

## Self-Assessment Statement 2002-2003 Formal Evaluation

**Madeleine Wing Adler**  
**President, West Chester University of Pennsylvania**

For West Chester University, the three years since my last formal evaluation have been years of progress and accomplishments, all focusing on students and on teaching and learning. For this self-assessment statement, I have chosen to present a sampling of West Chester University's major achievements over the full three-year period. That timeframe will most clearly show the University's ongoing pursuit of excellence. The format will also allow me to illustrate some of the most important changes, challenges, and demands currently faced by regional comprehensive institutions such as ours.

### **West Chester University's Environment for Progress**

West Chester University's distributed-leadership approach, belief in excellence as an achievable goal, and *Plan for Excellence* strategic plan have been essential in creating an environment supporting progress and success.

1. The leadership model that I call "distributed leadership" has won wide acceptance and been incorporated throughout multiple layers of the University. Distributed leadership underscores the fact that in a complex organization such as West Chester University, the leadership tasks of generating ideas, planning and taking action, and accepting accountability for those actions must come from many sources across all levels of the institution. Distributed leadership creates the agility that allows West Chester University to anticipate and respond to rapid and pervasive change.
2. The members and constituencies of West Chester University accept excellence as an expectation and achievable goal. In the past, faculty and staff did not have a full appreciation of the success of their efforts, but a new emphasis on celebrating accomplishments, as well as tackling problems, has meant a growing confidence in who and what we are. Now the university community embraces the commitment articulated in our vision statement: *West Chester University will be a national model for excellence for public, regional, comprehensive universities*. Belief in our ability to realize this vision is reflected in many of the details that follow.
3. The University's strategic *Plan for Excellence*, completed in fall 2000, provides the transformations the University must accomplish to serve as a model of excellence for regional comprehensive universities. The plan addresses the unprecedented pressures and demands confronting higher education, and West Chester University specifically. Through the transformations, the plan lends consistent meaning and direction to the University's pursuit of excellence.

These three factors represent both the required foundation for change and the most important accomplishment to date of my presidency, now in its eleventh year. Creating this foundation took considerably longer, of course, than the three-year period discussed here. Together, the above factors have changed the culture of the institution. This change was, first, in moving from assigning blame to sharing accountability; second, in shifting from skepticism to a can-do attitude; and finally, in moving from viewing planning as an exercise in futility to recognizing planning as an important source of vision and direction.

As Antioch University's Chancellor Emeritus Alan Guskin points out in a series of articles in *CHANGE* magazine,<sup>1</sup> changing the culture of a large, multiple-constituency organization takes time. The progress highlighted in the remainder of this report, however, provides evidence that the culture of West Chester University has indeed evolved, preparing the institution to deal effectively with the unprecedented scope and pace of change anticipated for the foreseeable future.

### **Quantitative Evidence of Excellence— West Chester University's 2001-2002 PI Results**

West Chester University's Performance Indicator (PI) results over the past three years are among the important standards by which the State System judges the University's progress. For 2001-2002, the State System identified 17 indicators for determining each university's share of the available "performance funding"—created from 2 percent of the total Commonwealth appropriation. The Board of Governors used the performance funding to reward each university's progress toward the goals set for it by the State System. Performance funding also rewarded instances of exemplary performance compared to System averages for each PI.

In brief, WCU's results on the PIs were as follows:

- West Chester University "met" 10 and "exceeded" 7 of the 17 performance indicators established for it by the State System.
- WCU's 7 "exceeded" ratings represent the highest number achieved by any System university.
- Only two other universities met or exceeded all 17 of the performance standards established for them by the State System.

Figure 1 graphically represents the data comparing West Chester University's PI accomplishments to System averages. In summary:

- Overall, WCU's average rank (1= highest and 14= lowest performance) across the 17 PIs was 4.147, the strongest performance of all fourteen universities. (The average rank across the fourteen universities was 7.323, with a range of 4.147 to 9.059.)
- Only one other university approaches West Chester University's overall performance, this with an average ranking of 4.411.

---

<sup>1</sup> *CHANGE* magazine: "Reducing Student Costs and Enhancing Student Learning: The University Challenge of the 1990s—Part I: Restructuring the Administration" (July/August, 1994); "Part II: Restructuring the Role of Faculty" (September/October, 1994); "Facing the Future: The Change Process in Restructuring Universities" (July/August, 1996).

- All other universities had an average ranking of 5.382 or higher.
- West Chester University's performance exceeded (in the desired direction) the average for its State System peers on 14 of the 17 measures. The exceptions are PI 9 – Latino 4-year graduation rates; PI 11 – faculty credit-hour production; and PI 12 – percentage of the education and general budget accounted for by personnel costs.

The University's success on the PIs reflects its consistent, long-term, and multifaceted efforts to achieve excellence. A clear example of these efforts and their effectiveness is our success in **improving graduation rates for all students, including minority students**. This success illustrates values of central importance to the University, values that are represented by the *Plan for Excellence* student-success and diversity transformations. The results also reflect the pride the University takes in its data integrity for retention- and graduation-rate accomplishments.

For first-time, full-time students entering the University from fall 1993 through fall 1995, the overall 6-year graduation rate rose from 55.9 percent to 59 percent. More dramatic—and a major factor in the University's overall improvement in 6-year graduation rates—are the improvements in minority-student graduation rates over that same period. For African-American students, the 6-year graduation rate for the 1993 through 1995 cohorts rose from 28.1 percent to 42.4 percent, while those for Latino students rose from 27.8 percent to 55.2 percent.<sup>2</sup>

These improvements, particularly in the case of the African-American 6-year graduation rates, represent the effects of cross-divisional, multifaceted initiatives begun six years ago and more. For example, the University's Office of Multicultural Affairs (OMA) mentoring program was begun in 1995, while the University's Task Force on Minority Retention and Graduation was initiated in 1996 as a cross-divisional effort involving student affairs, academic affairs, and the Office of the President. At the same time, the University began developing databases that could readily be used by non-technical decision makers to form and track a variety of intervention program cohorts. Once developed, those tracking systems enabled careful monitoring of the OMA mentoring program and others modeled on it—some of which continue to show promise, others of which were abandoned once the data demonstrated the unlikelihood of their success.

