	354	311	399	512
Applicants Enrolled	229	208	183	250	331

Master's Degree					
Completed Applications	NA	866	778	815	901
Applications Accepted	NA	423	386	422	491
Applicants Enrolled	NA	381	336	349	425

First Professional Degree - All Programs					
Completed Applications					
Applications Accepted					
Applicants Enrolled					

Doctoral Degree					
Completed Applications					
Applications Accepted					
Applicants Enrolled					

Description of statistical indicator of aptitude of freshmen enrollees (average combined SAT, average rank in high school graduating class, etc.)

For undergraduate applicants, see Board of Higher Education Admission Standards available in NEASC Team Workroom.

For graduate applicants, see College Catalog available in NEASC Team Workroom.

CIHE DATA FORM IV
STUDENT ENROLLMENT DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education

	1997-98 4 YEARS AGO	1998-99 3 YEARS AGO	1999-00 2 YEARS AGO	2000-01 1 YEAR AGO	CURRENT YEAR 2001-02
UNDERGRADUATE					
First Year: Full-Time Headcount	874	858	675	769	763
Part-Time Headcount	773	661	642	556	510
Total Headcount	1,647 0	1,519 0	1,317 0	1,325 0	1,273 0
Total FTE	1,045	1,009	842	893	870
Second Year: Full-Time Headcount	592	562	558	546	569
Part-Time Headcount	140	137	148	121	125
Total Headcount	732 0	699 0	706 0	667 0	694 0
Total FTE	609	582	584	559	593
Third Year: Full-Time Headcount	598	522	486	494	481
Part-Time Headcount	163	142	131	141	139
Total Headcount	761 0	664 0	617 0	635 0	620 0
Total FTE	639	552	514	528	508
Fourth Year: Full-Time Headcount	468	549	510	426	432
Part-Time Headcount	189	229	206	187	200
Total Headcount	657 0	778 0	716 0	613 0	632 0
Total FTE	505	602	554	465	473
Unclassified: Full-Time Headcount					
Part-Time Headcount					
Total Headcount	0	0	0	0	0
Total FTE					
Total Headcount Undergraduate	3,797 0	3,660 0	3,356 0	3,240 0	3,219 0
Total FTE Undergraduate	2,798 0	2,745 0	2,494 0	2,445 0	2,444 0

GRADUATE

Full-Time Headcount	168	171	169	194	223
Part-Time Headcount	1,922	2,585	2,050	2,286	1,591
Total Headcount Graduate	2,090 0	2,756 0	2,219 0	2,480 0	1,814 0
Total FTE Graduate	955	1,196	1,019	1,171	885

Grand Total Headcount	5,887 0	6,416 0	5,575 0	5,720 0	5,033 0
Grand Total FTE	3,753 0	3,941 0	3,513 0	3,616 0	3,329 0

CIHE DATA FORM V
PROJECTED FINANCIAL, TUITION and ENROLLMENT DATA FOR NEXT THREE YEARS

Fiscal Years	FY 2003 XXXXXX	FY 2004 XXXXXX	FY 2005 XXXXXX
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Projected Financial Data (000s omitted)

Total Current Fund Revenues	58,000,000	58,750,000	59,500,000
Total Current Fund Expenditures (including Mandatory Transfers for Principal and Interest)	58,500,000	59,250,000	60,000,000
Revenues less Expenditures	-500,000 #VALUE!	-500,000 #VALUE!	-500,000 #VALUE!
Other Transfers	0	0	0
Change in Current Fund Balance	-500,000	-500,000	-500,000

Year	2003 XXXX	2004 XXXX	2005 XXXX
Projected Tuition and Fees Charge for Full-Time Student	\$3,488	\$3,588	\$3,688

Projected Enrollment - Fall Term

(Credit Seeking Students Only, including Continuing Education)

Year	2002 XXXXXX	2003 XXXXXX	2004 XXXXXX
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Undergraduate

Full-Time Headcount	2,435	2,483	2,532
Part-Time Headcount	1,025	1,045	1,066
Total Headcount	3,460 xx	3,528 xx	3,598 xx
Total FTE	2,668	2,721	2,775

Graduate

Full-Time Headcount	298	301	304
Part-Time Headcount	3,208	3,272	3,337
Total Headcount	3,506 xx	3,573 xx	3,641 xx
Total FTE	1,191	1,214	1,237

**CIHE DATA FORM VI
FACULTY PROFILE**

4 YEARS AGO (FY 1997/98)		3 YEARS AGO (FY 1998/99)		2 YEARS AGO (FY 1999/00)		1 YEAR AGO (FY 00/01)		CURRENT YEAR (FY 01/02)	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

NUMBER OF FACULTY

PROFESSOR	91		85		83		74		69	
ASSOCIATE	54		57		47		49		44	
ASSISTANT	54		59		67		65		69	
INSTRUCTOR	4		3		6		15		19	
OTHER										
TOTAL	203	N/A	204	N/A	203	162	203	286	201	301

AGE (RANGE/MEAN)

PROFESSOR	41-81 /56		42-82 /56		40-83 /56		44-84 /57		45-73 /57	
ASSOCIATE	38-72 /53		38-73 /57		39-70 /53		38-71 /52		34-73 /53	
ASSISTANT	27-66 /48		28-67 /47		29-68 /46		29-69 /47		29-70 /48	
INSTRUCTOR	41-51 /45		38-50 /44		44-60 /50		33-61 /47		29-62 /46	
OTHER		N/A		N/A		N/A		N/A		N/A

MALE/FEMALE

PROFESSOR	53/38		49/36		49/34		43/31		41/28	
ASSOCIATE	30/24		33/24		29/18		31/18		25/19	
ASSISTANT	34/20		31/28		37/30		35/30		38/31	
INSTRUCTOR	0/4		1/2		1/5		6/9		6/13	
OTHER										
TOTAL	117/86	N/A	114/90	N/A	116/87	102/60	115/88	160/126	110/91	147/127

**YEARS AT THIS INSTITUTION
(RANGE/MEDIAN)**

PROFESSOR	8-42/ 24		8-43/ 24		4-44/ 22		5-45/ 23		6-42/ 24	
ASSOCIATE	1-38/ 13		2-39/ 15		1-35/ 16		1-36/ 12		2-37/ 14	
ASSISTANT	1-34/ 7		1-35/ 5		1-33/ 4		1-31/ 3		1-32/ 3	
INSTRUCTOR	1-6/1		1-1/1		1-1/1		1-1/1		1-6/1	
OTHER		N/A		N/A		N/A		N/A		N/A

**CHIE DATA FORM VI
FACULTY PROFILE**

4 YEARS AGO (FY 1997-98)		3 YEARS AGO (FY 1998-99)		2 YEARS AGO (FY 1999-00)		1 YEAR AGO (FY 00-01)		CURRENT YEAR (FY 01-02)	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

HIGHEST DEGREE EARNED

DOCTORATE

PROFESSOR	83		78		76		69		65	
ASSOCIATE	36		34		28		31		30	
ASSISTANT	27		34		43		43		50	
INSTRUCTOR	2									
OTHER										
TOTAL	148	0 N/A 0	146	0 N/A 0	147	0 N/A 0	143	0 N/A 0	145	0 N/A 0

MASTER'S

PROFESSOR	8		7		7		5		4	
ASSOCIATE	17		22		18		17		13	
ASSISTANT	26		24		23		20		17	
INSTRUCTOR	2		3		6		13		17	
OTHER										
TOTAL	53	0 N/A 0	56	0 N/A 0	54	0 N/A 0	55	0 N/A 0	51	0 N/A 0

BACHELOR'S

PROFESSOR										
ASSOCIATE	1		1		1		1		1	
ASSISTANT	1		1		1		2		2	
INSTRUCTOR							2		2	
OTHER										
TOTAL	2	0 N/A 0	2	0 N/A 0	2	0 N/A 0	5	0 N/A 0	5	0 N/A 0

PROFESSIONAL LICENSE

PROFESSOR										
ASSOCIATE										
ASSISTANT										
INSTRUCTOR										
OTHER										
TOTAL	0	0	0	0	0	0	0	0	0	0

**CIHE DATA FORM VI
FACULTY PROFILE**

4 YEARS AGO (FY 1997-98)		3 YEARS AGO (FY 1998-99)		2 YEARS AGO (FY 1999-00)		1 YEAR AGO (FY 00-01)		CURRENT YEAR (FY 01-02)	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

TEACHING LOAD

FALL TERM ONLY FOR EACH YEAR (RANGE/MEDIAN IN CREDIT HOURS)

