

STANDARD SIX: STUDENT SERVICES

The mission of each department within the Student Affairs Division is consistent with WPI's institutional mission. Student services administrators serve as partners with their academic colleagues in providing intentional learning opportunities on developmental and life issues outside the classroom. Social, cultural and developmental co-curricular programs, which are offered to all undergraduate and graduate students at WPI, are available throughout the year for the learning community. Program assessment has begun within the division and will aid the staff with continuous program improvement based on outcomes assessment.

All students are assured access to programs, and they are always held in facilities that are accessible to students with disabilities. Programs are offered outside of the traditional class schedule to encourage participation by all community members. Electronic and print resources are used to communicate with students who do not live in traditional residences. The WPI Campus Center, which opened in spring 2001, has expanded the University's inventory of accessible programming venues. With space dedicated to undergraduate, graduate, Greek and international students, the building broadens access to programs.

Staff members in the Student Affairs Division serve in many roles, including advocates, translators of student needs, change agents, and interpreters of University expectations. A comprehensive quality-of-life survey, distributed to undergraduates beginning in 2000, is aimed at better understanding student expectations, learning needs and satisfaction, as well as measuring the impact of programs on intended outcomes. WPI has participated in Astin's Cooperative Institutional Research Program (CIRP) survey for more than 25 years, which has provided longitudinal data on the characteristics of its undergraduate students. Data is shared with program managers so that they can understand the typical WPI student and his or her needs. By reviewing how students characterize the important objectives for their college career, WPI can tailor programs to address these outcomes.

To help students solve personal, physical and educational problems, staff members are available to teach students assertiveness and conflict resolution skills. WPI establishes behavioral standards, then clearly articulates them to students and monitors their implementation. All students are held accountable to these standards and are encouraged to hold their peers to them, as well. Students who experience significant personal and educational difficulties are encouraged to engage staff members in the WPI Student Development and Counseling Center, WPI Health Center or WPI Campus Police Office, or a number of other trained staff, as appropriate.

The **Office of Diversity and Women's Programs** provides support and advocacy to women students and students of diverse beliefs and lifestyles; develops programming on diversity issues

for the campus community; offers outreach programs to pre-college girls and underrepresented minority students; assesses the campus climate regarding gender, race, ethnicity, religion and sexual orientation; and assists with the recruitment of diverse faculty.

The **Minority Affairs Office** assists in the retention and development of African American, Latino and American Indian students. Through the Excellence in Mathematics, Science and Engineering Program (EMSEP), students are provided with the academic and personal support system they need to succeed at WPI. By working with campus organizations and departments to provide cultural programs for the WPI community, the Minority Affairs Office serves as a campus resource on multicultural awareness and the advancement of pluralism. The office serves as a resource to the campus community regarding issues of diversity and the inclusion of people of color.

In an atmosphere of cultural diversity and tolerance, the **International Students and Scholars House** provides ongoing programs and services to inform, develop and support students and scholars in their transitions to the academic culture and society in the United States. The staff of the International Students and Scholars House provides opportunities for international students and scholars to gain interpersonal skills and access resources to successfully learn about academic and government regulations and American culture to further their academic pursuits and personal development.

The **Student Development and Counseling Center** provides proactive educational programming and training, as well as counseling, referral and crisis intervention services to the entire WPI student community. The focus is on assisting students in their full and complete development as they become adults so that they achieve greater levels of personal, academic and professional success; and assisting students in becoming aware of, and effective in, their roles, relationships and responsibilities as members of an ever burgeoning global society.

The **Office of Residential Services** provides on-campus housing options to approximately 1,200 undergraduates. It also maintains listings of apartments and rooms for students who prefer to reside off campus. Central to the mission of the office is the goal of providing opportunities for personal and intellectual growth, and creating a community that fosters an appreciation of diversity. Currently, the residential services professional and student staffs are among the most diverse on campus. In-service training programs for staff and residents promote personal development. Social, cultural and educational programming in the residence halls by student and professional staff promotes a sense of community in the halls.

The **Financial Aid Office** disseminates information regarding the availability of education funding through federal, institutional and state grants, as well as loans and on-campus employment. Application procedures and timeframes are also publicized for both first-year and returning undergraduate students. The primary means for publicizing this information are WPI's Web site, the Undergraduate Catalog, the Admission Viewbook, and an admissions "track mailing" brochure dedicated to the financial aid and scholarship process. The brochure targets all prospective applicants to WPI.