The magnitude of the University's improved retention and graduation rates can best be appreciated by comparing recent overall and racial cohort graduation rates to national norms:

- West Chester University's 2001 overall second-year retention rate of 82.2 percent is at the 98<sup>th</sup> percentile of its peers (public Masters I and II, moderately selective institutions) in the national Consortium for Student Retention Data Exchange (CSRDE) study. The University participates in this study annually, as do most other State System universities and over 350 colleges and universities nationwide.
- WCU's average 4-year graduation rate of 25.4 percent as of 2001 for the 1994 through 1997 cohorts far exceeds the 17.5 percent average for its peers (public, moderately selective institutions), while its 6-year graduation rate of 59 percent places the University at the 98<sup>th</sup> percentile among its CSRDE peers.

---

<sup>2</sup> Caution is required for interpreting Latino student graduation rates. The entering cohorts are small (for the years in question, between 18 and 29 students), and the success or failure of as few as 5 students can result in a 30 percent swing in results.

- Finally, the average African-American 6-year graduation rate of 41.0 percent for the 1994 and 1995 cohorts compares favorably with the national average of 31.2 percent for its CSRDE peers.

### Qualitative Evidence of Excellence—

#### University Progress on the *Plan for Excellence* Transformations

The *Plan for Excellence* presents five transformational changes critical to the University's continued success. They represent not only the University's values and goals but also the expectations and demands placed on a regional comprehensive university such as West Chester University. The transformations have proven to be important both as guides for moving the institution forward and as standards against which the University can monitor its progress. Following are examples of progress over the past three years on each of the *Plan for Excellence* transformations.

**The Student Success Transformation** makes student success the University's defining characteristic.

- Improvements in retention and graduation rates, as discussed above, are among the clearest examples of the University's commitment to this transformation.
- Three years ago, the University chose service learning participation as its optional measure of academic quality.<sup>3</sup> The following table summarizes service learning participation from 1999-2000 through 2001-2002:

<u>Academic Year</u>	<u>Courses</u>	<u>Sections</u>	<u>Faculty</u>	<u>Students</u>	<u>Hours of Service</u>
1999-2000	30	105	50	1,833	52,796
2000-2001	46	130	62	2,348	55,946
2001-2002	53	150	72	2,645	63,730

This year, for the fall semester alone, 44 courses, 78 sections, 50 faculty, and 1,435 students were involved in service learning.

- The Pedagogy for Engagement Committee has developed a summer series of eight workshops and seminars that focus on increasing student engagement. The workshop related specifically to service learning was offered in the fall 2002 semester.
- Presidential Initiatives funding has been used to expand the College of Arts and Sciences and School of Health Sciences programs for increasing student involvement in faculty research and service projects, and to extend these to the University's other schools—Business and Public Affairs, Education, and Music.
- For many years, professional school placement rates for the University's pre-medical students have consistently been between 95 and 100 percent. For five consecutive years, the University's accounting majors have achieved first-time pass rates on the CPA exam that are second only to those for University of Pennsylvania graduates.

<sup>3</sup> The State System recently eliminated university-chosen quality indicators from consideration, but West Chester University continues to endorse service learning as an important way of increasing student engagement in course subject matter.

- Each year, the University prepares the largest number of teachers certified in the Commonwealth of Pennsylvania.
- WCU's Academic Development Program has been recognized on several occasions as one of the best in the nation.
- The University's summer-school free room and board program—cited at the time of its inception, 1998, as a "Great Deal" by *Time* magazine—continues to thrive, assist students in accomplishing timely graduation, and provide fiscal benefits to the University.
- Five learning community programs in the residential life area have been ongoing for three or more years, and an innovative learning community program for commuting, pre-major students is being piloted this year.
- The President's Workgroup on Alcohol Issues (PWG) formed with the support of a Liquor Control Enforcement Grant. The PWG provides alcohol- and drug-education opportunities for students and develops alcohol-education modules for use by faculty.
- In response to the stated 2002-2003 Presidential Intention to continue and expand leadership-development opportunities for all university constituencies, Student Affairs has developed a noncredit "Navigating Your Way through WCU" program in the residence halls, created the Students Actively Involved in Leadership (S.A.I.L.) program, expanded the Student Leadership Resource Center, and implemented an undergraduate Leadership Development Educators program.
- The 2001 Middle States Commission team report, which recommended full and unqualified reaccreditation for the University, cited WCU's curriculum-integration faculty development program, OMA mentoring program, and service learning program as notable examples of "best practices."

**The Responsiveness Transformation** focuses on responding to the region's educational and cultural needs.

- Development and enhancement continue for innovative degree programs responsive to regional needs. Examples include the Pharmaceutical Product Development Baccalaureate Program, the Technology and Electronic-Commerce (TEC) MBA, and the Master of Holocaust and Genocide Studies. As is typical of the innovative quality of such curricula, the new Master of Science and Certificate in Applied Statistics bring together statistics, computer science, scientific research, and communication skills using state-of-the-art technologies.
- Community advisory boards have been important contributors to the development of several academic programs, such as those above.
- The University's computer science curriculum has received National Security Agency Certification for Information Security Assurance.
- The General Education curriculum has been revised to include speech and diversity requirements, additions that students had requested.
- Post-baccalaureate certificate programs have continued to be developed, with more than fifteen now in place.

- The Accreditation Council for Continuing Medical Education has fully accredited the School of Health Sciences as a continuing medical education provider. West Chester University is one of only six universities without a medical school to be authorized to provide continuing medical education credits.
- The School of Education and School of Music have formed partnerships with area school systems. Examples include the Philadelphia/West Chester PreK-16 Advisory Council, the Community Music Program with the West Chester Area School District, and the WCU/West Chester Area School District *Alliance for the Future*.
- Cultural arts partnerships have been formed with the Brandywine Ballet (including a certificate program), the Kennett Symphony, and the West Chester Gilbert & Sullivan Society.
- Community attendance at WCU cultural and public-affairs events has increased annually by 5,000 to 10,000 visitors. In 2002, the total rose to over 60,000 visitors, evidencing the increasing prominence of the University as an intellectual and cultural-arts center for Chester County and the surrounding region.
- In 2001, the University developed an integrated marketing plan. One of its first results has been to increase the number of science and technology majors. From fall 2001 to fall 2002, new undergraduate and graduate students enrolled in science and technology disciplines increased by 12.9 percent, while total headcount students in science and technology disciplines increased 10.6 percent for that same period.
- For fall 2001 there were 8,851 freshman applications for the 1,632 available slots. Fall 2002 had 9,099 freshman applications for 1,773 slots, and already for fall 2003 over 9,500 applicants have applied for 1,725 slots.
- As of fall 2001, the combined SAT profile for the freshman class resulted in the University being reclassified for the CSRDE studies as a "selective" university.
- In 2001, the National Council for the Accreditation of Teacher Education enthusiastically granted full reaccreditation for the University's teacher education programs.
- In October 2002, *U.S. News & World Report* listed West Chester University as one of the top 12 public master's-level (i.e., regional comprehensive) universities in the northern region.