PROFESSOR	0-12 /12		0-12 /12		0-12 /12		0-12 /12		0-12 /12	
ASSOCIATE	3-12 /12		3-12 /12		3-12 /12		3-12 /12		3-12 /12	
ASSISTANT	6-12 /12		6-12 /12		6-12 /12		6-12 /12		6-12 /12	
INSTRUCTOR	12-12		12-12		12-12		12-12		12-12	
OTHER		NA		NA		NA		NA		NA

BASE SALARY FOR ACADEMIC YEAR (RANGE/MEAN)

PROFESSOR	46-74 /56		45-74 /56		40-76 /57		44-76 /57		46-84 /59	
ASSOCIATE	40-74 /48		37-74 /47		41-67 /48		36-67 /47		40-71 /50	
ASSISTANT	33-52 /40		34-52 /39		34-56 /40		35-60 /41		37-61 /44	
INSTRUCTOR	32-38 /36		32-36 /34		34-37 /35		32-52 /38		35-56 /40	
OTHER		N/A		N/A		N/A		N/A		N/A

FRINGE BENEFITS (RANGE/MEDIAN)

PROFESSOR	29%		29%		30%*		24%		29%	
ASSOCIATE	29%		29%		30%		24%		29%	
ASSISTANT	29%		29%		30%		24%		29%	
INSTRUCTOR	29%		29%		30%		24%		29%	
OTHER		N/A		N/A		N/A		N/A		N/A

* Half way through the year the rate was reduced to 24%

NUMBER OF FACULTY APPOINTED

PROFESSOR										
ASSOCIATE	3				1		1			
ASSISTANT	6		18		22		21		14	
INSTRUCTOR	2		3		6		14		10	
OTHER		N/A		N/A		N/A		N/A		N/A
TOTAL	11	0	21	0	29	0	36	0	24	0

**CHIE DATA FORM VI
FACULTY PROFILE**

4 YEARS AGO (FY 1997-98)		3 YEARS AGO (FY 1998-99)		2 YEARS AGO (FY 1999-00)		1 YEAR AGO (FY 00-01)		CURRENT YEAR (FY 01-02)	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

NUMBER OF FACULTY IN TENURED POSITIONS

PROFESSOR	91		85		83		74		69	
ASSOCIATE	53		53		43		45		40	
ASSISTANT	21		23		25		20		20	
INSTRUCTOR	4									
OTHER										
TOTAL	169	N/A	161	N/A	151	N/A	139	N/A	129	N/A

NUMBER OF FACULTY DEPARTING

PROFESSOR			1							
ASSOCIATE	1		3		3					
ASSISTANT	6		13		12		3			
INSTRUCTOR	3		3		6		15			
OTHER										
TOTAL	10	N/A	20	N/A	21	N/A	18	N/A		N/A

NUMBER OF FACULTY RETIRING

PROFESSOR	9		6		8					
ASSOCIATE			3		2		2			
ASSISTANT	1		1		4		2			
INSTRUCTOR					1					
OTHER										
TOTAL	10	N/A	10	N/A	15	N/A	4	N/A		N/A

**CIIE DATA FORM VI
FACULTY PROFILE**

4 YEARS AGO (FY 19 97-98)		3 YEARS AGO (FY 1998-99)		2 YEARS AGO (FY 1999-00)		1 YEAR AGO (FY 00-01)		CURRENT YEAR (FY 01-02)	
FT	PT	FT	PT	FT	PT	FT	PT	FT	PT

**NUMBER OF FACULTY BY DEPARTMENT
OR COMPARABLE ACADEMIC UNIT**

NAME OF DEPARTMENT OR ACADEMIC UNIT

Behavioral Sciences	24	6	26	2	26	4	26	49	25	44
Biology	11	1	11	1	11	1	9	6	10	6
Business Administration	15	0	15	0	14	0	13	14	12	11
Chemistry	5	1	5	0		0		0		0
Clinical Lab Science(CLS)	4	0	5	0		1		3		0
CLS/Chemistry		0		0	9	0	8	0	9	0
Communication/Media	13	2	13	3	13	2	14	0	14	2
Computer Science	6	1	6	1	6	1	8	25	8	27
Education ECMSB	12	2	11	1	9	0	10	40	10	34
English	21	5	21	11	21	6	22	21	21	19
Geo/Physical Sciences	6	0	6	0	6	0	6	1	6	0
Humanities	14	3	14	1	14	6	14	13	14	16
Industrial Technology	9	0	9	0	10	0	10	35	10	34
Mathematics	11	0	9	0	9	0	11	8	11	11
Nursing	24	1	22	0	23	1	20	3	21	0
Exercise & Sports Science	6	0	6	0	6	0	8	1	6	1
Social Sciences	14	3	16	2	17	1	16	7	16	23
Special Education	8	1	9	2	9	0	8	46	8	42
Professional Development								32		49
Total	203	26	204	24	203	23	203	304	201	317

CIHE Data Form VII (Major 1)		1997	1998	1999	2000	2001	Total	
33	Postsecondary Award, Certificate, or Diploma: 1-29 Credits (i.e., less than 1 year)	BUSINESS CERT	3	5	2	2	0	12
		COMP HARDWARE CERT	0	0	0	1	0	1
		HUMAN RESOURCE MGMT	0	0	1	0	1	2
		PLASTIC TECH CERT	6	8	4	5	3	26
		RESIDENTIAL TREATMT	1	2	0	0	0	3
		WEB DEVELOPMENT	0	0	2	4	4	10
		Total	10	15	9	12	8	54
Total		10	15	9	12	8	54	
34	Postsecondary Award, Certificate, or Diploma: 30-59 Credits (i.e., 1-2 years)	OFFICE ADM CERT	1	1	1	2	1	6
		Total	1	1	1	2	1	6
Total		1	1	1	2	1	6	
40	Baccalaureate Degree (type not specified)	PRE-MAJOR, LEADERSH	0	0	5	3	4	12
		UNDECL,DGCE,DEG SEEK	0	1	3	3	6	13
		UNDECLARED-DEG SEEK	201	205	202	199	206	1,013
		Total	201	206	210	205	216	1,038
Total		201	206	210	205	216	1,038	
41	Bachelor of Arts (BA)	BIO, PROV CERT	2	3	1	2	1	9
		BIO,LEADERSHIP	0	0	0	1	0	1
		BIOLOGY	8	3	3	1	0	15
		CHEMISTRY	3	4	2	1	0	10
		CHEMISTRY, LEADERSH	0	0	1	0	0	1
		ENGLISH, LIT, LEAD	0	0	0	1	1	2
		ENGLISH, PROF WR LD	0	0	4	1	4	9
		ENGLISH, PROV CERT	19	13	11	7	10	60
		ENGLISH, THEATRE,LD	0	0	0	1	3	4
		ENGLISH,PROV C,LEAD	0	0	0	0	4	4
		GEN STUDIES,DGCE	1	2	0	0	0	3
		GENERAL STUDIES	3	0	0	0	0	3
		GEOG/EARTH SCIENCE	2	0	1	1	1	5
		GEOGRAPHY	2	0	0	0	0	2
		GEOGRAPHY,PROV CERT	2	1	0	1	1	5
HISTORY	12	6	6	5	6	35		

CIHE Data Form VII (Major 1)

		1997	1998	1999	2000	2001	Total	
41	Bachelor of Arts (BA)	HISTORY,PROV CERT	17	12	9	6	9	53
		INTERDISC STUD,DGCE	0	0	0	1	3	4
		INTERDISC STUDIES	0	0	2	2	1	5
		LITERATURE	12	13	8	12	9	54
		MATH, PROV CERT	1	1	2	3	2	9
		MATHEMATICS	1	0	0	0	0	1
		POLITICAL SCIENCE	0	2	2	7	7	18
		PROFES WRITING	45	37	34	40	28	184
		PSY DEVELOPMENTAL	0	0	0	0	1	1
		PSYCHOLOGY	42	35	23	26	27	153
		PSYCHOLOGY, LEADERS	0	0	2	1	1	4
		SOCIOLOGY	13	8	6	3	1	31
		THEATRE	0	2	3	7	13	25
		Total	185	142	120	130	133	710
Total		185	142	120	130	133	710	
42	Bachelor of Science (BS)	ACCOUNTING	74	77	72	73	60	356
		ACCOUNTING,DGCE	54	48	35	25	28	190
		ARCHITECTURE	0	12	18	22	29	81
		BIO, PROV CERT	12	8	8	8	6	42
		BIO, PROV CERT LD	0	0	0	1	1	2
		BIO,ENVIRONMENTAL	0	0	0	1	1	2
		BIO,EXERCISE SCI	0	0	1	1	1	3
		BIO,LEADERSHIP	0	0	1	1	1	3
		BIOLOGY	56	60	41	40	36	233
		BUS ADM, DGCE	21	14	11	10	12	68
		BUSINESS ADMIN,ACCT	0	0	2	1	2	5
		BUSINESS ADMIN,FITN	0	0	1	1	1	3
		BUSINESS ADMIN,MGMT	0	0	1	0	3	4
		BUSINESS ADMIN,MKTG	0	0	1	1	2	4
		BUSINESS ADMINISTRATION	0	2	0	0	0	2
		C.A.I.	2	1	0	0	0	3
		CHEMISTRY	13	8	4	2	1	28
		CLIN LAB SCI,CHEM	0	0	0	0	4	4

