Submitted to:

New England Association of Schools and Colleges

Commission on Institutions of Higher Education

September 2018

CENTRAL CONNECTICUT STATE UNIVERSITY

2018 SELF-STUDY

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INSTITUTIONAL CHARACTERISTICS FORM

Institutional Characteristics Form Revised September 2009

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

Date July 23, 2018

1. Corporate name of institution: **Central Connecticut State University**

2. Date institution was chartered or authorized:

   - **Founded in 1849 as the New Britain Normal School—a teacher-training facility**
   - **Became the Teachers College of Connecticut in 1933**
   - **Became the Central Connecticut State College in 1959**
   - **The present name and educational charter were conferred in 1983.**

3. Date institution enrolled first students in degree programs: **1850 (as the Normal School)**

4. Date institution awarded first degrees: **1851 (as the Normal School)**

5. Type of control: **Public (State)**

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant?

Connecticut Board of Regents for Higher Education: Bachelor's, Master's, Sixth Year Certificates, Official Certificate Programs, Graduate Certificates, Post-Masters Certificates, Doctoral

7. Level of postsecondary offering (check all that apply)

☐	Less than one year of work	☐	First professional degree
☐	At least one but less than two years	X	Master's and/or work beyond the first professional degree
☐	Diploma or certificate programs of at least two but less than four years	X	Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
☐	Associate degree granting program of at least two years	☐	A doctor of philosophy or equivalent degree
X	Four- or five-year baccalaureate degree granting program	X	Other doctoral programs **(DNAP, Ed.D)**
		X	Other (**Graduate Certificate Programs**)

INSTITUTIONAL CHARACTERISTICS FORM *(continued)*

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

☐	Occupational training at the crafts/clerical level (certificate or diploma)	X	Liberal arts and general
☐	Occupational training at the technical or semi-professional level (degree)	X	Teacher preparatory
☐	Two-year programs designed for full transfer to a baccalaureate degree	X	Professional
		☐	Other_____

9. The calendar system at the institution is: **Semester**

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

a) Undergraduate **15 credit hours**

b) Graduate **12 credit hours**

c) Professional

11. Student population:

a) Degree-seeking students**: Fall 2017**

	Undergraduate	Graduate	Total
Full-time student headcount	**7,593**	**646**	**8,239**
Part-time student headcount	**1,724**	**1,523**	**3,247**
FTE	**8153.7**	**1220.2**	**9373.9**

b) Number of students (headcount) in non-credit, short-term courses: ___n/a_____

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Accrediting Agency	Accredited since	Last Reviewed	Next review
Accounting, BS	AACSB	2013	2013	2019
Accounting, MS	AACSB	2013*		2019
Art Education, BS	NCATE Legacy	1998**	2014	2020
Art Education, GradCert	NCATE Legacy	1998**	2014	2020
Athletic Training, BS	CAATE	2000	2016	2021
Biochemistry, BS	ACS	2013	2018	2020
Biological Sciences Anesthesia, MS	COA	1985	2016	2026
Biology, BS	NCATE Legacy, NSTA	1998**	2014	2020
Biology, GradCert	NCATE Legacy, NSTA	1998**	2014	2020

INSTITUTIONAL CHARACTERISTICS FORM *(continued)*

Program	Accrediting Agency	Accredited since	Last Reviewed	Next review
Business Administration, MBA	AACSB	2013*		2019
Chemistry, BS	NCATE Legacy, NSTA ACS	1998** 2013	NSTA: 2014 ACS: 2018	2020
Civil Engineering, BS	EAC of ABET	2011	2011	2022
Computer Engineering Technology, BS	ETAC of ABET	2014	2014	2022
Computer Science Honors, BS	CAC of ABET	1990	2016	2020
Construction Management, BS	ACCE	2003	2012	2019
Counselor Education, MS	CACREP	2010	2017	2019
Digital Printing & Graphics Technology, BS	ATMAE	1991	2014	2021
Earth Sciences, BS	NCATE Legacy, NSTA	1998**	2014	2020
Educational Leadership, SYC	NCATE Legacy, ELCC	1998**	2014	2020
Electronics Technology, BS	ATMAE	1991	2014	2021
English, BS	NCATE Legacy, NCTE	1998**	2014	2020
English, GradCert	NCATE Legacy	1998**	2014	2020
Exercise Science, BS	CAAHEP, CoAes	2009	2014	2019
Finance, BS	AACSB	2013	2013	2019
French, BS	NCATE Legacy, ACTFL	1998**	2014	2020
French, German, Italian, & Spanish, GradCert	NCATE Legacy, ACTFL	1998**	2014	2020
German, BS	NCATE Legacy, ACTFL	1998**	2014	Phasing out
History, BS	NCATE Legacy, NCSS	1998**	2014	2020
History, GradCert	NCATE Legacy	1998**	2014	2020
Industrial Technology, BS	ATMAE	2007	2014	2021
Italian, BS	NCATE Legacy, ACTFL	1998**	2014	2020
Management Information Systems, BS	AACSB	2013	2013	2019
Management, BS	AACSB	2013	2013	2019
Manufacturing Engineering Technology, BS	ETAC of ABET	1986	2016	2022
Manufacturing Management, BS	ATMAE		2014	2021
Marketing, BS	AACSB	2013	2013	2019
Marriage & Family Therapy, MS	AAMFT COAMFTE	1996	2015	2020
Mathematics, BS	NCATE Legacy, NCTM	1998**	2014	2020
Mathematics, GradCert	NCATE legacy	1998**	2014	2020
Mechanical Engineering Technology, BS	ETAC of ABET	1996	2016	2022
Mechanical Engineering, BS	EAC of ABET	2008	2016	2022
Music Education, BS	NASM, NCATE Legacy	2002*** 1998**	2007 2014	2019 2020
Music Education, GradCert	NASM, NCATE Legacy	2002*** 1998**	2007 2014	2019 2020

INSTITUTIONAL CHARACTERISTICS FORM *(continued)*

Program	Accrediting Agency	Accredited since	Last Reviewed	Next review
Music Education, MS	NASM, NCATE Legacy	2002*** 1998**	2007 2014	2019 2020
Music, BA	NASM	2002***	2007	2019
Networking Information Technology, BS	ATMAE	2007	2014	2021
Nurse Anesthesia Practice, DNAP	COA	2016	2016	2026
Nursing (RN to BSN), BSN	CCNE, Dept. of Public Health	2001	2016	2026
Nursing, BSN	CCNE	2001	2016	2026
Nursing: Hospice and Palliative Care, MSN (new program)	CCNE		Oct 2018	2026
Physical Education, BS	AAHERD-NASPE, NCATE Legacy	1998**	2015	2023
Physical Education, GradCert	AAHERD-NASPE, NCATE Legacy	1998**	2015	2023
Physics, BS	NCATE Legacy, NSTA	1998**	2014	2020
Reading and Language Arts, MS	CT State Dept. of Education, NCATE Legacy	1998**	2014	2020
Reading and Language Arts, PM CERT	CT State Dept. of Education, NCATE Legacy	1998**	2014	2020
Reading and Language Arts, SYC	International Literacy Association (ILA), NCATE Legacy	1998**	2014	2020
Robotics and Mechatronics Engineering Technology, BS	ETAC of ABET	2015	2015	2022
Science Education, GradCert	NCATE Legacy	1998**	2014	2020
Social Sciences, BS	NCATE Legacy, NCSS	1998**	2014	2020
Social Work, BA	CSWE	1991	2015	2022
Spanish, BS	NCATE Legacy, ACTFL	1998**	2014	2020
Special Education, GradCert	NCATE Legacy, CEC	1998**	2014	2020
Special Education, MS	NCATE Legacy, CEC	1998**	2014	2020
Superintendent of Schools, PM Cert	ELCC/NPBEA, NCATE Legacy	1998**	2014	2020
Teacher Ed: Specialization Math, Spanish, English, Sciences, Technology and Engineering Ed, MAT	NCATE Legacy	2015	2015	2020
Teacher Leadership (formerly Educational Leadership), MS	ELCC/NPBEA	2018****	2018	2018
Technology and Engineering Ed K-12, BS	NCATE Legacy, CTTE	1998**	2014	2020
Technology and Engineering Ed K-12, GradCert	NCATE Legacy, CTTE	1998**	2014	2020

*New program since initial AACSB accreditation, accredited under umbrella

**NCATE accreditation from 1954-1987, hiatus from 1987-1998

***Initial NASM accreditation was probationary from 2002-2007, fully accredited since 2007

****ELCC/NPBEA new standards effective 2018

INSTITUTIONAL CHARACTERISTICS FORM *(continued)*

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations	n/a		
B. Out-of-state Locations	n/a		

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program." Do not include study abroad locations.

Name of program(s)	Location	Headcount
Educational Leadership, EdD	Montego Bay, Jamaica	0
	Kingston, Jamaica	0
Educational Leadership, MS (renamed: Teacher Leadership)	Montego Bay, Jamaica	17
	Kingston, Jamaica	0
Reading and Language Arts, MS	Montego Bay, Jamaica	0
	Kingston, Jamaica	0

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associates, baccalaureate, master's, professional, and doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
Accounting	Graduate Certificate	100	New program, no enrollment yet
Data Mining	MS	100	5.5
Data Mining	Graduate Certificate	100	0.9
Modern Languages (Spanish option)	MA	100	0.5
Nursing: Hospice and Palliative Care	Master's	50-99	2.5
Educational Leadership	Doctoral	50-99	0

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
None				

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

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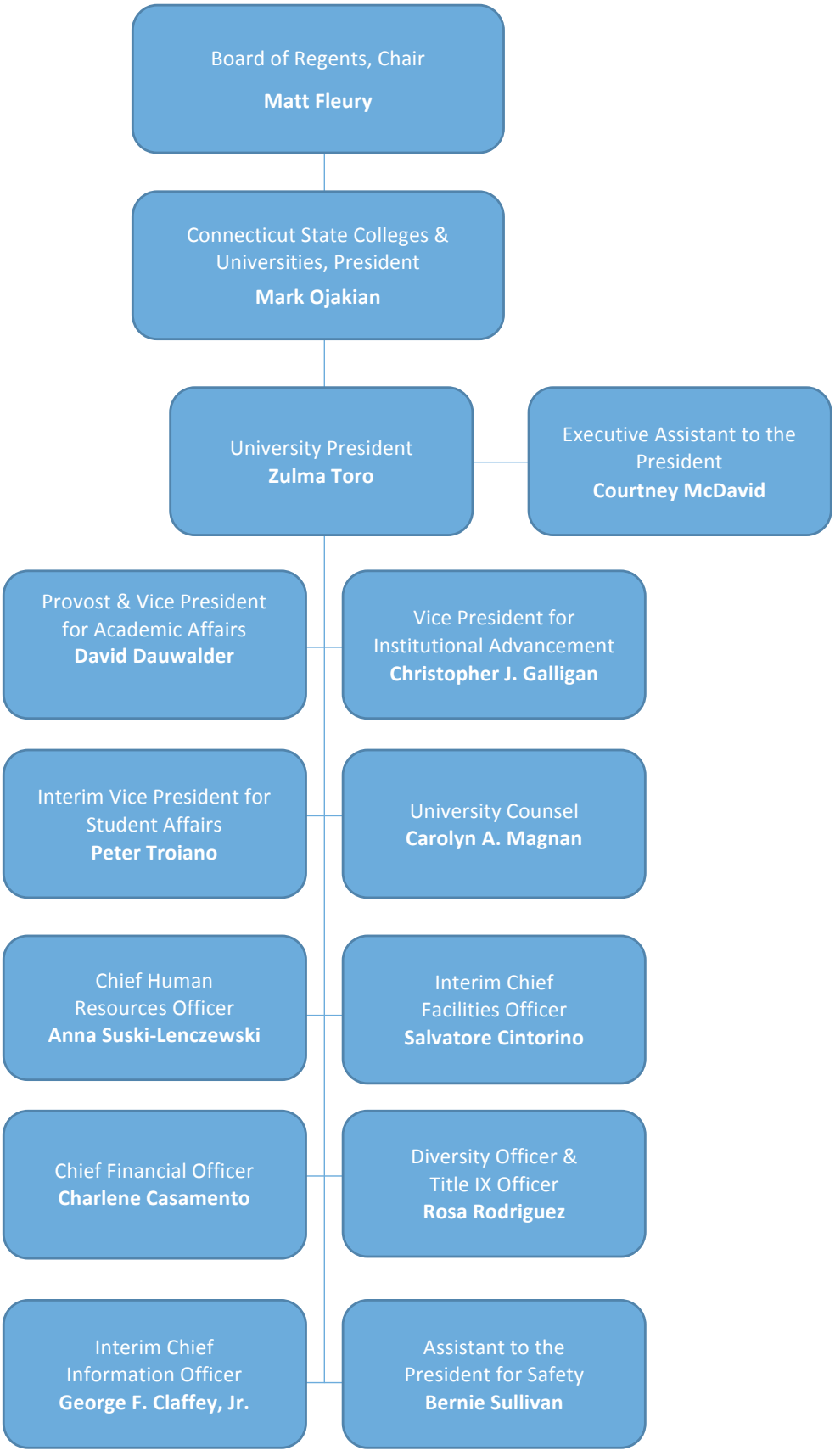
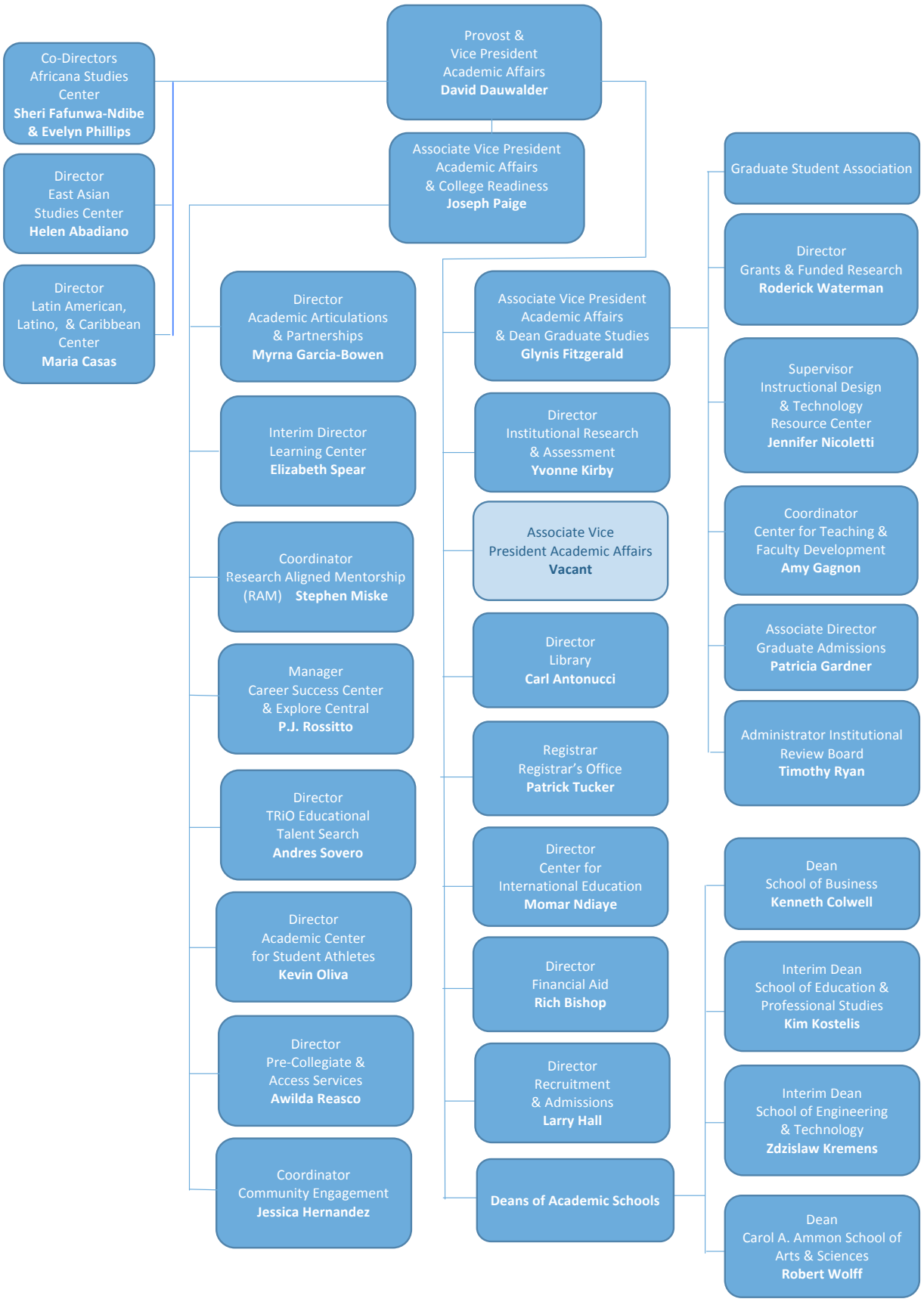
18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the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

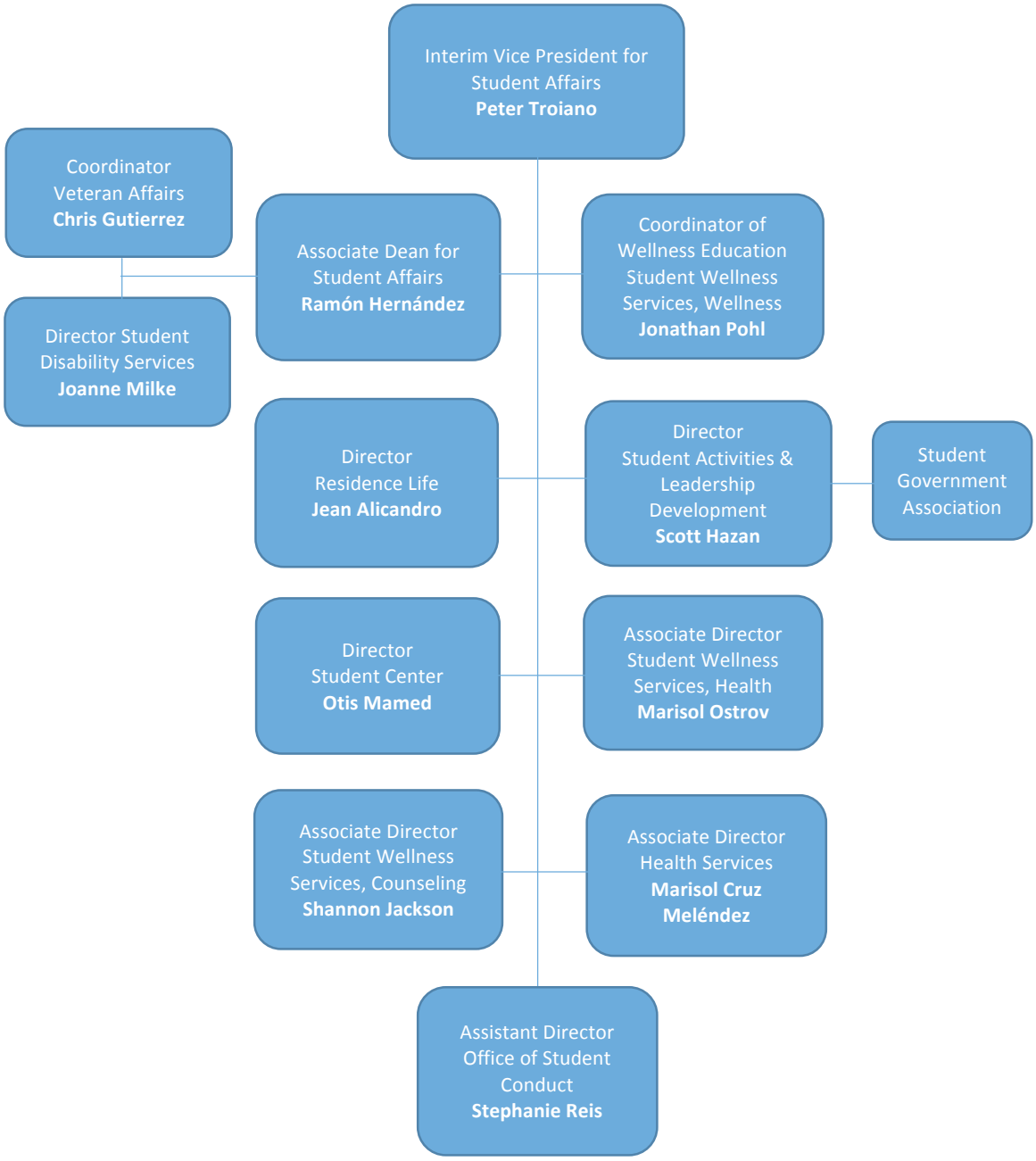
LEADERSHIP OF MAJOR DIVISIONS AND UNITS



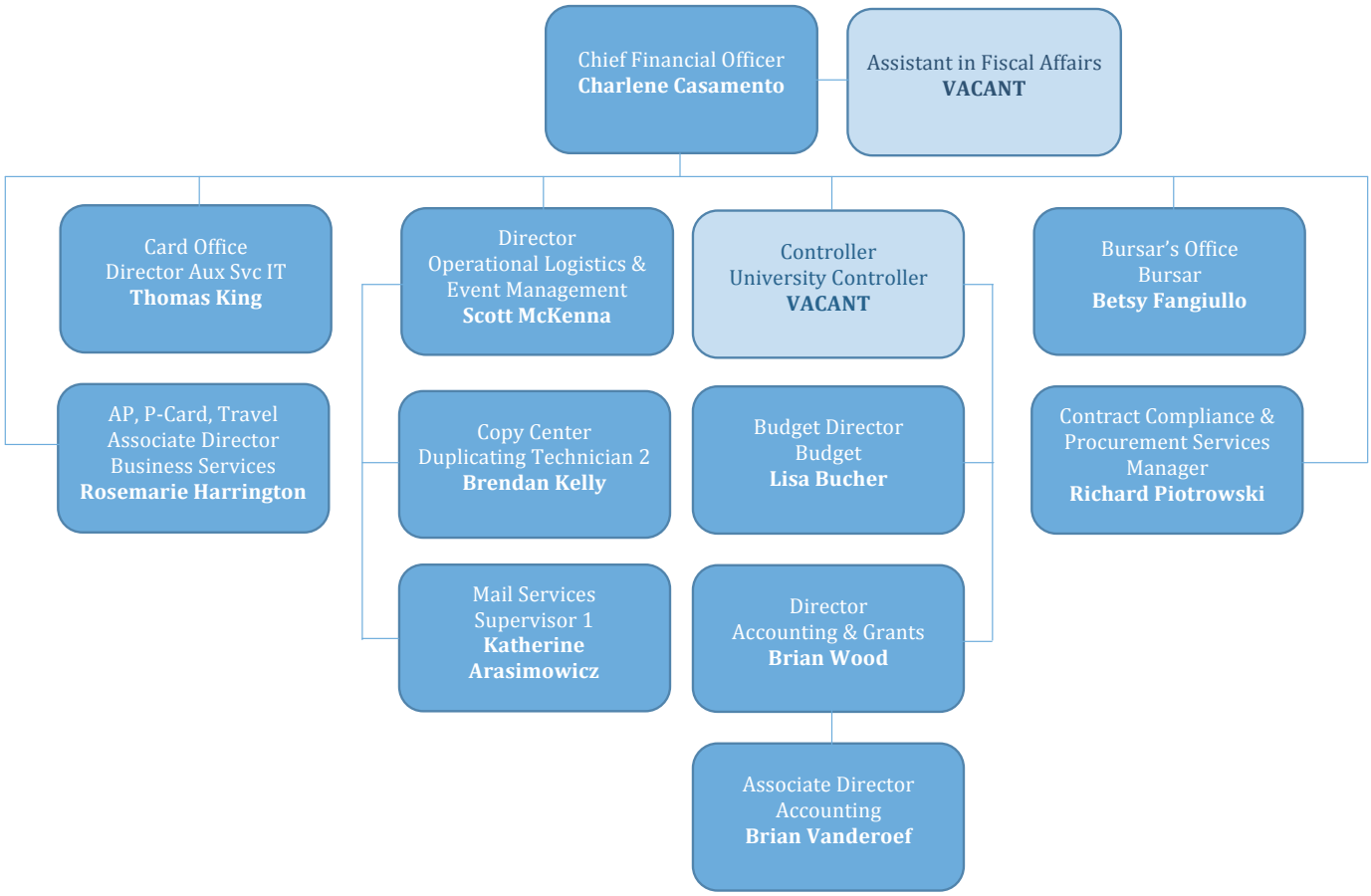
ACADEMIC AFFAIRS



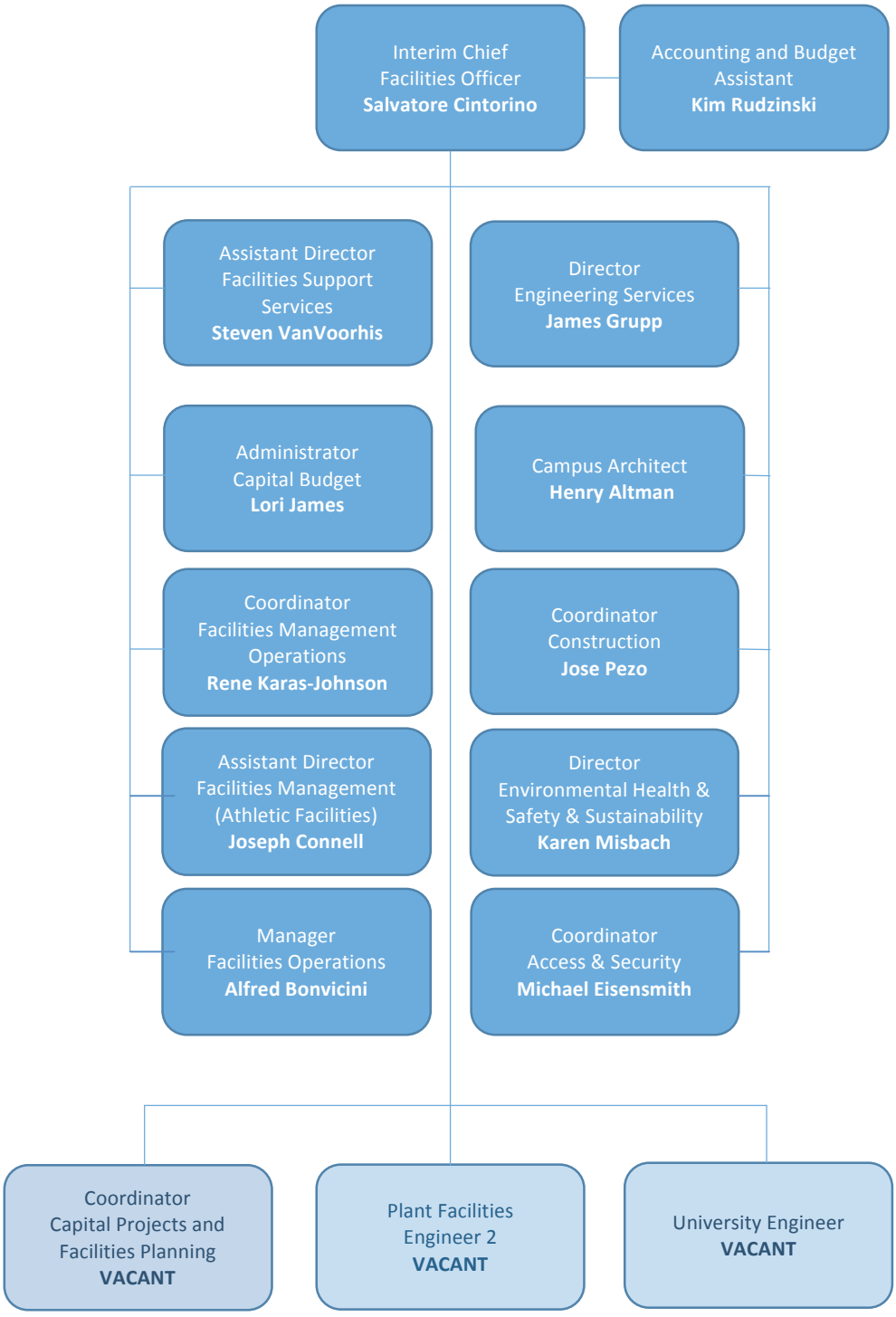
STUDENT AFFAIRS



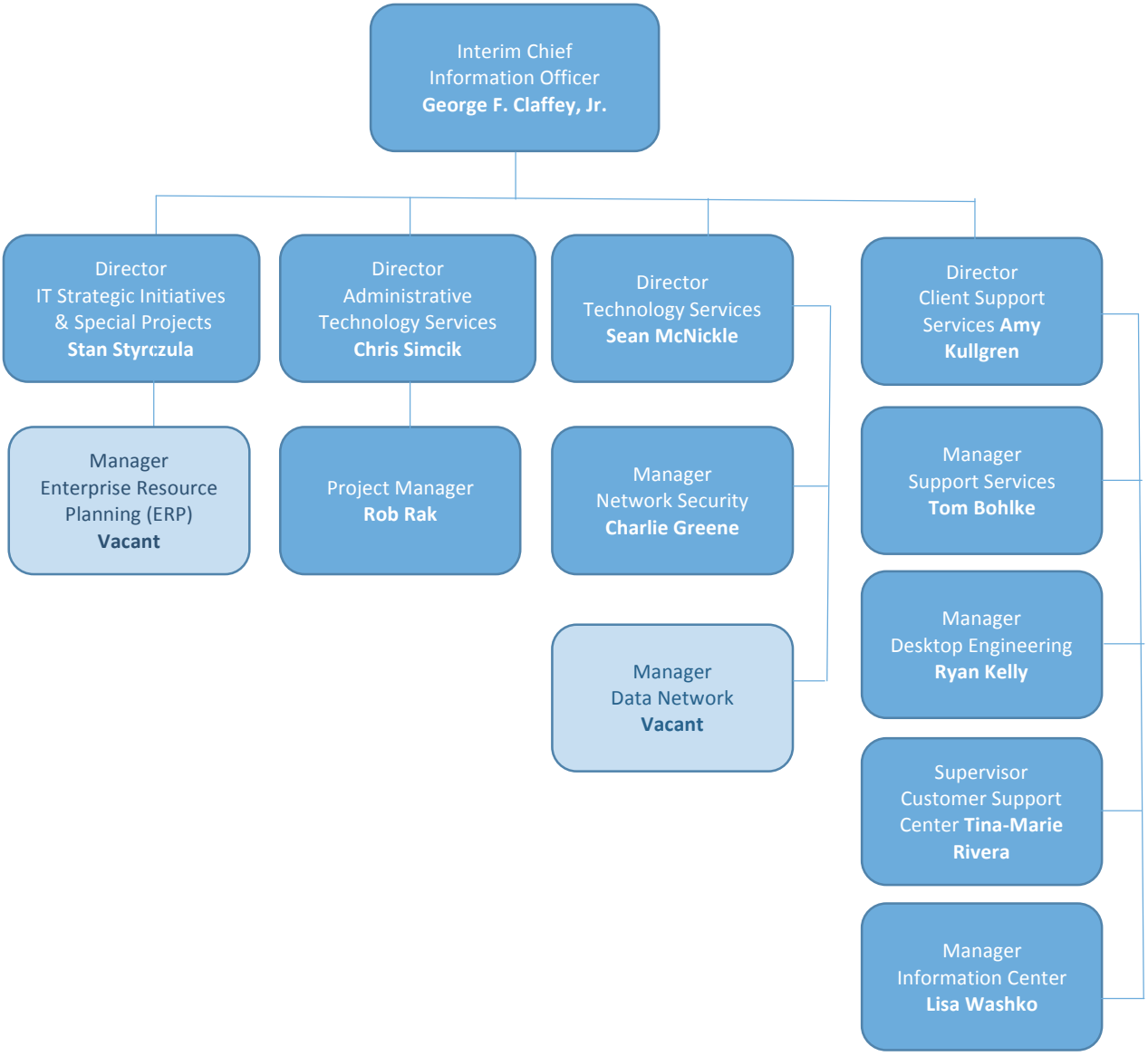
FISCAL AFFAIRS



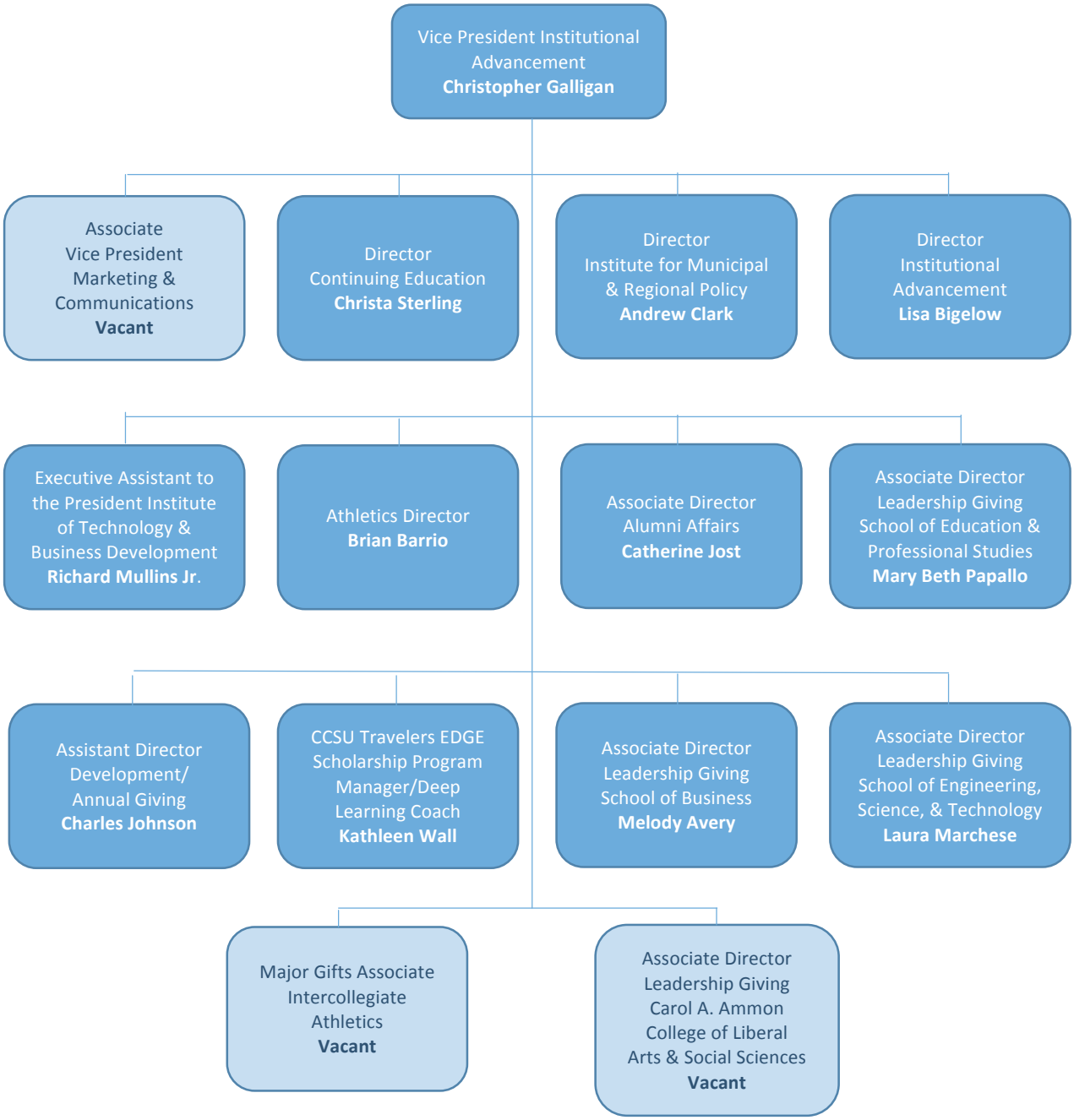
FACILITIES


Interim Chief Facilities Officer
Salvatore Cintorino
Accounting and Budget Assistant
Kim Rudzinski
Assistant Director Facilities Support Services
Steven VanVoorhis
Director Engineering Services
James Grupp
Administrator Capital Budget
Lori James
Campus Architect
Henry Altman
Coordinator Facilities Management Operations
Rene Karas-Johnson
Coordinator Construction
Jose Pezo
Assistant Director Facilities Management (Athletic Facilities)
Joseph Connell
Director Environmental Health & Safety & Sustainability
Karen Misbach
Manager Facilities Operations
Alfred Bonvicini
Coordinator Access & Security
Michael Eisensmith
Coordinator Capital Projects and Facilities Planning
VACANT
Plant Facilities Engineer 2
VACANT
University Engineer
VACANT

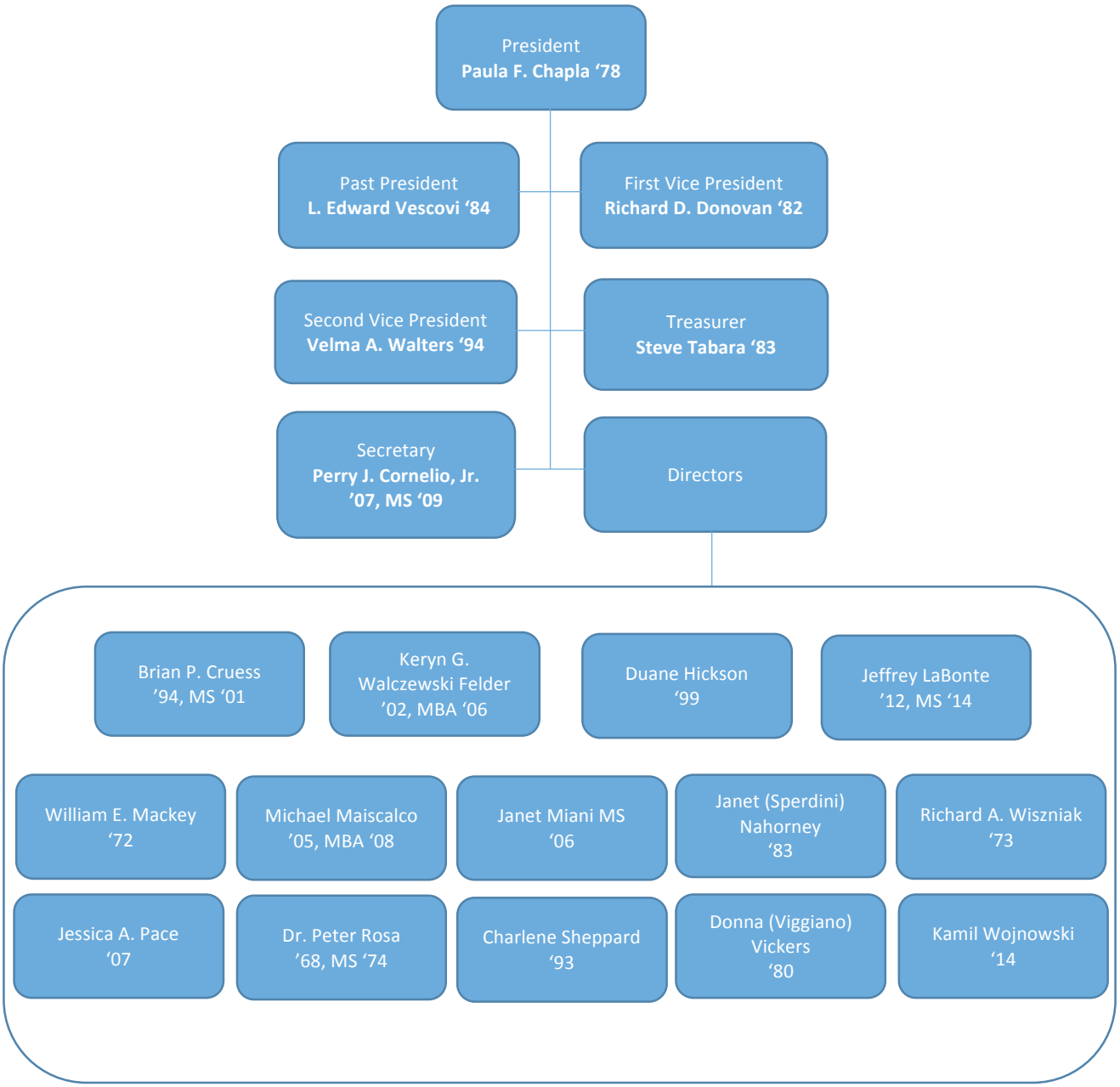
INFORMATION TECHNOLOGY



INSTITUTIONAL ADVANCEMENT



ALUMNI ASSOCIATION



xx19. Record briefly the central elements in the history of the institution:

Central Connecticut State University was founded in 1849 as the New Britain Normal School, a teacher training facility. The school was moved to the present campus in 1922. It became Teachers College of Connecticut in 1933 when it began offering four-year baccalaureate degrees. After extensive growth and expansion, including the ability to grant degrees in the liberal arts, the school evolved into Central Connecticut State College in 1959. The present name and status were conferred in 1983 to recognize the institution's change in commitment, mission, strategy, and aspiration.