**The Diversity Transformation** strengthens the University's commitment to pluralism, access, equity, and a supportive campus climate for a diverse community of students, staff, faculty, and administrators.

- The improvements in minority retention and graduation rates detailed earlier attest to the University's diversity commitment.
- West Chester University's faculty and staff have historically been the second most diverse in the System (excluding Cheney).
- The annual *West Chester University for All of Us* lecture series continues to offer a series of speakers and other programs emphasizing the importance of diversity to the University and to the educational experience of its students.
- Recent survey results reflect gradual but consistent improvements in student perceptions of the campus climate.

- This spring, the University's Civility Day continued for its sixth year. The theme for the March 2003 program was *Embracing the Arts: Civility & Community*, emphasizing the community-building power of the arts and humanities.
- West Chester University and its Frederick Douglass Institute annually support from three to five Douglass Teaching Scholars, advanced minority doctoral students who teach WCU summer courses. For this year, fifteen applications have been received.

**The Human Capital Transformation** expands the University's investment in continuing development of the skills and knowledge of its faculty, staff, and administrators.

- Leadership-development and management seminars and workshops—provided principally by the University's own faculty and staff experts—are continuing, with many topics now based on participants' input.
- The University continues to support faculty development as an institutional priority. From July 2001 through February 2003, centralized support (beyond that provided by individual departments and offices) has directly benefited 388 faculty with an array of programs funded by approximately \$400,000. (Some of these programs, such as the Pedagogy for Engagement workshops and seminars and the Douglass Teaching Scholars program, are mentioned elsewhere in this report.)
- PeopleSoft integrated administrative software implementations have continued steadily. Achieved and anticipated results include increased accessibility, more sophisticated information management, and greater efficiency.
- Initiated by the WCU Research Consortium, Research Day is an opportunity for faculty and students to exhibit and/or present their publications, creative work, and research. Last year's Research Day included 50 presentations, with more expected for this year's event.

**The Resourcefulness Transformation** emphasizes expanding the base and improving the management of university resources.

- Recent progress in renovating, improving, and expanding the University's physical plant follows years of severe space shortages, several decades of extremely limited renovations and additions, and ongoing struggles to prevent further facility deterioration. Major completed renovations included Philips Memorial Building and its Emilie K. Asplundh Concert Hall, Schmucker Science Center Phase II, and Recitation Hall offices and classrooms. The renovation of Schmucker Science Center Phase I has begun, and matching state funding was obtained for a new School of Music and Performing Arts Center and a Business and Information Technology Center.

Receiving this matching state funding provided unusually strong evidence of the impact of distributed leadership and the creative energy it has unleashed. In response to a Board of Governors challenge to the fourteen System universities to present their most pressing facilities needs—and with little more than one month's notice—West Chester University completely reexamined its facilities needs, rather than simply reworking existing facilities proposals. Over the semester break, the University's deans, its vice presidents, and facilities and other selected personnel developed a proposal for three new buildings based on interdisciplinary program clusters and the program and department adjacencies needed to support those clusters. The end

result was that the Board of Governors awarded one-third of the funding available for the fourteen System universities to West Chester University.

- The Advancement Fellow program was established to train and provide reassigned-time support for an administrator or faculty member from each school and the College of Arts and Sciences to assist in the academic deans' fundraising efforts.
- The Fund for West Chester University was established to attract and manage new resources for the University. The Fund has developed partnerships with private developers to construct residence housing that will result in a net gain of some 450 new resident spaces. More generally, the Fund epitomizes and reinforces the entrepreneurial spirit that has developed over the past several years in every sector of the University.
- The University is collaborating with the Borough of West Chester to construct two on-campus parking garages that will relieve longstanding shortages and ease neighborhood tensions.
- The University has purchased a new building for a School of Business and Public Affairs Graduate Center on the Route 202 corridor three miles north of the main campus. The Graduate Business Center, which houses the MS in Administration and MBA programs, opened in 2002. Achieved completely with university funds, the center represents an entrepreneurial effort unprecedented within the State System.
- For FY 2002, giving to the University totaled \$3,570,013 (a 25 percent increase over the previous year and 58 percent above the campus goal of \$2.25 million); alumni participation increased by 20 percent over the previous year.
- The University's capital "Campaign for Excellence," which announced the opening of its public phase on March 29, 2003, has already achieved 40 percent of its \$25 million goal.
- External grant proposal development and awards have increased steadily over the past three years.
  1. Proposal submissions for the past eight months (from July 1, 2002, to March 4, 2003) number 84, or 4 percent more than the total number of proposals submitted for all of FY 2002.
  2. The eight-month requested dollar amount totals \$10,360,949, already 18 percent greater than that requested for FY 2002 and more than the University's historical record.
  3. Funds received so far in FY 2003 total \$3,491,862 from 28 new awards.
  4. Examples of awards received over the past three years include the following:
    - The National Endowment for the Humanities awarded a \$300,000 challenge grant to establish a \$1.2 million endowment for West Chester University's Poetry Center. In addition to overseeing the University's internationally acclaimed annual poetry conference, the Poetry Center will expand school teacher training in poetry, sponsor a poet-in-residence, offer an annual poetry reading series, and host critical lectures on contemporary poetics. The annual poetry conference, *Exploring Form and Narrative*, was co-founded by National Endowment for the Arts Chairman Dana Gioia.
    - The School of Education was awarded a three-year, \$1.3 million "Partnership for Excellence" grant under the Preparing Tomorrow's Teachers with Technology (PT3) program.