CIHE Data Form VII (Major 1)

		1997	1998	1999	2000	2001	Total
42	Bachelor of Science (BS)						
	CLIN LAB SCI,MEDTEC	0	3	12	10	6	31
	CLIN LAB SCI,MICRO	0	8	5	1	3	17
	CLINICAL LABORATORY SCI	39	14	5	1	0	59
	COMM MEDIA,FILM.LD	0	0	1	4	9	14
	COMM MEDIA,PHOTO,LD	0	0	3	1	3	7
	COMM MEDIA,VIDEO	0	0	30	68	102	200
	COMM,GRAPHIC DES,LD	0	0	3	4	3	10
	COMM,TECH WRIT,LEAD	0	0	0	4	4	8
	COMM,TV PROD, LEAD	0	0	9	2	0	11
	COMM/MEDIA FILM LDR	0	0	0	3	3	6
	COMM/MEDIA VID LDR	0	0	0	1	1	2
	COMM/MEDIA VIDEO	0	0	0	109	90	199
	COMP INFO SYS DGCE	1	4	9	11	12	37
	COMP INFO SYS, LEAD	0	0	0	0	2	2
	COMPUTER INFO SYS	37	67	71	74	82	331
	COMPUTER SCI, LEAD	0	0	2	1	1	4
	COMPUTER SCI,DGCE	40	20	21	15	12	108
	COMPUTER SCIENCE	77	74	70	70	83	374
	CONSTR TECH	49	32	36	34	35	186
	CRIM JUST,LEADERSHP	0	0	1	0	2	3
	CRIMINAL JUSTICE	0	46	74	88	87	295
	ECONOMICS	17	16	9	8	4	54
	ELE ENG TECH	29	21	17	15	12	94
	ELEC ENGINEER	10	12	2	0	0	24
	ENGLISH, PROV CERT	11	14	15	12	17	69
	ENGLISH,EDUCATION	0	1	0	0	0	1
	ENGLISH,PROV C,LEAD	0	0	0	0	1	1
	ENVIRON SCI	32	21	14	12	10	89
	EXERCISE SCI	28	29	15	17	15	104
	FITNESS MGMT	12	21	20	21	28	102
	GEN STUDIES,DGCE	12	12	6	4	5	39
	GEN STUDY,HUM TRK 1	0	2	2	2	0	6
	GENERAL STUDIES	12	17	5	2	2	38

CIHE Data Form VII (Major 1)

42

Bachelor of Science (BS)

	1997	1998	1999	2000	2001	Total
GEOG/EARTH SCIENCE	10	14	6	5	5	40
GEOG/ES EDUC	0	0	0	0	2	2
GEOG/ES, PROV CERT	5	0	1	2	0	8
GEOGRAPHY	3	1	1	3	4	12
GEOGRAPHY LDSHP	0	0	0	0	1	1
GRAPHIC DESIGN	101	122	119	106	118	566
GRAPHIC TECH	9	0	0	0	0	9
HISTORY	22	26	19	18	12	97
HISTORY, PROV CERT	37	32	22	26	25	142
HUMAN SERVICES	119	103	89	82	73	466
HUMAN SERVICES,LEAD	0	0	2	1	0	3
IND TECH GRAPHICS	0	0	7	4	5	16
IND TECH MAN TECH	0	0	0	1	0	1
INDUST ART,ARCH,LD	0	0	0	1	1	2
INDUST MGMT	6	3	0	2	0	11
INDUST TECH,CONS,LD	0	0	0	1	0	1
INDUST TECH,ELEC LD	0	0	0	1	0	1
INDUST TECH,ENERGY	0	0	0	0	3	3
INDUST TECH,THEAT,L	0	0	0	1	0	1
INDUSTRIAL SCIENCE	1	0	0	0	0	1
INTERACTIVE COMM	19	12	4	0	0	35
INTERDISC STUD,DGCE	0	0	1	3	5	9
INTERDISC STUDIES	0	0	3	7	10	20
INTERDISC,HUM TK1	0	0	0	4	4	8
INTERDISC,HUM,TK2	0	0	0	1	0	1
INTERDISC,HUM,TK2,L	0	0	0	0	1	1
LITERATURE	9	11	7	7	6	40
MANAGEMENT	157	141	139	142	159	738
MANAGEMENT,DGCE	63	51	43	38	45	240
MANUF TECH	15	14	8	8	8	53
MARKETING	88	80	66	63	69	366
MARKETING,DGCE	17	12	12	4	6	51
MATH, PROV CERT	7	6	2	6	10	31

CIHE Data Form VII (Major 1)

		1997	1998	1999	2000	2001	Total	
42	Bachelor of Science (BS)	MATH, PROV CERT LD	0	0	0	1	1	2
		MATH, LEADERSHIP	0	0	1	0	0	1
		MATHEMATICS	7	11	6	8	13	45
		MEDICAL TECHNOLOGY	0	1	0	1	0	2
		MOT PIC PROD	44	32	8	4	0	88
		NON-BRDCST TV	188	209	197	31	1	626
		NURSING	287	284	238	213	209	1,231
		NURSING 5 YRS	24	10	3	1	0	38
		NURSING, LEADERSHIP	0	0	6	5	7	18
		PHOTOGRAPHY	46	50	52	54	52	254
		POLITICAL SCI, LEAD	0	0	0	0	1	1
		POLITICAL SCIENCE	0	9	5	13	21	48
		PSY DEVELOPMENTAL	0	0	0	0	1	1
		PSYCHOLOGY	106	103	84	71	82	446
		PSYCHOLOGY, LEADERS	0	0	1	2	3	6
		R.N.	22	21	19	13	10	85
		SOCIOLOGY	57	65	39	32	37	230
		TECH WRITING	37	37	38	32	32	176
		TECHNICAL THEATRE	0	0	1	3	4	8
		THEATRE	0	3	2	7	12	24
		VOCATIONAL ED	45	36	44	28	49	202
		Total	2,189	2,163	1,948	1,837	1,929	10,066
	Total		2,189	2,163	1,948	1,837	1,929	10,066
49	Bachelor of Science in Education (BSE)	EARLY CHILDHOOD ED	154	134	145	133	105	671
		EDUC, EARLY CH, LEAD	0	0	3	4	6	13
		EDUC, ELEM, BI-LING	0	0	2	8	6	16
		EDUC, ELEM, BI-LING, L	0	0	12	13	14	39
		EDUC, MID SCH, LEAD	0	0	1	2	2	5
		ELEM ED DGCE	0	16	13	18	9	56
		ELEMENTARY ED	202	207	188	178	169	944
		INDUSTRIAL ARTS	2	0	0	0	0	2
		MIDDLE SCHOOL ED	30	39	36	34	37	176
		MOD. 5-12	28	24	12	6	7	77

CIHE Data Form VII (Major 1)