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	**Matt Fleury**	**Chair, Connecticut Board of Regents**	**2009**
President/CEO	**Zulma Toro**	**President**	**2017**
Chief Academic Officer	**David Dauwalder**	**Provost & Vice President for Academic Affairs**	**2018**
School of Engineering, Science, & Technology	**Zdzislaw B Kremens**	**Interim Dean, School of Engineering, Science, & Technology**	**2017**
Academic Affairs and School of Graduate Studies	**Glynis Fitzgerald**	**Associate VP of Academic Affairs & Dean, School of Graduate Studies**	**2013**
Ammon College of Liberal Arts and Social Sciences	**Robert Wolff**	**Dean, Carol A. Ammon College of Liberal Arts & Social Sciences**	**2018**
School of Education & Professional Studies	**Kimberly Kostelis**	**Interim Dean, School of Education & Professional Studies**	**2018**
School of Business	**Ken Colwell**	**Dean, School of Business**	**2015**
Chief Facilities Officer	**Salvatore Cintorino**	**Interim Chief Facilities Officer**	**2018**
Chief Financial Officer	**Charlene Casamento**	**Chief Financial Officer**	**2012**
Chief Student Services Officer	**Peter Troiano**	**Interim Vice President for Student Affairs**	**2017**
Institutional Research	**Yvonne Kirby**	**Director, Institutional Research and Assessment**	**2011**

INSTITUTIONAL CHARACTERISTICS FORM *(continued)*

Function or Office	Name	Exact Title	Year of Appointment
Assessment	**Yvonne Kirby**	**Director, Institutional Research and Assessment**	**2011**
Development	**Christopher J. Galligan**	**Vice-President Alumni & Development, Institutional Advancement**	**2007**
Library	**Carl Antonucci**	**Director of Library Services**	**2010**
Chief Diversity Officer	**Rosa Rodriguez**	**Chief Diversity Officer & Title IX Officer**	**2011**
Chief Human Resources Officer	**Anna Suski-Lenczewski**	**Chief Human Resources Officer**	**2014**
Chief Information Officer	**George F. Claffey, Jr.**	**Chief Information Officer, Interim**	**2018**
Counsel to the President	**Carolyn Magnan**	**University Counsel**	**2002**
Continuing Education	**Christa Sterling**	**Director, Continuing Education**	**2013**
Grants/Research	**Roderick Waterman**	**Director, Grants & Funded Research**	**2010**
Admissions	**Lawrence Hall**	**Director, Recruitment & Admissions**	**2008**
Registrar	**Patrick Tucker**	**Registrar**	**2012**
Financial Aid	**Richard Bishop**	**Director, Financial Aid**	**2001**
Public Relations	**Janice Palmer**	**Media Relations Officer**	**2018**
Alumni Association	**Christopher Galligan**	**Vice-President Alumni & Development, Institutional Advancement**	**2007**
Institutional Advancement	**Christopher Galligan**	**Vice-President Alumni & Development, Institutional Advancement**	**2007**
Executive Director Center for Public Policy	**Steven Kliger**	**Executive Director, Center for Public Policy**	**2001 Interim Appointment** **2006 Appointed**
Athletic Director	**Brian Barrio**	**Athletic Director**	**2018**

TABLE OF CIHE ACTIONS

Date of CIHE Letter	Summary of CIHE Actions, Items of Special Attention, or Concerns	Detailed Actions, Items of Special Attention or Concerns	CIHE Standards cited in Letter	Self-Study Page Number(s)
November 7, 2013	Emphasis to the institution's success in implementing its new general education/core curriculum, including an approach to the assessment of student learning outcomes in the core	General education is coherent and substantive. It embodies the institution's definition of an educated person…and provides criteria for its evaluation, including assessment of what students learn.	4.16	Standard 1 p. 4 Standard 2 p. 7, 8 Standard 4 p. 22-23 p. 32-34 Standard 8 p. 82-84
		Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning for critical analysis and logical thinking; and the capability for continuing and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind.	Former st. 4.19 (new st. 4.15)	Standard 2 p. 12 Standard 4 p. 22, p. 32, p. 34, p. 36-37 Standard 8 p. 82-84
June 1, 2016	Emphasis to the institution's success in implementing its DNAP Program	Assessing student learning outcomes with emphasis on assuring that students are achieving levels of progress required by the Council of Accreditation of Nurse Anesthesia Programs	4.20	Standard 2 p. 7, 12 Exhibit 2.A.4 Standard 4 p. 26
		Assuring that clinical practicum advisors and capstone committee advisors are sufficient in number and appropriately qualified.	6.6	Standard 6 p. 56, 59 Standard 7 p. 72
		Ensuring that library and other information resources are sufficient to support the DNAP program.	7.22	Standard 7 p. 68, 73

INTRODUCTION: THE SELF-STUDY PROCESS

Central Connecticut State University began preparing for its decennial reaccreditation by NEASC in November 2015, when President Miller appointed Provost Lovitt to oversee the reaccreditation process. In turn, the Provost enlisted the assistance of Associate Vice President for Academic Affairs, Dr. Glynis Fitzgerald and the Director of Institutional Research and Assessment, Yvonne Kirby, to manage the NEASC process and our preparations for the site visit of the NEASC Review Team in September 2018. To become familiar with the reaccreditation process, Dr. Fitzgerald attended a two-day NEASC orientation conference in November 2015 followed by the NEASC annual meeting in December. In March 2016, standard chairs were identified. In April 2016, President Miller announced the NEASC Steering Committee and standards committees. The first Steering Committee meeting was held May 18, 2016.

CCSU's reaccreditation efforts were spearheaded by a Steering Committee supported by 14 standards committees. Each standard committee was assigned a single standard with the exception of Standard Four where teams were assigned to each major area. Over 50 faculty, staff, students and administrators participated in these committees. At the start of this process, a summary of previous NEASC findings and changes to the NEASC Standards were reviewed.

Initially, the Steering Committee met every two weeks, ramping up to weekly meetings in spring 2017. Standards teams met independently through spring 2018, reporting to the Steering Committee as needed. As of spring 2018 four forums open to the entire campus community had been held. The first two forums were introductory in nature, addressing the reaccreditation process, the standards, and the importance of these efforts to the University. Forums three and four were standard specific. Forum three addressed standards one through three, five, and seven through nine. Forum four covered standards four and six. All forums were videotaped and streamed live to the campus community. The campus community was provided access to self-study drafts via the **CCSU NEASC website** and was invited to provide anonymous feedback through online forms. The CCSU NEASC website serves as a repository of all NEASC related resources including prior correspondence from NEASC, previous self-studies, PowerPoints, and other handouts from meetings. In spring 2018, feedback was also solicited on individual standards from relevant university and faculty committees. Regular updates were also provided through the Faculty Senate and to the Executive Committee (ExComm). Further feedback was provided in spring 2018, when NEASC/CIHE Vice President Carol Anderson reviewed a draft of our self-study. Feedback from all of these sources has been incorporated into the self-study.

An "Invitation for Public Comments" regarding the accreditation process was posted in the **New Britain Herald**, the **Hartford Courant**, the University website, and via the student-produced publication **The Recorder**. The announcement was also included in our August email newsletter to approximately 40,000 CCSU Alumni.

The preparation of the NEASC Self Study has given us an opportunity to address our goals of candid self-reflection, identifying opportunities for improvement, and recognizing the improvement that has taken place at CCSU since the last NEASC visit. We have solidified our assessment process and used the results to establish a new baseline from which our new strategic plan can move forward. The Self Study has enabled the University to take stock of itself and to chart a course for its immediate future amid the ever-changing environment in which we operate.

The steering committee includes the following:

- David Dauwalder, Provost and Vice President for Academic Affairs, Office of the Provost
- Stephen Cohen, Professor and Chair of English, out-going Faculty Senate President, Department of English
- Glynis Fitzgerald, Associate Vice President for Academic Affairs, Dean School of Graduate Studies, Professor of Communication, Academic Affairs
- Mark Jackson, Professor, in-coming Faculty Senate President, Department of Biology

- Yvonne Kirby, Director Institutional Research and Assessment, Academic Affairs
- Derek Pierce, Manager of University Internet Services, Marketing and Communications
- Brian Sommers, Professor, Department of Geography

Self-Study Teams		
(F) = Faculty, (S) = Student, (A) = Administrator/Affiliate (*Italics* = no longer at CCSU)		
Standard One: Mission and Purposes		
Stephen Adair (Chair)	F	College of Liberal Arts and Social Sciences
Helen Abadiano	F	School of Education and Professional Studies
Lisa Bigelow	A	Institutional Advancement
MaryAnn Mahony	F	College of Liberal Arts and Social Sciences
Standard Two: Planning and Evaluation		
Yvonne Kirby (Chair)	A	Institutional Research and Assessment
Stephen Cox	F	College of Liberal Arts and Social Sciences
Nancy Hoffman	F	School of Education and Professional Studies
Standard Three: Organization and Governance		
Stephen Cohen (Chair)	F	College of Liberal Arts and Social Sciences
Richard Balducci	A	Board of Regents
Steven Kliger	A	Center for Public Policy & Social Research
Susan Pease	A	College of Liberal Arts and Social Sciences
Anna Suski-Lenczewski	A	Human Resources

Standard Four: The Academic Program		
Provost Carl Lovitt (Chair)	A	Office of the Provost
Interim Provost Susan Pease (Chair)	A	Office of the Provost
Provost David Dauwalder (Chair)	A	Office of the Provost
Assuring Academic Quality		
James Mulrooney (Co-chair)	F	School of Engineering, Science, and Technology
Lisa Frank	F	School of Business
Meg Leake	A	The Learning Center
Academic Program Elements:		
Undergraduate Degree Programs/Major		
Mark Jackson (Co-chair)	F	School of Engineering, Science, and Technology
Joseph Farhat	F	School of Business
Beth Merenstein	F	College of Liberal Arts and Social Sciences
General Education		
Don Adams (Co-chair)	F	College of Liberal Arts and Social Sciences
Cassandra Broadus Garcia	F	College of Liberal Arts and Social Sciences
Mary Horan	A	College of Liberal Arts and Social Sciences
Kristine Larsen	F	School of Engineering, Science, and Technology
Graduate Degree Programs		
Eric Leonidas (Co-chair)	F	College of Liberal Arts and Social Sciences
Jennifer Hedlund	F	College of Liberal Arts and Social Sciences
Sheldon Watson	F	School of Education and Professional Studies
Jennifer Haugen	S	Graduate Student Association, President
Integrity in the Award of Academic Credit		
Mary Pat Bigley (Co-chair)	A	School of Education and Professional Studies
Aimee Pozorski	F	College of Liberal Arts and Social Sciences
Jason Snyder	F	School of Business

Standard Five: Students		
Laura Tordenti (Chair)	A	Student Affairs
Peter Troiano (Chair)	A	Student Affairs
Jean Alicandro	A	Residence Life
Jahmil Effend	S	Student Government Association, President
Larry Hall	A	Recruitment and Admissions
Scott Hazan	A	Student Activities and Leadership Development
Ramon Hernandez	A	Student Affairs
Yvonne Kirby	A	Institutional Research and Assessment
Paulette Lemma	A	Emeritus
Kevin Oliva	A	Academic Center for Student Athletes
Joe Paige	A	Office of the Provost

Standard Six: Teaching, Learning and Scholarship		
Glynis Fitzgerald (Chair)	A	Academic Affairs, School of Graduate Studies
Marianne Fallon	F	College of Liberal Arts and Social Sciences
Yvonne Kirby	A	Institutional Research and Assessment
Ned Moore	F	School of Engineering, Science, and Technology
James Mulrooney	F	School of Engineering, Science, and Technology
Michael Alfano	A	School of Education and Professional Studies
Jennifer Haugen	S	Graduate Student Association, President

Standard Seven: Institutional Resources		
Charlene Casamento (Chair)	A	Financial Affairs
Carl Antonucci	A	Library
Richard Bachoo	A	Administrative Affairs
Brian Sommers	A	College of Liberal Arts and Social Sciences
Anna Suski-Lenczewski	A	Human Resources

Standard Eight: Educational Effectiveness		
Mel Horton (Chair)	A	School of Education and Professional Studies
Yvonne Kirby	A	Institutional Research and Assessment
Kris Larsen	F	School of Engineering, Science, and Technology
James Mulrooney	F	School of Engineering, Science, and Technology

Standard Nine: Integrity, Transparency, and Public Disclosure		
Carolyn Magnan (Co-chair)	A	Office of the President
Mark McLaughlin (Co-Chair)	A	Marketing and Communications
Ken Colwell	A	School of Business
Patrick Tucker	A	Registrar
Derek Pierce	A	Marketing and Communications

Staff Support		
Richard Kirby	A	Institutional Research and Assessment

Standards were reviewed by the following committees:

Standard	Review Committee/Entity
Standard One: Mission and Purposes	University Planning and Budget Committee
Standard Two: Planning and Evaluation	University Planning and Budget Committee, Institutional Research and Assessment
Standard Three: Organization and Governance	Faculty Senate Steering Committee
Standard Four: The Academic Program	Curriculum Committee, Academic Standards Committee, and Academic Assessment Committee
Standard Five: Students	SGA and Student Affairs
Standard Six: Teaching, Learning and Scholarship	American Association of University Professors, Curriculum Committee, Committee on Academic Advising
Standard Seven: Institutional Resources	Executive Committee
Standard Eight: Educational Effectiveness	Academic Assessment Committee, Institutional Research and Assessment
Standard Nine: Integrity, Transparency, and Public Disclosure	Executive Committee, University Counsel, Registrar, Institutional Research and Assessment

INSTITUTIONAL OVERVIEW

CCSU was founded in 1849 as the New Britain Normal School. It is Connecticut's oldest publicly supported institution of higher education. Over the years, the New Britain Normal School became the Teachers College of Connecticut (in 1933) and the Central Connecticut State College in 1959. The present name and educational charter were conferred in 1983. CCSU is governed by the Connecticut State Colleges & Universities (CSCU) Board of Regents, which oversees the four Connecticut state universities (Central, Eastern, Southern, and Western) and the state's 12 community colleges and Charter Oak State College.

CCSU is recognized not only for our teacher education programs, but for our liberal arts, STEM, and business undergraduate and graduate programs. CCSU is located in a neighborhood on the northern edge of New Britain. It is 15 minutes from the state capital of Hartford and about two hours from New York and Boston. CCSU has a welcoming campus with over 160 acres and some 40 buildings. Our campus features state-of-the-art facilities with wireless access throughout. The University offers 10 residence halls, housing 23 percent of students.

CCSU is the largest of the universities within the CSCU system. It has an enrollment of over 12,000 students and a full-time faculty of over 400 members. CCSU has more than 65,000 living alumni, 85 percent of whom choose to stay in Connecticut. They contribute to the intellectual, cultural, and economic health of Connecticut. Our commitment to Connecticut is more than just a reflection of our alumni. Central is one of very few universities in Connecticut that are designated by the Carnegie Foundation for the Advancement of Teaching as a Community Engagement University. This means that we partner with the communities we serve to lend them our resources and expertise to assist these cities in solving their most pressing challenges.

When NEASC last visited Central Connecticut State University (CCSU) in 2008, the University's President had been in office for three years, the senior administration was relatively new, the University had just adopted a new strategic plan, and the Connecticut State University System (CSUS) system had just appointed a new Chancellor. Ten years later, the University finds itself in a remarkably similar situation: President Zulma Toro is now in her second year, the Provost and Vice President for Academic Affairs was hired in the spring of 2018, and the Vice President of Student Affairs is expected to be selected in the summer of 2018. The University is embarking on a new strategic plan and planning process. These and other changes discussed below prepare CCSU for another decade of success and beyond.

Since 2008, our School of Business received Association to Advance Collegiate Schools of Business accreditation, and our innovative assessment initiative received nation-wide attention in October 2016 thanks to a front-page profile in the **Chronicle of Higher Education**. In part, this assessment initiative was an outgrowth of the NEASC report from its 2008 visit.

In 2014, CCSU embarked on a redesign of its existing schools of Engineering and Technology (SET) and Arts and Sciences (SAS). The redesign resulted in the creation of the School of Engineering, Science and Technology (SEST) and the College of Liberal Arts and Social Sciences (CLASS). Shortly thereafter, the departmental structure in the School of Education and Professional Studies (SEPS) was reorganized to better align academic programs within departments. In the time since, CCSU has expanded its graduate offerings, including the approval to offer a doctoral degree in nurse anesthesia, created new programs in engineering, and revitalized education programs such as the Master of Arts in Teaching. The University opened a new academic building (Social Sciences Hall) and a new dormitory (Mid-Campus Hall). Other building projects currently underway will greatly improve the spaces available for both Academic Affairs and Student Affairs.

Mission and Purposes: In 2008, CCSU's Faculty Senate approved a new mission statement for the University. In 2010 CCSU's mission statement was confirmed by the CSUS. Since that time, CCSU has worked to build upon its distinctive mission of (1) international education, (2) workforce and

State economic development, (3) community engagement, and (4) interdisciplinary and cross-curricular initiatives. CCSU's mission is embedded in its schools, departments and programs.

Planning and Evaluation: Since 2008, CCSU has significantly improved its planning and capacity for evaluation. As a result of the NEASC visit, the University has developed and implemented a program review policy, and expanded our use and reporting of data relating to institutional effectiveness. The pace of improvements in planning and evaluation has accelerated since the appointment of President Toro. Under her guidance, we have developed an Interim Strategic Plan which focuses on four primary institutional needs that will inform the new Strategic Plan that is currently under development; we are also in the process of identifying sets of institutions to use for benchmarking, developing the institution's first comprehensive academic plan, and currently piloting an Integrated Budget Model. With an eye towards transparency, Dr. Toro has also appointed an Integrated Planning Counsel to oversee these and other related activities.

Organization and Governance: The most significant developments in the organization and governance of the University over the past decade have been changes in the administration of CCSU and the reorganization of the system. With the appointment of President Zulma Toro, CCSU is at the start of a new era with a new AAUP contract and new emphases on growing enrollment, making data-driven decisions, and improving transparency. As previously mentioned, three of the four academic schools/colleges have undergone significant reorganization as well.

The positive changes occurring on campus have occurred at a time of great change in the central system administration. From 2008 to 2011, CCSU was part of the CSUS. During that time, the system head transitioned from a chancellor (Carter) to an interim Chancellor (Feroe) and then to an interim President (Meotti). Also in 2011, the CSUS was merged with the Connecticut Community Colleges and Charter Oak State College to create the Connecticut State Colleges and Universities (CSCU). In the seven years since then, CSCU has had five different presidents (Meotti, Kennedy, Austin, Gray, and Ojakian). Under these presidents, CSCU has embarked on a variety of initiatives in an attempt to better integrate the institutions in the system.

Under financial pressures, President Ojakian has spearheaded the development of the **Students First initiative**. As of this writing, the initiative is designed to achieve system-wide cost savings through the consolidation of the community colleges and through the consolidation of back-office functions (human resources, fiscal affairs, information technology, facilities, financial aid, and institutional research). The potential impact of this initiative is currently unclear. As such, there is a great deal of concern on campus as to how the evolution of Students First will affect our students and our ability to serve them.

The Academic Program: In response to the NEASC visit in 2008, CCSU has greatly expanded its assessment efforts. In the interim, we have approved and implemented assessment policies and procedures covering general education and external review of academic programs. We are particularly proud of the success of our Multi-State Collaborative model for assessing general education learning outcomes. In addition to our successes in assessment, CCSU has also achieved AACSB accreditation of the School of Business, received discipline-specific accreditation for many programs across the university, and earned designation as a Carnegie Community Engagement institution.

CCSU has worked hard to keep pace with changes that have occurred within our academic environment. As part of a system that now includes Connecticut's twelve community colleges, CCSU recognized the increased importance of transfer articulation agreements. We have worked to create more robust academic support services and added/expanded degree

programs in keeping with our mission. We have also expanded online programs and digitally-mediated learning opportunities.

Students: While CCSU's enrollments have remained stable since the last visit, the population of students that CCSU serves has changed markedly. In 2010, minority students constituted 21 percent of the student body, today they make up one-third of the population. Since 2008 our graduation rate has increased to 30 percent graduating in four years (previously 13 percent) and 52 percent graduating in six years (previously 46 percent). Additionally, CCSU has made considerable improvement in reducing the graduation rate gap between male and female students (14 percent down to 8.9 percent), with the support of programming focused on men's health and academic services. CCSU has developed strategies to increase student persistence and success, including enhancements to advising services, the improvement of academic support services, interventions for at-risk students, and refinements in course scheduling. The University has substantially increased the amount of financial aid that it disburses and has improved facilities for student services, and recreational activities.

Teaching, Learning, and Scholarship: Since the 2008 NEASC site visit, the number of faculty at CCSU has increased from 434 to 448 full-time faculty and from 465 to 485 part-time faculty. The percent of workload produced by part-time faculty with allowable exclusions per the Collective Bargaining Agreement (CBA) was 15.7 percent in 2017-18—well below the 20% maximum allowed by the CBA. In 2017 a new CBA was reached, covering all teaching and administrative faculty. The CBA addresses workplace quality and stability concerns for both full-time and part-time employees. In addition to the new CBA, CCSU has also established support services providing faculty professional development in teaching and in classroom technologies as well as more robust programs for new faculty and staff. In response to feedback from students, the University reorganized its student advising program. This created specialized school-based advising centers as well as a center for students who have not decided on an academic path. These centers replaced the centralized advising structure that previously existed.

Institutional Resources: CCSU has been able to manage our finances in spite of reductions in state appropriations and increasing state-wide contractual obligations. The fiscal health of the University is also reflected in its endowment which has grown from $21.9 million (June, 2009) to $71.2 million as of June 2017, all in an effort to support our students. The University has made considerable progress in implementing the Connecticut State University System capital improvement plan. CCSU has opened the Social Sciences Hall, Mid-Campus Hall, a new dining facility, a new police station and several athletic fields. The Huang Recreation Center is under construction and the Willard-DiLoreto renovation is near completion. These infrastructure improvements will be instrumental in supporting our planned enrollment growth. While staffing levels are adequate in the near term, planning is underway to determine what may be required as we approach 15,000 students.

Educational Effectiveness: Since our last NEASC visit, CCSU has made considerable improvement in assessment and in making data-informed decisions. In 2014, CCSU participated in the Multi-State Collaborative (MSC), an assessment initiative lead by the American Association of Colleges and Universities (AAC&U). During this time, CCSU has both embraced and adapted the MSC methodology to enhance its assessment of General Education. This has been accompanied by advancements in how the University conducts annual program assessment. In addition to direct assessment of student learning, CCSU has recently expanded its survey portfolio. These surveys include the Student Satisfaction Inventory (SSI), the National Survey of Student Engagement (NSSE),

and the Beginning College Survey of Student Engagement (BCSSE). In addition to these national surveys, CCSU has two alumni surveys that are administered either within six months of graduating or to alumni who graduated three to five years earlier. CCSU is utilizing these surveys to make informed decisions that will guide our strategic planning efforts.

The goal of these efforts is to ensure that our students are well educated and graduate in a timely manner. Since our last NEASC visit, CCSU has made considerable progress on student graduation rates, not just improving our six-year rate by nearly ten percent, but also our four-year rate (up 16 percent).

Integrity, Transparency, and Public Disclosure: As a public institution, CCSU is bound by and adheres to Connecticut General Statutes, which mandate accountability and transparency. CCSU strives to train its workforce in diversity-related issues and mandates Title IX training for all employees. In the wake of a recent allegation of sexual misconduct, President Toro has assembled a Sexual Misconduct & Campus Climate task force to review policies and processes that will ensure the safety and wellbeing of our students, faculty and staff.

In the areas of transparency and public disclosure, CCSU has greatly enhanced access to Student Consumer Information and internal reports utilized by the campus community. Audited financial reports have also been made available for CCSU, the CSU System and the CSCU System. Given the importance of technology and a web presence, the University launched its new website in the fall of 2017. With these changes, the availability of information and resources to students, employees and the public has significantly improved.

STANDARD ONE

MISSION AND PURPOSES

DESCRIPTION

From its inception, Central Connecticut State University's (CCSU) mission has focused on meeting the needs of its students and community with purpose, dedication, service and intellectual excellence. CCSU is the oldest public university in Connecticut, evolving from its beginnings as a normal school in 1849, to becoming Central Connecticut State College in 1959, and finally, to gaining university status in 1983. Since then, CCSU has developed its mission to meet the needs of an increasingly diverse population and make first-rate education accessible to the community it serves.

The University's current mission statement was approved in 2008 by the Faculty Senate (Senate), followed by the Connecticut State University System Board of Trustees in 2010 (Data First Form (DFF) 1.2). The statement reads:

> ***Central Connecticut State University is a community of learners dedicated to teaching and scholarship that emphasizes development and application of knowledge and ideas through research and outreach activities, and prepares students to be thoughtful, responsible and successful citizens. As a comprehensive public university, we provide broad access to quality degree programs at the baccalaureate, masters and doctoral levels.***

Accompanying the mission statement is a vision statement for the future:

> ***Central Connecticut State University aspires to be recognized for:***
> - ***Graduating broadly educated, culturally and globally aware students who will contribute meaningfully to their communities as engaged professionals and citizens;***
> - ***Contributing to knowledge through scholarship; and***
> - ***Fostering societal improvements through responsive and innovative programs***

The **mission and vision statements** are the foundation of the University's **Former Strategic Plan** (FSP), along with the following four Elements of Distinctiveness, which were approved by the Board of Trustees and the Senate in 2008:

- **International education**
- **Workforce and state economic development**
- **Community engagement**
- **Interdisciplinary studies and cross-curricular initiatives**

In addition, each of the University's schools – **Business**, **Education and Professional Studies**, **Engineering, Science, and Technology**, **Graduate Studies**, and the **Carol A. Ammon College of Liberal Arts and Social Sciences** – has developed distinct mission statements that demonstrate commitment to the overall University mission. Academic departments also have individual mission statements that convey the uniqueness of each department's contribution to the University's mission (DFF 1.1).

Once CCSU students enroll in one of the many excellent degree programs at the University they become part of the community of learners. At the core of its mission, highly-qualified, active teacher-scholars guide students in realizing their potential and achieving academic success. The University recognizes the importance of this synergy through support of research and pedagogy. There are competitive grants for faculty research, faculty-student collaborative research, developing new diversity curriculum, and for community engagement. Full-time and part-time faculty have guaranteed access to annual professional development funds and opportunities, and the University continues to bolster its physical, technological, administrative, and financial resources to adequately support faculty commitment to research, creative activity, and teaching.

The University has a rigorous evaluation of teaching effectiveness, creative activity and scholarship. A demanding six-year path to tenure ensures full-time

regular faculty maintain quality teaching and continue to develop and improve their scholarly competence or creative work. The CSU-AAUP **Collective Bargaining Agreement** (CBA) (August 25, 2016-August 25, 2021) outlines criteria for evaluating and recommending full-time faculty for renewal, tenure, and promotion, and continuing evaluations including six-year reviews and special assessments (see Articles 4.11.9-4.12). Each **department** further clarifies these expectations.

CCSU's dedication to providing access to quality education can be seen in two primary ways: (1) Diversity – enrolling and maintaining a diverse student body; and (2) Affordability – ensuring that the educational opportunities are within the students' financial means. A number of programs are in place to help recruit and retain a diverse student body, including CCSU's **Education Opportunity Program**, the Travelers Edge Program, and **The Summer Bridges Program**. These programs focus on providing access to first generation and low-income students, as well as assist in building the required skills and proficiencies needed for student success. In addition to such initiatives, CCSU has embarked on an ambitious program to increase enrollment. CCSU also historically has the lowest tuition and fees of any traditional public university in Connecticut (Exhibit 1.A.1). The University awards $98.6 million per year in financial aid, with 67 percent of the student population receiving aid.

Once a student is admitted, CCSU encourages broad access to the educational opportunities through its various on-campus offices. The Office of Financial Aid works to meet student financial needs from matriculation to graduation. Students lacking solid secondary educational foundations can turn to the Learning Center for academic coaching, subject-specific tutoring, and skills development programs. The University has recently decentralized part of its advising program, making school-based advising centers available to help students access their education to the fullest extent possible. Individual faculty advisors in each major personally guide students through their degree programs. The Office of Veterans Affairs provides military benefit and scholarship information, among other services, that are unique to the veteran population. Financial support through scholarships to a broad array of students is available through the CCSU Foundation, a 501(c)(3) organization. The Office of Student Disability Services works to provide accommodation for students with specific learning and physical needs. These offices work to engage CCSU's students and ensure continued success of groups with both broad and specific needs.

As one of CCSU's four Elements of Distinctiveness, international education is built into the General Education (GenEd) curriculum through a six-credit international requirement. The George R. Muirhead Center for International Education (CIE) was established in 1987 by the Board of Governors for Higher Education as a Statewide Center for Excellence in International Education. The CIE contributes to the University's vision to be global in perspective and outreach by developing and supporting internationally-focused programs and providing a forum for students, faculty, staff, and alumni to engage with partner institutions and international communities around the globe. The CIE has more than 20 university partnerships and approved external programs, and there are more than 45 short-term, faculty-led programs offered annually. Students may spend a semester or full year abroad, and the CIE also provides scholarship support for short-term courses. The International Education Committee, a standing committee of the Senate, is responsible for reviewing and advising the Senate on policies related to international education. The University also offers BS and MS degrees in International Studies, an interdisciplinary program linking two of the four areas of distinctiveness.

CCSU is also distinctive in its commitment to workforce and state economic development. The University offers numerous undergraduate and graduate professional programs in areas such as design, nursing, criminal justice, engineering, construction management, public history and education that respond directly to Connecticut's workforce needs. For example, CCSU addresses teacher shortages in math, science, English and Spanish with its Master of Arts in Teaching program. In addition, most of CCSU's academic programs include experiential learning opportunities and internships that help to prepare students to

become vital players in Connecticut's workforce.

Community engagement plays an integral role in defining CCSU's distinctive mission. As one of the four Elements of Distinctiveness, community engagement is one of the key features in the Interim Strategic Plan (see Standard Two), and CCSU has a dedicated minor as well as specific courses that focus on this initiative. While the University is making strides in this area, community engagement is not a new concept to CCSU. For 30 years the Partners in Science project has offered science workshops in astronomy, biology, chemistry and biomolecular sciences to local middle school students under the leadership of the biomolecular sciences department. In 2015 the Carnegie Foundation for the Advancement of Teaching selected CCSU as one of the universities to receive a **Community Engagement Classification**. In 2017, CCSU partnered with the **Ana Grace Project**, which promotes community and connection for every child and family through school partnerships, professional development, and music and arts programs. In response to this partnership, Dr. Toro stated:

> ***The Ana Grace Project's foundational belief that healthy schools are central to the health of communities and its families is a natural fit with our commitment as a Campus of Compassion. This enhanced partnership will support our goals of expanding public engagement, building a strong community of learners, enhancing good citizenship, and fostering cultural and global awareness.***

Evidence of outreach to schools, government, and Connecticut communities is seen throughout the University, and more specifically through the work of the **Office of Community Engagement**, located in the heart of downtown New Britain. CCSU's Office of Community Engagement houses Community Central, a clearinghouse for individuals and organizations from the community and CCSU to come together to work, learn, and grow together. The Office works to create a civic-minded campus culture and a means to contribute the skills and knowledge of faculty, staff, students, and alumni to the needs of the larger community. The **Community Engagement Committee** advises the University on policies, curricular enhancements, and events designed to foster community engagement.

The University also participates in outreach and community engagement through its five schools. For example, the School of Education and Professional Studies is a leader in outreach to Connecticut's K-12 school community through **advisory boards** comprised of community partners and disciplinary professionals. The School of Engineering, Science, and Technology has partnered with two magnet schools, whose students visit the University to meet with faculty, participate in laboratory demonstrations, and experience campus tours. Students and faculty in the College of Liberal Arts and Social Sciences Department of History have formed partnerships with local history institutions to present community programs on a continuing basis. Each of these programs enrich and strengthen the ties between CCSU and the communities it serves.

CCSU has several organizational entities that work closely with state and federal government agencies. Consistent with its mission to "effectively inspire and sustain a just, equitable, and inclusive Connecticut through independent research and evaluation, public policy analysis and development, and community engagement," CCSU's **Institute for Municipal and Regional Policy** engages with local, state and federal government agencies on short- and long-term research projects typically on a fee-for-service basis. The **Center for Public Policy and Social Research** encourages active participation in local and state affairs through thoughtful citizenship and public service. The center functions as an affordable resource for local and state government, non-profit organizations and communities in need of assistance in survey research, communication campaigns, program evaluation and project development.