- A Johnson and Johnson “Bridge to Employment” award for recruiting minority high school students into health and science-and-technology fields should total \$90,000 over three years.
- Dr. Roger Mustalish, chair of WCU’s Department of Health, secured a National Geographic Society grant to build a research station in Peru’s Amazon rainforest.
- A \$1 million award secured from the National Science Foundation will enhance the Science Center’s electronmicroscopy laboratory and materials research center.
- The Fund for the Improvement of Postsecondary Education (FIPSE) has awarded WCU nearly \$395,000 to support the new Institute for Educational Excellence and Entrepreneurship. West Chester University’s proposal was one of only 50 to be funded, out of about 1,200 applications. The new Institute for Educational Excellence and Entrepreneurship will promote entrepreneurial practices in education, including innovative curricula, learning tools, and technology.

### Summary and Conclusions

In my fall 2000 campus address, as I introduced the strategic *Plan for Excellence* and invited the campus community and the University’s many stakeholders to join the journey to excellence, I made the following observation:

“Transformation” is not the same as “addition.” We are talking about revolution—while at the same time honoring our core academic values. The revolution is in becoming student-success focused, fully living up to the University’s mission and values, and not accepting the current way as the only way or the best way. It is in discovering new approaches to funding and sharing initiatives, forging new partnerships, realigning relationships among individuals and units, and restructuring relationships within units.

The journey described by these words and the *Plan for Excellence* itself is well underway. As the sampling of accomplishments outlined above illustrates, West Chester University has created a firm foundation for the future. With the *Plan for Excellence* as our roadmap, we will be able to meet even severe fiscal challenges. Such challenges may slow the pace, but we know where we are going: We can and will move the institution forward, and we will ensure ongoing excellence.

**Self-Assessment Statement  
2002-2003 Formal Evaluation**

**Madeleine Wing Adler  
President, West Chester University of Pennsylvania**

For West Chester University, the three years since my last formal evaluation have been years of progress and accomplishments, all focusing on students and on teaching and learning. For this self-assessment statement, I have chosen to present a sampling of West Chester University's major achievements over the full three-year period. That timeframe will most clearly show the University's ongoing pursuit of excellence. The format will also allow me to illustrate some of the most important changes, challenges, and demands currently faced by regional comprehensive institutions such as ours.

**West Chester University's Environment for Progress**

West Chester University's distributed-leadership approach, belief in excellence as an achievable goal, and *Plan for Excellence* strategic plan have been essential in creating an environment supporting progress and success.

1. The leadership model that I call "distributed leadership" has won wide acceptance and been incorporated throughout multiple layers of the University. Distributed leadership underscores the fact that in a complex organization such as West Chester University, the leadership tasks of generating ideas, planning and taking action, and accepting accountability for those actions must come from many sources across all levels of the institution. Distributed leadership creates the agility that allows West Chester University to anticipate and respond to rapid and pervasive change.
2. The members and constituencies of West Chester University accept excellence as an expectation and achievable goal. In the past, faculty and staff did not have a full appreciation of the success of their efforts, but a new emphasis on celebrating accomplishments, as well as tackling problems, has meant a growing confidence in who and what we are. Now the university community embraces the commitment articulated in our vision statement: *West Chester University will be a national model for excellence for public, regional, comprehensive universities*. Belief in our ability to realize this vision is reflected in many of the details that follow.
3. The University's strategic *Plan for Excellence*, completed in fall 2000, provides the transformations the University must accomplish to serve as a model of excellence for regional comprehensive universities. The plan addresses the unprecedented pressures and demands confronting higher education, and West Chester University specifically. Through the transformations, the plan lends consistent meaning and direction to the University's pursuit of excellence.

These three factors represent both the required foundation for change and the most important accomplishment to date of my presidency, now in its eleventh year. Creating this foundation took considerably longer, of course, than the three-year period discussed here. Together, the above factors have changed the culture of the institution. This change was, first, in moving from assigning blame to sharing accountability; second, in shifting from skepticism to a can-do attitude; and finally, in moving from viewing planning as an exercise in futility to recognizing planning as an important source of vision and direction.

As Antioch University's Chancellor Emeritus Alan Guskin points out in a series of articles in *CHANGE* magazine,<sup>1</sup> changing the culture of a large, multiple-constituency organization takes time. The progress highlighted in the remainder of this report, however, provides evidence that the culture of West Chester University has indeed evolved, preparing the institution to deal effectively with the unprecedented scope and pace of change anticipated for the foreseeable future.

### **Quantitative Evidence of Excellence— West Chester University's 2001-2002 PI Results**

West Chester University's Performance Indicator (PI) results over the past three years are among the important standards by which the State System judges the University's progress. For 2001-2002, the State System identified 17 indicators for determining each university's share of the available "performance funding"—created from 2 percent of the total Commonwealth appropriation. The Board of Governors used the performance funding to reward each university's progress toward the goals set for it by the State System. Performance funding also rewarded instances of exemplary performance compared to System averages for each PI.

In brief, WCU's results on the PIs were as follows:

- West Chester University "met" 10 and "exceeded" 7 of the 17 performance indicators established for it by the State System.
- WCU's 7 "exceeded" ratings represent the highest number achieved by any System university.
- Only two other universities met or exceeded all 17 of the performance standards established for them by the State System.

Figure 1 graphically represents the data comparing West Chester University's PI accomplishments to System averages. In summary:

- Overall, WCU's average rank (1= highest and 14= lowest performance) across the 17 PIs was 4.147, the strongest performance of all fourteen universities. (The average rank across the fourteen universities was 7.323, with a range of 4.147 to 9.059.)
- Only one other university approaches West Chester University's overall performance, this with an average ranking of 4.411.

---

<sup>1</sup> *CHANGE* magazine: "Reducing Student Costs and Enhancing Student Learning: The University Challenge of the 1990s—Part I: Restructuring the Administration" (July/August, 1994); "Part II: Restructuring the Role of Faculty" (September/October, 1994); "Facing the Future: The Change Process in Restructuring Universities" (July/August, 1996).

- All other universities had an average ranking of 5.382 or higher.
- West Chester University's performance exceeded (in the desired direction) the average for its State System peers on 14 of the 17 measures. The exceptions are PI 9 – Latino 4-year graduation rates; PI 11 – faculty credit-hour production; and PI 12 – percentage of the education and general budget accounted for by personnel costs.