			1997	1998	1999	2000	2001	Total
49	Bachelor of Science in Education (BSE)	MOD. N-9	68	89	70	60	49	336
		SEVERE	23	22	25	27	22	119
		SP ED,5-12,1-6,LEAD	0	0	0	0	1	1
		SP ED,INT, LEAD	0	0	1	2	1	4
		SP ED,PK-9,LEAD	0	0	3	2	3	8
		TECHNOL ED	13	18	16	10	13	70
		TECHNOLOGY, LEADERS	0	0	1	0	0	1
		VISION	1	0	1	0	0	2
		YOUNG CHILD	1	0	0	0	0	1
		Total	522	549	529	497	444	2,541
Total			522	549	529	497	444	2,541
51	Post-Baccalaureat Certificates Below Masters: 1-29 Credits (i.e., less than 1 year)	ADOL & FAM THER	1	0	0	0	0	1
		CHILD PROTECT SERV	1	0	0	1	0	2
		COMP AID MANUF CERT	3	0	0	0	0	3
		EARLY INTERVENTION	0	3	2	3	0	8
		ED TECHNOLOGY CERT	0	3	0	1	0	4
		FORENSIC CASEWK	0	1	2	0	0	3
		MENTOR TEACHING	0	1	0	1	1	3
		SUBST ABUSE SERV	0	0	0	0	1	1
		Total	5	8	4	6	2	25
Total			5	8	4	6	2	25
52	Post-Baccalaureat Certificates Below Masters: 30+ Credits (i.e., one or more years)	FORENSIC NURSING	1	1	1	1	1	5
		Total	1	1	1	1	1	5
Total			1	1	1	1	1	5
53	Post-Baccalaureat Certification (not formal awards)	CERTIF-TECHNOL	3	44	0	0	0	47
		EARLY CHILD CERT	2	1	1	1	1	6
		ELEMENTARY ED CERT	13	4	3	1	0	21
		ENGLISH CERT	0	0	0	0	1	1
		GEOGRAPHY CERT	2	0	0	0	0	2
		HISTORY CERT	2	0	0	0	0	2
		MATHEMATICS CERT	1	0	0	0	0	1
		MID SCH CERT	1	1	0	1	0	3
		SPECIAL ED CERT	0	0	1	0	0	1

CIHE Data Form VII (Major 1)			1997	1998	1999	2000	2001	Total
53	Post-Baccalaureat Certification (not formal awards)	TEACH APPROVAL PROG	53	0	0	0	0	53
		VOCATION TECHNICAL	0	0	34	18	28	80
		Total	77	50	39	21	30	217
Total			77	50	39	21	30	217
61	Master of Arts (MA)	BIOLOGY	3	6	4	5	2	20
		ENGLISH	4	6	6	8	8	32
		HISTORY	3	2	2	2	4	13
		MATH	0	0	1	1	0	2
		Total	10	14	13	16	14	67
Total			10	14	13	16	14	67
62	Master of Science (MS)	AD & FAM COUNS	8	7	0	2	0	17
		COMM MED MGMT	3	2	4	4	1	14
		COMM,LIBRARY MEDIA	0	1	2	2	0	5
		COMM,TECH WRITING	0	1	0	0	0	1
		COMPUTER SCIENCE	36	44	49	28	38	195
		COUNS,SCHOOL ADJUST	0	3	6	2	0	11
		COUNSEL,MARR & FAM	0	0	2	3	7	12
		CRIM JUST,CHILD PRO	0	0	0	1	1	2
		CRIM JUST,COUNSEL	0	0	1	0	0	1
		CRIM JUST,FORENSIC	0	0	2	1	0	3
		CRIM JUST,IND STUDY	0	0	1	0	0	1
		CRIM JUST,MGMT	0	0	2	4	3	9
		CRIMINAL JUSTICE	40	19	16	8	7	90
		ELEM SCHOOL COUNS	13	9	5	13	12	52
		INSTRUCT TECH	13	25	11	8	7	64
		MANAGEMENT	10	5	5	2	1	23
		MENTAL HEALTH	47	38	42	30	36	193
		NURSING/FORENSIC NURSIN	18	20	19	18	25	100
		SEC SCH COUNS	33	30	22	25	25	135
		Total			221	204	189	151
Total			221	204	189	151	163	928
4	Master of Business Administration (MBA)	ACCOUNTING	7	8	11	12	10	48
		HUMAN RESOURCE MGMT	0	1	0	1	1	3

CIHE Data Form VII (Major 1)			1997	1998	1999	2000	2001	Total
64	Master of Business Administration (MBA)	MANAGEMENT	21	28	22	19	33	123
		Total	28	37	33	32	44	174
	Total		28	37	33	32	44	174
67	Master of Education (MEd)	ARTS IN EDUCATION	9	5	6	10	12	42
		CHILD EXT SP NEEDS	30	32	20	37	34	153
		CHILD SP NEEDS	86	85	95	70	53	389
		EARLY CHILDHD ED	22	24	17	22	13	98
		ED GENERAL STUDIES	0	0	0	107	91	198
		ED LDR & MGMT,PRIN	0	0	1	9	19	29
		ED LDR & MGMT,SUPV	0	0	1	1	5	7
		ED LDRSHP, TECH	0	0	0	1	1	2
		EDUC TECHNOLOGY	7	4	5	1	0	17
		ELEMENTARY ED	81	126	108	87	67	469
		LEADERSHIP & MGMT	27	33	18	11	6	95
		MIDDLE SCHOOL ED	9	7	11	12	26	65
		MOD SP NEEDS	7	12	2	2	1	24
		OCCUPATIONAL ED	8	11	21	7	8	55
		SCIENCE EDUCATION	9	11	14	7	5	46
		SECONDARY ED	24	48	37	27	18	154
		SP ED GENERIC COUNS	1	0	0	0	0	1
		SPEC ED NON-CER	18	16	13	12	7	66
		SPED ED CLINICAL	2	0	1	0	0	3
		TCH SP ND 5-12	8	11	7	6	1	33
TECHNOL EDUC	15	13	16	14	10	68		
Total		363	438	393	443	377	2,014	
Total			363	438	393	443	377	2,014
68	Master of Art in Teaching (MAT)	TEACH,MATH CERTIF	0	0	2	2	3	7
		TEACHING BIOLOGY	7	8	6	2	1	24
		TEACHING EARTH SCI	1	4	3	2	2	12
		TEACHING ENG TK A	16	20	14	15	15	80
		TEACHING HISTORY	12	14	9	8	7	50
		TEACHING MATH	0	0	1	1	2	4
		Total		36	46	35	30	30

CIHE Data Form VII (Major 1)

		1997	1998	1999	2000	2001	Total	
6D	Total	36	46	35	30	30	177	
1	Certificate of Advanced Graduate Study: Post-Master's Certificate, 24 or more Credits	CONSULT & PEER LDR	0	0	0	0	1	1
		ED LDR MGMT PRINCPL	0	1	0	5	12	18
		ED LDR MGMT SUP/DIR	0	1	2	2	2	7
		ED LDRSH, TECH	0	0	0	0	3	3
		ED LEADERSHIP	25	38	21	17	20	121
		INTERDISCIPLINARY	26	35	31	38	38	168
		PROF STAFF DEV	1	0	0	0	0	1
		Total	52	75	54	62	76	319
Total		52	75	54	62	76	319	
KX	Unknown or Unspecified Degree or Award	UNDECLARED	1,986	2,467	1,997	2,275	1,565	10,290
		Total	1,986	2,467	1,997	2,275	1,565	10,290
	Total	1,986	2,467	1,997	2,275	1,565	10,290	
Total		5,887	6,416	5,575	5,720	5,033	28,631	

CIHE Data Form VII (Major 2)

			1997	1998	1999	2000	2001	Total
3	Postsecondary Award, Certificate, or Diploma: 1-29 Credits (i.e., less than 1 year)	WEB DEVELOPMENT	0	0	0	1	3	4
		Total	0	0	0	1	3	4
		Total	0	0	0	1	3	4
41	Bachelor of Arts (BA)	BIOLOGY	0	1	0	1	0	2
		ENGLISH, PROF WR LD	0	0	0	0	1	1
		ENGLISH, PROV CERT	0	0	0	0	1	1
		GEN STUDIES, LDSHP	0	0	2	0	0	2
		GENERAL STUDIES	6	5	2	1	0	14
		GEOGRAPHY, PROV CERT	0	1	0	0	0	1
		HISTORY	2	2	3	1	2	10
		HISTORY, PROV CERT	0	0	1	0	0	1
		INTERDISC STUDIES	0	0	1	0	0	1
		LITERATURE	6	4	7	6	3	26
		PROFES WRITING	11	9	10	3	6	39
		PSYCHOLOGY	1	1	2	2	2	8
		SOCIOLOGY	0	1	1	1	0	3
		THEATRE	1	1	0	2	2	6
Total	27	25	29	17	17	115		
Total			27	25	29	17	17	115
42	Bachelor of Science (BS)	ACCOUNTING	0	1	1	1	0	3
		BIO, PROV CERT	1	1	0	0	0	2
		BIOLOGY	4	5	4	0	0	13
		BUS ADM, DGCE	0	0	1	2	0	3
		CHEMISTRY	3	2	3	0	0	8
		COMM STUDIES	0	0	0	1	0	1
		COMM, GRAPHIC DES, LD	0	0	0	0	1	1
		COMM/MEDIA VIDEO	0	0	0	6	5	11
		COMP INFO SYS, LEAD	0	0	0	0	1	1
		COMPUTER INFO SYS	0	0	1	1	1	3
		COMPUTER SCIENCE	3	4	3	1	2	13
		CONSTR TECH	0	1	0	0	2	3
		CRIMINAL JUSTICE	0	0	1	2	0	3