In a typical admissions cycle, 94 percent of accepted undergraduate admission applicants apply for financial aid. Also in a typical year, 80 percent of accepted students meet the application

requirements in a timely manner. All completed applicants are reviewed. The results are communicated by mail with an explanation of funds and clear indications regarding accepting awarded funds.

Undergraduates who are currently enrolled and receiving any form of educational assistance are asked to renew their application process at the beginning of the second half of the academic year. The students and their parents are expected to complete the required forms and submit the requested material by the end of Term D. All timely applications are reviewed, with decisions communicated prior to the initial invoice for the fall semester.

WPI Undergraduate Financial Aid Data, 2000-01 Academic Year

Number of aid recipients:

all funds:	2,252
institutional grant/scholarship:	2,064 (includes 140 non-need scholarships only)

Average need of all aid applicants:	\$18,493
Average need based institutional grant/scholarship:	\$10,182
Average non-need based institutional scholarship:	\$7,920
Total need based institutional scholarships/grants:	\$19,589,540
Total non-need based institutional scholarships:	\$1,108,518
Total federal and state grants:	\$3,017,913
Total all student loans:	\$11,997,393
All other sources administered:	\$3,300,706

(includes student employment, outside awards, ROTC)

Opportunities for funding assistance are available for all levels of graduate study at WPI. The Financial Aid Office processes loans for graduate students who are enrolled at least on a half-time basis and accepted into a degree-granting program. The loans are funded by the Federal Stafford Loan Program and, on a need basis, are available on either an interest or subsidized basis. Stafford Loans may also be borrowed by students, usually on an unsubsidized basis, as supplements to teaching and research assistantships or fellowships.

All processes of the Financial Aid Office are subject to an annual internal audit conducted by a contracted accounting firm. The student aid audit critiques and reviews department procedures, computerized program management and fund administration using federal and state guidelines.

All undergraduate students and parents are invited to participate in a comprehensive new **student orientation program**. The Graduate Student Organization conducts a graduate student orientation for full-time graduate students. Teaching assistants (TAs) and research assistants (RAs) are invited to participate in an additional orientation program. A clear set of goals and learning outcomes are identified for the orientation programs; these are designed and administered jointly by the Student Affairs and Academic Affairs divisions.

Excellent **academic advising**, an essential element of the WPI Plan, begins during the orientation experience and lasts until graduation. Faculty advisors assist students with course selection decisions, and with career and personal counseling. Through publications and consultation provided by the Student Development and Counseling Center staff, faculty are instructed on how and when to refer students who raise personal, psychological and developmental issues that require expert attention by a counselor. An effective collaboration exists between Academic Affairs and the Student Development and Counseling Center. Licensed counselors provide individual and group counseling to any WPI student. Staff members are on call for emergencies, and a relationship exists with a local hospital when it becomes necessary to hospitalize a student for a psychological crisis.

WPI staffs the **Health Center** with full-time nursing care and part-time, contracted physician care during weekdays. Physicians are also available on an on-call basis 24 hours a day, seven days a week. Nurses and physicians provide quality health care as well as health education and prevention care. All undergraduate students have access to the Health Center staff and services. Graduate students may contract with the University for this service by paying a yearly fee. The director of the Healthy Alternatives Office augments health education by providing health, wellness and alcohol and other drug education. A major goal of the Healthy Alternatives program is environmental change as it relates to changing institutional norms about alcohol and other drug use.

WPI has developed an **alcohol and drug abuse prevention program**, building upon an initiative begun in 1993 with a grant from FIPSE. The goals of the prevention program are to challenge social norms; to create healthy alternative programming opportunities; to empower non-users and infrequent users; and to facilitate environmental change on campus. WPI institutionalized the Healthy Alternatives Program and office, originally developed with grant money. The office provides prevention education to individuals and student groups and seed funding to encourage substance-free alternative programming for any group or individuals that propose a plan. The WPI Board of Trustees and WPI's president have committed \$50,000 annually to support substance-free programming on Tuesday, Friday and Saturday evenings—traditional times of greatest alcohol use on the campus.

To challenge social norms, a myth-reduction campaign targets the erroneous perception that “everyone on the campus drinks.” Through survey data WPI knows that 35 percent of its students do not use alcohol. The campaign lets students know that they are not alone in their choice to not use alcohol.