Lastly, CCSU is distinctive in interdisciplinary studies and cross-curricular initiatives. It offers students a wide selection of interdisciplinary majors and minors in such fields as African American Studies, African Studies, Entrepreneurship, Gerontology, Hospitality and Tourism, International Studies, Peace Studies and Women, Gender and Sexuality Studies. The

University also offers an interdisciplinary Honors Program and promotes cross-curricular initiatives in such areas as community engagement, diversity, international education, and writing.

CCSU's community of learners prepares students to be successful citizens, and elements of thoughtful, responsible, successful citizenship are emphasized and integrated throughout academic and non-academic experiences. Bachelor's degree programs include expectations of both broad and focused learning. The University Catalog explains the role of CCSU's GenEd requirements: "General education pushes students beyond the limits to their majors to explore a broad range of courses. Whereas the major ensures that students are well educated in one specific discipline, the general education program ensures that students become broadly educated citizens--aesthetic discernment, empathy, curiosity, and rational thinking--this broad and varied education provides students a foundation on which to build their intellectual, personal, civic, social, and cultural lives during their undergraduate years and beyond." CCSU expects all students to achieve competency and fluency in defined study areas for the arts and humanities, social sciences, behavioral sciences and natural sciences and skill areas in communication, mathematics, foreign languages, information literacy, fitness and wellness, and global literacy. Focused study in major and minor areas of concentration in combination with the GenEd requirements produce students with the ability to engage in society. Consistent with the ten **general education learning objectives** for all students, CCSU encourages the practice of civic responsibility within the academic disciplines through service learning, community engagement, internships, and other experiential learning opportunities as well as through extracurricular activities. In doing so, CCSU prepares graduates to contribute to the world around them with the skills and experiences needed to succeed.

"General education pushes students beyond the limits to their majors to explore a broad range of courses. Whereas the major ensures that students are well educated in one specific discipline, the general education program ensures that students become broadly educated citizens—aesthetic discernment, empathy, curiosity, and rational thinking—this broad and varied education provides students a foundation on which to build their intellectual, personal, civic, social, and cultural lives during their undergraduate years and beyond."

APPRAISAL

The mission statement has served the University well since 2008 and is embedded in the University's strategic planning process as well as at the school and department level. It informs new and ongoing initiatives that contribute to the University's distinctiveness and success in providing broad access to rich educational opportunities to a diverse and ever-changing community.

PROJECTION

CCSU is in the process of a complete revision of its strategic plan, which includes evaluation of how the mission continues to serve the University and its constituencies. Based on this evaluation, the University may revise the mission statement to ensure its continued support of evolving community needs over the next decade. For more details please see Standard Two.

STANDARD ONE : MISSION AND PURPOSES

WORKSHEET 1.1

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	http://www.ccsu.edu/about/mission/	7/21/2010

Mission Statement published	Website location	Print Publication
University Website	http://www.ccsu.edu/about/mission/index.html	

Related statements	Website location	Print Publication
Academic Affairs	http://www.ccsu.edu/academics/index.html	
Student Affairs	http://web.ccsu.edu/studentaffairs/?redirected	
Information Technology	http://www.ccsu.edu/it/ciomessage.html	
Office of Diversity and Equity	http://www.ccsu.edu/diversity/	
Carol A. Ammon College of Liberal Arts & Social Sciences	http://www.ccsu.edu/class/mission.html	
School of Business	http://www.ccsu.edu/business/mission.html	
School of Education & Professional Studies	http://www.ccsu.edu/seps/about/index.html	
School of Engineering, Science, & Technology	http://www.ccsu.edu/sest/about/index.html	
School of Graduate Studies	http://www.ccsu.edu/grad/about/index.html	
Student Handbook, 2017-18	http://docs.ccsu.edu/Student_Handbook.pdf	
The Learning Center	http://web.ccsu.edu/tlc/about/default.asp	
Institutional Research and Assessment	http://www.ccsu.edu/oira/	
Student Disability Services	http://www.ccsu.edu/sds/missionstatement.html	
Center for Advising & Career Exploration	http://www.ccsu.edu/cace/about.html	

Please enter any explanatory notes in the box below

The above are a sampling of mission statements. Academic departments also have mission statements, please see below.

Academic Department	Website location
Accounting*	Accounting
Anthropology	http://www.ccsu.edu/anthropology/undergrad.html
Art	Art
Biology	http://www.ccsu.edu/biology/
Biomolecular Sciences *	Biomolecular Sciences
Chemistry & Biochemistry *	Chemistry & Biochemistry
Communication	http://comm.ccsu.edu/?p=1695
Computer Electronics & Graphics Technology	http://www.ccsu.edu/cegt/
Computer Science	http://www.ccsu.edu/cs/mission.html
Counselor Education & Family Therapy	http://www.ccsu.edu/ceft/counselorEducation-
Criminology & Criminal Justice *	Criminology & Criminal Justice
Design (Graphic/Information)	http://www.design.ccsu.edu/bachelor-of-art/graphic-design-degree-learning-outcomes.html
Economics	http://www.ccsu.edu/economics/
Educational Leadership, Policy & Instructional Technology	http://www.ccsu.edu/elpit/
Engineering *	Engineering
English	http://www.ccsu.edu/english/about.html
Finance	http://www.ccsu.edu/finance/
Geography *	http://www.ccsu.edu/geography/about/index.html
Geological Sciences	http://www.ccsu.edu/geolsci/about.html
History	http://www.ccsu.edu/history/
Journalism	http://www.ccsu.edu/journalism/outcomes.html
Literacy, Elementary, and Early Childhood Education	http://www.ccsu.edu/leece/
Management and Organization*	http://www.ccsu.edu/management/
Management Information Systems *	Management Information Systems
Manufacturing & Construction Management	http://www.ccsu.edu/mcm/
Marketing	Marketing
Mathematical Sciences	http://www.ccsu.edu/mathematics/mission.html
Modern Languages	http://www.ccsu.edu/modlang/
Music	http://www.ccsu.edu/music/about/index.html
Nursing	http://www.ccsu.edu/nursing/files/Nursing_Student_Handbook_Revi
Philosophy *	Philosophy
Physical Education and Human Performance	http://www.ccsu.edu/pehp/about.html
Physics & Engineering Physics	http://www.ccsu.edu/physics/mission.html
Political Science	http://www.ccsu.edu/polisci/
Psychological Science	http://www.ccsu.edu/psychology/mission.html
Social Work	http://www.ccsu.edu/socialwork/index.html
Sociology	http://www.ccsu.edu/sociology/
Special Education & Interventions	http://www.ccsu.edu/sped/
Technology & Engineering Education *	http://www.ccsu.edu/teched/
Theatre	http://www.ccsu.edu/theatre/learningOutcomes.html

*Mission statement exists, but not explicit on website

WORKSHEET 1.2

UNIVERSITY MISSION

Central Connecticut State University is a community of learners dedicated to teaching and scholarship that emphasizes development and application of knowledge and ideas through research and outreach activities, and prepares students to be thoughtful, responsible and successful citizens. As a comprehensive public university, we provide broad access to quality degree programs at the baccalaureate, master's, and doctoral levels.

ELEMENTS OF DISTINCTIVENESS

CCSU identifies the following as distinctive elements within the Connecticut State Colleges & Universities system:

- **International education**
- **Workforce and state economic development**
- **Community engagement**
- **Interdisciplinary studies and cross-curricular initiatives**

VISION

Central Connecticut State University aspires to be recognized for:

- Graduating broadly educated, culturally and globally aware students who will contribute meaningfully to their communities as engaged professionals and citizens;
- Contributing to knowledge through scholarship; and
- Fostering societal improvements through responsive and innovative programs.

– Faculty Senate Bill 08.09.017B

– Approved by President Miller 03.16.09

– CSUS Board Resolution BR# 10-43 07.21.10

– Updated 09.27.13

STANDARD TWO

PLANNING AND EVALUATION

DESCRIPTION

PLANNING

CCSU employs a systematic, purposeful, and thoughtful approach to planning and evaluation. The University focuses its planning process on the priorities in its newly introduced **Interim Strategic Plan** (ISP, discussed below), as well as its understanding of the long-term budget and fiscal uncertainty at the state level. Constituencies involved in the planning process include the President and her **Executive Committee** (ExComm) as well as numerous committees including the **University Faculty Senate** (Senate), Facilities Planning Committee, Design Committee, **University Planning and Budget Committee** (UPBC) and **Integrated Planning Council** (IPC). CCSU strategic planning is founded on the University's **Mission and Vision** statements and reaffirms its commitment to present and future students. Decision-making centers on planning that is based on goals and performance and encompasses all divisions.

The Former Strategic Plan (FSP) was in effect from 2008 to 2017 and included eight over-arching goals and 49 objectives which were updated annually. Each objective had at least one measurable metric; a targeted goal(s) based on nationally accepted definitions and comparative information, where possible; and a list of enabling activities that documented the actions implemented to help achieve the goal (Data First Forms (DFF) 2.1).

Former Strategic Plan Goals:

1. Promote student learning
2. Increase persistence, satisfaction and success rates for students
3. Prepare students for productive lives as professionals and citizens and support economic development
4. Enhance and sustain faculty and staff satisfaction and success
5. Promote global awareness and respect for diversity
6. Gain financial support necessary for a highly regarded public university
7. Initiate and sustain environmentally sound capital projects
8. Enhance and maintain effective operations, information services, and infrastructure

> ***In 2017, the UPBC reviewed the FSP and recommended the ISP, which focuses on four primary institutional needs in the strategic planning reevaluation process:***
> 1. ***Increase student enrollment (metrics in FSP Goal 2)***
> 2. ***Maintain academic excellence (metrics in FSP Goals 2 and 4)***
> 3. ***Expand community engagement (see Elements of Distinctiveness in Standard One).***
> 4. ***Develop additional sources of funding (metrics in FSP Goals 4 and 6)***

The ISP also identifies objectives from the FSP that can support these four goals. For example, ISP Goal #2 focuses on maintaining academic excellence, corresponding with **FSP Goal 2, Objective 2.3** which emphasizes improving the graduation rates for full-time transfer students. Using CCSU's historical definition as well as a national definition adopted in 2011-12 from the Consortium for Student Retention Data Exchange (CSRDE) Community College Transfer report (Exhibit 2.D.1), the four-year graduation rate goal for transfer students is to meet or exceed the average rate for Master's level institutions.

During the strategic planning process, ExComm members (including vice presidents and direct reports to the President who oversee areas such as student affairs, academic affairs, and human resources) collaborate to ensure the progress of each goal and objective and document the associated enabling activities. The **Office of Institutional Research and Assessment** (OIRA),

updates the metrics in the FSP/ISP annually, and ExComm members annually update the enabling activities and collaborate with the OIRA to recommend goal adjustments and/or assessment instruments to the UPBC. The UPBC then evaluates the goals and objectives and works with the President to consider possible revisions. Once complete, the full strategic plan is shared with the campus community via the **University website** and is typically discussed in the President's opening remarks each fall.

In an effort to initiate and sustain environmentally sound **capital projects** (FSP Goal 7), the 1999 Facilities Master Plan provided a ten-year roadmap for capital projects, improvements, and maintenance to meet strategic priorities. This $950 million capital project list has led to new and renovated facilities funded primarily by the General Assembly and Connecticut Health and Educational Facilities Authority (CHEFA). Capital improvements include a recently completed state-of-the-art Social Sciences Hall, the Hilltop Café, the conversion of the powerhouse to a dance studio, a new residence hall, improved sports facilities, a new police station, and the current **merging of Willard and DiLoreto Halls** which will add 30,000 square feet of classroom and office space. Additionally, CCSU has installed a **1.4 megawatt fuel cell** power generator to improve sustainability.

In addition, CCSU's new 2012 Master Plan was incorporated into the Connecticut State University System 2020 plan (CSUS 2020) for infrastructure improvement. In March 2014, the state legislature approved $129 million in modifications to the plan (Exhibit 2.D.2). Groundbreaking for the new 70,000 square foot **Huang Recreation Center** took place in fall 2017. Planning is also underway for a new engineering building. The Facilities Planning Committee and the Campus Design Committee are charged with implementing the Master Plan modifications. The Chief Administrative Officer chairs both committees, providing unified planning leadership and presenting information on facilities planning progress to the ExComm, UPBC and Senate.

Budgetary planning is another crucial component to the success of the University's mission – especially during a time of economic uncertainty. The Chief Financial Officer (CFO) and the UPBC host annual meetings for ExComm members to present budgets, spending plans and requests that include changes in personnel, anticipating expenses, and adjusting priorities. Since FY 2010, ExComm members have presented budget scenarios for reductions ranging from five percent to 20 percent. These meetings allow ExComm members to refine their presentations before delivery to the President and enable the UPBC to make its own recommendations to the President regarding budget priorities.

CCSU also relies on realistic analysis of state funding constraints in the current fiscal environment to guide its planning. As part of the ISP, development of additional funding sources and successful increase in enrollment in 2017-18 led to additional revenue for the year. While CCSU is currently fiscally sound, increasing enrollment will help mitigate anticipated reductions in state appropriations. For several years, CCSU's focus has been to maintain a stable enrollment of approximately 12,000 students, increase the enrollment percentage of full-time students (FSP Goal 2, Objective 2.12), and to enroll all first semester freshmen in 15 credits. In early 2017, CCSU developed a more formal plan to establish a new enrollment target of 15,000 students by 2022 (which was later adjusted to 2023) – a 26 percent increase from fall 2017 (Exhibit 2.D.3). In addition, the President is leading a new 12-member Enrollment Management Council (EMC), which includes select ExComm members (Provost, CFO, and the Vice Presidents for Student Affairs and Institutional Advancement) and directors of relevant offices such as financial aid, registrar, and admissions.

Student retention goals are also embedded in the newly established enrollment plan. To achieve the new enrollment targets, CCSU works to identify existing and potential academic programs that will not only attract new students but also position them for employment after graduation and address workforce needs for the state. Extending offerings in high demand areas, coupled with a historic commitment to a strong liberal arts foundation, CCSU produces graduates ready to enter the workforce.

EVALUATION

To ensure the quality of academic programs, CCSU has a peer-reviewed assessment process to regularly and systematically evaluate all aspects of the academic program. The Senate adopted two policies regarding program evaluation that include an internal faculty-led review process followed by an external program review process. The **academic assessment policy** was approved in Spring 2008, giving faculty the responsibility for assessing student learning. At the same time, the Senate created the faculty-led **Academic Assessment Committee** (AAC) which provides feedback about the **assessment of student learning** and coordinates the overall assessment of General Education (GenEd). Academic departments report on the assessment of student learning for each program annually to the AAC using a standardized format (see Standard Eight). The AAC then provides feedback (Exhibit 2.D.4) just prior to the department's program specific self-study and in preparation for its external **Program Review** (PR) (DFF 2.1).

The academic assessment policy was approved in Spring 2008, giving faculty the responsibility for assessing student learning.

In 2012, the Senate approved the PR policy, which requires programs without discipline-specific accrediting bodies to be externally reviewed every five years. Once the self-study is written, an external reviewer evaluates the report and conducts a site visit, meeting with departmental faculty, students, academic dean and Provost. Departments then receive feedback from the external reviewer through an on-campus exit interview and a written report. This process serves to: (1) enhance student learning and success; (2) improve the quality and effectiveness of curricula and instruction; and, (3) assist in the allocation of resources. As of Fall 2017, 53 (78 percent) of CCSU's 68 non-accredited programs have completed at least one PR, 15 have a PR underway, and 16 programs have either started or completed their second self-studies. The reporting cycle for both assessment reports and PR has been **scheduled** out to 2026. Results from the PR are also considered by the Provost and academic deans when allocating resources. For example, the PR for the Department of Criminology and Criminal Justice identified the computer crime and/or security program as an area of the curriculum that required improvement (Exhibit 2.D.5). In response to this finding, the University assigned an additional faculty line to the department and began developing a minor in cybercrime.

In order to evaluate the specific objectives of each program, **accredited academic programs** are reviewed on a timeline and follow the guidelines and policies for learning outcomes assessment as prescribed by their respective accrediting agencies. Results of the most recent assessments are available in the E-Series reports as is a listing of which programs are evaluated by a discipline-specific accrediting agency (Appendix B). Since the last NEASC visit, the School of Business (SOB) received **AACSB accreditation**, engineering programs were newly accredited or reaccredited by **ABET**, and educator preparation programs in the School of Education and Professional Studies (SEPS) were reaccredited by NCATE, now **CAEP**. Similarly, the Doctorate of Nurse Anesthesia Practice (DNAP) learning outcomes are based upon the competencies required by the **Council on Accreditation** (COA) for Nurse Anesthesia Programs for the CRNA Practitioner at the Clinical Doctorate Level. The COA Standards for Accreditation of Nurse Anesthesia Programs help prepare graduates with competencies for entry into anesthesia practice. The COA practice doctorate standards address: (a) Conducting institutions, (b) Faculty, (c) Students, (d) Graduates, (e) Curricula, (f) Clinical sites, (g) Policies, and (h) Evaluations.

Many of CCSU's accredited programs also have advisory boards that provide assurance of quality, integrity and effectiveness. For example, the SOB (Exhibit 2.D.6) and the **SEPS** have advisory boards that help set strategic objectives and advise the deans on issues that may impact their missions or strategies. Ten academic programs in the School of Engineering, Science and Technology (SEST) have Industrial Advisory Boards, while SEPS advisory boards provide guidance in nine program areas to address the relevance of programs, help with internships, and advocate

for school or departmental interests with the external community. In the College of Liberal Arts and Social Sciences (CLASS), the Department of Psychological Science uses the American Psychological Association to help inform and guide changes to its academic programs.

Another academic evaluation process that CCSU has adopted relates to the GenEd program. In 2014 CCSU piloted participation in the **Multi-State Collaborative to Advance Learning Outcomes Assessment** (MSC), a joint initiative between the **State Higher Education Executive Officers Association** (SHEEO) and the **Association of American Colleges & Universities** (AAC&U). **CCSU's participation** in this initiative, which focuses on the assessment of undergraduate competencies and general education, was highlighted in **The Chronicle of Higher Education** in October 2016 (See Standard Four).

The results from this most recent survey were very positive with 89 percent of students responding that their overall academic experience at CCSU was "Good to Excellent" and 93 percent of students indicating that completing their degree was "Worth the Effort."

In addition to direct learning assessments, CCSU regularly seeks input from students through various systematic surveys, including the **Student Satisfaction Inventory** (SSI), the **National Survey of Student Engagement** (NSSE), as well as other student advising and graduation evaluations. The survey data is used to track engagement and satisfaction levels, and to identify areas of strength and improvement. For example, the Committee on Academic Advising uses results from CCSU's in-house advising survey (Exhibit 2.D.7) to gauge student satisfaction. Similarly, Student Affairs shares the results from the **Beginning College Survey on Student Engagement** (BCSSE) with students during freshmen orientation to highlight the importance of class attendance and the contrast of average expected study hours to actual percentages. In 2015-16, CCSU, an inaugural member of the Voluntary System of Accountability (VSA), began administering the VSA **First-destination** survey to recent graduates. CCSU expanded on the VSA in 2016, asking students who graduated within six months more detailed questions about educational experiences and employment. In 2017, CCSU administered a survey designed for students who graduated three to five years earlier. The results from this most recent survey were very positive with 89 percent of students responding that their overall academic experience at CCSU was "Good to Excellent" and 93 percent of students indicating that completing their degree was "Worth the Effort."

In addition to academic program evaluation and student feedback, the University relies on the systematic collection of data to inform the evaluation process. The OIRA plays an integral role in the continued facilitation and effective acquisition and analysis of data, as well as data-based planning and implementation decisions. Since 2007, the OIRA staff has consisted of a director who oversees both assessment and institutional research; two institutional research specialists; one administrative assistant; and, depending on budget, up to three student workers. The OIRA produces an **annual report** summarizing the activities and accomplishments toward its goals. To further facilitate communication, the OIRA publishes its most regularly produced reports on the OIRA **website**, which, as part of the self-study, was redesigned in 2016-17 to make information more accessible.

The OIRA website contains information on assessment, institutional data and consumer information. The site also includes a **Fact Book** (**enrollments**, **completions**, and **student success rates**), **benchmarking reports** such as the Delaware Study of Instructional Costs and Productivity, comparative information on salaries (both available only to the CCSU community) and **IPEDS Data Feedback Reports**. The **Homepage** includes links to CCSU's list of **Peer Institutions**, the **Dashboard**, and the **Common Data Set**, as well as the **Student Achievement Measures** (SAM). The **Consumer Information and Required Disclosures** page contains information largely based on requirements outlined in the **Higher Education Opportunity Act**, including reports ranging from the **price of attendance** and **educational loan debt** to student outcomes and campus security.

The OIRA is also responsible for assessing the quality, integrity and effectiveness of academic programs. The **assessment** section of the OIRA website includes links to student and employee **survey results**; the **Academic Assessment Committee** and related policies, including reporting guidelines and the resulting annual **assessment reports** for each academic program (available only to the CCSU community); and summary results on **general education assessments**. The OIRA is working to further advance the assessment portion of its website.

The OIRA compiles several campus-specific reports that evaluate different activities such as developmental education (Exhibit 2.D.8) and courses with historically high rates of D, F, or W grades (Exhibit 2.D.9). The faculty-load report provides **current** and **historical** data on faculty activity and productivity by department and by school. The degree productivity report (Exhibit 2.D.10) provides a number of metrics related to enrollment and degree completion by department. In a separate tab, the number of degrees and certificates awarded are tracked. These reports are frequently considered by the Provost and academic deans when making resource allocation decisions and in assessing program efficacy. In all, the OIRA's assessments play an important role in informing the planning necessary to ensure the University's dedication to its mission and purposes.

APPRAISAL

PLANNING

For many years CCSU has experienced success with its broad-based strategic planning, which is evidenced through the FSP. Historically, FSP metrics were updated annually, ExComm members were held accountable for each goal, and activities were documented in the Enabling Activities section. While the strategic planning process had its strengths, the University recognizes that there are opportunities for improvement, which include: looking for opportunities to make goals interrelated, when possible; benchmarking CCSU's outcomes with other institutions; making greater use of federal and national databases; and, developing targeted dates for achievement.

In order to improve upon the success of its strategic planning, the University can make strides to better integrate certain campus initiatives. For example, the **FSP** goals for six-year graduation rate improvement (Objective 2.2), improvements in advising (Objective 2.5), and increased student engagement in campus-based activities (Objective 2.9) are initiatives that should build upon each other.

The FSP relied heavily on data trends, which while very informative, do not always provide enough information to set appropriate goals nor always help put the information into context. To ensure more effective goal setting, CCSU is currently expanding on its current use of a single set of **comparison institutions** and is making greater use of the benchmark information available through federal databases such as the Integrated Postsecondary Education Data System (IPEDS). These datasets will enable CCSU to develop multiple comparison groups for benchmarking peer, competitor and aspirational groups with a distinct purpose. A peer benchmark group will help to highlight metrics where CCSU is performing well/poorly relative to similar institutions (e.g., public master's level institutions in the New England region). A competitor benchmark group will be useful in identifying areas where CCSU is out of step with institutions competing for the same resources (e.g., recruitment of students and state appropriations). An aspirational benchmark group helps to set goals that can reasonably be attained. These benchmark groups will help CCSU identify appropriate time frames for achieving long-term end goals and establish interim annual targets to help facilitate annual assessments of progress and appropriate adjustments.

Although a few FSP metrics utilized national data, such as information from the SSI, NSSE and CSRDE, most of the metrics identified in the FSP were specific to CCSU. While these national datasets have value, typically, results from student surveys do not allow an institution to drill down to a specific set of benchmark institutions. Utilizing additional databases that allow the selection of specific groups of institutions would better facilitate CCSU's ability to identify areas of strengths and weaknesses.

CCSU's new enrollment plan is the University's response to the growing disparities between expense and revenue projections for the four Connecticut State Universities (Figures 1 and 2). The enrollment goals demonstrate CCSU's progress toward planning, with an overall enrollment goal for the institution as well as targeted enrollment goals for all four undergraduate schools (Exhibit 2.D.3). CCSU is also developing a **new academic plan** which will engage faculty in identifying academic programs that will attract students and provide opportunity for employment. Faculty engagement is crucial to the success of this part of the enrollment plan. Additionally, the new Enrollment Management Council closely monitors the enrollment plan, ensuring that enrollment goals remain an area of focus.

The new enrollment goals are aggressive and include a 4.1 percent annual increase in enrollment between 2017 and 2023. Achieving this goal will demand considerable emphasis on student recruitment in order to see a three percent increase in freshmen enrollment and an eight percent increase in transfer and new graduate student enrollment. The enrollment plan also requires gradual increases in student retention by 2023, with an increase of five percent in first-year retention and nearly 10 percent in transfer student retention (Exhibit 2.A.1). Achieving these goals will require the strategic allocation of resources to support a larger and demographically different student population. To this end, CCSU has examined staffing levels and faculty counts at other public master's level universities in the region to determine the existing capacity for accommodating the growth. While the University has the capacity to provide for such growth in the short term, some additional resources will be required to increase to 15,000 students (Figures 3 and 4).

The University has also worked to create new enrollment and recruitment strategies. Beginning

FIGURE 1:

Connecticut State Universities
Fiscal Projections for the 4-Year Universities

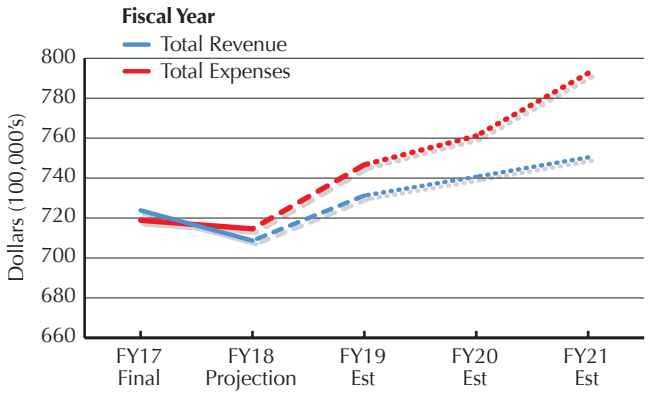


FIGURE 2:

Revenue Projected Based on Enrollment Goals

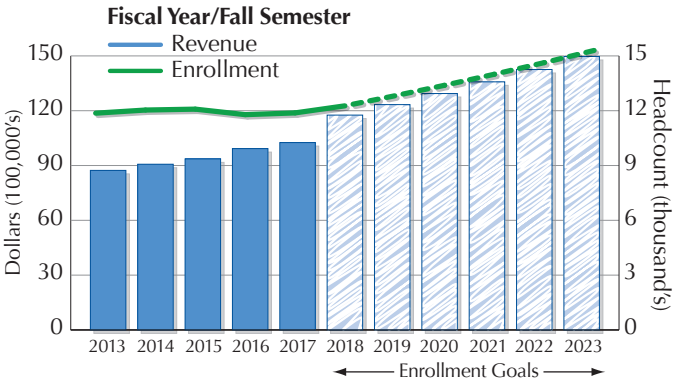


FIGURE 3:

Student-to-Faculty Ratio

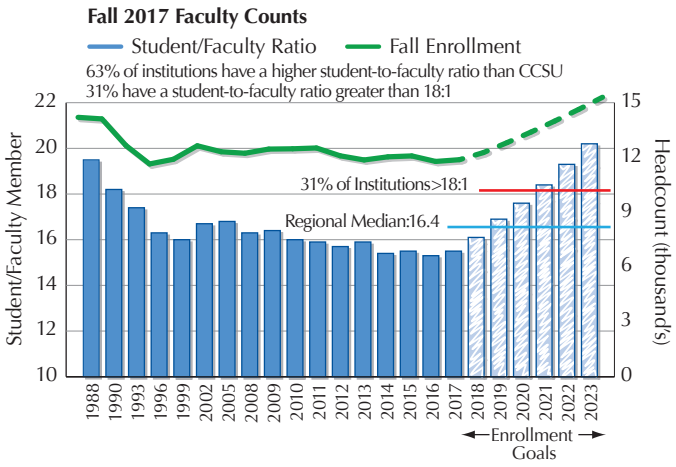
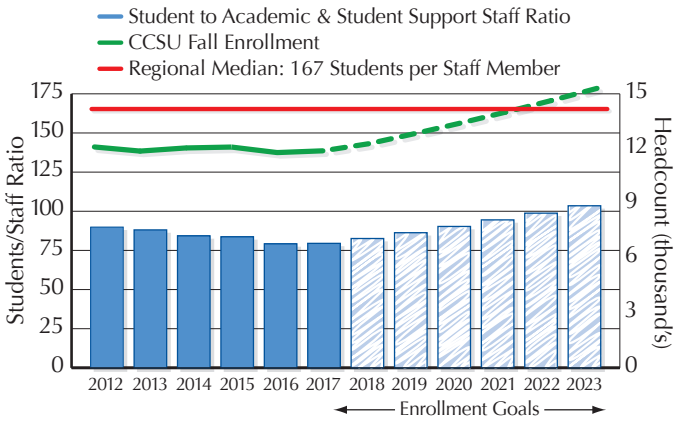


FIGURE 4:

Ratio of Students to Academic & Student Support Staff — Fall 2016 Staffing Levels



in the spring and summer of 2017, CCSU held three new events for students and families to meet with faculty and academic support personnel, and engage with Student Affairs clubs and activities. In addition, scholarship funds have been more closely managed to provide more students with financial assistance. CCSU has investigated barriers to continuing enrollment, including health holds and financial holds, and departments have worked to provide more outreach to admitted students. These efforts helped achieve a 1.7 percent increase in full-time students in 2017. CCSU's enrollment percentage increase was in sharp contrast to the declining percentages at the other Connecticut State Universities (Exhibit 2.A.2).

EVALUATION

In Fall 2011, the OIRA reported that CCSU's first-year retention rate for 2010 was 4.7 percent lower than the 2009 cohort. In response, CCSU formed the Student Success Team (SST) which included students and faculty as well as representatives from Academic Affairs and Student Affairs. The SST surveyed non-returning students, and about half provided feedback on why they left CCSU. While there was no single factor that led students to leave, there was an overarching theme of a lack of engagement or connection with CCSU (Exhibit 2.A.3). In 2012 the University made the SST a formal component of the evaluation process and charged the group with identifying ways to improve student success, decrease time to degree, and improve four- and six-year graduation rates (progress in retention and graduation rates are discussed more fully in Standard Eight). Since then the SST has proved extremely effective in its mission to identify these improvements and assist in achieving strategic goals.

Providing clear information to students throughout their time at CCSU is essential to academic success and improved graduation rates. In 2013, the SST conducted an environmental scan and found some instances of inconsistent and unclear academic information on the CCSU website. To address this concern, the SST reviewed potential solutions which resulted in the purchase of an academic content management software, SmartCatalog, to connect the academic catalog with the curriculum change process. Smart Catalog implementation has helped CCSU more efficiently organize, maintain, and share accurate, up-to-date academic content.

In a continuing effort to make information more accessible and user-friendly, the SST spearheaded the development of an **Academic Maps** web page where students can access both curriculum sheets, which detail the required courses for each undergraduate major, and Academic Maps which provide an eight-semester graduation plan for each degree program. The SST also advocated for the purchase of DegreeWorks to assist with early alert and advising activities. The SST continues to meet regularly, and the OIRA provides the group with updates on **retention and graduation rates**, broken out by various **demographics** as well as the results from student **surveys** such as the **SSI** and the **NSSE**.

The assessment of student learning is a continuing challenge. Fortunately, the Senate continues to be actively engaged in assessment initiatives, including assisting the AAC to refine its assessment processes. Spurred by Senate concerns about redundant assessment activities, the AAC adopted an "**Embedded Program**" policy to streamline reporting of assessment data for certificate programs (child program) that are embedded in degree programs (parent program). Separate reporting for child programs is no longer required. A certificate program is categorized as a child program if it is wholly embedded within the parent degree program. The learning outcomes and the required coursework for the child program must be at the same academic level (undergraduate or graduate) and must be a subset of the degree program with no requirements outside the parent program. This policy change, coupled with the implementation of a five-year assessment reporting cycle in which the full assessment report forms the foundation of the program review (PR) self-study, facilitates ongoing and meaningful program assessment that can be efficiently documented. On average, four departments engage in PR activities each fall and spring semester.

The success of PR process relies on the cycle of assessment reports to create meaningful reporting and efficient review, and the University has identified two ways in which to strengthen and sharpen this process. First, the majority of PR reports have included very positive comments

about the quality of the academic program but typically few suggestions for improvements. When recommendations are provided, they tend to focus on resource availability. Given the ongoing fiscal climate, in 2016 CCSU instructed external reviewers to focus on improvements to academic program(s) that can be made within the constraints of current resources and budgets. Upon further consideration, it was determined that this suggestion may prevent changes that could lead to increased enrollment. Second, CCSU currently has no formal tracking process for PR implementations. Departments can convey what changes have occurred, but a more formal process that includes follow-up meetings with the Dean and Provost is needed.

The University's assessment of the GenEd program has progressed significantly since Spring 2014. After the 2008 self-study, the University charged each academic department to assess its contribution to GenEd. This decentralized approach allowed departments to develop assessment instruments and rubrics unique to their disciplines, which resulted in assessments that were specific to a course within the GenEd program as opposed to more generalized evaluations. In Spring 2014, the OIRA took advantage of the opportunity to participate in the Multi-State Collaborative and spearheaded an innovative way to assess three of CCSU's **general education learning outcomes**: written communication, quantitative reasoning and critical thinking. This pilot initiative essentially centralized the assessment of the three learning outcomes, moving them from a decentralized, academic department-based approach to a more holistic approach coordinated by the OIRA. While the **results of this pilot program** have been very promising (as discussed in Standards Four and Eight), the transition to this new approach significantly increased the workload of the office.

Assessment procedures are underway for the DNAP. While it is still early, the course assessment results for the first cohort are very positive. As of February 2018, six of the 62 COA Standards D and E (Graduate Standards and Curricula, respectively) have been assessed for the DNAP: Entry-Level, with scores ranging between 95-97 percent (Exhibit 2.A.4). For the DNAP: Advanced Specialization, there are 23 COA Standards D and E that apply to this Specialization, of which ten have been assessed; scores ranged between 93-97 percent.

The OIRA is responsible for coordinating assessment activities across campus, satisfying required University reporting functions, and conducting efficiency studies. As presented in Table 6 of the **2016-17 OIRA Annual Report**, the office has experienced a 42 percent increase in the number of requests for information since 2013-14. Adapting to the higher workload, some of which is imposed by the CSCU System Office, has required shifting some of the more routine work to student employees. Examples of the type of work students are now doing include formatting reports, proofing data entry, and updating reports on the OIRA website. It is unclear what impact the Students First initiative proposed by the System Office will have on OIRA's ability to continue to provide such a high level of service to the University. However, given these challenges, the office continues to strive to ensure the data in the census files are as accurate as possible and that reports are of high quality and provide useful information.

PROJECTION

In 2017, CCSU initiated four significant, forward thinking, changes to its strategic planning and budgeting process. The University expects these changes to result in greater alignment between strategic planning and resource allocation, and a stronger, more transparent planning process. The changes will foster innovation and creativity within the campus community while enhancing the stewardship of CCSU's financial resources.

1. **Integrated Planning Council (IPC).** In 2018, CCSU established the IPC to serve as the centralized planning, budgeting, and review committee for the University. According to **its charge**, the IPC "advises the President on issues that affect the entire University, draw upon significant resources, and require input from across the institution." To that end, it reviews recommendations and proposals brought forward by ExComm members, as well as by the UPBC and Senate, as well as faculty and staff members. The **membership of the council** includes ExComm members

with substantial responsibilities for supporting the University's mission, representatives from the Senate and the UPBC, and the Student Government Association President.

2. **Strategic Plan Revision.** With the establishment of the IPC, CCSU can now move forward on important initiatives with confidence that the planning and budgeting process will be transparent as the University makes final decisions on budget allocations and strategic investments. In June 2017, the UPBC developed and recommended the ISP described above. The following four goals outlined in the **ISP** will guide planning and budgeting decisions until a fully-revised strategic plan is developed:
   A. Increase student enrollment
   B. Maintain academic excellence
   C. Expand community engagement
   D. Develop additional sources of funding

   The UPBC has been charged with designing a strategic plan revision process that includes all constituent groups of the campus community, alumni, and stakeholders in neighboring communities as well as at the state level.
3. **Integrated Budget Model (IBM).** The IPC will also oversee the piloting and implementation of a new budget model that has elements of zero-based budgeting principles. The IBM will help with prudent, careful stewardship of CCSU's financial resources. A workgroup developed templates and piloted the process in four academic departments (Finance, Biology, Design, and Educational Leadership, Policy, and Instructional Technology) as well as in Information Technology and Intercollegiate Athletics. The UPBC reviewed the results of this pilot program and has recommended extending the pilot for another year. With the IBM, each school and division will more closely align their strategic plans with the University's overall strategy to ensure that goals are consistent.
4. **Academic Plan.** CCSU has initiated a process to create a five-year academic plan that will coincide with the ISP. Focusing on the ISP's four strategic goals, the academic plan will provide a process for evaluating proposals to develop new programs and identify areas of the existing academic program in need of support. The process began with the academic deans soliciting suggestions from their respective academic departments. The resulting list is currently in the hands of the Senate, and will be sent to the IPC for further development and approval in 2018-19.