CIHE Data Form VII (Major 2)

		1997	1998	1999	2000	2001	Total
42	Bachelor of Science (BS)						
	ECONOMICS	7	5	5	2	3	22
	ELE ENG TECH	2	1	1	1	1	6
	ENGLISH, PROV CERT	1	1	2	2	0	6
	EXERCISE SCI	0	0	1	1	1	3
	GEN STUDY, HUM TRK 3	0	0	1	0	0	1
	GEN STUDY,HUM TRK 1	0	12	13	8	4	37
	GENERAL STUDIES	46	64	41	26	13	190
	GEOG/EARTH SCIENCE	3	3	2	2	2	12
	GEOG/ES, PROV CERT	0	1	0	0	1	2
	GEOGRAPHY	3	4	7	5	2	21
	GRAPHIC DESIGN	2	4	3	1	1	11
	HISTORY	21	25	17	14	17	94
	HISTORY, PROV CERT	1	1	1	1	1	5
	HUMAN SERVICES	1	1	1	0	0	3
	IND TECH GRAPHICS	0	0	0	0	1	1
	INDUST TECH,THEAT,L	0	0	1	0	0	1
	INTERACTIVE COMM	0	0	1	0	0	1
	INTERDISC STUD, LD	0	0	0	0	2	2
	INTERDISC STUDIES	0	0	3	12	33	48
	INTERDISC,HUM TK1	0	0	0	10	7	17
	INTERDISC,HUM,TK2	0	0	0	1	4	5
	INTERDISC,HUM,TK3	0	0	0	4	2	6
	LITERATURE	11	9	9	14	16	59
	MANAGEMENT	0	1	2	0	2	5
	MANAGEMENT,DGCE	0	1	0	0	0	1
	MANUF TECH	1	0	0	0	0	1
	MARKETING	0	0	0	1	0	1
	MATH, PROV CERT	0	0	0	0	1	1
	MATH, PROV CERT LD	0	0	1	0	0	1
	MATHEMATICS	9	7	5	4	3	28
	MOT PIC PROD	3	3	1	0	0	7
	NON-BRDCST TV	1	2	1	0	0	4
	PHOTOGRAPHY	0	0	2	3	3	8

CIHE Data Form VII (Major 2)		1997	1998	1999	2000	2001	Total	
42	Bachelor of Science (BS)	POLITICAL SCIENCE	0	0	2	3	3	8
		PSY DEVELOPMENTAL	0	0	0	1	0	1
		PSYCHOLOGY	64	61	51	43	19	238
		PSYCHOLOGY, LEADERS	0	0	3	0	0	3
		SOCIOLOGY	81	103	79	51	28	342
		SOCIOLOGY, LEADERSH	0	0	1	0	0	1
		TECH WRITING	1	2	2	1	1	7
		TECHNICAL THEATRE	0	1	1	0	0	2
		THEATRE	0	1	2	3	1	7
		Total	269	327	276	228	184	1,284
Total		269	327	276	228	184	1,284	
49	Bachelor of Science in Education (BSE)	EARLY CHILDHOOD ED	1	2	0	0	0	3
		ELEMENTARY ED	1	0	0	0	0	1
		MOD. 5-12	1	0	0	0	0	1
		MOD. N-9	2	1	1	0	0	4
		SEVERE	3	0	0	0	0	3
		SPECIAL EDUCATION	1	0	0	0	0	1
		TECHNOL ED	2	1	1	1	1	6
		Total	11	4	2	1	1	19
Total		11	4	2	1	1	19	
Total		307	356	307	247	205	1,422	

/29/2002

CIHE DATA FORM VIII
CREDIT HOURS GENERATED BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT

4 YEARS AGO (FY 1997-98)	3 YEARS AGO (FY 1998-99)	2 YEARS AGO (FY 1999-00)	1 YEAR AGO (FY 2000 01)	CURRENT YEAR (FY 2001 02)
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NAME OF DEPARTMENT OR COMPARABLE UNIT

UNDERGRADUATE

Behavioral Sciences	14,608	14,454	13,089	12,212	
Biology	3,626	3,509	2,821	2,933	
Business Administration	6,726	6,119	5,621	5,389	
Chemistry	1,475	1,301			
Clinical Lab Science (CLS)	429	291			
CLS/Chemistry			1,411	1,270	
Communications/Media	5,470	5,789	5,856	6,216	
Computer Science	3,656	4,333	3,733	3,788	
Education ECMSB	3,532	3,204	3,202	2,841	
English	10,480	10,671	9,373	9,159	
Geo/Physical Sciences	2,479	2,399	1,820	2,114	
Humanities	7,888	7,249	6,075	6,979	
Industrial Technology	4,313	4,299	4,016	3,796	
Mathematics	4,505	4,210	3,759	5,684	
Nursing	4,844	4,469	4,150	3,417	
Exercise & Sports Science	2,995	2,953	2,723	2,829	
Social Sciences	5,966	5,629	5,541	5,769	
Special Education	1,191	1,490	1,134	1,533	
Interdisciplinary Studies	2,575	3,011	2,724	2,087	
Mt. Wachusett Community College (math)			960	802	
Mt. Wachusett Community College (reading)			51		
Mt. Wachusett Community College (writing)			96	66	

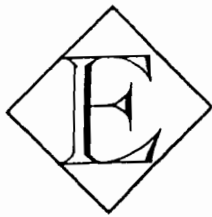
CIIE DATA FORM VIII
CREDIT HOURS GENERATED BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT

4 YEARS AGO (FY 19 <u>97</u> - <u>98</u>)	3 YEARS AGO (FY 19 <u>98</u> - <u>99</u>)	2 YEARS AGO (FY 19 <u>99</u> - <u>00</u>)	1 YEAR AGO (FY 19 <u>00</u> - <u>01</u>)	CURRENT YEAR (FY 19 <u> </u> - <u> </u>)
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NAME OF DEPARTMENT OR COMPARABLE UNIT

GRADUATE

Behavioral Sciences	2,655	2,257	2,456	2,323	
Biology	365	441	575	376	
Business Administration	588	780	647	687	
Chemistry	0	90			
Clinical Lab Science (CLS)	0	0			
CLS/Chemistry			24	0	
Communications/Media	2,253	1,392	1,188	987	
Computer Science	834	911	773	777	
Education ECEMSB	25,788	28,782	27,073	29,612	
English	513	423	606	579	
Geo/Physical Sciences	39	54	258	219	
Humanities	289	337	330	511	
Industrial Technology	576	811	903	661	
Mathematics	87	114	237	261	
Nursing	357	430	340	223	
Exercise & Sports Science	51	33	0	27	
Social Sciences	333	324	447	363	
Special Education	4,130	3,892	3,726	3,731	
Interdisciplinary Studies	45	75	78	39	



ROBERT ERCOLINI & COMPANY LLP

Certified Public Accountants • Business Consultants

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Fitchburg State College
Fitchburg, Massachusetts

We have audited the accompanying balance sheet of Fitchburg State College as of June 30, 2001, and the related statements of changes in fund balances and current funds revenues, expenditures and other changes for the year then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the College's 2000 financial statements and, in our report dated October 5, 2000, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Fitchburg State College as of June 30, 2001, and the changes in fund balances and the current funds revenues, expenditures and other changes for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued a report dated October 5, 2001 on our consideration of Fitchburg State College's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results for our audit.