For the past three years the dean of students has sent a letter home to the parents of all undergraduate students informing them that alcohol and drug use is the single greatest social issue on college campuses today and that WPI is not immune. The letter informs them of WPI's prevention efforts and its commitment to rigorously enforce policies and procedures regarding alcohol and drug use. WPI asks parents to be partners in this effort. Enclosed with the letter is a publication from College Parents of America that encourages a dialog between parents and students about alcohol. Parent feedback to this partnership has been positive and supportive. WPI contacts the parents of students who are involved in a second or subsequent alcohol or drug violation or those whose first incident is of a serious nature, such as one requiring law enforcement or medical response.

The **Career Development Center (CDC)** assists WPI undergraduate and graduate students and WPI alumni in career orientation, experiential education and post-graduate opportunities. Housed in this office are the Major Selection Program (MSP), Career Resource Center, Summer Opportunities Program, and Cooperative Education Program. Technology is used extensively to facilitate interaction with students and employers. The Major Selection Program (MSP) helps undergraduates in career planning, selecting an academic major and learning about career-related opportunities within the industry. In addition, this program offers corporate tours, shadowing opportunities and a WPI departmental majors fair. Although MSP has been primarily open to first-year students, it has attracted sophomore, juniors and seniors, as well.

The **Career Resource Center** provides literature and technology resources on career development, job search strategies, corporations, non-profit organizations, and graduate and professional schools. The Summer Opportunities Program highlights career-related paid summer internships and general summer employment. The Cooperative Education Program aids students in obtaining 6 to 8 months of full-time paid career-related experience. Undergraduates may complete a co-op during their junior year. The Summer Opportunities and Cooperative Education programs are optional programs sponsored by the University. Summer Opportunities has annually attracted about 20 percent of the student body; 15 percent of the junior class pursues co-op opportunities.

After students graduate, the CDC helps them explore and identify postgraduate opportunities. Students either attend a graduate or professional school or seek employment in industry. Typically, 75 percent of each graduating class formally registers with the CDC and seeks assistance. The center schedules more than 600 recruiting businesses, representing approximately 300 corporations, for on-campus interviews. To reach the small to medium size businesses that do not recruit on-campus, the center refers an average of 3,000 resumes annually. Each student typically receives two or three job offers. During the 1998-99 academic year, 95 percent of the students who registered with CDC reported receiving a successful career transition. Five percent of those students indicated that they were going to graduate school.

The **Leadership Education and Practice (LEAP)** program was launched in 1997 as a four-year leadership training, non-credit-bearing opportunity for undergraduate students. The program, now a two-year course, offers leadership development and opportunities for practice to individuals interested in expanding their leadership skills. WPI employs a full-time assistant director for leadership. In addition to responsibility for LEAP, the assistant director designs and facilitates leadership training opportunities for student organizations and student leaders who serve as Resident Advisors, Orientation Leaders, Greek leaders, Graduate Student Organization (GSO) representatives and Student Government (SGA) senators.

WPI offers over 100 **clubs and organizations**, accessible to all students interested in co-curricular participation or leadership opportunities. Funding for campus organizations is determined through a budgeting process administered by the Student Government Association, which receives its funding from a mandatory undergraduate student fee and an appropriation from the University operating budget. Elections for membership in SGA and GSO, as well as leadership in all student organizations, are conducted annually by students through their organization constitutions. All organizations desiring University recognition are required to provide a constitution, a membership roster and a list of officers.

WPI also recognizes 14 nationally affiliated **Greek organizations**: 12 fraternities and 2 sororities. Thirty-five percent of the undergraduate student body belongs to the Greek system, which holds membership recruitment each year during the second term of the academic calendar. Roughly 500 students live in Greek housing owned by their Greek Alumni Corporations on the perimeter of campus. Total Greek membership is 836 students. Greek student residents enjoy access to the WPI computer network through a wireless connection to the campus. Greek student leaders manage the daily affairs of the chapter houses and have established a Greek Code of Conduct (*) to regulate chapter activity. In addition, WPI and the Greek membership have developed a Relationship Statement (*) that articulates the responsibilities of brothers and sisters, the college, and the alumni to each other. Each chapter has a faculty and/or an alumni advisor; some advisors are extremely involved with their chapters; others are available to assist when requested.