Under the leadership of the new Provost, the policy and procedures for the PR will be revised, and appropriate modifications to the external reviewer instructions will occur. In addition, a formal follow-up meeting with the department, dean and Provost to discuss the findings and to map out next steps will be added to the process. Any actions taken in response to the review will be included in the next PR and departmental annual report.

The Provost will draw together data from all five schools in order to create a more integrated planning process that addresses enrollment goals, program development, and the academic support services needed for the growing student population. In order to achieve the President's enrollment goals, CCSU will hire a new Associate Vice President for Enrollment Management prior to Fall 2018. This role will include overseeing admissions, financial aid and transfer and articulations processes, as well as improving retention and graduation rates and student success.

To help address the increased workload within the OIRA, a new position has been granted and the hiring process has begun.

CCSU will respond appropriately to any Students First initiatives introduced by the CSCU System Office. If implemented, Students First may negatively impact many offices involved with planning and evaluation, including OIRA, fiscal affairs, and information technology. Despite notification from NEASC not to consolidate institutional research in their letter (Exhibit 2.P.1), the latest proposal, as of June 21, 2018 includes that consolidation. These offices may be centralized within the system, impacting the level of service delivered to the campus community, as well as the University's ability to control processes and decision-making authority. The offices may be forced to prioritize system-wide concerns, limiting their ability to respond to the needs of CCSU.

STANDARD TWO : PLANNING AND EVALUATION

WORKSHEET 2.1

PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans			
Immediately prior Strategic Plan		2008-2016	http://www.ccsu.edu/ipc/formerPlan/index.html
Current Strategic Plan		2017- 2018	http://www.ccsu.edu/ipc/interimPlan.html
Next Strategic Plan			
	Year completed	**Effective Dates**	**Website location**
Other institution-wide plans*			
Master plan		2012-2020	http://www.ccsu.edu/admaffairs/files/CCSU%20Strategic%20Construction%20Program%202009-2020%20REV%202015-01A.pdf
Program for the Master Plan	2012		http://www.ccsu.edu/admaffairs/files/CCSUProgramfortheMasterPlanJan2012-Final.pdf
CSUS2020 Phases I, II, & III Funding Reallocations			http://www.ccsu.edu/admaffairs/files/CSUS2020PhasesI-IIIFundingReallocations.pdf
Academic plan	Under development	TBD	http://www.ccsu.edu/ipc/submissionsUnderReview.html
Financial plan			
Spending Plan	FY2018	FY2018	http://www.ccsu.edu/fiscalaffairs/historicalexpenditureinformation.html
Technology plan	2014	2014-Present	http://www.ccsu.edu/it/files/SP_CCSU.pdf
Enrollment plan		2017 - 2023	Exhibit 2.D.3
Development plan			
Plans for major units (e.g., departments, library)*			
Affirmative Action		Aug. 1, 2016 - July 31, 2017	http://www.ccsu.edu/diversity/affirmativeAction.html

EVALUATION		Website location
Academic program review		
Program review system (colleges and departments). System last updated:	2017	http://docs.ccsu.edu/oira/assessment/Assessment_Submission_Program_Review_Calendar.pdf
Program review schedule (e.g., every 5 years)		Every 5 Years
Sample program review reports (name of unit or program)*		
Academic Program Reviews		See Workroom Binder - Academic Program Review
Academic Program Assessment Reports		See Workroom Binder - Academic Program Assessment Reports
System to review other functions and units		
Program review schedule (every X years or website location of schedule)		
Sample program review reports (name of unit or program)*		
Financial Aid Office Assessment and Desk Audit		See workroom Document - Exhibit 5.A.13
Center for International Education		See Workroom Document - CIE Review 2017
Center for International Education		See Workroom Document - CIE Report to Board of Regents
Center for Africana Studies		See Workroom Document - Africana Studies Report to Board of Regents
Center for Education, Research, and Outreach at Outer Island		See Workroom Document - Ed, Research, and Outreach Report to Board of Regents
Center for Public Policy and Social Research		See Workroom Document - Public Policy & Social Research Report to Board of Regents
Latin American, Latino, and Caribbean Center		See Workroom Document - Latin American, Latino, and Caribbean Center Report to Board of Regents
Center for Multicultural Research and Education		See Workroom Document - Multicultural Research and Education Report to Board of Regents

Other significant institutional studies (Name and web location)*	**Date**
Example: Advising: www.notrealcollege.edu/advising	*2014*
Taskforces:	
Athletics (final, January 2018)	http://www.ccsu.edu/mc/athleticsTaskForce/index.html
Food Service (in progress, Summer 2018)	http://web.ccsu.edu/facultysenate/files/Supporting_Documents_2017-18/Food%20Service%20Task%20Force%20for%20FS.pptx
Sexual Misconduct and Campus Climate (in progress, December 2018)	http://www.ccsu.edu/culturetaskforce/
Events (in progress, November 2018)	

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

* CCSU had a long-standing strategic plan (developed between 2005-2008, implemented from 2008-2016). In 2017, elements of the now former strategic plan were identified for specific inclusion in the new strategic plan. A new strategic plan is currently in the development phase.

STANDARD THREE

ORGANIZATION AND GOVERNANCE

DESCRIPTION

In 2011 the state of Connecticut reorganized the governance of all state institutions of higher learning (excluding the University of Connecticut) and created a new governing board (Data First Form (DFF) 3.3). Since then, major proposals and initiatives from the governing body envisioned significant changes in the operation and organization of its colleges and universities. In this time of change and uncertainty CCSU's strong system of internal governance has provided the necessary stability to meet its mission and the needs of its community of learners. That said, the current governing board consolidation initiative called "Students First" may prove to have serious impacts on CCSU's self-governance. A variety of documents—the **Connecticut General Statutes**, the **Bylaws of the Connecticut Board of Regents for Higher Education** (BOR), the University's **Collective Bargaining Agreements** (CBA), and the **Faculty Senate Constitution** and **Bylaws**—provide a clear framework for the governance structure of CCSU (DFF 3.1). A **Table of Organization** displays the working order of the institution, and the organizational structure (DFF 3.2), policies, and decision-making processes are consistent with the mission of the University.

In this time of change and uncertainty CCSU's strong system of internal governance has provided the necessary stability to meet its mission and the needs of its community of learners.

GOVERNING BOARD

The Connecticut General Statutes (CGS) govern all units of higher education in the State of Connecticut. Previous to July 1, 2011, CCSU was part of the four-school Connecticut State University System (CSU), governed by **CGS Chapter 185b Part II** sections **10a-87** through **10a-101**. Effective July 1, 2011, CSU became part of the newly created Connecticut State Colleges and Universities System (CSCU) when the State of Connecticut consolidated the governance of its 12 community colleges, four state universities and Charter Oak State College under a single BOR. The state established the BOR's authority to govern the CSU in **CGS 185 Part I, Section 10a-1a**.

The composition of the BOR speaks to representation of the public interest. **CGS section 10a-1a** stipulates that the BOR be composed of 21 members (15 of whom are voting members). Nine members are appointed by the Governor (who also appoints the chairperson) and four by state legislative leadership, two are student leaders of the BOR's Student Advisory Committee, and six serve ex officio. Of the four chosen by legislative leadership, one member specializes in K-12 education and three are alumni of CSCU schools. Four of the ex officio members are heads of relevant state administrative departments, and two from the leadership of the Faculty Advisory Committee. CGS 10a-1a further stipulates that members of the BOR "must reflect the state's geographic, racial and ethnic diversity." In addition to public servants, students, faculty, and alumni, other members bring to the BOR a wide range of relevant expertise, interests, and experience required to make decisions on behalf of CSCU (see **BOR website**).

BOR members go through a vetting process prior to appointment, including submission of an extensive background information questionnaire, interviews with the appointing authority or chief of staff, and review and approval by the Legislature's Executive and Legislative Nominations Committee in a public hearing. All new members also receive the **BOR Ethics Statement**.

As a public entity, CSCU provides no opportunity for BOR members to be stockholders or corporate directors. Per CGS 10a-1a, the voting members of the BOR (71 percent of total membership) "shall not be employed by or be a member of a board of

trustees for any independent institution of higher education in this state or the Board of Trustees for The University of Connecticut nor shall they be public officials or state employees… during their term of membership…" **CGS 185 Section 10a-6** and **185b Section 10a-89** detail the duties, responsibilities and authority of the BOR over the institutions under its jurisdiction.

The administrative arm of the BOR is the System Office of the CSCU headed by a President. The President of the CSCU System Office is responsible for recommending policies for approval, implementing all decisions and policies, and keeping the BOR informed regarding all administrative dealings. Staff provide BOR members with all information necessary to fulfill their policy-making roles. This includes conducting orientations for newly appointed members and providing staff reports, agenda packets and other information regarding BOR monthly sub-committee meetings.

State law requires the BOR to develop and implement a plan to maintain the distinct missions of its colleges and universities. The **CCSU Strategic Plan** and **Elements of Distinctiveness** (Standard Two) provide the BOR with a description of CCSU's mission. After significant consultation and revision, the BOR adopted collective mission statements for the community colleges and the state universities, and an individual mission statement for Charter Oak State College on June 20, 2013. The mission statements can be found in the **BOR's Mission, Vision, and Goals Statement**. Several elements of the collective university mission statement align with CCSU's distinct mission (discussed in Standard One).

Ten system-wide Joint Administrative Councils with representatives from all 17 institutions advise the CSCU President and his executive staff regarding issues affecting the schools and the CSCU system as a whole (see Exhibit 3.D.1 for listing of councils, membership, and meeting schedules). Additionally, a Faculty Advisory Committee and a Student Advisory Committee advise the President and BOR. The President may also establish system-wide advisory committees on a standing or ad-hoc basis.

CSCU's Chief Financial Officer (CFO) regularly reviews all ongoing state, federal, internal and independent audits. Independent auditors, Grant Thornton, audit and review CSCU's annual financial statements, which include CCSU's finances; Blum Shapiro reviews CSCU 2020 expenditures, which include CCSU's bond-funded projects. The CFO also manages and reviews plans for enterprise risk management with the BOR Audit Committee. CSCU's in-house legal counsel and Chief Information Officer (CIO) report to the Audit Committee on compliance and internal control matters. Other officers are responsible for monitoring non-financial risk management, the protection of personally identifiable information, and the accuracy of academic records.

The BOR convenes the following Standing Committees: Academic and Student Affairs; Audit, Finance and Infrastructure; Human Resources and Administration; and, the Executive Committee, comprised of the chairs of the standing and special committees. The Chair of the BOR may appoint special committees, like the Special Committee on Collective Bargaining, or search committees to address a particular issue.

Communication between BOR members is carried out through an extensive subcommittee structure. Under its by-laws, the BOR must meet regularly among the 17 constituent institution locations. Campus meetings are open to the public and include open forums where members of the public, faculty, staff, and students may speak directly to the BOR. The CSCU website then publishes all BOR resolutions.

The BOR examines its effectiveness on an ongoing basis through discussions on the committee level, as well as through deliberation of the BOR Executive Committee. BOR members attend workshops and conferences to remain current on issues affecting their positions and their fiduciary responsibilities. Periodically, experts on various topics make presentations to the BOR to ensure that members are fully versed in all decision-making areas. BOR members also participate in periodic retreats for self-assessment.

University presidents are selected by the BOR and given broad authority to meet the university mission, oversee executive management and promote its development and effectiveness within approved BOR policy. The CCSU President

submits an annual report to the CSCU President and undergoes a performance evaluation. The CCSU President signs the evaluation and may append comments. Since the reorganization, CCSU's President has provided annual information to the BOR highlighting CCSU's accomplishments for the BOR's Digest of Administrative Reports to the Governor (Exhibits 3.D.2, 3.D.3, 3.D.4). CCSU's last president also produced "Reflecting on the Past and Renewing Momentum" at the very end of his tenure in Fall 2016, which discussed CCSU's accomplishments over the past 11 ½ years and the challenges that remained (Exhibit 3.D.5).

University presidents are selected by the Board of Regents for Higher Education and given broad authority to meet the university mission, oversee executive management and promote its development and effectiveness.

Twice each year CCSU's CFO and President provide the BOR with an update of the University's financial status. The Finance and Administration Committee of the BOR and then the full BOR undertake a mid-year review in February. At the end of the fiscal year, CCSU presents a review of the year's finances and next year's spending plan, which is subject to BOR approval by resolution. The University also submits new program proposals to the BOR.

In accordance with BOR policy, CCSU's President is responsible for the safety, health and welfare of all students and employees. In 2012 the University completed a risk assessment on behalf of the CSCU System Office (Exhibit 3.D.6) and in June 2017 conducted a risk analysis which is further described in Standard Seven. Additionally, CCSU's senior officers undertake a number of measures to manage risks and ensure regulatory compliance at the state and federal levels.

INTERNAL GOVERNANCE

At the university level, CCSU's President effectively manages the institution through an administrative structure responsible for achieving its mission and assessing its effectiveness. The President's Executive Committee (ExComm) consists of three vice presidents and five chief officers who report directly to the President (Exhibit 3.D.7) and oversee one or more administrative or academic areas with distinct functions that are tied directly to the University's overall **mission**. The President meets bi-weekly with ExComm and regularly meets with direct reports.

The Provost/Vice President for Academic Affairs is the chief academic officer for the University reporting directly to the President. The Associate Vice-Presidents for Academic Affairs, academic Deans, and the Directors of the Library, Institutional Research and Assessment, Learning Center, Center for International Education, Academic Articulations and Partnerships, and Academic Center for Student Athletes, among others, report to the Provost (see **CCSU Table of Organization**). Regular meetings ensure continued dialogue and coordination of all academic programming decisions.

As noted in Standard Two, several mechanisms exist for the President to assess the effectiveness of the institution. The baseline data, objectives, and enabling activities outlined in CCSU's Former Strategic Plan (FSP) provide qualitative and quantitative methodology for the President to assess progress on institutional goals (DFF 2.1). In addition, sound fiscal practices, the CBAs, and student needs guide the allocation of resources to advance the CCSU mission. Under the direction of the President and the CFO, vice presidents and chief officers have broad authority to manage their own budgets. Historically, the University Planning and Budget Committee (UPBC) reviewed annual requests for budget allocations before presenting them to the President. Beginning in 2018, executive staff present budget requests to UPBC first, then to the Integrated Planning Council (IPC) and President.

Through Human Resources (HR) the President ensures that administrators, faculty and staff are qualified and prepared to meet the objectives and policies of the institution. HR provides all administrators, faculty, and staff with their position descriptions, appropriate procedures, and CBAs where applicable. New employees and faculty must attend orientation and intake sessions, as

well as sign an Acknowledgement Statement indicating that they have read the relevant policies.

The President and senior administrators communicate and respond to institutional bodies in various ways. The President meets regularly with the leadership of relevant unions, such as the **American Association of University Professors** (AAUP) and the **State University Organization of Administrative Faculty** (SUOAF). Additionally, the University President and the Faculty Senate (Senate) President jointly hold between two and four open forums for the campus community over the course of the academic year, and the University President meets with faculty, staff, and students on an ad hoc basis. CCSU's President also communicates with faculty and staff on issues of university-wide importance via e-mail as needed. Members of the executive staff attend Senate meetings, and the President and Chief HR Officer meet monthly with the executive board of the SUOAF administrative faculty union. The administrative structure of the University also includes for significant contribution from students. The President meets with the President of the Student Government Association monthly.

The principle of shared governance guarantees the participation of faculty.

Most importantly, the principle of shared governance guarantees the participation of faculty. The CBAs for teaching and administrative faculty provide for shared governance and faculty participation in decision-making processes largely through the Senate, which includes voting members of both the teaching and administrative faculty and non-voting ex-officio membership of university administration. The Senate is also one available conduit for student voices to be heard in the governance process. The UPBC acts on behalf of the Senate in an advisory capacity to the President on matters of budget and planning. The President of the Senate meets monthly with the Provost to discuss issues of concern and potential cooperation between faculty and administration.

CCSU's Senate is the elected body responsible for ensuring that faculty have a substantive voice in academic programming, personnel and matters of policy that relate to their expertise. The Senate exercises decision-making authority over matters of curriculum and academic policy and advises the administration on a wide variety of matters (see **Senate Constitution** and **Bylaws**). Academic departments have one representative for every 15 full-time faculty members. Administrative faculty have 15 representatives, and librarians, counselors, coaches, department chairs and part-time faculty are also represented. University administrators are non-voting ex officio members, and the presidents of CCSU's AAUP and SUOAF union chapters, the president of the Student Government Association, and the University's representative to the BOR's Faculty Advisory Committee all make reports to the Senate. The Senate meets at least seven times each semester on a regular schedule, and meetings are open to the CCSU community and the public.

Faculty have primary responsibility for the content, quality and effectiveness of the curriculum. The faculty design curricula in their departments and in interdisciplinary programs, working with the deans regarding resource and facilities implications and other administrative concerns. Proposed changes are reviewed by the deans before presentation to the Senate Curriculum Committee, and finally to the full Senate. Program proposals follow a multi-step process that requires a concept paper reviewed by the IPC and the Academic and Student Affairs Committee of the BOR. Full program proposals are then developed by the academic department, approved by the dean, and reviewed by the CCSU Curriculum Committee and Senate, UPBC, and IPC before being submitted for approval to the BOR. The Senate also has authority over academic assessment through the Academic Assessment Committee (AAC). The Senate's Academic Standards Committee determines academic policies for undergraduate students such as residency requirements, course withdrawal policies and academic misconduct policies. The Senate's Graduate Studies Committee performs this function for graduate students. All Senate actions on curriculum, assessment and academic standards require approval by the University President.

All credit-bearing courses offered by the University must conform to the same system of curricular approval and academic oversight described above. Credit-bearing international education

programs are the joint responsibility of the Center for International Education (described in Standard One) and the faculty. Continuing education offerings are not awarded academic credit so are not subject to the same oversight and evaluation as credit-bearing programs.

Faculty have primary responsibility for the content, quality and effectiveness of the curriculum.

The CBA defines faculty personnel policies and procedures, providing for extensive faculty involvement in appointment, promotion and tenure actions at the departmental and university-wide levels. The CBA establishes guidelines for reassigned time, sabbatical and other leaves, research funding, outside professional activity, faculty grievances, program discontinuance, retrenchment, and numerous other aspects of faculty professional life. Much of the faculty's input into these and related matters is managed through the Senate's committee structure.

The **Student Government Association** (SGA) is the general organization of undergraduate students governed by the Student Senate, an elected, representative body with 39 members with specific representation for residential students, commuter students, and first-year students, as well as at-large members. The **Constitution of the SGA** sets forth roles for student participation in governance of the University. These roles include student membership on the Student Advisory Committee to the CSCU Board of Regents, the Student Union Board of Governors, the Board of Directors of the CCSU Foundation, and service in various advisory capacities to academic departments. The SGA President is a permanent guest of the Senate with a standing agenda item for announcements regarding issues of mutual concern. Students also serve as voting members on a variety of Senate and University committees. CCSU's administration regularly consults the SGA regarding changes in student fees and charges. The SGA allocates Student Activity Fee revenues to student clubs and organizations. Residential students are represented on the Inter-Residence Council, which allocates funds to support resident-specific events.

Similarly, graduate students are represented in the Graduate Student Association (GSA) that, through its elected Executive Council, articulates the interests of graduate students to the administration and other groups on campus. Two graduate students serve on the Graduate Studies Committee (DFF 3.1).

Under BOR policy, CCSU participates in the **CSCU Transfer and Articulation Policy** (TAP). TAP enables community college students who earn Associates Degrees in one of 22 disciplines to transfer to a CSCU four-year institution with only 60 credits left to fulfill a Bachelor's Degree. Committees made up of members from each of CSCU's 17 institutions designed the credit-specific "pathways" for each discipline. These pathways are regularly reviewed and updated and specify the 30 General Education (GenEd) credits and the 30 major-specific credits required to transfer under TAP. CCSU has a large degree of control of its participation in TAP to ensure academic quality, and faculty members participate in the discipline-specific committees that oversee the degree pathways, which are ultimately approved by the Senate.

CCSU is also a member of the **Hartford Consortium for Higher Education**, an 11-member consortium of schools in the Hartford area that allows students to take courses at any of the member institutions for the cost of tuition at the student's home institution. CCSU maintains control of academic quality through its transfer credit approval process, through which all courses taken by CCSU students at consortium schools must be evaluated and approved for transfer credit.

The University reviews the effectiveness of its governance structures at two levels. The Senate reviews its committees on a three-year cycle, determining if the bylaws and missions are still appropriate and effective. The President also requests review of all other structures of governance whenever she determines that continuing effectiveness requires it.

APPRAISAL

Through strategic planning guidance and implementation of an Integrated Budget Model, the President has begun her tenure with a strong hand on the reins of the financial resources of

the University in uncertain fiscal times. The effectiveness of her resource management will be under continuous assessment as the University strives to meet strategic planning goals. Since its last reaccreditation review, CCSU has undergone two significant changes to its governance. First, in July 2011, the four-school CSUS was absorbed into the newly-created CSCU system. As a result, CCSU changed from being governed by a Chancellor and a Board of Trustees responsible for four institutions to a President and a Board of Regents responsible for 17 institutions. Second, in September 2016 CCSU President Jack Miller retired after twelve years of service. In January 2017, Dr. Zulma R. Toro became CCSU's 13th president. These changes inform the following appraisal.

GOVERNING BOARD

- **Division of Responsibility.** In 2017, the BOR commenced standardization and consolidation planning with the **Students First Plan**, which will merge core "non-student facing" university functions like fiscal affairs, human resources, information technology, financial aid, institutional research, and facilities management under the auspices of the CSCU System Office. The BOR's objective is to create a single administrative infrastructure that will involve altering at least some reporting lines from campus to the System Office. Currently the positions that will remain on campus and those that will be consolidated are unknown, and "the division of responsibility and authority between the System Office and the institution" (Standard 3.6) has not yet been determined.
- **CCSU's Distinctive Mission.** While CCSU has a unique Mission Statement and Elements of Distinctiveness, efforts under the Students First plan to standardize and consolidate core institutional functions and to reduce personnel levels may affect aspects of CCSU's distinctive mission. With Students First, standardized, centralized, and more limited administrative services may result in less institution-specific or mission-specific tasks and functions. For example, if Information Technology functions are standardized, staffing may be reduced and reporting lines may be relocated. Consequentially, Information Technology may be unable to address the technology needs of CCSU's unique engineering programs. Likewise, reducing staffing and reporting lines in the OIRA would seriously impact its ability to produce data specific to the institution. As a result, Students First may cause a shift in CCSU's current priorities and methods of governance as well as the ability to dedicate efforts toward achieving its mission.

INTERNAL GOVERNANCE

- **Consultation, Communication, and Responsiveness.** The **College Employee Satisfaction Survey** (CESS) revealed dissatisfaction with administrative communication and receptivity to employee suggestions and concerns in each of the past three surveys (**2012, 2014, and 2016**). Since early 2017, however, the President has made considerable strides to re-engage the CCSU community, emphasize transparency and place greater emphasis on articulating and assessing goal achievement.

PROJECTION

Under the leadership of CCSU's new President, emphasis on transparency and shared governance has become a priority through the initiatives of the IPC, integrated budgeting, and the initial development of the **Academic Master Plan** and an Interim Strategic Plan (see Standard Two). It is currently unclear how the eventual impact of the system-wide Students First initiative on internal and external governance structures will affect the University's mission and strategic priorities. However, CCSU remains committed to the autonomous pursuit of its mission and in meeting the Commission's Standards for Accreditation.

BOARD AND INTERNAL GOVERNANCE

WORKSHEET 3.1

Please attach to this form:

1) A copy of the institution's organization chart(s). Worksheet 3.2

2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements. Worksheet 3.3

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	Connecticut Board of Regents for Higher Education
Website location of documentation of relationship	http://www.ct.edu/cscu

Governing Board	**Website location**
By-laws	http://www.ct.edu/regents/bylaws
Board members' names and affiliations	http://www.ct.edu/regents/members

Board committees *	**Website location or document name for meeting minutes**
a. Academic and Student Affairs	http://www.ct.edu/regents/minutes
b. Audit	http://www.ct.edu/regents/minutes
c. Finance and Infrastructure	http://www.ct.edu/regents/minutes
d. Human Resources and Administration	http://www.ct.edu/regents/minutes
e. Executive	http://www.ct.edu/regents/minutes
f. Special Committee on Collective Bargaining	http://www.ct.edu/regents/minutes

Major institutional faculty committees or governance	**Website location or document name for meeting minutes**
Faculty Senate	http://web.ccsu.edu/facultysenate/minutes.asp
University Planning and Budget Committee	http://web.ccsu.edu/UPBC/meetings/default.asp
Curriculum Committee	http://web.ccsu.edu/curriculumcommittee/agendas.asp
Academic Assessment Committee	http://www.ccsu.edu/oira/assessment/AAC/minutes.html
Academic Standards Committee	http://web.ccsu.edu/AcademicStandards/minutes.html
Committee on Academic Advising	http://www.ccsu.edu/caa/minutes.html

Major institutional student committees or governance	**Website location or document name for meeting minutes**
Graduate Student Association	http://www.ccsu.edu/gsa/minutes.html
Student Union Board of Governors	https://ccsu.campuslabs.com/engage/organization/studentunionboardofgovernors
Student Government Association*	https://thelink.ccsu.edu/organization/studentgovernmentassociation/documents

Other major institutional committees or governance	**Website location or document name for meeting minutes**
Facilities Planning Committee	http://www.ccsu.edu/admaffairs/facilitiesPlanningCommittee.html
Integrated Planning Council	http://www.ccsu.edu/ipc/minutes.html

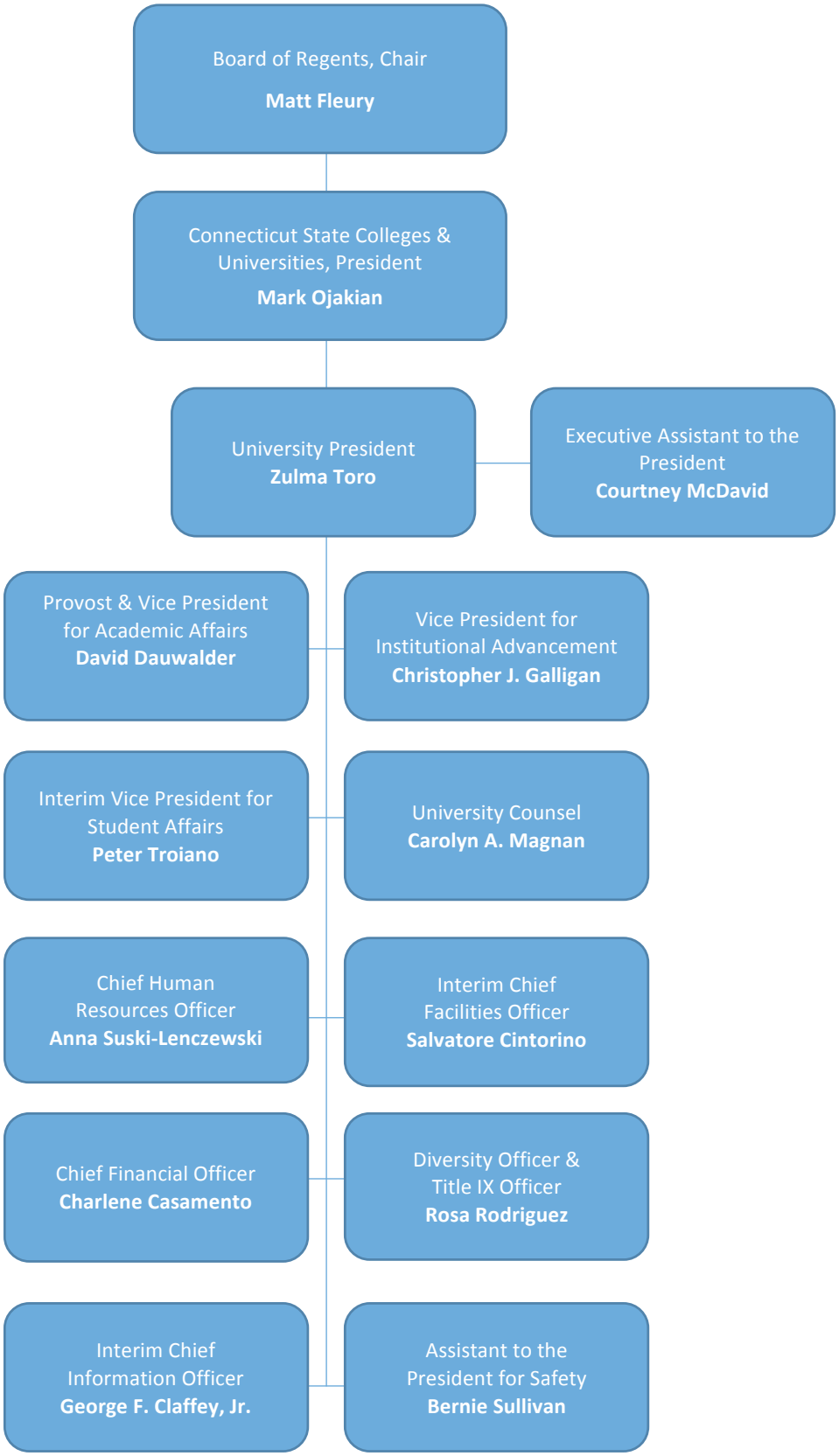
*Insert additional rows as appropriate.

Please enter any explanatory notes in the box below

*Link does not work well in Internet Explorer. Please use other browsers such as Chrome or Microsoft Edge

ORGANIZATIONAL CHART

WORKSHEET 3.2



BYLAWS TO ESTABLISH INSTITUTION

WORKSHEET 3.3

2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

CGS Chapter 185B part II, section 10a-87 establishes the degree-granting authority of the four CSUs under the aegis of the CSUS Board of Trustees

www.cga.ct.gov/current/pub/chap_185b.htm#sec_10a-87

PART II

CONNECTICUT STATE UNIVERSITY

Sec. 10a-87. (Formerly Sec. 10-109). Connecticut State University; maintenance; degrees. The Board of Trustees of the Connecticut State University System shall maintain: Western Connecticut State University, Southern Connecticut State University, Eastern Connecticut State University and Central Connecticut State University. The board of trustees shall offer curricula which shall prepare persons who have successfully completed the same to teach in the schools of the state at any of said institutions as the board shall deem appropriate and, in addition, programs of study in academic and career fields, provided the board of trustees shall submit to the Board of Regents for Higher Education for review and approval recommendations for program terminations at any of said institutions in accordance with the provisions of subdivision (7) of subsection (a) of section 10a-6. The board of trustees shall establish policies which protect academic freedom and the content of course and degree programs, provided such policies shall be consistent with state-wide policy and guidelines established by the Board of Regents for Higher Education. Each of said institutions shall confer such degrees in education and in academic and career fields as are appropriate to the curricula of said institution and as are usually conferred by the institutions; honorary degrees may be conferred by said institutions upon approval of each honorary degree recipient by the Board of Trustees of the Connecticut State University System.

Note: PA 11-48 replaced the Board of Trustees for the Connecticut State University System with the Board of Regents for Higher Education serving as board of trustees beginning January 1, 2012.

LOCATIONS AND MODALITIES

WORKSHEET 3.4

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Unduplicated Enrollment* 3 years prior (FY2015)	2 years prior (FY 2016)	1 year prior (FY 2017)	Current year (FY 2018)*
Main campus	New Britain, Connecticut	1849	14,399	14,280	13,930	14,006
? Other principal campuses						
? Branch campuses (US)						
? Other instructional locations (US)						
? Branch campuses (overseas)						
? Other instructional locations (overseas)						
Sam Sharpe Teachers' College	Montego Bay, Jamaica	1998				
Educational Leadership**			92	29	19	17
Reading& Language Arts			17	8	8	17
Mico University	Kingston, Jamaica	2002				
Educational Leadership**			36	7	1	0
Reading& Language Arts			0	0	0	0

Educational modalities

	Number of programs	Date First Initiated	Enrollment* 3 years prior (FY2015)	2 years prior (FY 2016)	1 year prior (FY 2017)	Current year (FY 2018)
Distance Learning Programs						
Programs 50-99% on-line	1 - Educational Leadership, EDD (18064)	2016			0	0
	1 - Nursing, MSN	2017				5
Programs 100% on-line	2 - Data Mining, MS (9328) & Data Mining, OCP (9289)	2002, 2001	33	27	32	32
	1 - Modern Languages, Spanish Option, on-line, MA	2017				1
	1 - Accounting, OCP (19351)	2018				
? Correspondence Education						
Low-Residency Programs						
Competency-based Programs						
Dual Enrollment Programs						
Contractual Arrangements involving the award of credit						

*Enter the annual unduplicated headcount for each of the years specified below.

**Educational Leadership has been renamed and is now Teacher Leadership

Please enter any explanatory notes in the box below

*FY2018 numbers are preliminary

STANDARD FOUR

THE ACADEMIC PROGRAM

In accordance with its **mission**, CCSU seeks to graduate "broadly educated, culturally and globally aware students who will contribute meaningfully to their communities as engaged professionals and citizens." To achieve these goals, the University is continuously reevaluating, reshaping, and improving its academic programs to meet the changing needs of students and the growing expectations of the technologically advancing world. Academic programs reflect the depth and breadth of faculty knowledge, expertise and creativity, and student achievement is regularly measured to ensure the quality and integrity of CCSU's offerings. As a result, CCSU students receive high quality education to become engaged and educated citizens within the communities, cultures, and commerce of the state.

CCSU offers 136 academic programs: 63 baccalaureate degrees, 25 official certificate programs, 39 master's degrees, 7 six-year certificate/post-masters certificates and 2 doctoral programs. In addition to traditional on-campus programs, CCSU also offers online and hybrid options.

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Since 2008 CCSU has introduced many new programs including the Doctor of Nurse Anesthesia Practice (DNAP) and new engineering programs, while expanding other programs such as nursing, journalism, and media studies. Significant shifts in program organization reflect social and academic changes, some of which are discussed below.

DESCRIPTION: ASSURING ACADEMIC QUALITY

The University has an effective system of academic oversight and quality assurance that involves every level of its institutional infrastructure, including department chairs, deans, faculty governance councils, the Faculty Senate (Senate), and the Provost. All of CCSU's degree programs require at least one year to complete and clearly specify learning outcomes and academic requirements. New programs (including advanced degrees, programs overseas, and distance learning) and substantive changes in programs (including program eliminations) undergo extensive review to ensure consistency with the University mission, faculty expertise, student needs, available resources, and the workforce needs of Connecticut. Faculty initiate program additions or substantive changes, which must go through the curriculum committee review process. All new programs are approved through a process that requires extensive review by faculty committees, the dean(s), Provost, President, and now the Chief Financial Officer (CFO). This review ensures that programs meet academic standards and resource needs are identified and known to the University leadership. In instances when the institution relies on external providers (hospitals, cloud services, Blackboard), formalized contracts are secured to ensure resource availability. Once internal approval is granted the Board of Regents (BOR) must give final approval for significant program modifications to go into effect. **Information provided** to the BOR includes appropriate budget estimates and resource needs.

Degree programs include a curriculum that builds sequentially from a foundation of broad introductory courses and prerequisites to more specialized courses that provide in-depth learning and application of knowledge. Capstone courses in many undergraduate and in all graduate programs ensure a synthesis of academic and skill-based learning. Program outcomes focus on

mastery of knowledge, intellectual and academic skills, methods of inquiry, values, creative abilities, and professional aptitudes. CCSU publishes all program requirements and learning goals in its undergraduate and graduate online catalogs, as well as on each program's webpage. **Academic maps and curriculum sheets**, available to all students, faculty advisors and school-based advising centers serve as guides to effective program planning.

CCSU's program offerings and organization evolve to reflect economic and academic changes.

CCSU's program offerings and organization evolve to reflect economic and academic changes. In response to the state's current focus on STEM disciplines, five departments (biology, chemistry and biochemistry, computer science, mathematical sciences, and physics-earth sciences) were moved to the School of Engineering and Technology in 2014, and the school was renamed the **School of Engineering, Science, and Technology** (SEST). Within SEST, Earth Sciences split from Physics and became the Department of Geological Sciences, while Physics became the Department of Physics & Engineering Physics. Social science disciplines are housed in the new **Carol A. Ammon College of Liberal Arts and Social Sciences** (CLASS). Likewise, in 2013 the journalism program split from the Department of English and expanded as a separate program. There were also departmental reorganizations in the **School of Education & Professional Studies** (SEPS).