Robert Ercolini & Company LLP

October 5, 2001

FITCHBURG STATE COLLEGE
BALANCE SHEET
JUNE 30, 2001

(With comparative totals as of June 30, 2000)

	Current Funds		Loan Funds	Endowment Funds	Plant Funds		Totals	
	Unrestricted	Restricted			Investment	Unexpended	Retirement	June 30, 2001
ASSETS:								
Cash and equivalents	\$ 10,506,957	\$ 607,796	\$ 163,803	\$ 405,557	\$	\$ 3,036,762	\$ 1,747,184	\$ 11,919,129
Restricted cash held for bond principal							989,318	874,563
Other restricted cash							281,333	323,811
Investments				126,635		9,487	7,369	109,140
Accounts receivable, net	715,131	452,302					204,491	1,697,326
Due from other funds	204,491						27,807	41,169
Loans receivable, net	1,270		1,732,851			7,739	2,624,443	2,155,409
Prepaid expenses	20,068						47,628,096	38,072,184
Land					2,624,443		5,938,474	4,748,563
Buildings					47,628,096		1,505,024	1,522,232
Equipment					5,938,474		3,056,088	9,264,143
Library materials					1,505,024			
Construction in progress					702,481	2,353,607		
Total assets	<u>\$ 11,447,917</u>	<u>\$ 1,060,098</u>	<u>\$ 1,896,654</u>	<u>\$ 532,192</u>	<u>\$ 58,398,518</u>	<u>\$ 5,407,595</u>	<u>\$ 3,025,204</u>	<u>\$ 81,768,178</u>
								<u>\$ 71,285,131</u>
LIABILITIES:								
Bond payable	\$	\$	\$	\$	\$ 6,000,000	\$	\$	\$ 6,000,000
Accounts payable	747,717	437,765				124,659		1,310,141
Accrued workers' compensation	464,546							464,546
Accrued salaries payable	997,302	24,507				5,590		1,027,399
Accrued compensated absences	3,272,544							3,272,544
Accrued faculty payroll	1,989,724					70,395		1,989,724
Accrued interest payable	615,960							111,069
Deferred revenues								631,722
Capital lease obligations					1,709,890	4,812,500		6,522,390
Rebate payable						100,000		281,333
Due to other funds								204,491
Other liabilities	104,491	63,095	135,111					198,206
Total liabilities	<u>8,087,793</u>	<u>629,858</u>	<u>135,111</u>		<u>7,709,890</u>	<u>5,113,144</u>	<u>337,769</u>	<u>22,013,565</u>
								<u>41,532</u>
FUND BALANCES:								
Unrestricted	3,360,124							3,360,124
Restricted		430,240						430,240
Loan funds			1,761,543					1,761,543
Endowment funds				532,192				532,192
Plant funds: unrestricted						9,487		9,487
Plant funds: restricted							2,687,435	2,687,435
Investment in plant					50,688,628	284,964		50,973,592
Total fund balances	<u>3,360,124</u>	<u>430,240</u>	<u>1,761,543</u>	<u>532,192</u>	<u>50,688,628</u>	<u>294,451</u>	<u>2,687,435</u>	<u>59,754,613</u>
								<u>81,768,178</u>
Total liabilities and fund balances	<u>\$ 11,447,917</u>	<u>\$ 1,060,098</u>	<u>\$ 1,896,654</u>	<u>\$ 532,192</u>	<u>\$ 58,398,518</u>	<u>\$ 5,407,595</u>	<u>\$ 3,025,204</u>	<u>\$ 71,285,131</u>

See notes to financial statements.

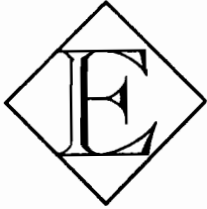
STATEMENT OF CHANGES IN FUND BALANCES

YEAR ENDED JUNE 30, 2001

(With comparative totals as of June 30, 2000)

	Current Funds		Loan Funds	Endowment Funds	Plant Fund		Totals June 30, 2001	Totals June 30, 2000
	Unrestricted	Restricted			Investment	Unexpended		
Revenues and other additions:								
Current fund revenues	\$ 12,834,805	\$	\$	\$	\$	\$	\$ 12,834,805	\$ 12,200,032
State appropriations	29,474,368	1,511,727					30,986,095	28,271,070
Federal grants and contracts		2,377,265					2,377,265	2,690,037
State grants and contracts		104,775			3,261	743,120	851,156	3,976,093
Private gifts, grants, and contracts	2,351	473,776					476,127	38,547
Expended for plant facilities (\$2,684,077 charged to current funds)					2,249,619	584,184	2,833,803	1,424,484
Auxiliary revenues	3,125,118						3,125,118	2,579,747
Investment income	589,353		34,645	58,545			814,570	635,287
Restricted student fees							813,499	782,218
Retirement of indebtedness					269,705		269,705	258,846
Other increases	872,588		16,393				888,981	939,197
Total revenues	<u>46,898,583</u>	<u>4,467,543</u>	<u>51,038</u>	<u>58,545</u>	<u>2,522,585</u>	<u>1,327,304</u>	<u>56,271,124</u>	<u>53,795,558</u>
Expenditures and other deductions:								
Educational and general expenditures	42,774,616	4,709,559		24,601		21,969	47,530,745	44,635,378
Administrative and collection costs			146,983		327,588		209,015	14,880
Plant deletions							327,588	366,542
Auxiliary expenditures	2,591,455						2,591,455	2,503,492
Interest on indebtedness							285,770	120,509
Retirement of indebtedness							259,480	248,809
Expended for plant facilities						289,733	289,733	484,156
Total expenditures	<u>45,366,071</u>	<u>4,709,559</u>	<u>146,983</u>	<u>24,601</u>	<u>327,588</u>	<u>311,702</u>	<u>51,493,786</u>	<u>48,373,766</u>
Interfund transfers increase/(decrease)	(139,513)	67,301		(16,348)	5,064,119	(5,983,564)		
Net increase/(decrease) for the year	1,392,999	(174,715)	(95,945)	17,596	7,259,116	(4,967,962)	4,777,338	5,421,792
Fund balance at beginning of year	1,967,125	604,955	1,857,488	514,596	43,429,512	5,262,413	54,977,275	49,555,483
Fund balance at end of year	<u>\$ 3,360,124</u>	<u>\$ 430,240</u>	<u>\$ 1,761,543</u>	<u>\$ 532,192</u>	<u>\$ 50,688,628</u>	<u>\$ 294,451</u>	<u>\$ 59,754,613</u>	<u>\$ 54,977,275</u>

See notes to financial statements.



ROBERT ERCOLINI & COMPANY LLP

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Fitchburg State College
Fitchburg, Massachusetts

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We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Fitchburg State College as of June 30, 2000, and the changes in fund balances and the current funds revenues, expenditures and other changes for the year then ended in conformity with generally accepted accounting principles.

In accordance with Government Auditing Standards, we have also issued a report dated October 5, 2000 on our consideration of Fitchburg State College's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results for our audit.

Robert Ercolini & Company LLP

October 5, 2000

FITCHBURG STATE COLLEGE

BALANCE SHEET

JUNE 30, 2000

(With comparative totals as of June 30, 1999)

	Current Funds		Loan Funds	Endowment Funds	Plant Funds		Retirement	Totals	
	Unrestricted	Restricted			Unexpended	Investment		June 30, 2000	June 30, 1999
ASSETS:									
Cash and equivalents	\$ 8,948,982	\$ 613,148	\$ 160,162	\$ 405,456	\$ 397,084	\$ 1,394,297	\$ 11,919,129	\$ 15,019,965	
Restricted cash held for bond principal					874,563		874,563	680,654	
Other restricted cash					323,811		323,811	253,977	
Investments	366,514	183,929	1,697,326	109,140	3,782	3,237	1,091,440	1,424,444	
Accounts receivable, net							557,462	546,678	
Loans receivable, net	41,169						1,697,326	1,729,992	
Prepaid expenses							41,169	34,338	
Land					1,066,129		2,155,409	1,825,209	
Buildings					38,072,184		38,072,184	37,854,556	
Equipment					4,748,563		4,748,563	4,616,567	
Library materials					1,522,232		1,522,232	1,598,916	
Construction in progress					9,264,143		9,264,143	1,771,297	
Total assets	<u>\$ 9,356,665</u>	<u>\$ 797,077</u>	<u>\$ 1,857,488</u>	<u>\$ 514,596</u>	<u>\$ 45,409,108</u>	<u>\$ 1,397,534</u>	<u>\$ 71,285,131</u>	<u>\$ 66,074,593</u>	

LIABILITIES:								
Bond payable	\$ 500,785				\$ 6,000,000		\$ 6,000,000	\$ 6,000,000
Accounts payable	425,467	114,844			366,439	38,204	1,020,272	1,988,872
Accrued workers' compensation	968,035	35,746					425,467	349,897
Salaries payable	2,894,083						1,003,781	2,973,984
Accrued compensated absences	527,203					18,144	2,894,083	2,973,400
Deferred revenues				1,979,596			545,347	456,493
Capital lease obligations							1,979,596	2,221,724
Accrued faculty payroll	2,073,967						2,073,967	1,962,849
Rebate payable							323,811	253,977
Other liabilities		41,532					41,532	37,914
Total liabilities	<u>7,389,540</u>	<u>192,122</u>			<u>1,979,596</u>	<u>56,348</u>	<u>16,307,856</u>	<u>16,519,110</u>

FUND BALANCES:								
Unrestricted	1,967,125						1,967,125	2,362,685
Restricted		604,955					604,955	198,173
Loan funds			1,857,488				1,857,488	1,819,603
Endowment funds				514,596			514,596	546,900
Plant funds: unrestricted					3,782		3,782	13,539
Plant funds: restricted						1,341,186	1,341,186	1,820,809
Investment in plant					43,429,512		48,688,143	42,793,774
Total fund balances	<u>1,967,125</u>	<u>604,955</u>	<u>1,857,488</u>	<u>514,596</u>	<u>43,429,512</u>	<u>1,341,186</u>	<u>54,977,275</u>	<u>49,555,483</u>
Total liabilities and fund balances	<u>\$ 9,356,665</u>	<u>\$ 797,077</u>	<u>\$ 1,857,488</u>	<u>\$ 514,596</u>	<u>\$ 45,409,108</u>	<u>\$ 1,397,534</u>	<u>\$ 71,285,131</u>	<u>\$ 66,074,593</u>

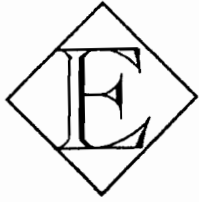
See notes to financial statements.