The University's success on the PIs reflects its consistent, long-term, and multifaceted efforts to achieve excellence. A clear example of these efforts and their effectiveness is our success in **improving graduation rates for all students, including minority students**. This success illustrates values of central importance to the University, values that are represented by the *Plan for Excellence* student-success and diversity transformations. The results also reflect the pride the University takes in its data integrity for retention- and graduation-rate accomplishments.

For first-time, full-time students entering the University from fall 1993 through fall 1995, the overall 6-year graduation rate rose from 55.9 percent to 59 percent. More dramatic—and a major factor in the University's overall improvement in 6-year graduation rates—are the improvements in minority-student graduation rates over that same period. For African-American students, the 6-year graduation rate for the 1993 through 1995 cohorts rose from 28.1 percent to 42.4 percent, while those for Latino students rose from 27.8 percent to 55.2 percent.<sup>2</sup>

These improvements, particularly in the case of the African-American 6-year graduation rates, represent the effects of cross-divisional, multifaceted initiatives begun six years ago and more. For example, the University's Office of Multicultural Affairs (OMA) mentoring program was begun in 1995, while the University's Task Force on Minority Retention and Graduation was initiated in 1996 as a cross-divisional effort involving student affairs, academic affairs, and the Office of the President. At the same time, the University began developing databases that could readily be used by non-technical decision makers to form and track a variety of intervention program cohorts. Once developed, those tracking systems enabled careful monitoring of the OMA mentoring program and others modeled on it—some of which continue to show promise, others of which were abandoned once the data demonstrated the unlikelihood of their success.

The magnitude of the University's improved retention and graduation rates can best be appreciated by comparing recent overall and racial cohort graduation rates to national norms:

- West Chester University's 2001 overall second-year retention rate of 82.2 percent is at the 98<sup>th</sup> percentile of its peers (public Masters I and II, moderately selective institutions) in the national Consortium for Student Retention Data Exchange (CSRDE) study. The University participates in this study annually, as do most other State System universities and over 350 colleges and universities nationwide.
- WCU's average 4-year graduation rate of 25.4 percent as of 2001 for the 1994 through 1997 cohorts far exceeds the 17.5 percent average for its peers (public, moderately selective institutions), while its 6-year graduation rate of 59 percent places the University at the 98<sup>th</sup> percentile among its CSRDE peers.

---

<sup>2</sup> Caution is required for interpreting Latino student graduation rates. The entering cohorts are small (for the years in question, between 18 and 29 students), and the success or failure of as few as 5 students can result in a 30 percent swing in results.

- Finally, the average African-American 6-year graduation rate of 41.0 percent for the 1994 and 1995 cohorts compares favorably with the national average of 31.2 percent for its CSRDE peers.

### Qualitative Evidence of Excellence— University Progress on the *Plan for Excellence* Transformations

The *Plan for Excellence* presents five transformational changes critical to the University's continued success. They represent not only the University's values and goals but also the expectations and demands placed on a regional comprehensive university such as West Chester University. The transformations have proven to be important both as guides for moving the institution forward and as standards against which the University can monitor its progress. Following are examples of progress over the past three years on each of the *Plan for Excellence* transformations.

**The Student Success Transformation** makes student success the University's defining characteristic.

- Improvements in retention and graduation rates, as discussed above, are among the clearest examples of the University's commitment to this transformation.
- Three years ago, the University chose service learning participation as its optional measure of academic quality.<sup>3</sup> The following table summarizes service learning participation from 1999-2000 through 2001-2002:

<u>Academic Year</u>	<u>Courses</u>	<u>Sections</u>	<u>Faculty</u>	<u>Students</u>	<u>Hours of Service</u>
1999-2000	30	105	50	1,833	52,796
2000-2001	46	130	62	2,348	55,946
2001-2002	53	150	72	2,645	63,730

This year, for the fall semester alone, 44 courses, 78 sections, 50 faculty, and 1,435 students were involved in service learning.

- The Pedagogy for Engagement Committee has developed a summer series of eight workshops and seminars that focus on increasing student engagement. The workshop related specifically to service learning was offered in the fall 2002 semester.
- Presidential Initiatives funding has been used to expand the College of Arts and Sciences and School of Health Sciences programs for increasing student involvement in faculty research and service projects, and to extend these to the University's other schools—Business and Public Affairs, Education, and Music.
- For many years, professional school placement rates for the University's pre-medical students have consistently been between 95 and 100 percent. For five consecutive years, the University's accounting majors have achieved first-time pass rates on the CPA exam that are second only to those for University of Pennsylvania graduates.

<sup>3</sup> The State System recently eliminated university-chosen quality indicators from consideration, but West Chester University continues to endorse service learning as an important way of increasing student engagement in course subject matter.

- Each year, the University prepares the largest number of teachers certified in the Commonwealth of Pennsylvania.
- WCU's Academic Development Program has been recognized on several occasions as one of the best in the nation.
- The University's summer-school free room and board program—cited at the time of its inception, 1998, as a "Great Deal" by *Time* magazine—continues to thrive, assist students in accomplishing timely graduation, and provide fiscal benefits to the University.
- Five learning community programs in the residential life area have been ongoing for three or more years, and an innovative learning community program for commuting, pre-major students is being piloted this year.
- The President's Workgroup on Alcohol Issues (PWG) formed with the support of a Liquor Control Enforcement Grant. The PWG provides alcohol- and drug-education opportunities for students and develops alcohol-education modules for use by faculty.
- In response to the stated 2002-2003 Presidential Intention to continue and expand leadership-development opportunities for all university constituencies, Student Affairs has developed a noncredit "Navigating Your Way through WCU" program in the residence halls, created the Students Actively Involved in Leadership (S.A.I.L.) program, expanded the Student Leadership Resource Center, and implemented an undergraduate Leadership Development Educators program.
- The 2001 Middle States Commission team report, which recommended full and unqualified reaccreditation for the University, cited WCU's curriculum-integration faculty development program, OMA mentoring program, and service learning program as notable examples of "best practices."

**The Responsiveness Transformation** focuses on responding to the region's educational and cultural needs.

- Development and enhancement continue for innovative degree programs responsive to regional needs. Examples include the Pharmaceutical Product Development Baccalaureate Program, the Technology and Electronic-Commerce (TEC) MBA, and the Master of Holocaust and Genocide Studies. As is typical of the innovative quality of such curricula, the new Master of Science and Certificate in Applied Statistics bring together statistics, computer science, scientific research, and communication skills using state-of-the-art technologies.
- Community advisory boards have been important contributors to the development of several academic programs, such as those above.
- The University's computer science curriculum has received National Security Agency Certification for Information Security Assurance.
- The General Education curriculum has been revised to include speech and diversity requirements, additions that students had requested.
- Post-baccalaureate certificate programs have continued to be developed, with more than fifteen now in place.