Each of CCSU's five schools play a role in planning and evaluation. School-based governance councils and university-wide academic standards and curriculum committees participate in program quality assurance under the auspices of the Senate. Academic planning involves consideration of CCSU's mission, student demand, the school's strategic plans, and programmatic directions of the University as a whole. With the creation of the Integrated Planning Council (IPC), CCSU coordinates academic and strategic planning across the entire University (see Standard Two). In addition, each academic department submits an annual report to the dean that includes reviews of academic programs (curricular changes, academic advising, special initiatives, program assessment); faculty and student accomplishments, awards, and achievements; outreach and community service; personnel; facilities, budgets and institutional support; and a concluding section on planning for the following year.

Program evaluation also includes monitoring annual enrollment trends in specific majors. Programs are benchmarked with peer institutions using the **Delaware Study of Faculty Cost and Productivity**. **Accredited programs** in all schools are reviewed on a regular cycle by national accrediting bodies. Among CCSU's programs that are accredited by professional organizations, such as **CAEP**, **ABET**, **AACSB**, **NASM**, learning outcomes are specifically aligned with standards maintained by those accreditors to promote seamless integration into these professional career tracks. CCSU's **Program Review policy** is described in Standard Two, and the annual **Academic Assessment policy** is described in Standard Eight.

The institution ensures that all students enrolled in programs facing substantive **revision or elimination** have the opportunity to complete the degree program with appropriate accommodations and minimum disruption. These students are also provided with the option to transfer to a different program. The BOR has a process in place for approving the discontinuation of a program, which typically begins with a 2-4 year phase-out period. For example, in the recently discontinued Civil Engineering Technology Program, the website first posted notice of the impending termination in Fall 2010, detailing when admission of first-time and transfer students would cease. In 2016 the program requested the final two year phase-out to allow any remaining students to complete the program.

All students completing bachelor's degree must demonstrate collegiate-level proficiency in math, writing, and foreign language through coursework, testing, and/or waivers. International students (except those from English-speaking countries) must demonstrate collegiate-level skills in English at admission either by having a bachelor's degree from an English-speaking country (for graduate students only) or through an appropriate TOEFL score (for graduates and undergraduates).

DESCRIPTION: ACADEMIC PROGRAM ELEMENTS

UNDERGRADUATE DEGREE PROGRAMS, MAJORS AND CONCENTRATIONS

The rationale behind each undergraduate degree program, major and concentration is clearly stated in the **undergraduate academic catalog**. All programs are based on clear and articulated learning objectives that include mastery of the content knowledge, key theories, research methodologies, and the development of best practices in the field. Through prerequisites, related requirements, and learning objectives, each program is structured to build the competencies required for mastery of the discipline.

The Senate and its Curriculum Committee establish and oversee changes of all degree requirements.

The Senate and its Curriculum Committee establish and oversee changes of all degree requirements. CCSU bachelor's degree programs require students to complete a minimum of 120 credits to graduate (DFF 4.3). Small majors (30-39 credits) require an additional program of study in a minor (18-24 credits of coursework), whereas large majors (over 42 credits) do not require a minor but have an extensive number of related prerequisite requirements from other departments. Curriculum sheets and **academic maps** outline requirements and course sequencing, and all programs are designed to ensure that students delve deeply into their disciplines and access coursework opportunities that range from introductory to advanced levels. Students must also complete the **General Education** (GenEd) program, which is 44-46 credits and focuses on broad areas of human knowledge. Credits beyond those required for the major, minor, and GenEd are left to the discretion of the student as free electives, in consultation with his or her advisor. With the exception of some professional and accredited programs, students also have an opportunity to take unrestricted electives.

All professional programs include learning experiences that facilitate the development of a professional identity and appropriate aptitude in the field. Programs in all four academic schools prepare students through field-based experiences (e.g., SOC 413 Community Research or ANTH 451 Field School in Cultural Anthropology), capstone courses (e.g., SOC 499 Senior Seminar in Sociology or ANTH 490 Senior Thesis), and internships (e.g., BIO 391 Internship in Biology or FIN496 Practicum in Finance). In addition, the **Student Services Center** in SEST offers a **Cooperative Education program** that satisfies internship credit or field practicum requirements in certain majors. SEST provides clear guidelines with instructional support for all **internship and field placement experiences**. The BSN Program provides nursing students with the opportunity to implement theory and principles through **clinical experience** (See pg. 14 of link). All teacher-preparation programs require three to five semesters of field-based work, while Social Work requires six semesters. Athletic Training and Exercise Science require two to four semesters of field-based work. In addition, the majority of CCSU's professional programs are **accredited** and systematically evaluated by accrediting bodies.

GENERAL EDUCATION

CCSU's GenEd requirement is both broad and substantive, with 44-46 credits in a combination of traditional areas of study (arts and humanities, social and behavioral sciences, and natural sciences) and essential academic and life skills (written and oral communication, mathematics, foreign language skills, and fitness/wellness). Students who do not satisfy the foreign language proficiency requirement through testing or high school classwork must also achieve elementary level II proficiency through additional coursework.

The University Catalog states: "Whereas the major ensures that students are well educated in one specific discipline, the GenEd program ensures that students become broadly educated citizens--aesthetic discernment, empathy, curiosity, and rational thinking--this broad and varied education provides students a foundation on which to build their intellectual, personal,

civic, social, and cultural lives during their undergraduate years and beyond." GenEd offerings include courses that focus on subject matter, methodology, or both, as appropriate. The complete structure of the **GenEd requirement and Learning Objectives** can be found in the GenEd section of the undergraduate catalog, which also provides links to the list of courses that satisfy each required area. The Curriculum Committee's General Education Subcommittee evaluates the implementation of the GenEd requirement, including assigning GenEd credit to individual courses and making recommendations to the full Curriculum Committee and the Senate.

CCSU's GenEd requirement is both broad and substantive, with 44-46 credits in a combination of traditional areas of study (arts and humanities, social and behavioral sciences, and natural sciences) and essential academic and life skills (written and oral communication, mathematics, foreign language skills, and fitness/wellness).

CCSU also offers an **Honors program** available by competitive admission for academically superior students. Within the program, special Honors (HON) courses are embedded in the GenEd requirements. Students complete the Honors Program in an advanced capstone sequence, and requirements are supplemental to those of the student's major. Honors students with sufficient GPAs receive scholarships and have preferential course registration.

Student learning within GenEd courses is assessed by the associated departments and the adapted **Multi-State Collaborative** (MSC) model, using established rubrics such as the **American Association for College & Universities** (AAC&U) **Valid Assessment of Learning in Undergraduate Education** (VALUE) rubrics. Faculty volunteers assess areas of the GenEd requirement covered by the rubrics, and assessments on written communication, critical thinking, and quantitative reasoning have occurred every semester since Fall 2014. Since the adoption of MSC parameters, CCSU has expanded its focus on student assessment just prior to graduation. As part of this expansion, CCSU faculty who volunteer to participate submit student artifacts from all students in the selected class, as opposed to the MSC requirement of ten seniors per class. The collection includes artifacts from all levels of undergraduate students. Additionally, senior-level artifacts are scored twice, once by AAC&U-trained MSC faculty scorers and then by CCSU faculty. The University hosts two-day assessment retreats, starting with norming sessions that replicate the quality and consistency of AAC&U sessions during national scorer training sessions and ending with artifact scoring. The results from these assessments were presented to the Faculty Senate and are posted on the **OIRA website**. In Fall 2016, CCSU began collecting artifacts to assess Civic Engagement and Information Literacy; these will be scored in future retreats.

GRADUATE DEGREE PROGRAMS

CCSU's School of Graduate Studies (SGS) offers a **range of certificate and degree programs** in a wide range of disciplines (DFF 4.4). The curriculum for each program establishes a strong foundation in discipline-specific methods and core competencies before progressing to more complex and detailed forms of knowledge and practice. At all levels, curriculum design responds to the evolving demands of individual scholarly disciplines, institutional requirements and practices, state and federal regulation, and market advancements. At the same time, programs are guided generally by the SGS mission, "to provide students with the knowledge and skills to make contributions to their discipline and to the rapidly changing world," and by the **School's five core tenets**, which emphasize scholarly inquiry and community, integrity, leadership, and overall excellence.

Information on the graduate school mission, programs, policies, learning outcomes, and requirements are available in CCSU's SmartCatalog, the **School of Graduate Studies Policy Handbook**, and on the SGS **webpage**. All curriculum changes are subject to multiple reviews

by department faculty, by the Graduate Studies Curriculum Subcommittee and the full Graduate Studies Committee, and finally by the Senate. This extensive curriculum review ensures that graduate programs maintain high integrity, avoid duplication with other graduate programs, and continue to provide complex skills and knowledge built upon a sturdy foundation of disciplinary norms and methods.

Graduate faculty must possess a terminal degree in their relevant disciplines.

CCSU offers a range of graduate programs that have no corresponding undergraduate programs, such as degrees in Marriage and Family Therapy and Special Education. Such programs provide specialized knowledge and skills in preparation for professional certification or licensure. Beyond an undergraduate degree in mathematics, the MS in Data Mining provides students with expertise in state-of-the-art data modeling methodologies needed for successful careers in data and information services. Other programs extend undergraduate knowledge by narrowing focus and providing far more sophistication and complexity. For example, the MS in Accounting augments undergraduate study in accounting with advanced specialization in financial statement analysis, accounting for non-profits, assurance services, and taxation, among other areas of specialization. The degree further provides all of the educational requirements for CPA licensure (DFF 8.3).

Graduate programs allow no more than nine credits of 400-level undergraduate course work toward the graduate degree, and these courses must be approved for graduate credit through the curriculum process and provide a syllabus distinct from the undergraduate course. Distinct graduate syllabi in 400-level courses require readings and assignments that are recognizably more sophisticated and demanding than those required of undergraduates.

All faculty, regardless of affiliation with undergraduate or graduate programs, have research-relevant or practice-relevant expertise.

Furthermore, the information and physical resources expected for graduate programs exceed those required for undergraduate programs. Graduate programs require access to specialized journals, databases, and other technical, scholarly materials. Similarly, graduate courses often require specialized software and technology for classroom instruction and student presentations, as well as lab and field equipment for student research.

Graduate faculty must possess a terminal degree in their relevant disciplines. A strict review process for exceptions requires faculty with specialized expertise to be vetted by the academic school deans with final review and approval by the Associate Vice-President of Academic Affairs, and Dean of Graduate Studies. (See Standard Six for more information.) CCSU does not otherwise distinguish between graduate and undergraduate faculty. Per the CSU-AAUP (American Association of University Professors) Collective Bargaining Agreement, all faculty at the University are reviewed annually before the award of promotion and/or tenure, and every six years thereafter. Departmental and university-wide committees ensure that faculty members are regularly engaged in and present on meaningful research and creative activity. All faculty, regardless of affiliation with undergraduate or graduate programs, have research-relevant or practice-relevant expertise. All faculty have research-relevant or practice-relevant expertise. Faculty members are reviewed first by evaluation committees in their departments. Research-oriented programs focus on the extent to which faculty have advanced the scholarship in their areas, while practice-oriented programs evaluate the extent to which their professionals stay engaged with and contribute to developments in education, business, counseling, healthcare, construction, and additional practical fields.

The **Office of Graduate Admissions** collaborates with the Graduate Studies Policy Subcommittee to set an admission standard for minimum GPA, as well as English-language proficiency, and reviews all transcripts to ensure the requirements are met. Individual departments and programs may

require a higher GPA, and most have additional admission criteria as appropriate to the field (such as standardized test scores, writing samples, portfolios of creative and professional work, career objectives, and/or letters of recommendation). All changes to admissions policy are overseen by the Graduate Studies Policy Subcommittee in consultation with the Associate Director of Graduate Admissions and the dean, and must be approved by the Graduate Studies Committee. Once admitted, graduate students must maintain a 3.00 GPA. Students who fall short of this requirement are immediately placed on probation for one semester and eventually dismissed if they fail to achieve the standard at the end of the probationary semester. Students who are dismissed from a graduate program will not be allowed to take courses for graduate credit unless they have the permission of the instructor, the chair of the department offering the course, and the dean of the SGS. Students who choose to continue taking courses must do so in a non-matriculated status, and students who successfully improve their GPA to 3.00 or above may apply for re-enrollment. In addition to academic record evaluation, the academic department may consider prior performance in the program when making a re-enrollment decision.

The University's research-oriented master's programs equip students with the methods and skills required to understand the discipline and add valuable contributions in the workforce. The MA in History begins with "The Professional Historian," a course focused on trends at the professional levels of academic and public history; the English MA begins with advanced study of literary theory and professional criticism; the Psychological Science program requires two four-credit courses in Research Design and Analysis; and the Geography program introduces students to advanced work with nine credits stressing the field's history, philosophy, technical methods, and tracing the evolution in resources involved in physical and human geography.

CCSU's graduate students demonstrate mastery of their subjects and disciplines through a required capstone experience: a thesis, a comprehensive exam, or a Special Project designed within the respective programs.

The majority of CCSU's **graduate programs** are practice-oriented, and all include primary study in research methods, theory, and application. This knowledge is subsequently used in individual field-experiences such as internships, student teaching, practicums, clinical service, and other professional activities. Though all of CCSU's graduate students are exposed to scholarly literature and methods to varying degrees, the balance of research and practice is calibrated to meet stated program outcomes and reflect disciplinary conventions and, in some cases, external accreditation standards. All practice-based programs begin with an introduction to professional norms and research methods before advancing students to practice-based study and field-based experience. In the last ten years, the SGS has both developed new programs and added specializations within existing programs to meet workforce demands. The SGS has developed a STEM Education program for certified teachers; Counselor Education now includes a specialization in Gerontology; and Special Education has added a concentration in Inclusion and Transition. Moreover, the School Counseling and Professional Counseling programs have revised their program goals, student learning outcomes, and curriculum in response to the Center for Clinical Research and Effective Practice accreditation five year review process.

CCSU's graduate students demonstrate mastery of their subjects and disciplines through a required **capstone experience**: a thesis, a comprehensive exam, or a Special Project designed within the respective programs. Each is subject to approval by the Dean of Graduate Studies at both the proposal and final stages. **Master's thesis** and **special-project** handbooks are available in hardcover and digital form. Each capstone is carefully integrated into the research- or practice-based curriculum, and achievement is assured through effective curriculum design, departmental and administrative review, and various presentation and dissemination

requirements. In addition to capstone projects, the MBA requires a seminar measuring the degree of mastery in the material relevant to the program's outcomes. Master's capstone projects are housed in the Burritt Library "Theses, Dissertations, and Special Projects Database." Finally, all programs provide interim assessment reports annually and full assessment reports every five years. The assessment process is further described in Standard Eight, and the Program Review for non-accredited programs is described in Standard Two.

The most prominent of CCSU's new professional degrees are the Master's of Business Administration and the Doctor of Nurse Anesthesia Practice, the latter developed to meet evolving licensing requirements.

The most prominent of CCSU's new professional degrees are the MBA and the DNAP, the latter developed to meet evolving licensing requirements. The MBA's specialized tracks in Accounting, Business Analytics, and Finance are structured to ensure students develop broad and robust core knowledge in corporate finance, strategic IT, marketing, and management, after which they progress to specialized electives. The capstone experience requires students to form teams, identify a challenge facing an existing firm, and develop and present a solution. The MBA reflects CCSU's continued commitment to professional programs that establish sturdy foundations in theory and methods, build specialized knowledge upon these, and conclude with advanced seminars and projects.

The doctoral programs mandate still further coursework, field experience, and scholarship beyond what is expected of Master's students. CCSU's Doctorate in Educational Leadership requires eleven "Inquiry Seminars" that begin with studies in human and organizational learning before moving through varieties of advanced research method design, and on to the dissertation proposal, manuscript completion, presentation and dissemination. The DNAP requires a Biological Systems Core, Professional Clinical Core, and an Anesthesia Clinical Core. Following a comprehensive exam, the DNAP concludes with a multi-stage research process that requires students to engage their command of anesthesiology's scholarship and methods in projects that improve either clinical practice or patient outcomes.

DESCRIPTION: INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

In 2014, the BOR passed a resolution requiring CSCU institutions to normalize all undergraduate programs to a maximum of 120 credits, and CCSU has completed this process with only five BOR-granted exceptions: BS in Mechanical Engineering, 127 credits; BS in Civil Engineering, 130 credits; BS in Manufacturing Engineering Technology, 130 credits; BS in Mechanical Engineering Technology, 130 credits; and, BS in Robotics and Mechanical Engineering Technology, 130 credits (DFF 4.3). All master's degree programs at CCSU require a minimum of 30 credits, and doctoral programs require in excess of 60 credits (DFF 4.4). In addition, the University awards Official Post-Baccalaureate certificates, Post-Master's certificates and Sixth-Year certificates. The curriculum approval process requires several levels of faculty approval and administrative review. CCSU ensures the achievement of student learning outcomes through the well-defined assessment processes detailed in Standard Eight.

All undergraduate degrees can be completed in four years (DFF 4.3), and **four-year Academic Maps** are available to assist students and advisors in scheduling courses to meet this goal. The University is committed to ensuring the availability of courses to meet students' needs, using Ad Astra Platinum Analytics to support predictions regarding course demands. During course registration periods, the registrar's office sends weekly reports to each academic dean that track enrollment in key courses where it has been predicted that student need is potentially mismatched with scheduled seats. Students are allowed the opportunity to register for a select group of courses at a variety of area schools through the Hartford Consortium and to cross

register for courses at other CSCU institutions with no additional changes, providing the course is not offered at CCSU.

The University has clear policies and procedures for accepting transfer credits from other institutions via **CSCU transfer ticket** degrees, state university student interchange, Hartford Consortium cross registration, study abroad, and nontraditional credit. The award of transfer credit is regulated by the **Transfer and Articulation Plan** (TAP) for students transferring credits from other CSCU institutions who are in the academic pathways, or by the established transfer credit approval process. The Office of the Registrar issues official transcripts of credit earned, maintains all student academic records, and certifies completion of degree requirements for undergraduate transfer students. The SGS conducts graduate degree evaluations.

Faculty and administration are responsible for development and oversight of all policies regarding the award of academic credit. The amount of time students are expected to invest in course-related work varies by course level and the number of credits enrolled. Consistent with the federal definition of a credit hour (Code of Federal Regulation, Title 34 – Education, §600.2), **undergraduate** and **graduate** students are expected to invest at least two hours out-of-class work per each hour of in-class instruction every week of the full semester. The University Curriculum Committee, Senate, academic deans, Provost and the President must approve all policies regarding the award of credit. In addition to standard courses, some programs require internships or service learning as part of graduation requirements, in which courses are established and undergo appropriate curricular review.

The AAUP contract defines all tenure-track faculty rights and responsibilities and sets guidelines for faculty evaluation. The contract ensures that every faculty member is given the opportunity for professional development through travel to professional conferences, reassigned time and sabbatical leaves. Faculty are promoted and tenured based on their performance in teaching, scholarly or creative accomplishments and service to the University (see Standard Six).

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CCSU ensures student learning in all academic programs through an academic assessment policy. Programs must articulate clear learning outcomes, measure outcome achievement, and analyze findings to identify strengths and areas for improvement. All programs are provided with **reporting guidelines** to participate in a multi-year reporting cycle and submit a full or interim report to the OIRA on an annual basis. The **Academic Assessment Committee** (AAC), comprised of faculty members and deans' appointees, works in consultation with departments to coordinate overall assessment efforts. Programs that offer GenEd courses also collect data related to student achievement of the **GenEd learning outcomes**. In addition, the University participates in the previously-described adapted MSC and uses this data to assess GenEd learning outcomes related to critical thinking, quantitative reasoning, written communication, information literacy, and civic (community) engagement. (For more information on academic program assessment, see Standard Eight; for information on academic program review, see Standard Two.)

The Senate maintains decision-making authority in matters related to curriculum, degree requirements, and scholastic standards. The **Curriculum Committee** (a standing committee of the Senate) considers proposals related to curriculum change through a clear and thorough curriculum review process. Study abroad courses follow this regular curriculum review process. Credit for study abroad, internships,

or independent study that are not part of regular course offerings must be approved by the department chair and academic dean, and supervising faculty must demonstrate that the experience is appropriate to the field of study and the content and level of learning is commensurate with the credit awarded. When several departments shifted from three-credit to four-credit courses, the Faculty Senate approved a policy to ensure the credit hours assigned to courses were consistent with the code of Federal regulation as defined in Title 34 – Education, §600.2 (i.e., one hour of instruction and at least two hours of out of class student work each week for 15 weeks). Additionally, credit is not awarded for pre-collegiate-level or developmental work designed as preparation for collegiate work.

The Senate maintains decision-making authority in matters related to curriculum, degree requirements, and scholastic standards.

CCSU does not evaluate or give credit for experiential learning but will accept such credits transferred from other accredited institutions. Students must complete at least one-fourth of their undergraduate credits at CCSU, which for a typical 120 hour program amounts to 30 credits. Students who transfer credits from other colleges must take at least 15 credits in their major field and nine credits in their minor field at CCSU. Major and minor minimum credit totals also count toward the residency requirement.

The **Office of Recruitment and Admissions** completes the initial evaluation of undergraduate credits earned from other institutions as part of the admissions process, which are then posted to the student's record. The school-based advising centers, in consultation with the academic departments, complete a second evaluation to ensure proper alignment between the transfer course and the appropriate CCSU equivalent. CCSU students who wish to take courses at other institutions are strongly advised to complete a transfer credit approval request form prior to enrollment in any course outside of the University. The transfer credit policy ensures that accepted credits reflect appropriate levels of academic quality, and faculty review courses to ensure appropriate criteria are met for credit toward a CCSU major or minor.

The University maintains two transfer credit databases – one for internal use by the admissions and registrar's offices, and one available to the public. The internal database maintained in the student information system (Banner) contains a complete listing of all transferred courses, as well as all previously reviewed courses from any domestic institution. A separate public portal called the Transfer Credit Equivalencies Guide provides a cross-reference of credits between CCSU and its 22 primary feeder schools, most of which are in Connecticut. The database includes courses from other CSCU schools, the University of Connecticut and other Connecticut institutions, and all require approval of the appropriate department chairperson.

Coursework completed while **studying abroad** at one of CCSU's approved study abroad partner and affiliate institutions is treated in the same manner as coursework taken on the CCSU campus. Course equivalencies are identified by the faculty advisor and relevant department chairs prior to study abroad, and the actual grade earned abroad is posted to the student transcript and counted toward the overall GPA. Individual students' academic records include all study abroad courses, including courses assigned grades of D or F.

The **Office of Transfer and Academic Articulations** facilitates the development and maintenance of articulation agreements and makes them available to effected students. As a result of a prior Memorandum of Understanding (MOU) in 2007 and the **2009 Transfer Compact Agreement,** a **Dual Admissions** agreement was established allowing students who complete an associate's degree at one of the twelve community colleges can transfer to a CSU university to earn a bachelor's degree.

In 2011, the Connecticut State Universities (CSU) became the Connecticut State Colleges and Universities System (CSCU), which in 2012 approved a system-wide Transfer and Articulation

Program (TAP). This Program supplemented both the MOU and the Transfer Compact. As of fall 2017, students at the community colleges can choose from **22 TAP programs** that lead to bachelor's degrees at CCSU. Another BOR-driven articulation agreement creates the College of Technology, a system-wide collaborative, which provides career pathways for students in the community colleges and the four-year partner universities. CCSU maintains other **articulation agreements** that are available on the Office of Transfer and Academic Articulations website.

The University ensures the integrity of its graduate degree programs by limiting the transfer of graduate credit to no more than nine credits for programs requiring 30 to 35 credits, or 25 percent of the total credits for programs requiring 36 credits or more. All credit must have advisor approval and an earned grade of 3.00 (B) or higher. Students who have been admitted to graduate programs must obtain prior written approval from their advisors and the Dean of the School of Graduate Studies to take courses at another institution for transfer into their planned program of study.

The Learning Center offers academic coaching, tutoring/content support, and other interventions.

The University catalog provides information about graduation requirements and policies at the undergraduate and graduate levels. The registrar's office ensures that undergraduate students meet all graduation requirements, and the Graduate School oversees graduate student compliance to all necessary requirements. Undergraduate students must also comply with the University Good Academic Standing Policy. Students whose GPAs fall below good standing (2.0 GPA) are placed on a semester of academic probation to meet the terms of the Academic Probation/ Academic Dismissal Policy. Failing to meet good academic standing at the end of the probationary semester results in academic dismissal; however students may appeal the decision or seek reinstatement according to the Policy. Similarly, graduate students must comply with the Graduate Studies Good Academic Standing Policy and the Graduate Studies Grading Policy. A graduate student who fails to comply with these policies is subject to the Graduate Studies Academic Probation/Academic Dismissal Policies, as previously noted. Decisions regarding reenrollment are made by the academic departments.

The University's strict Academic Misconduct Policy and a Student Code of Conduct includes definitions, explanations, and consequences of different forms of academic misconduct (DFF 9.1). Both provide information to students regarding issues such as academic dishonesty and plagiarism. In a case of academic misconduct, instructors determine sanctions based on the severity of alleged transgression. While most cases are handled at the instructor level, students have the right to appeal the instructor's decision. The final stage of this appeal process concludes with a hearing conducted by the Office of Student Conduct to consider allegations lodged against a student and to apply appropriate sanctions if necessary. In some instances, undergraduate students may be referred to the Learning Center to attend Academic Integrity workshops.

In addition to University policy, the Senate has a standing committee on Academic Integrity, which advocates for and raises awareness of academic integrity issues at CCSU. The Committee also hosts events designed to highlight current controversies or research regarding academic integrity.

All curriculum, regardless of delivery, must go through the curriculum review process to meet the University's academic standards, including CCSU's four online programs: an official certificate in Accounting, an official certificate and an MS in Data Mining, and an MA in Modern Languages: Spanish Option. Most courses are offered in traditional 15-week semesters, but some courses are offered in abbreviated time periods (such as summer and winter sessions), as well as through distance learning. Courses offered in abbreviated time periods follow the same quality standards and undergo the same curriculum review process as regular semester courses. Academic affairs oversees courses offered during abbreviated time periods and ensures that faculty contact hours are consistent with courses held during the traditional semester.

Faculty and students receive support for their instructional needs and learning. As noted above, The Learning Center offers academic coaching, tutoring/content support, and other interventions. Activities include study skills workshops and academic probation interventions. The **Writing Center** and the **Student Disability Services Office** offer specialized support. Under the AAUP contract, full-time faculty are required to schedule at least five office hours per week over three days each semester. Part-time faculty must also make reasonable efforts to meet with their students as needed. Online teaching faculty are required to hold appropriate office hours via technology such as WebEx, Skype, and Blackboard.

In order to support online learning, every student who enrolls in an online class is sent a link to a website providing **online course readiness preparation**. Faculty receive support for their instructional needs through workshops and presentations hosted by the **Center for Teaching and Faculty Development** as well as learning community groups and grants. Faculty also receive support from the **Instructional Design and Technology Resource Center**. They are also offered support through a website on online teaching, called "**so you want to teach online**…" The University also recognizes the importance of student identity verification in online learning environments and requires student verification of online courses through a secure login and passcode. In March 2015, the Faculty Senate and academic affairs assigned a Task Force to Enhance Online and Hybrid Learning. The Senate then formed the ad hoc Online Learning Implementation Committee to create policies related to online learning, and a successor Online Learning Committee to oversee continuing implementation and development of the resulting policies.

The University has had two instructional sites located in Jamaica: Sam Sharpe Teacher's College in Montego Bay and The MICA University College in Kingston. Here CCSU offers two graduate-level degree programs: Master's Degree in Reading and Language Arts and the Master's Degree in Educational Leadership. Students have access to library resources, advisors, technological support and CCSU faculty who travel to Jamaica (Exhibit 4.D.1, DFF 3.2). Currently, students are not being accepted into either program pending adequate demand for a cohort.

Lastly, CCSU awards certificate programs at the graduate level with approval through the standard curriculum process. Certificates are embedded in graduate programs where the required coursework and learning outcomes are a subset of a single stand-alone degree program. This approach ensures that the coherence and academic quality of these certificates are consistent with their associated degree programs.

APPRAISAL: ASSURING ACADEMIC QUALITY

CCSU works to ensure the quality of academic programs through internal assessment and external review. Currently, two Senate policies provide guidance and outline the requirements of internal and external assessment. First, the **assessment policy** stipulates that academic departments will submit an annual report of the prior year's assessment activities for each academic program to OIRA. Compliance with this policy has fluctuated over the years, but in 2017-18, 81 percent of programs fulfilled the requirement. The Academic Assessment Committee (AAC) reviews these reports and provides constructive feedback to departments on a recurring **schedule**. (See Standard Eight.)

CCSU works to ensure the quality of academic programs through internal assessment and external review.

The second process that ensures the quality of academic programs is external review through discipline-specific accreditation or the institutional **Program Review (PR) policy**. In both cases, reviewers external to the CSCU System are invited to evaluate the quality of the programs and provide constructive feedback. At this time, CCSU has reviewed almost all programs at least once and has started on the second review cycle. Of the 68 programs scheduled for the first PR cycle, 53 programs have completed their review, 15 programs are in progress of which 5 have received extensions due to extenuating circumstances beyond their control.

Programs that are **externally accredited** follow the review cycle prescribed by the discipline-specific accrediting agency. (See Standard Two.)

The University is also committed to safeguarding academic quality regardless of program location. Historically, CCSU has offered two graduate-level programs in education in Jamaica at Sam Sharpe Teachers College in Montego Bay and MICO Teacher's College (now MICO University College) in Kingston. At this time, CCSU has one remaining instructional site located in Jamaica (DFF 3.4). In early 2015, the BOR approved the proposal to add an Ed.D program at the Sam Sharpe location. NEASC confirmed that the University did not need to seek substantive change approval to offer this Ed.D program; however, there was insufficient enrollment to implement this program at that time. Due to leadership changes at Sam Sharpe the contract was subsequently terminated. In addition, due to low enrollment, the two programs offered at MICO are currently on hiatus, with the last cohort accepted in 2016 and expected to graduate in 2019. The University currently has a contract with MICO through the end of December 2018 with an automatic two-year renewal. Under the terms of the agreement, 15 students must be enrolled for a master's program to run.

APPRAISAL: ACADEMIC PROGRAM ELEMENTS

UNDERGRADUATE DEGREE PROGRAMS, MAJORS AND CONCENTRATIONS

A key indicator of the University's commitment to the undergraduate degree program is seen in the creation of centers and programs to enhance and support student learning. The **Career Success Center** has resources to assist in the development and implementation of career plans and goals. Dedicated advising centers for students in the **CLASS**, the **SEST**, the **SEPS**, and the **SOB** have supplemented faculty advisors in the academic departments. Student support is available through CCSU's **Writing Center**, **The Learning Center**, **eTutoring** in several disciplines, and from **Student Disability Services**. In addition, The **Center for Teaching and Faculty Development** and the **Instructional Design and Technology Resource Center** provide pedagogical support for faculty.

A key indicator of the University's commitment to the undergraduate degree program is seen in the creation of centers and programs to enhance and support student learning.

Individual schools have also added resources to enhance student success. In the SOB, the **Academic Ally Program** helps students address academic achievement gaps. SEPS is using Taskstream to track student achievement and institutional effectiveness and to addresses lifelong learning through the **Center for Social and Emotional Learning**. SEST's **Student Services Center** provides information to enhance education through internships and cooperative education.

Departments continually update course offerings and requirements for academic majors. The Curriculum Committee conducts a biennial review of courses that departments have not offered for four consecutive years to determine whether these courses should be eliminated or reestablished (**Curriculum Committee bylaw 3.3**). CCSU also developed new majors to address emerging workforce needs and respond to student demand. The new programs include undergraduate programs in Civil Engineering, Dance Education, Digital Printing and Graphics Technology, Early Childhood and Infant/Toddler Mental Health, Exercise Science, Journalism, Manufacturing Management, Media Studies, Nursing, Networking and Information Technology, Strategic Communications, and Robotics and Mechatronics Engineering Technology. In addition, the University has introduced new minors in Astrobiology, Gerontology, Media Studies, and Strategic Communication, as well as a minor in Community Engagement, which allows students to expand the breadth of their education while serving their communities. In response to low

student interest the General Science program has been eliminated.

CCSU's schools have undergone major realignments in order to provide integrated curriculum choices. The new arrangements group the traditional STEM disciplines together to create a greater opportunity for curriculum management and interdisciplinary collaboration. Additionally, **SEPS** also realigned the education departments into new areas of (1) Educational Leadership, Policy & Instructional Technology, (2) Literacy, Elementary, & Early Childhood Education, and (3) Special Education and Interventions. This new organization helps the SEPS to better respond to changing educational standards and requirements.

Lastly, since the 2008 self-study the SOB has received **AACSB** accreditation; programs in SEPS were reaccredited by NCATE (now CAEP); and, various programs in SEST were reaccredited by appropriate accrediting bodies. CCSU maintains a complete listing of accredited programs on the **Consumer Information and Disclosures** webpage.

GENERAL EDUCATION

In the August 2013 Fifth Year Interim Report, concerns were noted about CCSU's assessment of GenEd. At that time, CCSU's intention was to revise GenEd and develop a more effective assessment model. However, the **Faculty Senate** did not approve implementation of the newly proposed GenEd program. Instead, in 2014 CCSU reaffirmed its commitment to the existing GenEd model and began to pilot an adapted form of the MSC model for assessment purposes. Results of the original departmental mode of assessment continue to be mixed, with departments participating at different levels and in different ways; the resulting data are often more useful in evaluating the effectiveness of individual courses than generalizable in the assessment of our GenEd Learning Objectives/ Outcomes. Participation in the MSC and receipt of benchmark results from seniors at other four-year institutions gave the University a nationwide comparison to its own student scores and helped put the information into context. MSC 2014-15 pilot year data showed CCSU results to be slightly higher than the national average for 4-year institutions for Critical Thinking and Quantitative Reasoning, while Written Communication scores were slightly lower. Participation in the MSC pilot prompted CCSU to adopt its own MSC-based assessment, as described in the CCSU **General Education Assessment Summary**.

In 2014 CCSU reaffirmed its commitment to the existing GenEd model and began to pilot an adapted form of the MSC model for assessment purposes.

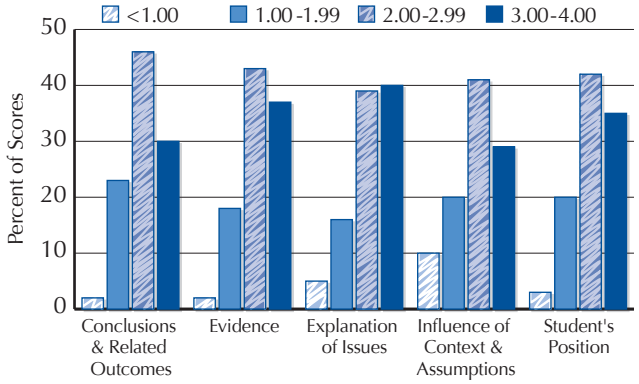
To help determine the efficacy of CCSU's assessment (scoring) retreats, the AAC&U model used for the national MSC initiative was replicated. The retreat started with an AAC&U style norming session followed by CCSU faculty scoring the same artifacts that were submitted to AAC&U for the MSC initiative. Remarkably, CCSU faculty and MSC/AAC&U trained faculty scored the same artifact very similarly. The same artifact scored by CCSU faculty and also scored by MSC/AAC&U faculty were within one point of each other 85 percent of the time and the average difference in scores ranged from 0.14 to 0.26, depending on the rubric (the range is zero to three, with zero being a perfect match). This gave us confidence that CCSU's assessment retreats could be repeated, CCSU faculty scores were consistent with nationally trained scorers, and provided a national context for our results.

Since 2015, benchmark results clearly indicate a student proficiency in Critical Thinking, and in 2015 and 2016 CCSU seniors averaged equal to or higher than seniors at participating institutions in all five Critical Thinking dimensions. On the other hand, only 30 percent of students displayed Influence of Context and Assumptions in their writing (Figure 5 below; **Table 6 of the full report**).