STATEMENT OF CHANGES IN FUND BALANCES

YEAR ENDED JUNE 30, 2000

(With comparative totals as of June 30, 1999)

	Current Funds		Loan Funds	Endowment Funds	Investment	Plant Fund		Retirement	Totals	
	Unrestricted	Restricted				Unexpended			June 30, 2000	June 30, 1999
Revenues and other additions:										
Current fund revenues	\$ 12,200,032	\$ 850,558	\$	\$	\$	\$ 584,028	\$	\$	\$ 12,200,032	\$ 13,827,308
State appropriations	26,836,484	2,690,037							28,271,070	24,667,438
Federal grants and contracts		404,339			12,636	3,559,118			2,690,037	2,818,348
State grants and contracts		31,827		1,000					3,976,093	895,595
Private gifts, grants, and contracts	5,720								38,547	79,623
Expended for plant facilities (\$940,328 charged to current funds)					730,798	693,686			1,424,484	1,535,859
Auxiliary revenues	2,579,747		31,870	6,988				79,639	2,579,747	2,561,011
Investment income	516,790							782,218	635,287	570,378
Restricted student fees					258,846				782,218	847,543
Retirement of indebtedness									258,846	335,012
Other increases	918,302		20,895						939,197	879,330
Total revenues	<u>43,057,075</u>	<u>3,976,761</u>	<u>52,765</u>	<u>7,988</u>	<u>1,002,280</u>	<u>4,836,832</u>		<u>861,857</u>	<u>53,795,558</u>	<u>49,017,445</u>
Expenditures and other deductions:										
Educational and general expenditures	40,751,450	3,651,861	14,880	18,385		213,682			44,635,378	42,700,437
Administrative and collection costs					366,542				14,880	12,052
Plant deletions									366,542	356,221
Auxiliary expenditures	2,503,492								2,503,492	2,431,415
Interest on indebtedness								120,509	120,509	134,230
Retirement of indebtedness								248,809	248,809	235,343
Expended for plant facilities	<u>43,254,942</u>	<u>3,651,861</u>	<u>14,880</u>	<u>18,385</u>	<u>366,542</u>	<u>484,156</u>		<u>369,318</u>	<u>48,373,766</u>	<u>31,121</u>
Total expenditures										
Interfund transfers increase/(decrease)	(197,693)	81,882		(21,907)		484,156		(346,438)	-	-
Net increase/(decrease) for the year	(395,560)	406,782	37,885	(32,304)	635,738	4,623,150		146,101	5,421,792	3,116,626
Fund balance at beginning of year	<u>2,362,685</u>	<u>198,173</u>	<u>1,819,603</u>	<u>546,900</u>	<u>42,793,774</u>	<u>639,263</u>		<u>1,195,085</u>	<u>49,555,483</u>	<u>46,438,857</u>
Fund balance at end of year	<u>\$ 1,967,125</u>	<u>\$ 604,955</u>	<u>\$ 1,857,488</u>	<u>\$ 514,596</u>	<u>\$ 43,429,512</u>	<u>\$ 5,262,413</u>		<u>\$ 1,341,186</u>	<u>\$ 54,977,275</u>	<u>\$ 49,555,483</u>



ROBERT ERCOLINI & COMPANY LLP

Certified Public Accountants • Business Consultants

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Fitchburg State College
Fitchburg, Massachusetts

We have audited the accompanying balance sheet of Fitchburg State College as of June 30, 1999, and the related statements of changes in fund balances and current funds revenues, expenditures and other changes for the year then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Fitchburg State College as of June 30, 1999, and the changes in fund balances and the current funds revenues, expenditures and other changes for the year then ended in conformity with generally accepted accounting principles.

As described in Note 14 to the financial statements, the College has adjusted the opening unrestricted current and plant fund balances as of July 1, 1997 and July 1, 1998, respectively.

The information as presented in Note 22 to the financial statements is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We did not audit the information and do not express an opinion on it. In addition, we do not provide assurance that the College is or will become year 2000 compliant, that the College's year 2000 remediation efforts will be successful in whole or in part, or that parties with which the College does business are or will become year 2000 compliant.

In accordance with Government Auditing Standards, we have also issued a report dated November 15, 1999 on our consideration of Fitchburg State College's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants.

Robert Ercolini & Company LLP

November 15, 1999

FITCHBURG STATE COLLEGE

BALANCE SHEET

JUNE 30, 1999

(With comparative totals as of June 30, 1998)

	Current Funds		Loan Funds	Endowment Funds	Plant Funds		Retirement	Totals	
	Unrestricted	Restricted			Unexpended	Investment		June 30, 1999	June 30, 1998 (As restated)
ASSETS:									
Cash and equivalents	\$ 8,751,389	\$ 240,323	\$ 89,611	\$ 404,456	\$ 4,538,058	\$ 1,250,105	\$ 15,273,942	\$ 14,391,232	
Restricted cash held for bond principal					680,654		680,654	680,654	
Investments	390,028	138,180		142,444	13,539	4,931	142,444	134,017	
Accounts receivable, net			1,729,992				546,678	568,831	
Loans receivable, net							1,729,992	1,712,336	
Prepaid expenses	34,338						34,338	25,988	
Land					879,750		1,825,209	1,748,907	
Buildings					945,459		1,825,209	1,748,907	
Equipment					37,854,556		37,854,556	36,762,385	
Library materials					4,616,567		4,616,567	4,533,931	
Construction in progress					1,598,916		1,598,916	1,624,973	
Total assets	<u>\$ 9,175,755</u>	<u>\$ 378,503</u>	<u>\$ 1,819,603</u>	<u>\$ 546,900</u>	<u>\$ 45,015,498</u>	<u>\$ 1,255,036</u>	<u>\$ 66,074,593</u>	<u>\$ 62,409,311</u>	

LIABILITIES:

Bond payable	\$	\$	\$	\$	\$ 6,000,000	\$	\$ 6,000,000	\$ 6,000,000
Accounts payable	802,609	153,321			990,058	42,884	1,988,872	836,300
Accrued workers' compensation	349,897						349,897	289,904
Salaries payable	266,749	7,235					273,984	213,821
Accrued compensated absences	2,973,400						2,973,400	2,978,312
Deferred revenues	439,426					17,067	456,493	595,681
Capital lease obligations				2,221,724			2,221,724	2,556,736
Accrued faculty payroll	1,962,849						1,962,849	2,177,672
Rebate payable					253,977		253,977	266,842
Other liabilities	18,140	19,774					37,914	55,186
Total liabilities	<u>6,813,070</u>	<u>180,330</u>			<u>2,221,724</u>	<u>59,951</u>	<u>16,519,110</u>	<u>15,970,454</u>

FUND BALANCES:

Unrestricted	2,362,685						2,362,685	1,721,449
Restricted		198,173					198,173	188,803
Loan funds			1,819,603				1,819,603	1,786,083
Endowment funds				546,900			546,900	536,304
Plant funds: unrestricted					13,539		13,539	599,281
Plant funds: restricted					625,724	1,195,085	1,820,809	594,189
Investment in plant funds					42,793,774		42,793,774	41,012,748
Total fund balances	<u>2,362,685</u>	<u>198,173</u>	<u>1,819,603</u>	<u>546,900</u>	<u>42,793,774</u>	<u>1,195,085</u>	<u>49,555,483</u>	<u>46,438,857</u>
Total liabilities and fund balances	<u>\$ 9,175,755</u>	<u>\$ 378,503</u>	<u>\$ 1,819,603</u>	<u>\$ 546,900</u>	<u>\$ 45,015,498</u>	<u>\$ 1,255,036</u>	<u>\$ 66,074,593</u>	<u>\$ 62,409,311</u>

See notes to financial statements.