- The Accreditation Council for Continuing Medical Education has fully accredited the School of Health Sciences as a continuing medical education provider. West Chester University is one of only six universities without a medical school to be authorized to provide continuing medical education credits.
- The School of Education and School of Music have formed partnerships with area school systems. Examples include the Philadelphia/West Chester PreK-16 Advisory Council, the Community Music Program with the West Chester Area School District, and the WCU/West Chester Area School District *Alliance for the Future*.
- Cultural arts partnerships have been formed with the Brandywine Ballet (including a certificate program), the Kennett Symphony, and the West Chester Gilbert & Sullivan Society.
- Community attendance at WCU cultural and public-affairs events has increased annually by 5,000 to 10,000 visitors. In 2002, the total rose to over 60,000 visitors, evidencing the increasing prominence of the University as an intellectual and cultural-arts center for Chester County and the surrounding region.
- In 2001, the University developed an integrated marketing plan. One of its first results has been to increase the number of science and technology majors. From fall 2001 to fall 2002, new undergraduate and graduate students enrolled in science and technology disciplines increased by 12.9 percent, while total headcount students in science and technology disciplines increased 10.6 percent for that same period.
- For fall 2001 there were 8,851 freshman applications for the 1,632 available slots. Fall 2002 had 9,099 freshman applications for 1,773 slots, and already for fall 2003 over 9,500 applicants have applied for 1,725 slots.
- As of fall 2001, the combined SAT profile for the freshman class resulted in the University being reclassified for the CSRDE studies as a "selective" university.
- In 2001, the National Council for the Accreditation of Teacher Education enthusiastically granted full reaccreditation for the University's teacher education programs.
- In October 2002, *U.S. News & World Report* listed West Chester University as one of the top 12 public master's-level (i.e., regional comprehensive) universities in the northern region.

**The Diversity Transformation** strengthens the University's commitment to pluralism, access, equity, and a supportive campus climate for a diverse community of students, staff, faculty, and administrators.

- The improvements in minority retention and graduation rates detailed earlier attest to the University's diversity commitment.
- West Chester University's faculty and staff have historically been the second most diverse in the System (excluding Cheney).
- The annual *West Chester University for All of Us* lecture series continues to offer a series of speakers and other programs emphasizing the importance of diversity to the University and to the educational experience of its students.
- Recent survey results reflect gradual but consistent improvements in student perceptions of the campus climate.

- This spring, the University's Civility Day continued for its sixth year. The theme for the March 2003 program was *Embracing the Arts: Civility & Community*, emphasizing the community-building power of the arts and humanities.
- West Chester University and its Frederick Douglass Institute annually support from three to five Douglass Teaching Scholars, advanced minority doctoral students who teach WCU summer courses. For this year, fifteen applications have been received.

**The Human Capital Transformation** expands the University's investment in continuing development of the skills and knowledge of its faculty, staff, and administrators.

- Leadership-development and management seminars and workshops—provided principally by the University's own faculty and staff experts—are continuing, with many topics now based on participants' input.
- The University continues to support faculty development as an institutional priority. From July 2001 through February 2003, centralized support (beyond that provided by individual departments and offices) has directly benefited 388 faculty with an array of programs funded by approximately \$400,000. (Some of these programs, such as the Pedagogy for Engagement workshops and seminars and the Douglass Teaching Scholars program, are mentioned elsewhere in this report.)
- PeopleSoft integrated administrative software implementations have continued steadily. Achieved and anticipated results include increased accessibility, more sophisticated information management, and greater efficiency.
- Initiated by the WCU Research Consortium, Research Day is an opportunity for faculty and students to exhibit and/or present their publications, creative work, and research. Last year's Research Day included 50 presentations, with more expected for this year's event.

**The Resourcefulness Transformation** emphasizes expanding the base and improving the management of university resources.

- Recent progress in renovating, improving, and expanding the University's physical plant follows years of severe space shortages, several decades of extremely limited renovations and additions, and ongoing struggles to prevent further facility deterioration. Major completed renovations included Philips Memorial Building and its Emilie K. Asplundh Concert Hall, Schmucker Science Center Phase II, and Recitation Hall offices and classrooms. The renovation of Schmucker Science Center Phase I has begun, and matching state funding was obtained for a new School of Music and Performing Arts Center and a Business and Information Technology Center.

Receiving this matching state funding provided unusually strong evidence of the impact of distributed leadership and the creative energy it has unleashed. In response to a Board of Governors challenge to the fourteen System universities to present their most pressing facilities needs—and with little more than one month's notice—West Chester University completely reexamined its facilities needs, rather than simply reworking existing facilities proposals. Over the semester break, the University's deans, its vice presidents, and facilities and other selected personnel developed a proposal for three new buildings based on interdisciplinary program clusters and the program and department adjacencies needed to support those clusters. The end

result was that the Board of Governors awarded one-third of the funding available for the fourteen System universities to West Chester University.