Undergraduate and graduate student leaders make their agendas known to the University through frequent contact with the Student Life staff, the president, and the Board of Trustees. In addition, members of the President's Cabinet regularly attend undergraduate student government meetings to maintain open lines of communication. In general, students are quite satisfied with their overall experience at WPI and feel free to discuss their concerns and suggestions. The recent Quality of Life survey of undergraduates showed that 85 percent of men and 92 percent of women were satisfied or very satisfied with their overall experience at WPI. Similar surveys of graduate students need to be undertaken.

Student-athletes attend WPI to receive an education first and foremost in preparation for future professional careers. The intercollegiate athletics program complements the mission of WPI, is consistent with the NCAA Division III philosophy, and is conducted in a manner consistent with sound educational policy. Administrative control is the function of the vice president for student affairs. He oversees the director of athletics, who in turn is responsible for the administration of intercollegiate athletics, intramurals, club sports and recreational programs.

The Athletic Council, comprised of students and faculty, provides input to the director of athletics on department matters; the NCAA faculty representative is involved as the liaison between the faculty and the NCAA and its conferences. The University conducts a self-assessment every five years in conjunction with the NCAA. This assessment has been a valuable tool in determining the existing status of the intercollegiate athletic program and providing strategies for future planning.

There are currently 21 intercollegiate athletic varsity sports (11 for men and 10 for women). These represent an aggressive effort to provide adequate opportunities for the approximately 442 undergraduates (from an undergraduate student population of approximately 2,700) who participated in two sports. The University recently provided increased financial support for existing programs, as well as resources for men's and women's crew, which were recognized as varsity sports beginning with the 1999-2000 academic year. A total of 1,410 individuals, including 26 faculty and staff members and four graduate students, participated in intramural sports in the most recent academic year; 512 students participated in competitive club sports.

To promote environmental change, a goal of WPI's prevention program, intramural contests have been scheduled during the evening and on weekend; traditionally, students have seen these

periods as times reserved for partying. During the 1999-2000 academic year, 24,723 visits were logged to the campus fitness center and 8,566 visits to other WPI recreational facilities; these included 608 visits to the campus bowling alleys by WPI faculty, staff and students.

Student Affairs staff are qualified professionals, possessing the appropriate educational and experiential training for their specific discipline. Affirmative searches are conducted to fill vacancies and staffing levels are reviewed periodically. Staff members are encouraged to continuously renew their professional skills through participation in professional meetings and conferences. Counseling and health service staff are licensed and conform to continuing education unit (CEU) requirements dictated by their license. Institutional funds are provided in department operating budgets for annual professional development. Many Student Affairs staff members serve in leadership capacities in their professional associations.

Council for the Advancement of Standards in Higher Education (CAS) standards are distributed to all Student Affairs department heads to guide student service operations. Additionally, the joint Principles of Good Practices of the National Association of Student Personnel Administrators (NASPA) and the American College Personnel Association (ACPA) have been distributed, and staff members have participated in a self-assessment against these principles.

WPI has developed and continuously refines a set of policies, practices and procedures as standards for **student conduct**. These policies and procedures are distributed annually to all undergraduates and graduate students as part of the Campus Planner (*), and they are reviewed by legal counsel. Student rights and responsibilities are detailed in this publication along with the grievance process to adjudicate violations. Undergraduate and graduate students participate on grievance boards along with faculty and staff. Processes and procedures are consistently administered and are monitored against local, state and federal laws and statutes.

The University maintains student educational and judicial records separately from academic records. Judicial records are maintained in written and electronic format and are released only with a signed waiver of privacy by the student. Records are retained for five years following graduation, at which time they are destroyed. This policy is articulated in the Campus Planner. Students are informed that disciplinary decisions may be reported internally on a need-to-know basis. Educational records containing high school records, transcripts and reports of academic warning, probation or suspension, are maintained by the Registrar's Office in written and electronic format. Written records are retained for five years past graduation and electronic records are archived and retained permanently.

Appraisal

Since 1993, WPI has annually administered the CORE survey to undergraduates to determine self-reported levels of alcohol and drug use on the campus, binge drinking, and underage use of alcohol. Since the implementation of a prevention program in 1993, WPI's data reflect a downward trend in the use of alcohol across the campus. Binge drinking has declined for male students, although it has fluctuated for female students. In a recent Quality of Life survey, 44 percent of undergraduate men and 40 percent of undergraduate women reported never drinking beer; 38 percent of men and 34 percent of women reported never drinking wine or liquor. Use of

alcohol is even less frequent among underrepresented and Asian students: 54 percent of underrepresented students report never drinking beer and 37 percent report never drinking wine or liquor; 61 percent of Asian students report never drinking beer, wine or liquor.