FITCHBURG STATE COLLEGE

STATEMENT OF CHANGES IN FUND BALANCES

YEAR ENDED JUNE 30, 1999

	Current Funds		Loan Funds	Endowment Funds	Investment	Plant Fund		Totals
	Unrestricted	Restricted				Unexpended	Retirement	
Revenues and other additions:								
Current fund revenues	\$ 13,827,308	\$ 308,213	\$ -	\$ -	\$ -	\$ -	\$ 13,827,308	
State appropriations	24,359,225	2,818,348	-	-	-	-	24,667,438	
Federal grants and contracts		895,595	-	-	-	-	2,818,348	
State grants and contracts	49,439	28,014	2,170	-	-	-	895,595	
Private gifts, grants, and contracts							79,623	
Expended for plant facilities (\$1,581,273 charged to current funds)					1,581,273	31,121		1,612,394
Auxiliary revenues	2,561,011						2,561,011	
Investment income	450,378		30,335	40,601			570,378	
Restricted student fees							847,543	
Retirement of indebtedness					335,012		335,012	
Other increases	864,093		15,237	42,771			879,330	
Total revenues	<u>42,111,454</u>	<u>4,050,170</u>	<u>45,572</u>	<u>42,771</u>	<u>1,916,285</u>	<u>31,121</u>	<u>49,093,980</u>	
Expenditures and other deductions:								
Educational and general expenditures	38,632,285	4,118,549	12,052	26,138			42,776,972	
Administrative and collection costs							12,052	
Plant deletions					356,221		356,221	
Auxiliary expenditures	2,431,415						2,431,415	
Interest on indebtedness							134,230	
Retirement of indebtedness							235,343	
Expended for plant facilities						31,121	31,121	
Total expenditures	<u>41,063,700</u>	<u>4,118,549</u>	<u>12,052</u>	<u>26,138</u>	<u>356,221</u>	<u>31,121</u>	<u>45,977,354</u>	
Interfund transfers increase/(decrease):								
Mandatory transfer	(185,556)	71,712		(6,037)		31,121	-	
Other transfers		6,037					-	
Total transfers	<u>(185,556)</u>	<u>77,749</u>		<u>(6,037)</u>		<u>31,121</u>	<u>-</u>	
Net increase for the year	862,198	9,370	33,520	10,596	1,560,064	31,121	3,116,626	
Fund balance at beginning of year, as previously reported	3,678,159	188,803	1,786,083	536,304	41,012,748	608,142	48,395,567	
Restatement	<u>(2,177,672)</u>				<u>220,962</u>		<u>(1,956,710)</u>	
Restated beginning fund balance	<u>1,500,487</u>	<u>188,803</u>	<u>1,786,083</u>	<u>536,304</u>	<u>41,233,710</u>	<u>608,142</u>	<u>46,438,857</u>	
Fund balance at end of year	<u>\$ 2,362,685</u>	<u>\$ 198,173</u>	<u>\$ 1,819,603</u>	<u>\$ 546,900</u>	<u>\$ 42,793,774</u>	<u>\$ 639,263</u>	<u>\$ 49,555,483</u>	

See notes to financial statements.

INSTITUTIONAL EFFECTIVENESS INDICATORS

Indicator	Description	Administration	Feedback	Status
<u>Entering Students</u>				
Accuplacer Reading & Math Writing sample	Required for entering students	post-acceptance to College	Used to place students in classes	Ongoing
Report to BHE	Students not meeting entry Standards	Institutional Research	BHE and College	Annual Ongoing
	Number of students in 2 or More remedial courses	Institutional Research	Placement	
Freshman profile	Statistical data on demographics	Compiled by Admissions	Used to revise annual Enrollment Services Plan; Improve retention & outreach	Ongoing
College Board ACES (Admitted Class Evaluation Survey)	Measures effectiveness of admission criteria in predicting student success	College Board	Reviewed by Admissions staff	Annual Ongoing
<u>Retention</u>				
Retention Data	Annual Statistical Data	Institutional Research	Used by multiple offices	Ongoing
<u>Student Services</u>				
Noel Levitz SSI	Student Affairs administered	Administered Fall, '00	Ad hoc committee appt'd to review results and Recommend to president; Copies to Vice Presidents	One time only
Divisional Program Reviews	Student Affairs	Annual	Reports/budget	Ongoing
Residence Life Survey	Office of Res. Life administers	Annual	Residence Life uses to improve services	
<u>Learning Outcomes</u>				
Departmental Assessment Plans for Majors	Varying	Senior year	Used to revise curriculum	Ongoing
General Ed	Pilot test of Writing & Critical Thinking	Sophomore year Nursing Dept. for Spg. 02	Used to inform LA/S review and revise curriculum	Ongoing

NEASC COMMITTEE MEMBERS

NEASC Steering Committee:

Margot Kempers, Chair	Behav. Science Dept
Roberta Adams	English Dept.
Simone Blake	Library
Dorothy Boisvert	Dean, Graduate Studies
Terrance Carroll	Dir, Institutional Research
Rebecca DiLiddo	Dean, Undergraduate Studies
Philip Fallon	Supt. Of Schools, City of Fitchburg
James Honan	Harvard Graduate School of Education
Amber Keumurian	Student (new)
Benjamin Lieberman	Social Science Dept
Nathan MacKinnon	Student (new)
Pasquale Micciche	Social Science Dept
Janette Purcell	Business Admin Dept.
Patricia Spakes	Vice President Academic Affairs
Sharon Stokes	Special Education Dept

Sub-Committee on Mission (#1, 2, 3):

Christine Bergeron	Development
Michael Caruso	Teacher Certification
Kimberly Faust	Behav. Science Dept
Cheryl Flagg	Asst. to the President
William Flynn	Alumni Representative
Elaine Francis	Special Education Dept
Gerald Higdon	Math Dept
Mary Lynn Leary	Comptroller
Benjamin Lieberman	Social Science Dept
Pasquale Micciche	Social Science Dept
Christina Mosca	Student
Lisa Vaughan	Student
Shirley Wagner	Assoc. Vice President
Robert Wellman	Behav. Science Dept

Sub-Committee on Programs and Instruction (#4, 5, 7):

Roberta Adams	English Dept.
George Bohrer	Comm/Media
Dorothy Boisvert	Interim Dean
Eric Budd	Social Science Dept
Catherine Carbone	Grad Student - Bus. Admin.
Jane Fiske	Humanities Dept
Robert Foley	Director, Library
Tara Gauthier	Student
Meledath Govindan	Chemistry Dept
Patrice Gray	English Dept
Sandra Miller-Jacobs	Special Education Dept
Michael Nosek	Biology Dept.
Nancia Pierre	Student
Diane Potter	Student
Janette Purcell	Business Admin Dept.
Thomas Rousseau	Peer Tutoring & Testing
Thomas Schilling	Behav. Science Dept

Sub-Committee on Students (#6):

Karen Bears	Student
Simone Blake	Library
John Chetro-Szivos	Comm/Media Dept
Abigail Dapice	Admissions
Cheryl Goldman	Behav. Science Dept
Lynne Kellner	Behav. Science Dept
Sue Lauder	Director, Athletics
Fr. Richard Lewandowski	St. Camillus Parish
Pamela McCafferty	Director, Financial Aid
Tullio Nieman	Student Activities
Leila Oicles	Student
Willa Peterson	Director, Disability Services
Alvin Riley	Director, ACCESS
Kathleen Simons	Vice President, Student Affairs
Gail Wyatt	Treasurer's Office
Jiang Yu	Geo/Physical Sci Dept.

Sub-Committee on Resources (#8, 9):

Jay Bry	Director, Campus Living
Stanley Bucholz	Industrial Tech. Dept.
Lee Churchill	Student
Christine Cosgrove	Math Dept
Nicole Fernald	Student
Steven Lanciani	Vice President, Facilities
Nadimpalli Mahadev	Computer Sci. Dept
Bruce McSheehy	Library
Michael Rivard	Vice President, Finance
Summer Shook	Treasurer's Office
Sharon Stokes	Special Education Dept
Howard Thomas	Biology Dept.

Sub-Committee on Integrity (#10, 11):

Janice Alberghene	English Dept
Michael Canu	Student
Mariann Castelli Hier	Staff Asst, Treasurer's Office
Daniel Flynn	Vice President, Advancement
John Hancock	Behav. Science Dept
Christine Howard	Student
Thomas Janssens	FSC Press
Robert McGann	Dean, Enrollment
Jean Missud	Library
Jason Nwankwo	Behav. Science Dept
Michael Shanley	Director, Public Relations
Michael Turk	Social Science Dept
Nancy Yee	English Dept
Michele Zide	Academic Affairs