- The Advancement Fellow program was established to train and provide reassigned-time support for an administrator or faculty member from each school and the College of Arts and Sciences to assist in the academic deans' fundraising efforts.
- The Fund for West Chester University was established to attract and manage new resources for the University. The Fund has developed partnerships with private developers to construct residence housing that will result in a net gain of some 450 new resident spaces. More generally, the Fund epitomizes and reinforces the entrepreneurial spirit that has developed over the past several years in every sector of the University.
- The University is collaborating with the Borough of West Chester to construct two on-campus parking garages that will relieve longstanding shortages and ease neighborhood tensions.
- The University has purchased a new building for a School of Business and Public Affairs Graduate Center on the Route 202 corridor three miles north of the main campus. The Graduate Business Center, which houses the MS in Administration and MBA programs, opened in 2002. Achieved completely with university funds, the center represents an entrepreneurial effort unprecedented within the State System.
- For FY 2002, giving to the University totaled \$3,570,013 (a 25 percent increase over the previous year and 58 percent above the campus goal of \$2.25 million); alumni participation increased by 20 percent over the previous year.
- The University's capital "Campaign for Excellence," which announced the opening of its public phase on March 29, 2003, has already achieved 40 percent of its \$25 million goal.
- External grant proposal development and awards have increased steadily over the past three years.
  1. Proposal submissions for the past eight months (from July 1, 2002, to March 4, 2003) number 84, or 4 percent more than the total number of proposals submitted for all of FY 2002.
  2. The eight-month requested dollar amount totals \$10,360,949, already 18 percent greater than that requested for FY 2002 and more than the University's historical record.
  3. Funds received so far in FY 2003 total \$3,491,862 from 28 new awards.
  4. Examples of awards received over the past three years include the following:
    - The National Endowment for the Humanities awarded a \$300,000 challenge grant to establish a \$1.2 million endowment for West Chester University's Poetry Center. In addition to overseeing the University's internationally acclaimed annual poetry conference, the Poetry Center will expand school teacher training in poetry, sponsor a poet-in-residence, offer an annual poetry reading series, and host critical lectures on contemporary poetics. The annual poetry conference, *Exploring Form and Narrative*, was co-founded by National Endowment for the Arts Chairman Dana Gioia.
    - The School of Education was awarded a three-year, \$1.3 million "Partnership for Excellence" grant under the Preparing Tomorrow's Teachers with Technology (PT3) program.

- A Johnson and Johnson “Bridge to Employment” award for recruiting minority high school students into health and science-and-technology fields should total \$90,000 over three years.
- Dr. Roger Mustalish, chair of WCU’s Department of Health, secured a National Geographic Society grant to build a research station in Peru’s Amazon rainforest.
- A \$1 million award secured from the National Science Foundation will enhance the Science Center’s electronmicroscopy laboratory and materials research center.
- The Fund for the Improvement of Postsecondary Education (FIPSE) has awarded WCU nearly \$395,000 to support the new Institute for Educational Excellence and Entrepreneurship. West Chester University’s proposal was one of only 50 to be funded, out of about 1,200 applications. The new Institute for Educational Excellence and Entrepreneurship will promote entrepreneurial practices in education, including innovative curricula, learning tools, and technology.

### Summary and Conclusions

In my fall 2000 campus address, as I introduced the strategic *Plan for Excellence* and invited the campus community and the University’s many stakeholders to join the journey to excellence, I made the following observation:

“Transformation” is not the same as “addition.” We are talking about revolution—while at the same time honoring our core academic values. The revolution is in becoming student-success focused, fully living up to the University’s mission and values, and not accepting the current way as the only way or the best way. It is in discovering new approaches to funding and sharing initiatives, forging new partnerships, realigning relationships among individuals and units, and restructuring relationships within units.

The journey described by these words and the *Plan for Excellence* itself is well underway. As the sampling of accomplishments outlined above illustrates, West Chester University has created a firm foundation for the future. With the *Plan for Excellence* as our roadmap, we will be able to meet even severe fiscal challenges. Such challenges may slow the pace, but we know where we are going: We can and will move the institution forward, and we will ensure ongoing excellence.



Council of Trustees  
West Chester University  
West Chester, Pennsylvania 19383-1000

**Council of Trustees  
Resolution  
2003-26**

www.wcupa.edu

PROPOSED

RESOLUTION

COUNCIL OF TRUSTEES

WEST CHESTER UNIVERSITY

September, 2003

HONORARY DEGREE

BE IT RESOLVED THAT THE COUNCIL OF TRUSTEES OF WEST CHESTER UNIVERSITY CONFERS THE HONORARY DEGREE, DOCTOR OF HUMANE LETTERS, UPON THE FOLLOWING RECIPIENT:

MR. DANA GIOIA

APPROVED PENDING ACTION BY THE COUNCIL OF TRUSTEES

TO BE BESTOWED AT THE COMMENCEMENT CEREMONIES OF MAY, 2004

  
\_\_\_\_\_  
Madeleine Wing Adler, President

September 23, 2003  
Date

APPROVED BY VOTE OF THE COUNCIL OF TRUSTEES

  
\_\_\_\_\_  
Carol Aichele, Chairperson  
Council of Trustees

September 23, 2003  
Date

Proposed Honorary Degree Recipient

Mr. Dana Gioia  
Doctor of Humane Letters

Rationale for Nomination:

Mr. Gioia is an internationally respected poet who was recently confirmed by the United States Senate as the Chairman of the National Endowment for the Arts. His impact on the literary arts has been considerable, and he co-founded the WCU Poetry Conference with Michael Peich. He has remained involved with the Conference ever since. The attached biography contains additional information that demonstrates Mr. Gioia's suitability for this honor.



Council of Trustees  
West Chester University  
West Chester, Pennsylvania 19383-1000

Council of Trustees  
Resolution  
2003-27

[www.wcupa.edu](http://www.wcupa.edu)

Proposed

RESOLUTION  
COUNCIL OF TRUSTEES  
WEST CHESTER UNIVERSITY

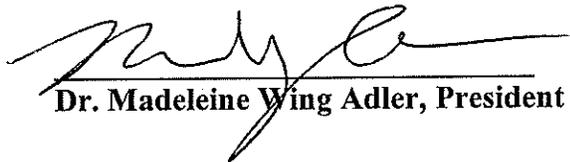
September, 2003

BE IT RESOLVED THAT THE COUNCIL OF TRUSTEES OF WEST CHESTER  
UNIVERSITY GRANTS AUTHORITY TO INSTITUTE THE FOLLOWING

DEGREE:

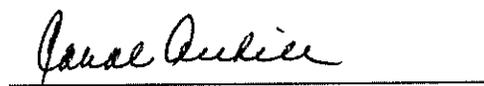
M. Ed. In Early Childhood Education

APPROVED PENDING ACTION BY THE COUNCIL OF TRUSTEES

  
\_\_\_\_\_  
Dr. Madeleine Wing Adler, President

September 23, 2003  
Date

APPROVED BY VOTE OF THE COUNCIL OF TRUSTEES

  
\_\_\_\_\_  
Ms. Carol Aichele, Chairperson  
Council of Trustees

September 23, 2003  
Date

**Degree and Program Under Development:**

**M.Ed. in Early Childhood Education**

**Department Submitting Proposal:**

**Department of Early Childhood and Special Education**

**Desired Implementation Date:**

**January 2004**

**BRIEF SUMMARY OF PROPOSED PROGRAM**

**Description of the Planned Program, Including Appropriateness to State System and University Mission:**

This proposed graduate degree program would consist of 36 credits and emphasize the areas of pre-primary and primary grade instruction, early childhood education administration and leadership and advocacy. This program would include three existing courses and the development of nine new courses. West Chester University's articulation agreements with neighboring two-year institutions, the baccalaureate program in ECE, and the proposed graduate program provides a cohesive offering of professional development and an opportunity for career advancement for professionals in this discipline. This program would help WCU be responsive to the needs of regional school districts and also would assist the State System in meeting their need to provide quality professionals to the schools of the Commonwealth. Additionally, this proposed program would build upon WCU's exceptional School of Education programs and its rich tradition in preparing future teachers and providing advanced training for practicing teachers.