In the area of Quantitative Reasoning, CCSU seniors scored higher than seniors from other participating institutions. The overall average score for CCSU students was 2.6 (on a four-point scale), compared to national scores of 2.1 and 2.3 for 2015 and 2016, respectively. While CCSU students demonstrated skill in Representing mathematical forms (e.g., graphs and tables.), Interpreting quantitative information, and comprehensively performing Calculations, they exhibit greater

FIGURE 5:

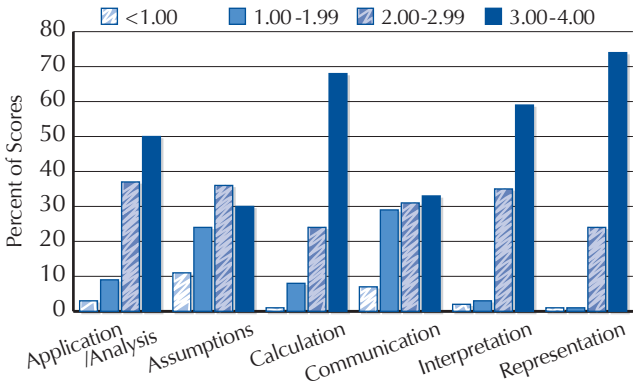
Critical Thinking — CCSU Seniors



CCSU Faculty Scores Retreats 1, 2 & 3
Score range: 0 to 4
Each artifact scored by 2-3 faculty

FIGURE 6:

Quantitative Reasoning — CCSU Seniors



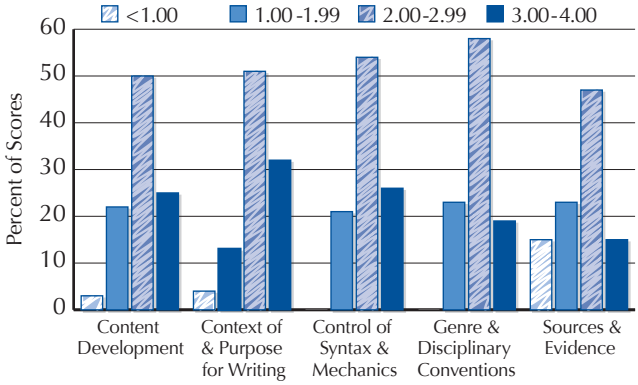
CCSU Faculty Scores Retreats 1, 2 & 3
Score range: 0 to 4
Each artifact scored by 2-3 faculty

difficulty effectively connecting quantitative evidence to an argument (Communication) and making/evaluating important Assumptions in estimation, modeling, and data analysis. With the exception of the Communication dimension of Quantitative Reasoning, CCSU seniors exceed national averages (Figure 6 above; **Table 7 of the full report**). Additionally, while scoring the dimension on Assumptions has been challenging at the national level, CCSU's low scores on Assumptions may be related to artifacts not aligning well with that component of the rubric.

In Written Communication, CCSU senior artifacts scored lower than the national averages in all criteria/dimensions. However, students demonstrated the greatest proficiency in measurement of Context of and Purpose for Writing, followed by Content Development,

FIGURE 7:

Written Communication — CCSU Seniors



CCSU Faculty Scores Retreats 1, 2 & 3
Score range: 0 to 4
Each artifact scored by 2-3 faculty

and measurement of Control of Syntax & Mechanics. Areas for growth include effectively communicating within a genre or discipline (Genre & Disciplinary Conventions) and using appropriate sources to support ideas (Sources and Evidence; Figure 7 above; **Table 8 of the full report)**.

CCSU also collected and scored artifacts across lower levels for comparison, in which case seniors demonstrated higher proficiency than first-year students in each of the three Learning Objectives/ Outcomes and across all dimensions of the rubrics (**Appendices A through C of the report**).

Since 2014 the University has identified student strengths and areas for continued growth using this campus-based adapted MSC model for GenEd assessment. Key strengths and outcomes include the following:

- CCSU students scored higher than the national MSC average among other 4-year participating institutions in Critical Thinking, and Quantitative Reasoning but slightly lower in Written Communication.
- Outcomes of the VALUE rubrics assessment model help us determine where students are growing the most and which learning objectives/outcomes may need additional emphasis in the future.
- VALUE rubrics are easily aligned with select GenEd Learning Objectives/Outcome;
- MSC and CCSU faculty scoring the same artifact externally with 85 percent consistency validates our institutional scoring model as reliable;

- Strong baseline data for three of our Learning Objectives/Outcomes - Critical Thinking, Written Communication, and Quantitative Reasoning with an upcoming one year of baseline data in Information Literacy and Civic Engagement - provide the groundwork for continuing the adapted MSC model as the primary means of GenEd assessment at CCSU.

A thorough presentation of procedures, data, and outcomes can be found in the **CCSU General Education Assessment Summary**.

CCSU's department-centered assessment process has continued, and the effectiveness of these GenEd assessments is monitored and evaluated by the AAC. For example, the Departments of English and Geological Sciences have identified GenEd Learning Objectives/Outcomes and established well thought-out assessments to evaluate student competencies in these respective areas. However, for many departments, reliable independent GenEd assessment proves to be a continual challenge. This challenge is due, in part, to the absence of a common rubric for departments to measure learning objectives and expectations of student performance. Department-administered assessments vary, resulting in a lack of continuity and generalized institutional data. As a result, departmental assessment is based more on student performance than the learning outcomes themselves.

GRADUATE DEGREE PROGRAMS

The strength of the SGS continues to be its faculty and curriculum. Programs are well-designed, innovative, and responsive to shifting community needs and workforce evolution. Outside accreditation combined with internal oversight ensures maintenance of high academic standards. Faculty continuously reflect on and improve the structure of their programs. Given the overall excellence of graduate programs, steady growth in enrollment is expected. While new programs have generally seen such growth, several existing programs have experienced uneven or shrinking enrollment.

APPRAISAL: INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

The OIRA maintains a database of courses with grade distributions in order to evaluate the performance and placement of transfer students. This database, originally developed to track courses with high percentages of students receiving a grade of D, F or withdrawal, now allows the University to effectively compare the academic performance of transfer and non-transfer students. Results indicate that the academic performance of transfer students is similar to non-transfer CCSU students (Exhibit 4.A.1).

Similar to other institutions, CCSU is continually modifying and improving its curriculum and course requirements. These changes mean that maintaining a transfer database is a complex and ongoing process. Articulation agreements and information from the top feeder schools are reviewed and updated on a much more regular basis as this information is more frequently accessed. Course information from institutions transferring only an occasional student may be more dated. In this time of increased competition for students, CCSU would be well served to ensure that all articulation agreements are accurate and current.

The University recognizes the importance of student identity verification in online learning environments. Although CCSU requires student verification of online courses through a secure login and passcode, this process could be strengthened by using a more robust software to ensure student identification. A taskforce is currently reviewing software options.

As previously stated, CCSU requires a minimum of 30 credit-hours in residence, including 15 hours in the major and nine hours in the minor. In the beginning of this self-study, no university-wide policy regarding the number of residence credits required at the 300 or 400 level existed, and the 30-credit requirement did not comprise 25 percent of the major in the disciplines requiring more than 120 credits. In 2017 the Senate approved a policy stating that a minimum of 12 credits at the 300 or 400 level in the major have to be taken in residence. For majors requiring more than 120 credits, the minimum

credits earned in residence must exceed the 30 credit minimum in order to meet the 25 percent residency requirement. In the SOB, 30 of the required credits for a business degree have to be taken in the SOB.

The University has well-established and well-vetted policies that ensure a high level of academic integrity in its program offerings.

The University has well-established and well-vetted policies that ensure a high level of academic integrity in its program offerings. In rare cases when exceptions to policies or requirements are made, approval is required by both the department chair and the dean. Department chairs and administrators work collaboratively to ensure that appropriate courses are scheduled to avoid bottlenecks toward graduation. In instances when students are out-of-sync with course cycling, they can consult with their advisors to identify appropriate substitutions or independent study options. Additionally, CCSU has utilized the Ad Astra Platinum Analytics course schedule analysis service for many years. Several times a year, Ad Astra pulls student and course data from Banner and degree audit data from Degree Works to identify areas where course need may exceed available seats and vice-versa. While specific data and recommendations are slightly unreliable, some of the higher-level indicators provide a reasonable picture of course availability and potential access issues. It is important to note that course capacity, set by department chairs in consultation with deans, is the key metric that Ad Astra uses. The resulting course information is classified into three Ad Astra categories: (1) Overloaded – courses filled to higher than 95 percent of capacity, (2) Balanced – courses filled at 70-95 percent of capacity; and, (3) Underutilized – courses filled to less than 70 percent of capacity. Historically, CCSU had a larger share of courses classified as Overloaded compared with Balanced. In Fall 2017, 45 percent of CCSU's courses were overloaded, while only 31 percent were balanced. In some cases, the percentage of overloaded courses could indicate course access issues, particularly for students who delay registration.

Reducing the percentage of overloaded courses per semester is one of the Office of the Registrar's measurable goals, and there have been some slight reductions each semester since the 2013-14 baseline year. While the registrar's office does not have authority to make course schedule changes, each of the schools receives summary data from Ad Astra, along with a weekly list of key courses with available and projected seats during the registration cycle. Adjustments are then made based on student need and evolving enrollment patterns during the registration period, rather than on the resource need of the professors, chairs and/or deans.

PROJECTION

Diminishing resources from the State of Connecticut continue to pose a challenge to building and maintaining quality academic programs. Plans to increase enrollment to 15,000 by 2023, as noted in Standard Two, will help mitigate the loss of state funds (Standard Two, Figure 2, page 10,). A review of other public master's level institutions in the region suggests that current staffing (Standard Two, Figure 4, page 11) and faculty levels (Standard Two, Figure 3, page 11) are capable of absorbing initial enrollment growth. Data suggests that CCSU is adequately staffed with lower-than-average student-to-faculty and academic/student-support-staff-to-student ratios; however the challenge lies in ensuring that faculty and staff are appropriately positioned to support their students. To address this challenge, the IPC is currently conducting a benchmarking analysis of staffing levels for student support service units; these results will inform resource allocations to those areas.

In addition to supporting current students appropriately, CCSU will need to enhance its existing programming and develop high-quality academic programs in order to meet the new enrollment goals. The University will maintain its academic excellence through enhancement of its already robust programs in undergraduate research, internships, study abroad opportunities,

community engagement, and service learning. CCSU also plans to expand its online and hybrid course offerings. For example, a new master's program in Public Policy was submitted for approval to the Board of Regents in 2018. Additional graduate programs in civil engineering and mechanical engineering have also been submitted to the IPC. In addition, CCSU will submit a proposal for the 3+2 program in Athletic Training to the BOR in Fall 2018. These and other innovative ideas are at the core of CCSU's planning for future growth.

Lastly, the University will hire a new Associate Vice President for Enrollment Management prior to Fall 2018 to assist in meeting its ambitious enrollment goals. The chosen candidate will oversee admissions, financial aid and transfer and articulations processes, work to improve retention and graduation rates and student success, and provide leadership on all other enrollment management matters.

Diminishing resources from the State of Connecticut continue to pose a challenge to building and maintaining quality academic programs. Plans to increase enrollment to 15,000 by 2023, as noted in Standard Two, will help mitigate the loss of state funds.

Through an improved academic planning process and in greater coordination with the IPC, the University anticipates increase in the number of interdisciplinary programs, in addition a renewed emphasis on community engagement, which is emphasized in the strategic goals. The University Curriculum Committee created a new Interdisciplinary Program Subcommittee to help maintain and develop these programs. The Senate has also created a new standing committee for **Community Engagement** that encourages curricular enhancements to foster community engagement through grants and other offerings.

To maintain its academic excellence, CCSU will continue to focus on providing students with a strong general education foundation. Building on the results of GenEd assessments over the past four years, coupled with the adoption of the adapted MSC model, CCSU will move forward with an assessment plan focused on Learning Objectives/Outcomes and key competencies. Since 2014, the VALUE rubrics have provided a trans-disciplinary GenEd assessment model, and efforts to measure student learning in Critical Thinking, Written Communication, and Quantitative Reasoning have been effective. The AAC will annually review the projected assessment cycle timeline, continuing the assessment of Critical Thinking, Written Communication, and Quantitative Reasoning every other year. The assessment of remaining learning outcomes will be added in intervening years. While all learning outcomes are important, these three learning outcomes are critical for all programs and disciplines. Selection of additional Learning Objectives/Outcomes for future assessment will be based upon (a) faculty input regarding an assessment sequence; (b) identified assessment needs for CCSU's situation at this time of growth; and, (c) faculty reception, support, and voluntary participation in the assessment process. A proposed timeline for assessing learning outcomes has been made available to the campus community (**Tables 9 and 10**).

Faculty in various content areas will continue to play a major role in the selection of assessment rubrics for GenEd Learning Objectives/Outcomes. Faculty will continue to carefully review each rubric and determine if assignments link with each rubric criterion/dimension. AAC faculty and nationally trained VALUE rubric scorers will continue to serve as **mentors** to assist colleagues in developing a shared understanding of the rubric language and revising assignments to ensure alignment with rubric criteria/dimensions.

Assessment continues to be one of the OIRA's major areas of responsibility. Support for GenEd assessment through funding initiatives, a campus-based OIRA, and faculty backing is essential as the GenEd Assessment Initiative moves forward. In Fall 2017, the AAC formed an MSC Assessment Sub-Committee, consisting of four faculty

members in collaboration with the OIRA director and assist with MSC implementation. Goals include (a) improved timely communication with faculty regarding participation, (b) more effective communication of assessment results with faculty, and (c) documenting changes faculty have made based on assessment results. The group expects to continue building on recent progress and continue cultivating an assessment-friendly campus climate.

In response to recent GenEd assessment data, the University will develop a proposal for a Writing in the Disciplines requirement for 2018-19 to address its upper-level writing deficiencies, which will require Senate approval. The University is also considering a proposal to support and enhance its first-year writing program, including funding for the writing placement test and summer Bridges program, as well as additional resources for the Writing Center. The Faculty Senate is also looking at developing a General Education Committee to analyze GenEd assessment data and make recommendations.

CCSU must gain a better understanding of student achievement after graduation in order to refine and improve its programs and offerings. The University will continue to administer its two newly implemented post-graduate surveys. The first surveys students six months after graduation, and it will be administered every summer. The second is a three-to-five year post-graduate survey administered every third year. The University will research best practices to develop a methodology for tracking graduate employment at appropriate intervals.

As previously noted, the University maintains two transfer-credit databases, one internal and a subset of the database for public use. Collectively, the units of admissions, registrar, and transfer and articulations, along with the academic department chairs, will expand the databases and ensure that all entries are accurate and current. Furthermore, the Office of Transfer and Articulations will ensure that curriculum changes are accurately reflected in the transfer articulations agreements.

In order to fulfill CCSU's mission to provide broad access to programs, academic deans' offices have committed to work more closely with the registrar's office to ensure that required courses are scheduled with an adequate number of seats and at appropriate times for students.

The University is also committed to enhancing its ability to verify the identity of students participating in online learning. A taskforce is currently reviewing software solutions, is piloting **Proctor U-Card** as a potential solution, and will make a recommendation in Fall 2018.

Lastly, under the leadership of the Provost and in consultation with the deans, the annual report process will be reviewed and revised and appropriate changes will be made to the format to improve its utility for strategic planning.

SUMMARY – DEGREE-SEEKING ENROLLMENT & DEGREES

WORKSHEET 4.1

Fall Enrollment of Degree-Seeking Students by location and modality, as of Census Date, Fall 2017

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT		7,593	547	16	4			8,160
Main Campus PT		1,724	1,110	8	56			2,898
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT*								0
Overseas Locations PT*								0
Distance education FT**			0		0			0
Distance education PT**			17		0			17
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	0	9,317	1,674	24	60	0	0	11,075
Total FTE (Fall)		8,154	949	24	25			9,152
Enter FTE definition:	Semester Calculation: Undergraduate FTE = Credit Hours / 15 ; Graduate FTE = Credit Hours / 12							
Degrees Awarded, Most Recent Year (2016-17)***	n/a	1,958	604	n/a	13	n/a	n/a	2,575

Please enter any explanatory notes in the box below

*Students in the Masters Programs located in Jamaica are only enrolled in Winter and/or Summers sessions. Enrollments in winter 2018 were 17 and summer 2017 were 17.
**The Ed.D in Educational Leadership was recently approved for delivery via distance; there have been no enrollments yet.
***The Doctor of Nurse Anesthesia Practice was new in Fall 2017 and no students have been awarded degrees yet.

SUMMARY – NON-DEGREE-SEEKING ENROLLMENT & AWARDS

WORKSHEET 4.2

Fall Enrollment* by location and modality, as of Census Date, Fall 2017

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	79	0	14	93	8,160	8,253
Main Campus PT	329	380	0	709	2,898	3,607
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT	0			0	0	0
Distance education PT	3			3	17	20
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	411	380	14	805	11,075	11,880
Total FTE	222	131	11	364	9,152	9,516
Enter FTE definition:	Undergraduate FTE = Credit Hours / 15 ; Graduate FTE = Credit Hours / 12					
Certificates Awarded, Most Recent Year (2016-17)			152			

NEASC Notes:

1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.

2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."

3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

HEADCOUNT BY UNDERGRADUATE MAJOR, FALL CENSUS ENROLLMENT

WORKSHEET 4.3

Academic Program	Number of Credits*	3 years prior (Fall 2014)	2 years prior (Fall 2015)	1 year prior (Fall 2016)	Current year (Fall 2017)	Next Year Forward (goal) (Fall 2018)
Certificate						
American Studies		0	0	0		-
Total		-	-	-	-	-
Associate						
Not Applicable						
Total		-	-	-	-	
Baccalaureate						
Accounting	120	536	514	511	524	542
Anthropology	120	52	44	36	30	32
Art	120	85	76	55	54	55
Art Education	120	51	52	46	47	48
Athletic Training	120	81	84	67	63	80
Biochemistry	120	27	27	37	38	40
Biology	120	386	389	401	411	427
Biomolecular Sciences	120	183	160	152	166	172
Chemistry	120	48	52	48	54	56
Civil Engineering	130	95	116	126	113	118
Civil Engineering Technology	130	2	1			
Communication	120	358	354	162	48	50
Computer Engineering Technology	120	117	142	138	155	161
Computer Science	120	276	303	314	344	358
Construction Management	120	215	223	230	229	238
Criminology	120	603	634	614	613	619
Dance Education	120			7	17	21
Digital Printing and Graphics Technology	120	14	24	24	22	30
Early Childhood and Infant/Toddler Mental Health	120					10
Earth Sciences	120	51	48	39	36	37
Economics	120	79	84	80	70	71
Electrical Engineering	tbd					20
Electronics Technology	120	49	46	45	37	38
Elementary Education	120	498	467	396	407	415
English	120	274	262	202	194	198
Exercise Science	120	219	236	244	255	265
Finance	120	204	230	268	291	303
French	120	8	8	7	3	11
General Science	120	4	1			
Geography	120	58	60	51	36	37
German	120	1	0	0	1	7
Graphic/Information Design	120	163	158	155	141	144
History	120	241	210	203	188	192
Hospitality & Tourism	120	101	83	77	69	70
Industrial Technology	120	105	59	29	18	33
International Business	120	1				
International Studies	120	40	33	30	33	40
Italian	120	9	8	5	3	10
Journalism	120	69	73	74	79	82
Management	120	460	446	451	480	497
Management Information Systems	120	114	131	151	151	157
Manufacturing Engineering Technology	130	43	51	56	63	66
Manufacturing Management	120	5	17	29	33	40
Marketing	120	247	235	286	281	292

HEADCOUNT BY UNDERGRADUATE MAJOR, FALL CENSUS ENROLLMENT

WORKSHEET 4.3 *(continued)*

Academic Program	Number of Credits*	3 years prior (Fall 2014)	2 years prior (Fall 2015)	1 year prior (Fall 2016)	Current year (Fall 2017)	Next Year Forward (goal) (Fall 2018)
Mechanical Engineering Technology	130	196	182	181	205	212
Media Studies	120		6	99	138	144
Music	120	43	40	27	12	20
Music Education	120	47	48	44	50	52
Networking Information Technology	120	79	109	106	119	124
Nursing (RN to BSN)	120	83	69	54	44	51
Nursing	120	209	213	204	204	224
Philosophy	120	22	22	19	14	22
Physical Education	120	152	112	108	111	115
Physics	120	40	48	53	56	58
Political Science	120	89	81	91	112	116
Psychological Science	120	658	648	636	586	598
Robotics and Mechatronics Engineering Technology	130	29	47	46	47	49
Social Sciences	120	8	13	9	5	
Social Work	120	339	330	319	299	311
Sociology	120	130	133	117	113	115
Spanish	120	52	49	41	49	50
Special Studies	120	4	2	0	1	1
Strategic Communications	120		4	101	159	165
Technology and Engineering Education K-12	120	45	35	39	46	48
Theatre	120	65	55	50	58	59
Undeclared		957	941	862	872	806
Total Undergraduate		9871	9799	9538	9554	9897

Credit counts are effective Fall 2017, credit information obtained from Student Catalog
Shaded cells represent new programs prior to official program start date or programs that have been or are in the process of being discontinued.

HEADCOUNT BY GRADUATE MAJOR, FALL CENSUS ENROLLMENT

WORKSHEET 4.4

? For Fall Term, as of Census Date

?	Academic Program	Number of credits*	3 years prior (Fall 2014)	2 years prior (Fall 2015)	1 year prior (Fall 2016)	Current year (Fall 2017)	Next Year Forward (goal) (Fall 2018)
Master's (add more rows as needed)							
?	Accounting	30			28	70	100
	Art Education	33	14	16	22	19	19
	Biological Sciences	30	29	23	20	29	30
	Biological Sciences: Anesthesia	31	111	102	96	66	30
	Biomolecular Sciences	30	21	33	29	34	35
	Business Administration	30-54	80	137	187	199	219
	Communication	33	32	35	33	30	31
	Computer Information Technology	33	71	80	70	45	47
	Construction Management	33	49	41	36	33	35
	Counselor Education	60-63	201	193	202	213	220
	Criminal Justice	30	39	36	39	27	28
	Data Mining, On-line	33	23	25	27	17	30
	Early Childhood Education	33	17	10	6	3	3
	Educational Studies	30	18	14	8	5	3
	Educational Technology	30	37	37	39	31	32
	Elementary Education	33	9	9	4	2	9
	Engineering Technology	30	10	11	5	1	1
	English	30	23	20	16	15	17
	Geography	30	34	27	26	30	31
	History	30	25	21	11	13	15
	Information Design	30	17	14	12	16	17
	International Studies	30	17	25	26	29	30
	Marriage & Family Therapy	51-63	130	120	130	147	152
	Mathematics	30-33	53	57	45	59	61
	Modern Languages	30	32	17	14	17	18
	Music Education	33	3	12	10	1	5
	Natural Sciences	30	1	0	0	0	0
	Nursing: Hospice and Palliative Care	35				5	15
	Physical Education	30	38	46	38	35	36
	Psychology	36-39	34	23	31	22	22
	Public History	33	24	21	26	22	22
	Reading and Language Arts	36	68	81	71	69	72
	Science, Technology, Engineering & Math Education	33	16	34	43	29	30
	Software Engineering	33				6	15
	Special Education	30-40	98	98	88	139	144
	Teacher Education: Specialization in Math, Spanish, English, Sciences, Technology and Engineering Education	49	18	11	9	27	30
	Teacher Leadership	36	36	63	36	61	63
	Teaching English to Speakers of Other Languages	36	28	38	38	30	31
	Technology and Engineering Education	30	13	4	1	0	0
	Technology Management	33	75	73	69	78	81
	Total		1,544	1,607	1,591	1,674	1,777
Doctorate (add more rows as needed)							
?	Educational Leadership	30-36	41	54	49	60	62
	Nurse Anesthesia Practice	81-87				24	36
	Total		41	54	49	84	98

HEADCOUNT BY GRADUATE MAJOR, FALL CENSUS ENROLLMENT

WORKSHEET 4.4 *(continued)*

?	Academic Program	Number of credits*	3 years prior (Fall 2014)	2 years prior (Fall 2015)	1 year prior (Fall 2016)	Current year (Fall 2017)	Next Year Forward (goal) (Fall 2018)
First Professional (add more rows as needed)							
?	Not Applicable						
	Total		0	0	0	0	0
Other; specify (add more rows as needed)							
?	**Graduate Certificates**						
	Art Education	36	12	12	16	17	18
	Biology	33	3	1	0	1	1
	Elementary Education	49	13	12	10	12	12
	English	31	6	8	8	3	3
	French, German, Italian & Spanish	37	4	6	5	5	7
	History	31	3	6	6	10	10
	Mathematics	36	1	2	6	3	3
	Music Education	23	6	4	4	3	3
	Physical Education	37	9	10	12	17	18
	Science Education	33	1	1	0	0	0
	Social Studies	31	0	0	0	0	0
	Special Education	40	62	62	59	18	9
	Technology and Engineering Education K-12	30	1	4	9	8	8
	TESOL	26	6	6	6	7	7
	Official Certificate Programs						
	Accounting	12					10
	Cell & Molecular Biology	18-20	1	0	0	0	0
	Construction Management	12	2	3	3	2	2
	Data Mining - On Line	18-20	2	1	3	3	0
	Environmental Health and Safety	12	0	1	1	2	2
	Gerontology	18				5	10
	Lean Manufacturing and Six Sigma	12	2	1	1	2	2
	Pre-Health Studies	26-45	18	23	22	17	18
	Public Relations/Promotion	12	0	0	1	2	2
	Supply Chain and Logistics	12	0	0	1	0	0
	TESOL	18	2	2	5	5	5
	Transition Specialist	16-18				0	5
	Post-master's Certificates						
	Professional Counseling	7-18	15	15	14	13	13
	Reading and Language Arts	15-27	5	3	2	5	5
	School-Based Marriage and Family Therapy	12	0	2	1	0	5
	Superintendent of Schools	15	30	14	8	20	20
	Six Year Certificate						
	Educational Leadership	30	136	192	183	196	204
	Mathematics Education Leadership	33-37	10	9	8	8	5
	Reading and Language Arts	30	33	40	38	27	28
	Non-degree Seeking						
	Non-degree Seeking	n/a	198	186	174	157	60
	Total Non-degree		581	626	606	568	496
	Total Graduate		2,166	2,287	2,246	2,326	2,371

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

Credit counts are effective Fall 2016, credit information obtained from Student Catalog
Shaded cells represent new programs prior to official program start date or programs that are in the process of being discontinued.

CREDIT HOURS GENERATED AND INFORMATION LITERACY

WORKSHEET 4.5

Credit Hours Generated By Department or Comparable Academic Unit

? ?	Credit Hours Generated by Academic Department	3 Years Prior (FY 2015)	2 Year Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
	Undergraduate (add more rows as needed)					
?	Accounting	8,324	8,377	8,861	8,871	9,181
	Anthropology	4,545	3,870	3,806	4,561	4,789
	Art	5,331	5,134	4,693	4,486	4,576
	Biology	7,349	8,276	8,152	7,724	8,033
	Biomolecular Sciences	4,381	4,325	4,636	4,311	4,462
	Chemistry & Biochemistry	6,567	6,499	6,729	6,146	6,392
	Communication	9,280	9,041	9,304	8,009	8,331
	Computer Electronics and Graphics Technology	3,592	3,948	3,694	3,977	4,219
	Computer Sciences	4,751	4,689	4,630	4,741	5,049
	Counselor Education & Family Therapy	108	135	102	192	0
	Criminology & Criminal Justice	7,632	8,185	7,651	8,227	8,309
	Design (Graphic/Information)	1,557	1,362	1,527	1,475	1,505
	Economics	5,791	5,689	6,297	6,925	7,064
	Educational Leadership, Policy & Instructional Technology*	358	1,531	1,506	1,585	0
	Engineering	9,561	10,541	10,527	10,857	11,275
	English	20,204	20,048	18,632	17,944	18,303
	Finance	5,019	5,175	5,753	6,150	6,396
	Geography	6,235	6,459	6,287	5,739	5,883
	Geological Sciences	4,061	4,023	3,576	3,917	4,074
	History	12,393	12,628	11,189	11,281	11,384
	Journalism	1,464	1,299	1,591	1,467	1,526
	Literacy, Elementary, & Early Childhood Education *	N/A	2,843	2,697	2,456	2,565
	Management & Organization	6,337	6,681	6,642	6,766	7,003
	Management Information Systems	4,795	4,269	4,432	5,649	5,875
	Manufacturing and Construction Management	5,364	5,713	5,990	5,727	6,070
	Marketing	5,126	4,830	4,722	4,670	4,857
	Mathematical Sciences	27,651	27,340	25,770	26,784	27,721
	Modern Languages	6,682	6,516	5,998	5,653	7,872
	Music	3,719	3,830	3,606	3,244	3,754
	Nursing	3,814	3,689	3,326	3,343	3,707
	Philosophy	6,045	5,761	5,592	5,562	8,740
	Physical Education & Human Performance	9,799	9,304	9,202	9,256	9,984
	Physics & Engineering Physics	4,123	3,866	3,472	3,458	3,596
	Political Science	4,167	3,790	3,902	4,564	4,747
	Psychological Science	17,983	17,992	17,142	17,526	17,877
	Reading and Language Arts *	1,066				

CREDIT HOURS GENERATED AND INFORMATION LITERACY

WORKSHEET 4.5 *(continued)*

Credit Hours Generated by Academic Department	3 Years Prior (FY 2015)	2 Year Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
Social Work	3,376	3,735	3,504	3,042	3,164
Sociology	6,423	6,844	6,916	7,292	7,438
Special Education & Interventions *	551	442	558	490	0
Teacher Education *	3,457				
Technology and Engineering Education	1,479	1,362	1,266	1,363	1,411
Theatre	2,888	2,612	2,500	2,775	2,831
No School/Department	1,306	951	882	648	818
Total	254,654	253,604	247,262	248,853	260,779
Graduate (add more rows as needed)					
Accounting	396	591	1,320	1,842	2,895
Anthropology	27	42	46	24	0
Art	362	422	567	474	488
Biology	3,784	3,465	3,276	3,349	2,709
Biomolecular Sciences	598	630	589	640	666
Chemistry & Biochemistry	339	375	364	305	0
Communication	393	379	396	429	438
Computer electronics and Graphics Technology	400	538	435	345	0
Computer Science	510	606	555	585	0
Counselor Education & Family Therapy	5,829	5,709	6,342	6,945	7,281
Criminology & Criminal Justice	610	630	552	407	415
Design (Graphic/Information)	348	243	198	270	279
Economics	15	33	45	27	0
Educational Leadership, Policy & Instructional Technology*	5,240	6,416	5,411	6,044	6,217
Engineering	99	63	27	30	330
English	777	999	879	810	850
Finance	174	279	339	384	0
Geography	420	270	372	420	568
Geological Sciences	166	230	292	181	0
History	627	679	618	733	778
Journalism	0	0	9	3	0
Literacy, Elementary, & Early Childhood Education *	N/A	1,795	1,592	1,748	1,915
Management & Organization	18	324	378	615	0
Management Information Systems	429	621	786	579	0
Manufacturing and Construction Management	1,864	1,821	1,667	1,610	1,673
Marketing	201	381	255	288	0
Mathematical Sciences	1,621	1,609	1,191	1,516	1,670
Modern Languages	755	526	545	521	582
Music	435	418	372	417	845
Nursing	0	3	0	104	312
Philosophy	24	21	12	12	0

CREDIT HOURS GENERATED AND INFORMATION LITERACY

WORKSHEET 4.5 *(continued)*

Credit Hours Generated by Academic Department	3 Years Prior (FY 2015)	2 Year Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
Physical Education & Human Performance	758	901	860	837	859
Physics & Engineering Physics	197	114	63	47	0
Political Science	75	87	120	138	0
Psychological Science	920	651	809	717	861
Reading and Language Arts *	1,638				
Social Work	0	0	0	0	0
Sociology	12	15	18	27	0
Special Education & Interventions*	2,319	2,631	2,628	3,376	3,441
Teacher Education *	1,719				
Technology and Engineering Education	264	506	611	482	499
Theatre	12	3	7	8	0
No School/Department	123	112	52	33	36
Total	34,498	35,138	34,598	37,322	36,609

Information Literacy Sessions					
Main campus					
Sessions embedded in a class	10	16	9	20	24
Free-standing sessions	280	134	156	126	146
Branch/other locations					
Sessions embedded in a class	0	0	0	0	0
Free-standing sessions**	0	0	2	0	0
Online sessions					
URL of Information Literacy Reports:	http://www.ccsu.edu/oira/assessment/genEdAssessment/genEdAsses				

Please enter any explanatory notes in the box below

We are using a new system in which to gather more accurate numbers for the number of free-standing sessions or "one shots" which resulted in the difference between the number of sessions in FY2015 and FY2016.
* Departments and academic programs in the School of Education and Professional Studies were re-organized in FY2016.
**The two free-standing classes offered at ITBD were part of a pilot program which moved to campus in FY2018.
Source: Credit hour source: Course File

STANDARD FIVE

STUDENTS

DESCRIPTION

As a regional comprehensive public university, CCSU works to fulfill its mission to attract, enroll, and retain a **diverse student body**. The University offers broad access to bachelors, masters and doctoral level programs through on-campus, hybrid and on-line courses, as well as opportunities for continuing education and lifelong learning. Undergraduate programs cater to both first-time and transfer students, and graduate programs are offered on campus, online, and in Jamaica. University programs and services are designed to support its diverse student body, 96 percent of whom are **from Connecticut**, and approximately 31-32 percent of the student body are **enrolled part-time** (Data First Form (DFF) 5.2). Male and female students are in approximate equal numbers for the University as a whole, and **student diversity** continues to **increase** (33 percent minority in Fall 2017, up from 21 percent in Fall 2010; DFF 5.1, 5.4) to reflect the demographics of the four largest communities in the CCSU area (Exhibit 5.D.1). As a whole, CCSU fosters the development of its diverse student body through the rich academic programs and support it provides.

The University welcomes applications of first-year students with a wide range of abilities, interests and backgrounds, emphasizing academic scholarship, community involvement and extracurricular activities.

ADMISSIONS

The University works to make its admissions requirements clear based on level of degree and program requirements. As listed on the **Admissions website**, the University welcomes applications of first-year students with a wide range of abilities, interests and backgrounds, emphasizing academic scholarship, community involvement and extracurricular activities. Each graduate program lists the required background and desired characteristics of the applicant. Recruitment for special programs, such as the **Educational Opportunity Program** (EOP), takes place during high-school and campus visits as well as open houses. The Athletic Compliance Office and coaching staff actively recruit qualified student athletes who meet NCAA and CCSU admission standards. Once admitted, the **Academic Center for Student Athletes** ensures these students have academic experiences comparable to all CCSU students despite their additional obligations as student-athletes. In 2017, the University introduced the successful Admitted Students Days recruitment initiative to welcome potential new undergraduate students and their families. The Graduate School conducts many program-specific information sessions both on and off campus.

CCSU complies with Federal and State laws in accordance with the **National Association of College Admissions Counseling (NACAC) Statement of Principles of Good Practice**. Since its last accreditation, CCSU became a member of the **Common Application**, in an effort to promote access, equity, and integrity. The University publishes **application deadlines** and employs rolling admissions. Potential students learn about policies regarding eligibility for admission and continued enrollment through the **catalog** and University website. Policy changes must be approved by the **Academic Standards Committee**, the Faculty Senate (Senate), and University President. The **catalog**, **website**, and **Student Handbook** also describes the academic, social, and personal qualities that the University expects of its student body.

The University embraces a holistic admissions approach which takes into account various characteristics and attributes such as leadership, employment/internships, and civic engagement. GPA, **class rank**, and **SAT/ACT** scores remain

as primary qualifications considered for first-year students. Some schools/departments have specific requirements for transfer students (i.e.: a 2.50 GPA for the School of Business; a 2.70 GPA for the School of Education and Professional Studies Teacher Education programs; a 3.00 GPA for the nursing department; and a 2.50 GPA for Social Work).

First-year students that do not meet the minimum SAT/ACT scores for **college level math** and **English courses** are required to take placement exams to determine appropriate assignments to either developmental courses or other college-level options (DFF 5.3). International students from non-English-speaking countries must demonstrate collegiate-level skills in English through an appropriate TOEFL score. Alternatively, graduate students can satisfy this requirement with an earned bachelor's degree from an English-speaking country. Students also are given the opportunity to enroll in the Summer Bridges Program to complete remedial requirements before their first semester. These options are presented during Orientation and advising days, as well as through mailings.

The University embraces a holistic admissions approach which takes into account various characteristics and attributes such as leadership, employment/internships, and civic engagement. GPA, class rank, and SAT/ACT scores remain as primary qualifications considered for first-year students.

The University also has programs to ensure that specifically recruited populations are well-integrated into the larger student body. The **EOP** recruits Connecticut high school students who wish to attend CCSU but do not currently meet the admissions standards. The program starts with a five-week intensive summer program that provides additional support for success through graduation (Exhibit 5.D.2).

In addition, many graduate programs consider criteria beyond GPAs to determine an applicant's potential for success, including: resumes, recommendations, personal statements, and interviews. The GRE or GMAT is required for the master's programs in business administration and accounting as well as for doctoral programs. Graduate programs may offer conditional acceptance for applicants who have areas of weakness when aspects of their profile indicate the potential to succeed. The academic advisor and Graduate dean monitor conditional acceptance students until full admission is granted.