There is a growing number of students attending the University who are in need of psychological and psychiatric services. Increasing numbers of students arrive already under the care of a physician or clinician or on prescribed medication for depression and anxiety. WPI does not employ a psychiatrist on staff and must access community resources to monitor students on medication. However, psychiatric resources in the city are becoming scarce. WPI staff are consulting with their consortium colleagues about ways to collectively address this challenge.

The need for a "community center" has been the single greatest demand voiced by students over the past 10 years. The new Campus Center, which opened in March 2001, serves as the living room for the University. Students, faculty and staff all played important roles in the design and program development for the facility. By providing an abundance of multi-purpose spaces, the center is a flexible facility, meeting the needs of a diverse and dynamic community. Social, educational and cultural programs are routinely sponsored in the center and student organization leaders find a sense of place in the offices and resources made available to them. An advisory board makes recommendations to the Campus Center director on policy formation, hours of operation, direction for programming, and continuous assessment of customer service. Membership on the board cuts across all divisions of the University.

The Student Life, Minority Affairs and Women's Programs offices share a suite of offices in the center, an intentional design to integrate the services for all students, while celebrating the diversity of each, and reinforce the University's commitment to diversity and pluralism.

Each year a report is sent to the faculty on the status of academic dishonesty cases that have been reported to the Student Life Office. For the academic year 2000-01, 58 reports of alleged academic dishonesty were made to Student Life. Of these, 34 were handled departmentally, five were dismissed departmentally, two went to the Campus Hearing Board, and 12 are pending at the department level. There were 25 cases of academic dishonesty reported at this time last year. The majority of cases are clustered in three academic departments. Outreach will be made to department heads to try to address this problem systemically.

Students share concern for additional parking with all other campus constituencies. Other issues raised and addressed in the past several years have included concerns about the WPI calendar, campus facility usage, campus safety and non-native English-speaking Teaching Assistants in the classroom. Starting in the summer of 1998, WPI has offered an intensive, five-week ESL program specifically designed for students planning to study engineering and science in the United States. In addition to ESL classroom instruction, which integrates writing, speaking and listening skills, the ESL Summer Institute includes tutorials in technical writing, oral presentation workshops, computer workshops, group project work, and field trips to local companies. The program serves students admitted to WPI and students going to other technological universities in the United States.

In WPI's most recent quality of life study, the two areas of greatest student dissatisfaction were in the quality of the campus food service and the availability of extracurricular activities in the

Worcester community. Shortly after the survey was administered in the spring, WPI completely renovated and upgraded the food service operation for students on the board plan. WPI looks forward to the next survey to see what impact the changes have made.

Graduate students are concerned about similar issues as undergraduates. Additionally, they identify lack of suitable on-campus housing as a pressing need. Graduate students prefer housing that allows them to do their own cooking and that provides single bedrooms for each graduate resident. Currently, this type of housing does not exist on the WPI campus. Graduate students are also searching for a greater sense of community on campus. Since this is a commuting population, and one that spends a minimal amount of time socializing, addressing this concern will be a challenge. The addition of a Graduate Student Organization Office and formal and informal lounge and study space in the Campus Center should assist graduate students in finding a greater sense of place on campus.

Outcomes assessment of programs is a recent undertaking in student services. Previously, undergraduate students were asked to evaluate programs based on their “satisfaction” with the program and not on their goals or needs. An educational process for student services staff on how to conduct outcomes assessment is under way. Both formative and summative methods will be utilized to determine progress on student learning outcomes. A quality of life survey was piloted in the spring of 2000, augmenting the College Senior Survey (CSS) in place since 1999. The survey borrowed, with permission, from an earlier instrument developed at Carnegie Mellon and one from the College Board. The survey measured undergraduate student experiences against expectations to determine if they were better or worse than expected. It also measured competencies students had achieved since coming to WPI and the role that WPI played in helping that process. Other factors measured were student involvement with programs and services on the campus; student satisfaction with services, activities and practices; and student assessment of the campus climate relative to issues of diversity.