NEED: This proposed program would provide neighboring communities with leaders guiding classroom experiences for young children and administrative leadership for those families in need of literacy education, parent education and general early childhood program services. In 1999, the School of Education's Graduate Council surveyed area teachers and administrators concerning their needs for graduate education. In 2002, the School of Education also conducted an additional needs assessment. Although the first survey did not solicit responses for any one particular program, results did show that there is interest among public school teachers and administrators for a graduate program in Early Childhood Education; that also is confirmed from the faculty work in field-based courses in child care centers. Results from the recently completed needs assessment found that two-thirds of the respondents were interested or very interested in pursuing a master's degree in ECE. Additionally, when asked which factors would influence their interest in graduate study at WCU, 94% indicated WCU's location, 100% cited the affordability of the program, 97% indicated program qualify, and 94% stated the need to establish professional credentials.

RESOURCE IMPLICATIONS: This program would require the re-allocation of one full-time tenure-track faculty to teach in this program. It is expected that this reallocation will occur internally within the School of Education. There is available space to accommodate additional students in the three existing courses. No additional resources will be needed.



Council of Trustees  
West Chester University  
West Chester, Pennsylvania 19383-1000

Council of Trustees  
Resolution  
2003-28

www.wcupa.edu

PROPOSED

RESOLUTION  
COUNCIL OF TRUSTEES  
WEST CHESTER UNIVERSITY

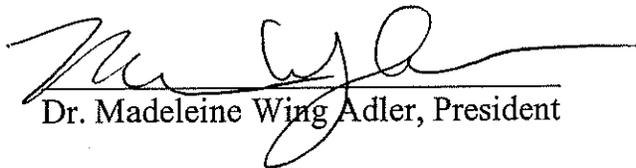
September, 2003

Change in Academic Unit

Be it resolved that the Council of Trustees of West Chester University of Pennsylvania publicly endorses the recommendation of the University administration to reorganize an academic unit of the University in the following manner:

Beginning in July 2004, the departments of Theatre Arts and Dance, Art, and the School of Music will come together in one unit as the College of Visual and Performing Arts. This academic unit will be led by a Dean who will report directly to the Vice President for Academic Affairs/Provost. A copy of the rationale for the change in organization is attached.

APPROVED PENDING ACTION BY THE COUNCIL OF TRUSTEES

  
Dr. Madeleine Wing Adler, President

September 23, 2003  
Date

APPROVED BY VOTE OF THE COUNCIL OF TRUSTEES

  
Ms. Carol Aichele, Chairperson  
Council of Trustees

September 23, 2003  
Date

## Rationale for Changes in Academic Organization

Beginning in July 2004, the College of Visual and Performing Arts will be instituted at West Chester University of Pennsylvania. This new college will create an arts unit comprising about 1,000 students and the faculty and curricula of the School of Music, the Department of Art, and the Department of Theatre and Dance.

Joining Theatre Arts and Dance in a single department and combining all of the visual and performing arts under one college will create opportunities for collaboration and innovation. Together with the much-anticipated School of Music and Performing Arts Center, the realignment will foster shared curriculum development and programming and further enhance the visibility of the arts at West Chester University.



Council of Trustees  
West Chester University  
West Chester, Pennsylvania 19383-1000

Council of Trustees  
Resolution  
2003-29

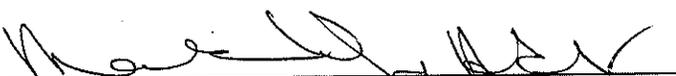
www.wcupa.edu

Proposed

RESOLUTION  
COUNCIL OF TRUSTEES  
WEST CHESTER UNIVERSITY OF PENNSYLVANIA  
SEPTEMBER 23, 2003  
**FIVE-YEAR CAPITAL BUDGET REQUEST**

BE IT RESOLVED THAT THE COUNCIL OF TRUSTEES OF WEST CHESTER UNIVERSITY HEREBY APPROVES THE FIVE-YEAR CAPITAL BUDGET REQUEST PREPARED BY THE UNIVERSITY FOR SUBMISSION TO THE STATE SYSTEM OF HIGHER EDUCATION.

APPROVED PENDING ACTION BY THE COUNCIL OF TRUSTEES

  
\_\_\_\_\_  
Madeleine Wing Adler, President

9/03/03  
Date

APPROVED BY VOTE OF THE COUNCIL OF TRUSTEES

  
\_\_\_\_\_  
Carol Aichele, Chairperson  
Council of Trustees

9-23-03  
Date

**WEST CHESTER UNIVERSITY  
FIVE-YEAR CAPITAL BUDGET REQUEST**

A proposed resolution for a five-year capital budget request for fiscal years 2003-04 through 2007-08 is attached. This request reflects the University's needs for new facilities or the renovation of existing facilities. While this request covers a five-year period, it will be revised and updated annually.

Attachment A is West Chester University's Five-Year Capital Budget Request Summary Sheet. This request was prepared in accordance with guidance provided by the Office of the Chancellor. If approved by the Council of Trustees, it will be submitted to the Board of Governors for consideration in a System-wide spending plan to be forwarded to the Pennsylvania Legislature requesting authorization. Correspondence dated August 1, 2003, from the Chancellor indicated that Priorities 1 and 2, furniture, furnishings and equipment for the School of Music and Performing Arts Center, and Electrical Infrastructure Renovations, respectively, have already been included in the FY 2003-04 proposed spending plan to be presented to the Board of Governors.