Three specific objectives (**2.1, 2.2, and 2.3**) of the University's **Former Strategic Plan** (FSP) reference goals for student success. Measured through 2016, CCSU has met or surpassed the goals related to graduation rates; however the ambitious goal of 85 percent of first-time, full-time (FTFT) student retention (fall to fall) has not been met, and the latest **retention rate is 76.4 percent** (DFF 8.1). CCSU continues to monitor the progress of new and **transfer students**. Admissions notes the qualifications of the incoming class, the **Office of Institutional Research and Assessment** (OIRA) tracks the performance of incoming undergraduate cohorts with regard to **academic performance**, **retention, and graduation rates**, and the School of Graduate Studies (SGS) monitors student progress (e.g., GPA, **time to degree**). Success is monitored by **gender, ethnicity**, **school**, and **athletic** status.

The Financial Aid Office (FA) (**FSP, Objective 2.11**) coordinates all student aid from federal, state, institutional, and external sources to assist students in meeting educational expenses. The office focuses on establishing eligibility, grants, scholarships, loans, and employment opportunities, and providing counseling to resolve problems with financing an education. (DFF 5.3) FA staff have served 66 to 67 percent of the student population since 2012-13 (Exhibit 5.D.3). The office seeks full compliance with federal and state regulations and effectively manages financial aid resources. FA uses the Federal Free Application for Federal Student Aid (FAFSA) to determine eligibility for need-based financial assistance. It bases awards on deadlines and priority of financial need. Gift aid is also awarded according to the restrictions of the award and availability of funds. Students

have access to criteria for financial aid programs through the **Financial Aid website**, **catalog**, and **Central Pipeline**.

Student loans are disbursed according to federal and state guidelines. Students are notified of total debt on a regular basis; this information is updated and presented to the student via the Banner Financial Aid self-service tab accessible in the WebCentral link on **CentralPipeline**. The self-service website also provides cost of attendance broken out by indirect costs (such as transportation) and direct cost, minus financial aid awarded, to show exactly what the individual student owes University. The website also has a link to a **loan repayment calculator**. Similar to other higher education institutions, the proportion of bachelor's degree recipients who owed money for **educational loans** increased from 67 percent in 2011-12 to 70 percent in 2016-17. Approximately 580 students (30 percent) who graduated in 2016-17 had no educational loan debt; of the students owing money, the average amount borrowed was $25,162. (DFF 5.3) FA has developed a financial literacy pamphlet and promotional items are used to educate students and the CCSU campus on this topic.

STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES

CCSU is committed to achieving the objectives set forth in the **FSP** and the **ISP** based on the University's **mission, vision, and four distinctive qualities**. Student service programs are integrated across units to best serve the student population and help them meet their educational goals. Upon acceptance, first-year students receive the **First-year Guide**, and transfer students receive the **Transfer Guide**. First-year and transfer orientations provide a comprehensive overview of the CCSU experience and equip students and families with the tools necessary to make a successful transition to college and the campus community. Early summer orientation focuses on advising, registration, academic requirements, and providing information on campus life. The Opening Day program engages students in activities to develop interpersonal relationships, learn strategies for a successful college transition, and become familiar with campus-wide safety and security. SGS offers an orientation program each June to enhance the success of newly admitted graduate students, and some departments conduct additional program-specific graduate orientation. Support staff from the bursar, housing, and student wellness offices provide campus-wide information. Students also meet with faculty who assist them with fall registration.

Student service programs are integrated across units to best serve the student population and help them meet their educational goals.

Prior to Spring 2017, the Center for Advising and Career Exploration (CACE) advised all first-year students. Advising for second and subsequent years at CCSU took place in one of the four school-based advising centers, followed by advising from faculty members in major departments. However, CCSU dissolved CACE in Spring 2017, and school-based advising centers now advise all first-year students with declared majors. These **centers** have dedicated full-time advisors and student-support specialists to ensure there is sufficient interaction with students. Highlights of school-based-centers initiatives can be found in Exhibit 5.D.4 and on each center website. The **School of Business Center** advises students until they reach upper division. The **School of Education and Professional Students** also advises all pre-Social work students until they are admitted to their program.

Department faculty advise all students with declared majors after their first year. Per the **American Association of University Professors (AAUP) contract**, faculty must provide a minimum of five office hours a week spread across three days. Most faculty are available for more than the posted hours and also see students by appointment. Faculty advisors help students plan individualized programs of study and explore discipline-related careers, as well as offer support up to graduation. CCSU also has a **Committee on Academic Advising** that reviews undergraduate advising and makes recommendations for changes and

improvements. Graduate students are assigned a faculty advisor upon acceptance to a graduate program, and advisor information is included in their acceptance letters.

When CACE was disbanded, two discrete areas were formed that were previously within CACE's domain: the **Explore Central Center** and the **Career Success Center**. Explore Central assists first-year students who have not declared a school or major in assessing their strengths, interests, and skills; exploring potential academic majors; and coordinating plans of study for declaring their majors by 30-45 credits. The Career Success Center is responsible for managing an **employment website** and career exploration that involves resume writing, interview skills, career fairs, and assisting with graduate school selection. It also collaborates with CCSU's schools on discipline-specific career fairs, employment internships, and co-ops.

Student success is also supported in a variety of ways through the work of campus offices. The **Student Affairs Office** is dedicated to supporting a student-centered learning environment that encourages development and inspires success. Services reflect the University's mission of preparing students to be thoughtful, responsible, and successful. The campus environment for both residential and commuter students offers learning opportunities and promotes safe and healthy behaviors. For example, Residence Life (ResLife) designated one of the nine residence halls specifically as a Living Learning Community experience for first-year students aimed at enhancing academic success, levels of satisfaction, and student retention. CCSU also serves approximately **500 veterans/military-connected** students in its **Veterans Drop-in Center**. Among its staff are student veterans who have been allocated work-study funds by the Department of Veterans Affairs (VA). Its major objective is to help these students take full advantage of VA educational benefits. The Center also provides orientation and technological services and offers mental health services in collaboration with the **Student Wellness Center**. For example, in fall 2017 the two Centers featured a speaker who discussed his personal experiences as a veteran attending college.

CCSU also serves approximately 500 veterans/military-connected students in its Veterans Drop-in Center.

As students embark on and continue their education, CCSU is continuously working to support their individual success. **Academic Maps** provide clear pathways for completing a degree in four years, as well as other helpful tips. Information on all aspects of student life is included on the University's website as well as in specific departments. As students proceed through their studies there are many places to turn for academic support. The University has made a substantial investment in **The Learning Center** (TLC), which addresses student needs through support services that include individual and small group academic success coaching, early alert counseling and referral, tutoring in high risk science and math courses, and interventions for students on academic probation. In addition, the **Writing Center** provides tutoring on writing assignments, and the Centers of **Africana Studies**, **Latin American and Caribbean Studies**, and the **East Asian Program** provide support for their specific student populations.

Consistent with **FSP, Objective 5.3** for global awareness and diversity, and embodied in CCSU's **Elements of Distinctiveness**, **The Center for International Education** (CIE) sponsors both short and long-term, and credit and non-credit overseas programs of international study. Short-term faculty-led course abroad programs fulfill general education, international, or major and minor requirements. The international exchange students on campus who come from partner institutions (14 students in Fall 2017) add an additional element of diversity to CCSU. The CIE assists CCSU's international population by providing orientation activities and individualized advising on topics specific to their enrollment and academic success. Students enrolled in the Jamaican graduate off-campus programs are also provided with the same quality student services, including access to advising, orientation, and technological services.

CCSU has taken steps to be a welcoming and inclusive campus. The Inaugural 2017 Rainbow

Awards ceremony recognizing student, alumna, community, faculty and staff achievements and work towards the advancement of LGBTQ inclusion at CCSU and in the greater community provides a window into CCSU's understanding of its student population.

CCSU has taken steps to be a welcoming and inclusive campus. The Inaugural 2017 Rainbow Awards ceremony recognizing student, alumna, community, faculty and staff achievements and work towards the advancement of LGBTQ inclusion at CCSU and in the greater community provides a window into CCSU's understanding of its student population.

While the awards ceremony was new, CCSU's commitment to the LGBTQ community has far deeper roots. In 2009 CCSU opened the **LGBT Center** to provide a safe space for the campus lesbian, gay, bisexual, transgender, queer, intersex and ally (LGBTQIA) community. The Center provides programming, networking, referral services and training on LGBTQIA inclusion, as well as resources and services unique to this community. It was also the first LGBT Center in the state University system. The Center's budget was increased in FY16 to allow for more programming and student employment, and a University Assistant was added to the staff. CCSU's sensitivity and response to the needs of its students shows its understanding that student success requires more than offering outstanding academic programs.

Similarly, the **Ruth Boyea Women's Center** encourages understanding and cooperation among women of varied socio-economic groups, cultures, ethnic backgrounds, races and sexual orientations. In 2016, CCSU began offering **Gender-Inclusive Housing** to provide living environments that encourage social, emotional, and physical student development (Exhibit 5.D.5). Students are offered housing that is either gender-free or gender-based.

Reflecting the intent of equal opportunity and diversity, the Student Center increased the cultural and ethnic diversity of its student staff from 20 percent people of color in 2013 to 42 percent (23 of 55 students), in 2016. ResLife also made efforts to recruit and maintain a diverse student staff.

In 2013, the University combined three student affairs units – Health Services, Counseling, and **Wellness Education** – to create the Center for **Student Wellness Services** (SWS). The unified center now manages all administrative, clinical, and educational functions related to student health, maintaining referral relationships with external agencies to facilitate medical and behavioral treatment not provided on campus.

Undergraduate and graduate students who self-disclose a learning, physical, or psychological disability can take advantage of the many resources available through the **Office of Student Disability Services** (SDS). SDS makes announcements about its accommodations on **CentralPipeline**, at campus orientations, and at campus and high school open houses. Its website includes all **policies** and necessary forms.

Responding to student needs and promoting academic success involves considerable collaboration of CCSU's resources. Together, student affairs and TLC administer the **Early Alert Program** to respond to faculty concerns about students' personal and medical problems, poor academic performance, and excessive class absences. Another collaborative initiative is the proactive work of the **Student Behavioral Review Team**. This cross-functional group meets weekly to review student behavioral concerns reported by the campus community and determines whether and how to intervene. At times, behaviors are referred to the campus-wide **Threat Assessment Team** for evaluation.

CCSU currently has **148 clubs and organizations** that provide opportunities for co-curricular activities, student leadership, and campus governance (**FSP, Objective 2.9**). Students share in governance through the undergraduate **Student Government Association** (SGA), **Student Union Board of Governors**, and the Inter-Residence Council (IRC). SGA's counterpart at the graduate level is the Graduate Student Association (GSA)

that articulates the interests of graduate students. Students are voting members on many campus and CSCU-BOR committees, and they also serve in advisory capacities to academic departments. The administration consults with student leadership groups regarding expenditures of and changes in student fees. Student activity fees are recommended by and require SGA resolution prior to implementation. Students can also get involved in initiatives like **L.E.A.D.S (Leadership Experiences Aimed at Developing Students)**, a new campus-wide collaborative sponsored by **Student Activities & Leadership Development** (SA/LD), designed to promote individual growth, development of group identity, and commitment to community and society values. SA/LD and SGA are among the many groups and offices housed at the **Student Center** which is considered the campus "living room." This communal space is important to all students, but especially to the majority commuter population.

All recreational and athletic programs adhere to sound educational policy and integrity standards. **Recreation, intramurals and club sports** (RECentral) staff members verify participation eligibility, health clearance, and accident and health insurance. RECentral reports to the Division of Student Affairs. CCSU's athletic program, previously reporting to Administrative Affairs, reports to the Vice President of Institutional Advancement. Each manages its own separate budget. Certified by the NCAA, CCSU athletes are required to follow both NCAA and University policies; and athletes are provided with insurance, safety training, and supervision. The **Student Athlete Handbook** is distributed at a fall mandatory compliance meeting and is also posted on the **Athletics website**. The compliance meeting covers academic eligibility and standards, the code of conduct, drug testing and banned substances, NCAA rules, as well as campus support and academic services. CCSU conducts drug testing every six to eight weeks, which exceeds the NCAA policy for testing on a semiannual basis. Between 2013 and 2016, the CCSU Intercollegiate Athletics Program as a certified member of NCAA Division I and the Northeast Conference (NEC) had approximately 400 student athletes in 18 sponsored sports. These athletes receive academic and wellness support services from the **Academic Center for Student Athletes Office**, a unit of academic affairs. The Center aims to help athletes meet academic goals and abide by NCAA mandates. Athletes are expected to meet or exceed the NCAA minimum score of 930 on the Academic Progress Rate (APR) (**FSP, Objective 2.4**). In addition, the **University Athletics Board** involves the Senate in academic oversight of athletics. CCSU also measures **student athletes' graduation rates**. A **Faculty Athletic Representative** works closely with the Center to ensure the academic integrity of the athletic program and welfare of student athletes. Center staff participate in regular programming pertinent to college students, and athletes receive education on such topics as drugs, alcohol, diversity, mental health, and suicide prevention. Athletes also serve on the **Student Athlete Advisory Committee** (SAAC), which represents both campus and national interests and concerns. Student athletes are often nominated for post-graduate scholarship programs.

Responding to student needs and promoting academic success involves considerable collaboration of CCSU's resources. Together, student affairs and TLC administer the Early Alert Program to respond to faculty concerns about students' personal and medical problems, poor academic performance, and excessive class absences.

CCSU places considerable emphasis on the facilitation of student services. The University ensures that those responsible for supporting student services have access to technology that is updated regularly. Facility space is renovated and improved, and student-service job descriptions are reviewed to ensure they reflect University expectations. Staff members also receive professional development, which is made available through contractually mandated funds, their units, and the human resources office. Additionally, the **Office of Student Conduct** trains administrators and faculty who participate as

hearing officers. In light of continually decreasing state appropriations, however, student affairs has faced significant budget cuts and has been unable to fill some of its student support staff positions. Despite these reductions, the University has continued to provide ample student services.

FSP, Objective 2.7 focuses on a need for safety, health, and security improvement on campus. In response to this need, all campus police officers are subject to the same requirements imposed on all Connecticut police and have ongoing instruction to maintain their certification. CCSU dispatchers are also trained in managing the communications center. The Police Department was accredited in 1999 by the **Commission on Accreditation for Law Enforcement Agencies, Inc.**, and remains the only accredited department of the four state public Universities. The **Campus Police website** describes its use of technology to maintain a safe and secure campus.

The University has published a set of ethical standards and policies to guide student services, which are available in the student affairs online **Student Handbook**. The handbook also includes the ResLife on-campus living guide. Likewise, the School of Graduate Studies publishes a **handbook for graduate students**. Additionally, information is disseminated during advising days, at Orientation Workshops, through the **Student Services Collaborative Committee**, and from ongoing outreach programs throughout the year in residence halls, classrooms, and at student club events.

The **BOR/CSCU Student Code of Conduct** outlines ethical standards, student rights/responsibilities, and conduct procedures. When the State Universities and Community Colleges were merged in 2012, each of their respective codes of conduct was combined into one. In 2014, the 2011 code acknowledged the BOR as principal authority over policies, standards, and disciplinary procedures within the merged CSCU. Further amendments occurred in 2014, 2015, and 2016. Review of the code must occur every five years, but it may be revised at any time. The code of conduct can be found on CSCU websites and is readily available to students.

CCSU adheres to state policies regarding safety and security, which are also published on the CSCU websites. For example, **Connecticut Public Act 14-11** describes the CSUS reporting requirements for acts concerning sexual assault, stalking and intimate partner violence, and the BOR **policy** on sexual misconduct provides students with definitions, reporting procedures and support services available on campus. The BOR policy includes an explanation of the student right to privacy, as well as confidentially procedures upon filing a sexual misconduct report. All information is subject to privacy requirements of the Family Education Rights Privacy Act (FERPA).

The **Office of the Registrar** maintains official transcripts in accordance with the University's **Transcript Policy** and those set forth by the **American Association of Collegiate Registrars and Admissions Officers**. Transcript policy changes are subject to review by the **Academic Standards Committee**, Senate and the President. All polices are included in the **catalog**, **student handbook** and **website**. Student records are handled with privacy safeguards and in accordance with the **Family Educational Rights and Privacy Act** (FERPA). Following federal regulations, the institution's FERPA policy is sent to all students annually via an e-mail newsletter from the registrar's office. Students may verify the content of their transcripts on the Web, and hard copies are also available in the **Office of the Registrar**. Upon graduation or completion of a program, degree recipients are advised to confirm the accuracy of all grades, honors, terms, and cumulative GPA notations before the transcript is officially sealed and no changes can be made. However, if students believe that information is inaccurate or in violation of their rights of privacy, they may request an amendment to the transcript in writing. If denied, students may challenge the denial. If further denied, the University informs students of their right to include a statement on the contested information or state why they disagree with the University's decision. As a state institution, CCSU follows the **State of Connecticut Records Retention Schedule for Higher Education Records**. Student transcripts are permanent records; other records may be destroyed, following a retention period and approval from the Connecticut State Library.

Recognizing the importance of assessment, student-service offices use a variety of metrics to review the effectiveness of and make appropriate improvements to their programs. Students are asked to participate in nationally standardized surveys. **SkyFactor**, formerly known as Educational Benchmarking (EBI), is administered by **ResLife** and the **Student Center**. This national survey helps CCSU compare the demographics and service quality of Carnegie Class Institutions and schools most similar to CCSU. In 2012, the University discontinued the **Cooperative Institutional Research Program** (CIRP) Freshmen Survey and implemented the **Beginning College Survey of Student Engagement** (BCSSE), which pairs with the **National Survey of Student Engagement** (NSSE). BCSSE and the NSSE are administered every two years in alternate semesters and, together, provide in-depth understandings of first-year students prior and during their engagement on campus. In addition, the University administers the **Rufallo Noel Levitz Student Satisfaction Inventory** (SSI) every two years. **NSSE, BCSSE and SSI** results are used to identify patterns associated with student success. The Student Success Team also uses the results from the **NSSE** and **SSI** on a regular basis to detect patterns associated with freshmen retention and six-year graduation rates. SA/LD has administered the SSI since 2004. Quantifiable data are found in **OIRA fact book and reports**, which cover **enrollment**, **student debt**, and **graduation rates** broken down by demographics.

Student-service offices also use in-house forms of assessment. Student affairs has surveys for student and parent satisfaction levels regarding undergraduate orientation; SA/LD has also used surveys since 2010 to evaluate the effectiveness of its diversity learning outcomes. Likewise, ResLife evaluates student trends in returning to residence hall living, and veteran's affairs, school-based advising centers, TLC, and EOP use assessments to gauge participation and satisfaction.

APPRAISAL

ADMISSIONS

Over the years, the Office of Recruitment and Admissions has worked hard to keep CCSU's enrollment stable. This has been a challenge in the Northeast – and particularly in Connecticut, which has experienced more than an eight percent decrease in the number of students graduating from its high schools between 2010-11 and 2016-17. An additional decline of 6.7 percent is expected by 2023-24 (Exhibit 5.A.1). However, through its membership in the Common Application in 2014, CCSU was able to reverse the trend of fewer applications with a dramatic increase. Presently, the number of student applications remains above 7,800 students, compared to the low of 5,500 students in 2013 (DFF 5.1). This change in admissions procedures has also allowed CCSU to keep enrollment of **first-time, full-time** (FTFT) students between 1,258 and 1,421.

In Spring 2017, CCSU set ambitious new annual enrollment goals (Exhibit 2.D.3), with an intermediate goal of 12,311 total students enrolled for fall 2017. While the University did not meet this goal, the hard work and creativity of the campus community paid off, and the University was able to increase its enrollment from 11,784 to 11,880. This increase was in sharp contrast to the declining percentages at Eastern (-1.3); Southern (-0.5); and Western (-0.2) Connecticut State Universities. FTFT enrollments exceeded the target of 1,296 by 125 students, rising 0.9 percent over the 2016 full-time undergraduate headcount. Full-time graduate enrollment surpassed the target for fall 2017 by 22 students, resulting in an 11.9 percent increase over fall 2016 enrollments. The transfer student population reached 795, which was shy of its goal of 895 students. However, in November 2017, approximately 20 students from the University of Puerto Rico (UPR) started an eight week term of classes following the devastation caused by Hurricane Maria. These students were part of the CCSU-UPR Airbridge program designed for them to continue their education while UPR and the island recovered. Students had their financial needs covered through government grant programs and the **CCSU-Ana Grace Project Relief Effort**. Most of these students re-enrolled in Spring 2018 and two have graduated.

In spite of the increased pressure to enroll a larger share of the Connecticut high school population, CCSU has not compromised its academic profile for admission. CCSU's average SAT scores have remained relatively stable at just above 1000 since 2008 (SAT scores changed in 2017: **1996 to 2016** and **2017- forward**). The high school rank of CCSU students also has remained stable at approximately the 60th percentile mark. Of even greater interest is the striking increase in **minority students** enrolling at CCSU (DFF 5.4). The percentage of FTFT students self-reporting as minority went from 22 percent in Fall 2010 (when the Federal Government revised the collection and reporting of race and ethnicity) to 37 percent in Fall 2017, which was an impressive 15.1 percent increase. The undergraduate student body accounts for most of the increase: 35 percent of all undergraduate students self-reported minority; 41 percent of the entering transfer student subset self-identified as minority; and 24 percent of both FT and PT graduate students indicated minority. As a result, CCSU is fulfilling its **mission** to provide broad access to its programs. Under new leadership, CCSU aims for increased enrollment by building on the tradition of serving as a key resource for families who are considering college for the first time, often coming from underserved and underrepresented communities. CCSU will need to exert substantial efforts to provide support services that ensure student success among this diverse population.

CCSU is fulfilling its mission to provide broad access to its programs. Under new leadership, CCSU aims for increased enrollment by building on the tradition of serving as a key resource for families who are considering college for the first time, often coming from underserved and underrepresented communities.

STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES

RETENTION/GRADUATION

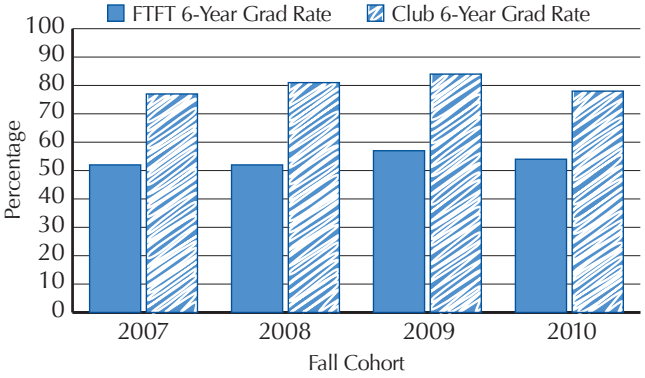
CCSU has been successful in addressing the second goal of the University's FSP to "increase persistence, satisfaction, and success rates for students." For example, until recently the graduation rate gap between FTFT female and male students was nearly twice the national average (Exhibit 5.A.2). The gap decreased from 14 percent in the 2002 cohort (reporting year 2008) to an 8.9 percent differential in 2011 (reporting year 2017) as a result of retention strategies and statewide partnerships with high schools and community colleges to promote the academic success of male students. In addition, the Ebenezer D. Bassett scholarship was awarded over the past seven years to promote male achievement in and out of the classroom. Progress on the gender gap for graduation rates of transfer students has brought it currently within two percent of the national average (2011 cohort; Exhibit 5.A.3). More information on retention and graduation rates can be found in Standard Eight.

In both the **FSP** and **Interim Strategic Plan** (ISP), CCSU shows commitment to increasing first-year retention and six-year graduation rates, and student engagement has been recognized as a critical component of this initiative. Improved **SA/LD** data collection (Refined in 2007) revealed that students involved in clubs are retained and graduate at considerably higher rates than students who are not (Figure 8, Exhibit 5.A.4). Club involvement also facilitates to CCSU's goal to increase the four-year graduation rate. Since the 2008 cohort, students involved in clubs had a four-year graduation rate that was, on average, 18 percent higher than students who did not participate. The differential was even more impressive for six-year graduation rates, which had a 24 percent rate increase. As club participation continues to increase, CCSU expects to see improved retention and graduation.

Club involvement can increase student perceptions of enhanced social skills and foster an appreciation of diversity. SA/LD has administered a survey since 2010 (Exhibit 5.A.5) which recently (2016-17) demonstrated that 85 percent of students "strongly agree/agree" that they can better *communicate effectively* and demonstrate *social responsibility*, which is up from 74 percent and 73 percent in

FIGURE 8:

Retention and Graduation Rates of all FTFT Students and Students Participating in Clubs



2012, respectively. Students' abilities to resolve conflict had the lowest scores with only 69 percent of students indicating that they "strongly agree/agree." However, this measure shows improvement from 59 percent in 2012. The two greatest improvements were seen in *accepting alternative life styles* (up 15 percent), and *having a less ethnocentric view* (up 20 percent). These survey results have prompted SA/LD to create new multicultural programs and clubs.

To increase retention rates, CCSU created living learning communities (LLC) in 2013. **Seth North Hall** offers LLC for FTFT students to enhance their academic success and sense of community. The number of occupants has stayed fairly consistent from 117 in 2013 to 111 in fall 2017. At the end of each fall semester, ResLife distributed surveys and used student feedback to make improvements (Exhibit 5.A.6). Students were asked to respond to statements like: *"Residence Life Staff helped you in your transition to university life"* or *"The environment is conducive to completing academic work."* Students had strongly positive feedback in seven of nine questions, with average responses over the last four years indicating that 80 percent or more students agreed with or affirmed the statements. Particularly concerning was the high percentage (70 percent) of LLC residents who did not take advantage of the study sessions (quiet hours). In response, ResLife has worked with students and TLC to develop study groups and mentoring programs.

Enhancing orientation programs to augment academic success for first-year students is another enabling activity identified in **Objective 2.1** of the FSP. After each orientation session, incoming students and their family members are asked to provide feedback (Exhibit 5.A.7). Responses to survey questions are very positive with 88-98 percent of participants strongly agreeing or agreeing to the statements. While the survey questions have provided useful information, the open-ended comments provided by participants helped to reshape the 2017 **Orientation Program**. Orientation now reflects a "high-touch," interactive, full-day session approach and initial results are very positive (Exhibit 5.A.8). Also new in 2017 was a Transfer Orientation program to introduce new transfer students to campus resources and provide opportunity to meet other students, staff, and faculty. Surveys from 2017 indicate a high level of satisfaction with this redesigned program, and the University will continue to build on the successful changes implemented during summer orientation in 2017.

The 2013 integration of Health Services, the Counseling Center, and Wellness Education into SWS has also proven to facilitate retention and graduation. Student awareness and access has been enhanced by merging **websites** and using a common phone number for appointments and general inquiries; however, they remain in separate offices until the new campus building is completed. The SWS director retired in fall 2017, and the Interim Vice-President of Student Affairs is currently overseeing this office until the search for a new director is complete.

The success of student athletes has been monitored in the FSP **Objective 2.4** via the National Collegiate Athletic Association (NCAA) Academic Progress Report (APR), which assesses the academic progress of student athletes. In the last four years, all 18 teams have met or exceeded the target APR score of 930, an improvement from 2010-11, 2011-12 and 2012-13 when at least one team did not meet or exceed the threshold score (Exhibit 5.A.9). CCSU also monitors the **graduation rates of student athletes** who receive athletic aid. Since the 2002 cohort (reporting year 2008), the six-year graduation rate has fluctuated from a low of 48 percent (N=42, 2008 cohort) to a high of 68 percent (N=63, 2009 cohort). While a 20 percent fluctuation is sizeable, it is in part due to the small size of the cohorts. Some of this success can be

attributed to the Academic Center for Student Athletes requirements for athlete study halls and weekly individual meetings with Center advisors. On average, from Fall 2013 through Fall 2017, 34 student athletes received academic warnings. However, when they met with their advisors, most students not only successfully completed the semester but also raised their grade point averages.

CCSU recognizes that advising plays a significant role in student success and incorporated metrics to assess the effectiveness of advising in the FSP, **Objective 2.5**. CACE was established in 2009 to (1) unify advising for first-semester freshmen and continuing undeclared students and (2) assist with career exploration for all students. The career exploration function, however, was never fully staffed. Students typically transitioned from CACE to the school-based centers or the appropriate academic departments for the remainder of their studies. In the same year, the **Senate** created the **Committee on Academic Advising** and charged it with articulating the roles and expectations of the various advising systems at CCSU, specifically CACE and the school-based advising centers.

As time passed it was evident that CACE was not fulfilling its obligations to students either for advising or for career exploration. This result was further substantiated by the results from the **2017 NSSE Academic Advising** survey module (see first-year results). First-year CCSU students, (the primary population served by CACE), reported significantly lower scores in 10 of 10 questions compared with students from other public master's level institutions. This result was in contrast to the previous survey **administration in 2013** where CCSU first-year student responses mirrored responses other institutions. In contrast the NSSE results for senior-level students had improved substantially, going from seven of 10 questions being significantly lower than the comparison institutions to 0 of 10 questions in 2017. In spring 2017, CACE was dismantled and most CACE advisors were reassigned to the undergraduate school-based advising/service centers or to Explore Central, which advises students with undecided majors and interests.

To ensure a consistent advising experience in line with best practices, the Associate Vice President for Academic Affairs convenes regular meetings among the directors of the school-based centers and Explore Central. School-based advising/service centers track student usage and survey the students to help gauge their effectiveness in providing the needed support. For example, survey results for the School of Education and Professional Studies Center (SEPS) **Advising Center** show a high-level of satisfaction, with service ratings of "excellent" (Exhibit 5.A.10, questions 7-9). The Arts and Sciences Advising Place (ASAP), within the College of Liberal Arts and Social Sciences (CLASS), also monitors both the number of students accessing their services as well as the quality of advising. ASAP has received nearly unanimous positive feedback through its electronic surveys (Exhibit 5.A.11). While the reorganization is relatively new, evidence collected indicates that the move to school-based advising centers has increased interactions and enhanced advising support services.

The Financial Aid Office has succeeded in meeting the goal to increase the total amount of financial aid awarded from $88.8M in 2012-13 to $98.6M in 2015-16, which is nearly an 11 percent increase.

The Financial Aid Office has succeeded in meeting the goal to increase the total amount of financial aid awarded from $88.8M in 2012-13 to $98.6M in 2015-16, which is nearly an 11 percent increase (FSP **Objective 2.11**). Likewise, the number of external grants, loans, and scholarships awarded increased steadily between fiscal years 2013 and 2017. Recognizing the risk of student debt, the assistant director, who is responsible for the campus financial literacy program, started making presentations to help students understand the impact of student loan and credit card debt. Still in its early stages, eleven presentations were offered from August 2016 to November 2017: five on campus and six off-campus.

In 2012 the US Department of Education (USDE) conducted a Federal Student Aid Program Review which concluded CCSU was not in total compliance with certain federal financial

aid regulations. Since then, CCSU has taken corrective actions to ensure total compliance with Title IV regulations. CCSU has additional training programs specific to the areas of (a) Return to Title IV and (b) Verification issues. CCSU returned $87,175 to the U.S. Department of Education's Pell Grant fund, after completing a full file review of all student and parent financial aid verification information. These findings are now closed.

In March 2017, the USDE placed all State of Connecticut public higher education institutions on **Provisional Certification Status** through December 31, 2019 (Exhibit 5.A.12), and CCSU's Program Participation Application is scheduled for review in September 2019. The USDE review disclosed repeated audit findings that affected regulatory elements essential for an acceptable level of administrative capability. Although previously approved degree and certification programs are grandfathered into receiving Title IV financial aid, under this provisional status the Universities must receive permission from the Department of Education Secretary before they award, disburse, or distribute Title IV HEA funds for new programs approved after March 2017, as well as for any expansion or substantial changes. Return to a non-provisional basis will occur when CCSU demonstrates that its administrative capability is commensurate with the standards established in the referenced regulation (34 C.F.R. 668.15 and 668.16). In response to these findings, CCSU hired **Financial Aid Services** to conduct a *Financial Aid Office Effectiveness Review and Desk Audit.* The consultants concluded that there were no systemic weaknesses in the departments examined, nor were there significant numbers of repeat findings. Additionally, consultants found that the staff is dedicated to complying with all federal regulations and maintaining up-to-date regulatory knowledge (Exhibit 5.A.13, pg. 26).

> ***"All staff in the involved departments are dedicated to complying with all Federal regulations and maintain up-to-date regulatory knowledge."***
>
> ***– Exhibit 5.A.13, pg. 26***

OTHER CONTRIBUTIONS TO ACADEMIC PERSISTENCE AND SUCCESS

TLC successfully functions not only as a support service, but as a tool for students to gain academic confidence and improve performance. From academic year 2014 through 2017, there was a steady increase in both the number of student visits (from 9,750 to 12,838) and participation in TLC services (from 2,425 to 2,530). TLC used student self-reports to judge the quality and efficacy of its tutoring support and academic interventions (Exhibit 5.A.14), and satisfaction ratings improved or were maintained for all four survey years. During 2016, approximately 87 percent of students who passed an academic intervention also improved their cumulative GPA – a 10 percent increase from 2014. Similar positive results were shown for achieving good Academic Standing: nearly 61 percent of students who passed required academic interventions also attained a cumulative GPA of 2.00 or higher in 2015-16.

CCSU changed its English Composition placement policy in 2017, and all students, regardless of SAT score, now take the English placement exam. This change dramatically reduced the number of remedial sections needed for English (ENG 099 sections dropped from nine sections with 101 students in Fall 2016 to four sections with 37 students in Fall 2017). Based on writing samples more students were placed in embedded remediation (ENG 105) or standard English Composition (ENG 110) sections. CCSU expects providing accurate placement and a more positive experience will have a positive effect on retention.

Changes in state funding have affected developmental education in math and English. The grant program which supported the Summer Bridges Program has been discontinued. Funding is now being drawn from developmental education funds in the State of Connecticut's PA 12-40 program. Those funds have been reduced each year that the program has existed. As a dedicated line-item in the state budget, it is subject to further reductions and rescissions. The reduction of the PA 12-40 funding, which requires an institutional match, is slowly shifting the full weight of the developmental education program to the CCSU budget.

CCSU has admitted about 40-50 EOP students every year, and they are retained to their second

year at a rate that normally exceeds the overall CCSU retention rate. Historically, about one-third of EOP students graduated in six years, and more recently that rate has increased to about one-half (Exhibit 5.A.15). Pre-Collegiate & Access Services (PCAS) oversees EOP and conducts an annual in-house survey to review areas of strength and improvement (Exhibit 5.A.16). In general, these results are very positive, and EOP intends to increase admission to about 65-75 students in 2018.

SDS is dedicated to students with physical, psychiatric, learning, and other types of disabilities. In 2012, SDS transitioned from academic affairs to student affairs. The coordinator retired in 2014. SDS is now under the leadership of a director, a faculty liaison and the Associate Dean of Student Affairs. In Spring 2017, SDS was relocated to be more accessible and visible to students. CCSU expects SDS to more broadly meet the needs of its unique student population with innovative programs, such as executive function coaching and new technologies.

In some cases the stress of college leads to depression and anxiety. To help alleviate these stresses, CCSU has active programs and professional staff in place. Once the search for a Director of Student Wellness Services is completed, that office will be able to manage even better the emotional and physical health of students. The office will build upon CCSU's suicide prevention initiative, which began in Fall 2017 following the award of a Garrett Lee Smith Campus Suicide Prevention Grant and focuses on building a community of campus support for students struggling with depression and anxiety.

INSTITUTIONAL RESPONSIVENESS TO STUDENT PERCEPTION

CCSU **routinely** asks students for feedback about experiences and levels of satisfaction through national surveys to put resulting information into context and gauge progress over time. Results from the 2015 **SSI** (administered to all undergraduate students) were not as strong as in previous years. In some cases, student satisfaction at comparison institutions increased while CCSU students responded similarly to previous years; this outcome resulted in scores lower than the national average. In other cases, CCSU students responded with lower satisfaction than in previous years. In **comparison to 2008**, students responded more positively about areas associated with advising (Q10, 16, and 21, scale of 1-7), which CCSU has since actively worked to strengthen. At first glance, these results may appear to contradict the results from the NSSE **advising module**; however, only 18 percent of the SSI respondents were freshmen.

CCSU has also made progress on improving the registration experience (SSI Q2, 23, and 55). In the **2006 SSI**, CCSU students reported a low level of satisfaction (4.39, 4.44, and 4.63, respectively); however, in the 2017 SSI, satisfaction levels rose by more than 0.5 to 4.98, 5.08 and 5.36, respectively, showing satisfaction levels consistent with national norms. While this shows improvement, the registration experience remains an area of development. To this end the registrar's office uses an in-house survey to assess the satisfaction of its services, with a goal to achieve "Excellent" or "Good" Ratings from 90 percent of respondents. Baseline results in 2014 were 81 percent but since then have averaged 86 percent as of July 2016 (Exhibit 5.A.17, see question 2).