Although WPI students, through the survey, report significant dissatisfaction with the city of Worcester, the University continues to develop mutually beneficial relationships with our neighboring merchants and educational and cultural partners. Students are able to use their campus meal-card at several local restaurants and enjoy discounts upon showing their college identification at other establishments. The University maintains an institutional membership at the Worcester Art Museum and all campus members may utilize the facilities. Discount tickets to local sporting and entertainment venues are routinely made available to the campus community. WPI faculty and staff work collaboratively with their colleagues at the Colleges of Worcester Consortium to create an economy of scale, share resources and explore town/gown collaboration (for example, the Consortium College Shuttle Bus System—presently in search of a new service provider—and the annual consortium Leadership Training Institute for student leaders).

While WPI’s gymnasium, athletic fields, outdoor synthetic field and track, fitness center, and tennis courts are of high quality, WPI's recreational facilities do not provide sufficient recreational, athletic or intramural opportunities for students and need to be expanded. The demand of all athletic facilities is evident through the attempts to adequately schedule the following constituencies: physical education classes, intercollegiate athletics, intramurals, club sports and recreation programs. The increased number of activities and requests from students for general recreation access has put a strain on existing facilities, particularly during the indoor

season (Nov. 1 to March 15th). WPI cannot adequately provide facilities for pre-season spring sports or conduct indoor track practice.

It is important that the University continue to examine the need for full-time head coaches for the varsity sport programs. Continuity, and the role that full-time coaches play in the recruitment and retention of student athletes, will maximize the University's efforts to have the intercollegiate athletics program complement the academic mission and provide a quality athletic experience for all student athletes.

A new field house with an expanded fitness center, recreational space for basketball, tennis, golf and indoor track, rowing tanks, expanded locker facilities, and a new swimming and diving facility would better meet the needs of students. Meetings have been initiated with the directors of Plant Services and University Relations in an effort to determine available space for these facilities and to move these two projects to the top of the University's priorities. Increased locker space is an immediate issue, especially as WPI anticipates recruiting an increased number of female students, faculty and staff.

The University's bowling alley, with its six 10-pin lanes, is a unique facility that students may use for physical education classes, intramural competition, and general recreation. The University is currently conducting an assessment of the bowling machines, which are over 30 years old. It plans to invest funds to maintain this facility once the assessment is completed.

Functional, attractive and well-equipped offices are available for most areas within Student Affairs, including Student Life, Minority Affairs, Health Center, Counseling, International Student Services, Athletics, and Residential Services. Cramped conditions in Student Activities were relieved with the opening of the Campus Center.

While attractive, the offices occupied by Admissions and Career Development are too small to house their full operations. The most pressing need for space is in Admissions and Financial Aid, which do not have suitable work space for the staff or a large enough reception area for visitors. Renovation of the first floor of Boynton Hall, the administration building, will take place in 2001-02, producing modern offices for the admissions' staff, an appropriate visitors area, sufficient operations space, and a room for large group presentations. The relocation of the Financial Aid Office to a central student service facility is planned for spring 2002.

Greek leaders want to play more of a role in adjudicating infractions of WPI's campus code by Greek chapters. Currently, chapter infractions are handled through an Administrative Hearing process in which at least one member is a Greek student member. The Administrative Hearing process is the same process used when adjudicating infractions by any recognized club, organization or team. Alcohol regulation and neighbor relations are the major challenges faced by our residential chapters. Nine chapters have been sanctioned in the past year for violating WPI's alcohol and drug policy. Two are currently operated as dry chapters stemming from either action taken by their national organizations or because of WPI sanctions. Alcohol and violence prevention programs are sponsored in chapter houses as part of Rush or new member recruitment. Six chapters won awards in the last two years from their national organizations. Greeks are involved in more community service and philanthropic events than any other student organization.

Greek students are also concerned that they do not receive any club or organization funding from the Student Government Association due to the fact that their organizations are not open to membership by any WPI student, a requirement for campus organization funding.

Projection

The results of the Quality of Life survey from spring of 2000 (*), augmenting the College Senior Survey (CSS), are being used to shape goals and outcomes for the student life team. During the performance appraisal process currently underway, Student Life department heads are identifying unmet student outcomes, areas for improvement, and areas of strength in each department. These insights will be translated into goal statements.

A new field house with an expanded fitness center, recreational courts, expanded locker facilities, rowing tank, indoor track and an Olympic-sized pool would better meet the needs of students than current facilities, especially as the University attempts to attract a more diverse student body. Increased locker space is an immediate issue, especially for women. Solutions are being explored.

A new physical location for Admissions and Financial Aid is being explored in summer 2001, to relieve severe space congestion in two offices crucial for WPI's outreach to new undergraduate students.