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SkyFactor (formerly known as EBI) is a satisfaction survey used by the Student Center and ResLife. Comparisons between the 2013 and 2017 surveys (Exhibit 5.A.18, 1-7 scale) show an improvement in *Overall Program Effectiveness* (Factor 20) with an average score of 5.22, up from 5.02 in 2013. Factor 1, *Satisfaction with Student Staff,* was a definite strength with an average score of 6.00. ResLife actively uses feedback from this survey to enhance staff training, which contributed to the improved satisfaction score. Positive changes stemming from feedback include purchasing software to help with the *Room Selection Process* (Q054) and adding more wireless access points to improve internet connectivity (Q042). Both measures reflect improvements in student satisfaction of 0.27 and 0.95, respectively.

Factor 9, *Dining Services,* continues to have the lowest average score in the survey, and scores have declined even further since 2013. As a result of student and campus dissatisfaction in this area, CCSU created a Food Service Taskforce to conduct a complete review ranging from hours of operation to quality of food. Preliminary findings from the Taskforce were presented to **Senate** at the Nov 13, 2017 meeting (item 3a, Committee Reports) and campus-wide feedback is currently being collected.

PROJECTION

CCSU's primary goals for students revolve around increasing enrollment, retention, and graduation rates. The target is to reach a headcount enrollment of 15,000 students by 2023 (originally 2022). In order to meet this goal, the University will concentrate on retention initiatives like advising as well as improving and enhancing student services. The NSSE survey noted first-year student dissatisfaction with advising experiences. As a result, orientation will now include opportunities for individual advising, and a pilot two-day orientation is being tested in summer 2018. Each student will meet with either a faculty advisor from the major department or a professional advisor from the school. As students proceed with their first years, they can turn to Explore Central (Exploratory Advising) or the school-based advising centers as well as faculty and the Career Success Center. This advising approach is expected to produce better outcomes and increased student success; however, the NSSE advising module will continue to be used to gauge satisfaction and determine if changes are needed. Additionally, Success Central, a pilot peer-mentoring initiative begun in fall 2015, focuses on increasing persistence of first- and second-year students. It connects first- and second-year students with juniors or seniors who have been trained to help the first- and second-year student make their transitions.

The Willard and DiLoreto Renovation includes a "one stop shop" for student services like the registrar, TLC, EOP, and the Writing Center.

In addition to retention initiatives, the University will hire a new Associate Vice President for Enrollment Management (AVPEM) prior to Fall 2018 to assist in meeting its enrollment goals. The new AVPEM will oversee admissions, financial aid and transfer and articulations processes. He or she will work to improve retention and graduation rates and student success, while providing leadership for all other enrollment management matters.

New construction will also help to enrich student services and improve student retention. The Willard and DiLoreto Renovation includes a "one stop shop" for student services like the registrar, TLC, EOP, and the Writing Center. Discussions with administrators, staff, faculty, and students are underway to determine how the relocation of some of these offices can better serve other student needs. The Students First consolidation plan proposed by the BOR could also affect some student services such as financial aid, but the impact is uncertain. The opening of the new Huang Recreation Center, expected in Fall 2019, will greatly enhance the student experience. This new building will have state-of-the-art facilities and activities for recreation including athletics and physical education, and it will be run by its own recreation staff. The center is expected to engage students in campus activities outside of the classroom, promoting retention and assisting CCSU in reaching its goal of 15,000 students.

The rise in depression and anxiety among college-age populations is a trend seen nationwide as well as at CCSU. The student affairs budget for 2018-19 received additional funding and approval to hire two additional counselors and a director. Additionally, the Office of Wellness Services launched a suicide-prevention initiative in the fall of 2017, which is working to create a community of campus support for students struggling with depression and anxiety.

ADMISSIONS, FALL TERM

WORKSHEET 5.1

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Credit Seeking Students Only - Including Continuing Education ?

Student Level and Admission Status		3 years prior (Fall 2014)	2 years prior (Fall 2015)	1 year prior (Fall 2016)	Current year (Fall 2017)	Goal (Specify Year) (Fall 2018)
Freshmen - Undergraduate	?					
Completed Applications	?	8,173	8,686	7,810	7,870	8,106
Applications Accepted	?	4,940	5,096	4,687	5,254	5,412
Applicants Enrolled	?	1,369	1,363	1,269	1,433	1,476
% Accepted of Applied		60.4%	58.7%	60.0%	66.8%	66.8%
% Enrolled of Accepted		27.7%	26.7%	27.1%	27.3%	27.3%
Percent Change Year over Year						
Completed Applications		47.2%	6.3%	-10.1%	0.8%	3.0%
Applications Accepted		38.8%	3.2%	-8.0%	12.1%	3.0%
Applicants Enrolled		5.9%	-0.4%	-6.9%	12.9%	3.0%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
SAT Combined Score*		1011	1012	1011	1069	1069
Transfers - Undergraduate	?					
Completed Applications		2,357	2,272	2,183	2,168	2,243
Applications Accepted		1,802	1,789	1,568	1,537	1,590
Applications Enrolled		1,158	1,176	1,067	1,039	1,075
% Accepted of Applied		76.5%	78.7%	71.8%	70.9%	70.9%
% Enrolled of Accepted		64.3%	65.7%	68.0%	67.6%	67.6%
Master's Degree	?					
Completed Applications		1,351	1,335	1,264	1,492	1,513
Applications Accepted		943	975	924	1,149	1,165
Applications Enrolled		685	720	670	837	849
% Accepted of Applied		69.8%	73.0%	73.1%	77.0%	77.0%
% Enrolled of Accepted		72.6%	73.8%	72.5%	72.8%	72.8%
First Professional Degree	?					
Completed Applications						
Applications Accepted						
Applications Enrolled						
% Accepted of Applied		-	-	-	-	
% Enrolled of Accepted		-	-	-	-	
Doctoral Degree**	?					
Completed Applications		0	36	0	50	43
Applications Accepted		0	18	0	43	37
Applications Enrolled		0	18	0	42	36
% Accepted of Applied		-	50.0%	-	86.0%	86.0%
% Enrolled of Accepted		-	100.0%	-	97.7%	97.7%

Please enter any explanatory notes in the box below

*SAT Scores are for first-time, full-time students. The SAT was modified and scores from Fall 2017 forward are not comparable to prior years.

**New EDD Cohorts are admitted every other year, admits in summer term only. The DNAP started in Fall 2017 and admits a new cohort every year.

ENROLLMENT, FALL TERM

WORKSHEET 5.2

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Credit-Seeking Students Only - Including Continuing Education

		?	3 years prior	2 years prior	1 year prior	Current year	Goal (Specify Year)
UNDERGRADUATE		?	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
First Year*	Full-Time Headcount	?	1,730	1,810	1,681	1,781	TBD
	Part-Time Headcount	?	280	227	251	226	TBD
	Total Headcount		2,010	2,037	1,932	2,007	
	Total FTE	?	1,815	1,866	1,754	1,847	TBD
Second Year	Full-Time Headcount		1,595	1,605	1,575	1,522	TBD
	Part-Time Headcount		187	187	189	176	TBD
	Total Headcount		1,782	1,792	1,764	1,698	
	Total FTE		1,638	1,637	1,617	1,568	TBD
Third Year	Full-Time Headcount		2,096	2,073	2,040	2,038	TBD
	Part-Time Headcount		524	532	493	465	TBD
	Total Headcount		2,620	2,605	2,533	2,503	
	Total FTE		2,239	2,232	2,189	2,181	TBD
Fourth Year	Full-Time Headcount		2,281	2,214	2,243	2,264	TBD
	Part-Time Headcount		1,178	1,151	1,066	1,082	TBD
	Total Headcount		3,459	3,365	3,309	3,346	
	Total FTE		8,352	8,337	8,172	8,244	TBD
Unclassified	Full-Time Headcount	?					
	Part-Time Headcount						
	Total Headcount		0	0	0	0	
	Total FTE						
Total Undergraduate Students							
	Full-Time Headcount		7,702	7,702	7,539	7,605	7,928
	Part-Time Headcount		2,169	2,097	1,999	1,949	1,969
	Total Headcount		9,871	9,799	9,538	9,554	9,897
	Total FTE		8,352	8,337	8,172	8,244	TBD
% Change FTE Undergraduate			1.0%	-0.2%	-2.0%	0.9%	
GRADUATE		?					
	Full-Time Headcount	?	566	565	579	648	675
	Part-Time Headcount	?	1,600	1,722	1,667	1,678	1,695
	Total Headcount		2,166	2,287	2,246	2,326	2,370
	Total FTE	?	1,130	1,189	1,169	1,271	TBD
% Change FTE Graduate			2.5%	5.2%	-1.7%	8.7%	TBD
GRAND TOTAL							
Grand Total Headcount			12,037	12,086	11,784	11,880	12,267
Grand Total FTE			9,483	9,526	9,341	9,515	TBD
% Change Grand Total FTE			1.1%	0.5%	-1.9%	1.9%	

Please enter any explanatory notes in the box below

Undergraduate FTE = Credit Hours / 15
Graduate FTE = Credit Hours / 12
*First-year refers to freshmen level student and is not synonymous with first-time student
Non-matriculated students are assigned to a student level
Student Level is defined as:
First-year = 0-25 credits earned
Sophomore = 26- 53 credits earned
Junior = 54-85 credits earned
Senior = 86+ credits earned

FINANCIAL AID, DEBT, DEVELOPMENTAL COURSES

WORKSHEET 5.3

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

Where does the institution describe the students it seeks to serve?

http://www.ccsu.edu/undergradadmission/

	(FY 2011)	(FY 2012)	(FY 2013)	(FY 2014)
? **Three-year Cohort Default Rate**	8%	4%	5%	6%
? **Three-year Loan repayment rate (from College Scorecard)**	86.47%	87.69%	n/a*	64.59%

	3 years prior	2 years prior	Most Recently Completed Year	Current year	Goal (Specify Year)
	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
? **Student Financial Aid (000's)**					
Total Federal Aid	$70,099	$71,196	$72,278	$73,729	tbd
Grants	$14,369	$14,521	$13,844	$15,217	tbd
Loans	$55,407	$56,420	$58,063	$58,231	tbd
Work Study	$322	$254	$370	$297	tbd
Total State Aid	$4,387	$4,622	$3,497	$3,969	tbd
Total Institutional Aid	$12,536	$12,850	$13,895	$14,491	tbd
Grants	$12,536	$12,850	$13,895	$14,491	tbd
Loans	-	-	-	-	-
Total Private Aid	$8,242	$9,160	$7,492	$9,179	tbd
Grants	$1,248	$1,395	$1,444	$1,621	tbd
Loans	$6,993	$7,764	$7,492	$7,558	tbd

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

	Completers				
	FY2015	FY2016	FY2017	FY2018	FY2019
Undergraduates	68%	71%	70%	tbd	tbd
Graduates	40%	39%	39%	tbd	tbd
First professional students					

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	$25,777	$25,934	$25,162	tbd	tbd
Graduates	$28,596	$29,206	$30,137	tbd	tbd
First professional students					

Average amount of debt for students leaving the institution without a degree

Undergraduates	$11,604	$11,828	$13,261	tbd	tbd
Graduate Students	$28,779	$23,729	$27,018	tbd	tbd
First professional students					

Percent of First-year students in Developmental Courses

	(Fall 2014)	(Fall 2015)	(Fall 2016)	(Fall 2017)	(Fall 2018)
English as a Second/Other Language	0.1%	0.1%	0.3%	0.3%	tbd
English (reading, writing, communication	6%	4%	5%	1.0%	tbd
Math	11%	10%	10%	14.0%	tbd
Other					

Please enter any explanatory notes in the box below

*The College Scorecard has no information on any institution for FY2013

STUDENT DIVERSITY, FALL 2017

WORKSHEET 5.4

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information F2017	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Male	5,167	3,523	1,420
Female	5,386	3,602	1,323
Non-Resident Alien	207	116	35
Hispanic/Latino	2,068	1,158	451
American Indian or Alaska Native	12	8	4
Asian	475	366	119
Black or African American	1,870	922	389
Native Hawaiian or Other pacific Islander	3	1	1
White	5,153	4,047	1,550
Two or more races	395	251	100
Race and ethnicity unknown	370	256	94

Graduate Admissions information, F2017	Completed Applications	Applicants Accepted	Applicants Enrolled
Category of Students (e.g., male/female); add more rows as needed			
Male	521	404	290
Female	971	745	547
Non-Resident Alien	80	34	15
Hispanic/Latino	151	118	89
American Indian or Alaska Native	2	2	1
Asian	62	41	22
Black or African American	150	114	89
Native Hawaiian or Other pacific Islander	0	0	0
White	995	803	585
Two or more races	36	26	20
Race and ethnicity unknown	16	11	16

Undergraduate Enrollment information, F2017	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (F2018)
Category of Students (e.g., male/female); add more rows as needed					
All					
Female	3,621	857	4,478	3,901.8	
Male	3,984	1,092	5,076	4,342.6	
American Indian or Alaska Native	8	5	13	9.7	
Asian	323	97	420	356.9	
Black or African American	930	276	1,206	1,013.3	
Hispanic/Latino	1,088	292	1,380	1,179.3	
Native Hawaiian or Other pacific Islander	4	3	7	5.9	
NRA	132	17	149	137.3	
Two or more races	245	55	300	269.2	
Unknown	216	71	287	237.4	
White	4,659	1,133	5,792	5,035.5	
Total					9,897

Graduate Enrollment information	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (F2018)
Category of Students (e.g., male/female); add more rows as needed					
All					
Female	407	1,079	1,486	813.3	
Male	241	599	840	458.0	
American Indian or Alaska Native		2	2	0.8	
Asian	28	50	78	46.3	
Black or African American	72	157	229	134.3	
Hispanic/Latino	60	138	198	112.1	
Native Hawaiian or Other pacific Islander		2	2	0.7	
NRA	29	14	43	30.7	
Two or more races	21	27	48	31.6	
Unknown	11	48	59	25.8	
White	427	1,240	1,667	889.2	
Total					2,371

Please enter any explanatory notes in the box below

These numbers reflect all new students or students who have had a change in status (includes first-time, transfer, and readmitted students as well as students who changed from non-matriculated to matriculated status)
More information can be found:
http://docs.ccsu.edu/oira/institutionalData/factbook/applicationsAndAdmissions/Undergrad_Students.pdf

STANDARD SIX

TEACHING, LEARNING, AND SCHOLARSHIP

DESCRIPTION

FACULTY AND ACADEMIC STAFF

Well-qualified faculty and academic staff are the core of student success at CCSU. Faculty and staff are provided with ample support, governing structures and processes to carry out the University's mission through teaching, student support and professional development. CCSU's full-time, tenured/tenure track faculty structure includes ranks of Connecticut State University (CSU) professor, professor, associate professor, assistant professor and instructor. Full-time, tenured/tenure-track faculty are supplemented with part-time faculty who teach on a course-by-course basis or with full-time special appointments (CSU-AAUP Collective Bargaining Agreement (CBA) Article 4.8.2). CCSU also houses four **endowed Chairs**: the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics within the Center for Public Policy and Social Research; the S. A. Blejwas Endowed Chair in Polish and Polish-American Studies; the Robert C. Vance Endowed Chair in Journalism & Mass Communication; and the American Savings Foundation Endowed Chair in Banking & Finance. Lastly, all CCSU classes are instructed by faculty, and the University does not employ teaching assistants.

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CCSU faculty are governed by the **CSU-AAUP Collective Bargaining Agreement** (CBA), an agreement of shared governance between the Connecticut State University System (CSU) and the American Association of University Professors (AAUP). The bargaining unit consists "of all full-time and part-time faculty, including department Chairpersons, Academic Division Directors and Interdisciplinary Program Directors, academic researchers, coaches, athletic trainers, librarians and counselors." The bargaining unit excludes "all Deans, Vice Presidents, all other managerial and confidential personnel pursuant to Secs. 5-270-5.280 CGS, and all other employees." According to the CBA, full-time faculty are expected to carry twelve load hours per semester, engage in scholarly activity, and provide institutional and professional service (Article 4.11.9), while part-time faculty are limited to eight load credits.

CCSU maintains an appropriate number of faculty to serve the student population. Academic deans annually track and report faculty and staff vacancies, which are reviewed and evaluated by the Provost with consideration of the credit load and availability. The Provost then presents hiring priorities to the **University Planning and Budget Committee** (UPBC) and Integrated Planning Council (IPC), and then finally to the University President for final approval. Since 2008, the **number of full-time faculty** has ranged from 433 (2009) to 451 (2014), with 448 faculty in Fall 2017 (Data First Form (DFF) 6.1). The number of part-time faculty, currently at 485 (Fall 2017), varies year-to-year with a low of 465 (2008) and a high of 528 (2011). In Fall 2016, CCSU's student to faculty ratio was 15:1, which is comparable or lower than other regional public master's level institutions and a decrease from the 16:1 ratio of Fall 2008 (median 16:1, Exhibit 6.D.1).

Employment of part-time faculty depends on student enrollment and budgetary and contractual limitations. The CBA (Article 10.8.1) limits the percentage of part-time faculty to no more than 20 percent of the total faculty load credits, and a formula in Article 10.8.2 adjusts for part-time load credits attributable to sabbatical leave, sick leave, retraining coverage, research load credit and reassigned time for full-time members. The percentage of total part-time faculty at CCSU normally falls under the 20 percent limit, and in 2016-17 part-time faculty carried just under 14 percent of the instructional load (Exhibit 6.D.2).

In addition, dedicated academic staff augment the work of the faculty, and support activities serve

a broad set of needs. **Instructional designers** help faculty navigate instructional technology to take full advantage of the tools and technological resources available. Advisors are located in the four **school-based advising centers** and **Explore Central**. **Burritt Library** faculty and staff support CCSU's educational mission and scholarly activity, and each department has a library liaison that works with a **librarian** who is knowledgeable in the specific subject area. Staff at **The Learning Center** work closely with faculty to provide appropriate subject-specific tutoring, academic coaching and study skills workshops, and the Writing Center helps students improve their writing skills.

At CCSU, faculty assignments are commensurate with educational level, experience and degree of scholarly activity. Tenure-track faculty members must hold terminal degrees for appointment, with few exceptions made for specific circumstances. Between 2008 and 2017, the percentage of full-time ranked faculty with **doctorate or terminal degrees** fluctuated between 82-86 percent (currently 84 percent; DFF 6.2). In addition to education level, qualifications for instructional faculty include evidence of scholarship; creative activity; teaching experience; and related professional experience, training and credentials. Qualifications for part-time faculty members are similar to those required of full-time faculty; however, there are occasions where an exception is made based on the professional experience and expertise of the faculty member. In 2012, CCSU established a process to accurately document the credentials of part-time faculty. Adjunct faculty credentials must be approved by the respective course department, vetted by the dean of the academic school and further reviewed by an associate vice president for academic affairs. All part-time faculty must have an appropriate degree for the assigned levels of instruction (i.e., undergraduate, graduate, doctoral), and any exceptions must be fully justified (Exhibit 6.D.3, available in the workroom).

At CCSU, faculty assignments are commensurate with educational level, experience and degree of scholarly activity.

The **Hiring and Search Manual** sets out the procedures for recruiting and selecting full-time tenure-track faculty, and faculty participation is essential in this search process. The department seeking faculty establishes a faculty-based search committee and creates a job posting that is reviewed and approved or modified as necessary by the appropriate dean, the Provost and the chief diversity officer. Each new hire receives a letter of appointment that specifies the terms of employment as negotiated through the collective bargaining process. This standardization assures that faculty recruitment is consistent with all legal requirements and provides appropriate equal employment opportunities.

The University is also committed to **diversifying** its workforce, in terms of both recruitment and retention efforts (DFF 6.3, 6.5). All faculty and staff searches conducted at CCSU adhere to Affirmative Action equal opportunity search criteria, which can be found in the current **Affirmative Action Plan**. The **Office of Diversity and Equity** offers guidance to search committees on underrepresented demographics within the departments. The **Minority Recruitment and Retention Committee** oversees a special fund and is charged with the responsibility of assisting search committees to recruit members of minority and other protected groups, as well as to assist in the retention of such members. Like the faculty, minority members of the academic staff also have access to a committee charged specifically with improving minority recruitment and providing mentoring and support to those seeking additional guidance.

The **State University Organization of Administrative Faculty (SUOAF) Minority Recruitment and Mentoring Committee**, as per the SUOAF Collective Bargaining Agreement (**CBA-SUOAF**, Section 3.2), provides mentors to help guide and enhance the professional development of minority employees who are new to the University or to their positions. Historical data pertaining to the composition of the CCSU community is available on the Office of Institutional Research and Assessment (**OIRA**) website.

CCSU's full-time faculty **salaries** are competitive, and the OIRA annually benchmarks faculty salaries by rank and discipline with regional and

national public master's level institutions. Faculty salary **benchmarking** reports are available to faculty in a password-protected file. This data informs the market-adjustment process defined by the CBA, and adjustments can be made for full-time faculty members up to the maximum allowable salary for a given rank. Faculty and academic staff are also eligible for State of Connecticut employee **benefits**.

CCSU's full-time faculty salaries are competitive, and the OIRA annually benchmarks faculty salaries by rank and discipline with regional and national public master's level institutions.

Academic department by-laws address faculty recruitment, appointment and retention (mentoring). Department guidelines provide direction regarding fulfillment of faculty's contractual obligations and professional development expectations. These documents are approved by the academic dean, the Provost, the AAUP and filed with the **Faculty Senate** (Senate). All faculty are assigned to an academic department, and workload assignments, made in consultation with the department chair, the faculty member and the dean, align with the departmental, school and University needs and mission. Additionally, the CBA ensures that funds are available to enhance faculty productivity and professional development. To prepare for the promotion and tenure process, and to stay current in their fields, faculty may receive reassigned time to participate in scholarship, creative activity, service, curriculum development and/or professional development (see Section 10.6 of the CBA). Article 12.10.1 of the CBA appropriates special funds for travel, faculty development, research grants, curriculum-related activities, and retraining funds (Articles 9.5, 9.6, 9.10, 9.11 and 9.12, respectively). The **Office of Grants and Funded Research** coordinates applications and disperses grant funding for full-time faculty. These grant opportunities include faculty-student research grants, University research grants, and curriculum development grants. Both full- and part-time faculty can receive faculty development grants.

The CBA speaks to expectations of the faculty to act **responsibly and ethically**. Chapter 5 of the Faculty Handbook provides specific expectations of conduct, and more current policies are available on the human resources **website**. Policies regarding ethics include the **Board of Regents Ethics Statement**, the **State of CT Ethics Guide for Public Officials & State Employees** and the **NCAA Rules: What Faculty & Staff Need to Know**; there are also policies regarding **nondiscrimination**, research, and responsible use of University **equipment and accounts**. Further, the Office of Diversity and Equity provides cultural training to increase awareness of **diversity** and **Title IX** training to increase awareness of harassment and assault. Faculty must attend annual training and are mandated reporters of harassment and/or assault.

The renewal, **tenure, and promotion** processes and sixth-year review following tenure assess whether full-time faculty meet the required standard of quality in their assigned roles. Each academic department has a Department Evaluation Committee (DEC), comprised of elected, tenured departmental faculty. The DEC creates a very specific list of what constitutes "scholarship," "professional activity," and other contractual requirements based on the norms of their discipline. The DEC judges faculty with close familiarity of the faculty member's academic strengths and weaknesses. The dean of the school and the Promotion and Tenure Committee, comprised of faculty members from multiple disciplines, also carefully evaluate each applicant's materials and ensure that faculty meet the standards in the CBA's four contractual categories of evaluation: (a) load credit activity (primarily teaching); (b) creative activity (including scholarly activity and research); (c) service to the University; and, (d) professional activity (which often includes community service). The CBA defines the scholarly expectation for CCSU faculty as "creative activity appropriate to one's field such as delivering papers at professional conferences, production/performance of artistic works, research, study and publication." The Provost then makes final renewal/promotion/tenure recommendations, which is submitted to the Board of Regents (BOR).

Evidence of teaching effectiveness is evaluated by reviewing syllabi, faculty-produced artifacts and results from student opinion surveys that are administered at the end of each course. Service to the University is evaluated based on active service and/or leadership on department, academic school, and University-based committees and initiatives. Professional activity most often includes community engagement or discipline-specific activity, such as providing service to a professional organization in one's field. The renewal, promotion and tenure process ensures that content and methods of instruction meet departmental and University expectations. In cases where faculty are evaluated as under-performing, the CBA allows for special assessments to provide recommendations for improvement (**Section 4.13 of the CBA**). As for part-time faculty, department chairs determine the effectiveness of part-time faculty through review of student course opinion surveys, and results of in-class peer observations as well as evaluations.

The CBA-SUOAF outlines the expectations and evaluation process for administrative faculty members to achieve continuing appointment (tenure). Most of the academic staff are members of the SUOAF Collective Bargaining Unit, while librarians and counselors are members of the faculty (AAUP) bargaining unit. The search processes associated with SUOAF positions ensure that members possess adequate qualifications. Evaluation of administrative faculty members are coordinated by their supervisors and then reviewed by the Provost. The specific procedures regarding the appointment, performance and retention of administrative faculty can be found in the **CBA-SUOAF** (Articles 14 and 15, pages 25-28).

The CBA (Article 4.2) guarantees academic freedom to all full- and part-time, tenured and non-tenured faculty. This article states that full freedom in research and publication, as well as freedom to discuss assigned subjects in the classroom, are fundamental faculty rights. The CBA specifies a process for review of allegations of violations of academic freedom (**Article 4.2.3**). Academic freedom and related issues may also fall within the CSU-AAUP contractual grievance process. The CBA specifies that no faculty member shall be discriminated against in violation of federal or state statutes (Article 3) and stipulates faculty professional rights and responsibilities (Article 4).

CCSU's governance structure through the Senate promotes sharing information in relation to academic program and student services improvements. Standing committees of the faculty, like the **Committee on Academic Advising** (CAA), **UPBC**, and **Curriculum** and **Academic Standards** committees are comprised of a mix of academic and administrative faculty. Additionally, the Student Success Team comprised of students, faculty representatives from each school, and administrative faculty representing various schools, divisions, and departments meets regularly to discuss ways to support and improve retention and graduation.

TEACHING AND LEARNING

CCSU offers courses in on-ground, online and hybrid formats, and methods of instruction vary to provide broad access to quality degree programs at the baccalaureate, master's and doctoral levels. As part of this University's mission, faculty teach courses using a variety of techniques and delivery methods, including: classroom lecture and discussions, case analysis, assigned-reading discussions, student presentations, student-led seminars, guest speakers, individual and team projects, corporate/hospital site visits, experiential learning exercises, project work at discipline appropriate sites, internships, web-based tutorials, discussion boards and podcasts.

CCSU offers courses in on-ground, online and hybrid formats, and methods of instruction vary to provide broad access to quality degree programs at the baccalaureate, master's and doctoral levels.

In order to achieve its mission, CCSU works to enhance the quality of teaching and encourages pedagogical development of faculty through multiple means. The mission of the **Center of Teaching and Faculty Development** (CTFD) helps "faculty achieve their full potential as teachers and scholars so they can effectively and creatively

support student learning." The CTFD assists instructors with techniques and skills to achieve learning goals with college-level students. Faculty can also explore new instructional techniques within Learning Community Groups, which are supported through the CTFD. The **Instructional Design and Technology Resource Center** (IDTRC) provides instructional design services, technology assistance, and training for faculty, staff, and students on campus-supported platforms such as BlackBoard Learn. The University also has a long history of encouraging and honoring full-time faculty for effective teaching practices. In 2006-07, the **Excellence in Teaching Award** was expanded to include part-time faculty. Within the CSU system, faculty are encouraged to nominate associate level professors for the annual **Board of Regents Faculty Teaching Award**.

At the academic program level, instructional effectiveness is evaluated by program faculty and reported annually in academic assessment reports submitted to the Academic Assessment Committee, a standing committee of the Senate.

The University has also made strides to ensure the quality of various course formats. In 2016, a taskforce made a recommendation to the Senate to establish an online learning **policy**. The Senate also created the **Online Learning Committee** to oversee the creation, selection, and evaluation of online courses and assure the provision of appropriate training for all faculty wishing to teach online courses or courses with online components.

The University uses several means to periodically and systematically assess the effectiveness of instruction. Student Opinion surveys serve as one of multiple elements used to evaluate teaching. Surveys are administered at the end of a traditional course, while online students submit their responses through CourseEval. Faculty use this input to make adjustments to courses and/or pedagogy, and survey results are also considered in faculty renewal, periodic review, and promotion and tenure portfolios.

At the academic program level, instructional effectiveness is evaluated by program faculty and reported annually in **academic assessment reports** submitted to the Academic Assessment Committee, a standing committee of the Senate. These reports focus on student achievement of program-specific student learning outcomes (see Standard Eight). Additionally, the effectiveness of instruction and academic program content are validated externally by qualified professionals or faculty via an external accrediting body, or through CCSU's **Program Review policy** (see Standard Two).

CCSU makes efforts to ensure that students are exposed to a faculty body with various teaching styles and viewpoints. When feasible, multiple sections of the same course are distributed amongst different faculty; however, where specialization is important, one faculty member may teach multiple sections. Courses with many sections are often overseen by coordinators who ensure consistency of learning outcomes.

Academic advising is another essential aspect student success and is considered a part of each full-time faculty member's responsibilities under the CBA. Faculty members make significant effort to work with students outside the classroom as advisors and informal mentors. Faculty advise undergraduates who major in their department, as well as supervise honors and capstone projects. At the graduate level, faculty provide direct advising on course options and thesis and special projects, and dissertation advisors oversee the progress of doctoral students. Faculty members also advise student organizations, residence-hall councils, and clubs.

Students in the Doctorate of Nurse Anesthesia Practice (DNAP) program receive academic advising from a biology faculty member (the DNAP program coordinator). However, during the clinical practicum portion of the DNAP program, students are advised by one of the program directors of the CCSU-affiliated hospital schools of nurse anesthesia. The program coordinator and program directors of the hospital schools also assist students in establishing doctoral capstone committees for their projects.

In July 2009, CCSU created the Center for Advising and Career Exploration (CACE), which

was responsible for advising first-semester freshman and continuing undeclared students. In addition to providing information on general education, majors, and career areas, CACE assisted in career exploration and helped students make choices consistent with their values, interests, personalities, and skills. In Spring 2017, CACE was disbanded and school-based advising centers were assigned full advising responsibility under the authority of the academic deans. Advising for pre-professional program students and for first-year students with selected majors or schools is provided by four school-specific advising centers (**CLASS**, **SOB**, **SEPS**, and **SEST**). The CBA-SUOAF outlines the expectations and evaluation process for SUOAF academic staff members to achieve continuing appointment (tenure). Most of the academic staff are members of the SUOAF Collective Bargaining Unit, while librarians and counselors are members of the faculty (AAUP) bargaining unit. The search processes associated with SUOAF positions ensure that members possess adequate qualifications. Evaluation of administrative faculty members are coordinated by their supervisors and then reviewed by the Provost. The specific procedures regarding the appointment, performance and retention of administrative faculty can be found in the **CBA-SUOAF** (Articles 14 and 15, pages 25-28).

CBA (Article 4.2) guarantees academic freedom to all full- and part-time, tenured and non-tenured faculty.

The CBA (Article 4.2) guarantees academic freedom to all full- and part-time, tenured and non-tenured faculty. This article states that full freedom in research and publication, as well as freedom to discuss assigned subjects in the classroom, are fundamental faculty rights. The CBA specifies a process for review of allegations of violations of academic freedom (**Article 4.2.3**). Academic freedom and related issues may also fall within the CSU-AAUP contractual grievance process. The CBA specifies that no faculty member shall be discriminated against in violation of federal or state statutes (Article 3) and stipulates faculty professional rights and responsibilities (Article 4).

Each school-based center has several full-time **advisors**, some of which include advisors formerly from CACE. The remaining CACE staff joined a fifth advising center, **Explore Central**, which serves first-year students who have not selected a specific major or field of study. In addition, graduate level advising is performed by individually assigned graduate faculty advisors from the academic departments. As with undergraduates, graduate students may also utilize the school-based advising centers.

The Senate established the **CAA**, which monitors and examines undergraduate advising and provides recommendations for changes and improvements. To obtain student perspectives and feedback on academic advising, the University administers the **Student Satisfaction Inventory** (SSI) and the **National Survey of Student Engagement** (NSSE) in alternate years. Additionally, to collect more detailed feedback on advising, CCSU administered NSSE's Topical Module on Advising in 2013 and again in 2017.

The University supports ongoing scholarly development through several means. Contracts for instructional and administrative faculty include provisions for sabbatical leaves, and the **Sabbatical Leave Committee**, an elected **standing committee** of the Senate, reviews sabbatical leave applications and forwards recommendations to the President. In addition to sabbaticals, full-time faculty may receive reassigned teaching load credits to support research, curriculum development, faculty development, or instructional enhancement. Per **CBA** Article 12.10.1, the University appropriates $2.3 million for faculty activities, of which 40 percent are available for travel, nine percent for faculty development, 40 percent for research grants, 10 percent for curriculum-related activities, and one percent for retraining. Furthermore, several degree programs require independent creative activity, and funds are available to support student-faculty research and other creative activities through student-faculty research grants and the Graduate Student Association. Oversight of research protocols involving human subjects is conducted by the **Institutional Review Board**, and the **Institutional Animal Care and Use Committee** oversees research protocols and protocols for the care of animals – both of which ensure compliance with all state, federal and institutional requirements.

APPRAISAL

FACULTY AND ACADEMIC STAFF

The University's qualified faculty make strong contributions to teaching, research and service. CCSU's hiring practices result in a high percentage of full-time faculty with appropriate terminal degrees (84 percent; DFF 6.2). Faculty are also active and productive scholars, and departments annually report scholarship productivity data to the dean and Provost. Scholarship and research are also reflected in CCSU faculty grant initiatives. Faculty serve, both nationally and internationally, as officers of professional and academic societies, editors of professional and academic journals, and members of review panels. They are engaged at the local and state level, serving on boards, committees and participating in community engagement activities.

The CBA provides a secure and stable foundation for the responsibilities and conditions of faculty employment, and it promotes the maintenance of high standards of academic excellence in instruction, research and service. University salaries remain competitive with regional medians for nearly all disciplines reported by the **CUPA-HR National Faculty Salary Survey** (2017). Maintaining competitive salaries in view of the current budget climate in Connecticut is a significant accomplishment.

CCSU is committed to improving racial and ethnic diversity among its faculty and staff, as seen in the Former Strategic Plan (FSP) 5.1 (p 41), which identifies diversity as a strategic priority.

CCSU is committed to improving racial and ethnic diversity among its faculty and staff, as seen in the **Former Strategic Plan** (FSP) 5.1 (p 41), which identifies diversity as a strategic priority. Although racial and ethnic diversity in faculty and staff has increased since 2007, efforts have not kept pace with that of the student body. Consistent with the FSP, the University is committed to achieving its goal of recruiting and retaining a diverse faculty. In Fall of 2017, **women** constituted 44 percent of full-time faculty, up only two percent from 2008. However, the percentage of female assistant professors went from 43 percent in 2008 to 52 percent in 2017 – a nine percent increase. In Fall 2017 the number of **diverse faculty** (including Non-resident Alien faculty) comprised 26 percent of total full-time faculty (see DFF 6.5), compared to 21 percent in 2010 (federal definition for race and ethnicity changed), and with the greatest growth in Asian and Hispanic/Latino faculty. The diversity of CCSU's faculty compares favorably with other public regional master's level institutions; however, the percent of female faculty is lower (42 percent compared to 48 percent regionally as of Fall 2016). That said, CCSU's female faculty percentage (42 percent) is very close in comparison to public regional master's level institutions with engineering programs, which average 43 percent female (Exhibit 6.A.1). While CCSU has progressed in diversifying its faculty, it has not done as well with full-time non-instructional employees (administrative faculty, management, clerical, etc.) staff, increasing only two percent since 2010 (currently at 26 percent, Exhibit 6.A.2). In contrast, the diversity of CCSU's **student population** (including Non-resident Alien students) has increased from 22 to 34 percent in the same timeframe.

To continue encouraging racial and ethnic diversity in faculty and staff, CCSU has revised search committee training and implemented **policies** to ensure that search committees are sufficiently diverse. CCSU also continues active outreach and engagement with organizations that serve underrepresented groups. For example, Human Resources sends employment opportunity notices to professional associations including the Urban Leagues, **Hispanic Outlook on Education Magazine**, **NEMNET Minority Recruiting**, and African American Women in Higher Education. Through these outreach activities, CCSU strives to be consistently engaged in efforts to recruit and retain a diverse faculty, setting annual goals for recruitment based on national availability for each faculty rank.

CCSU's part-time faculty are a tremendous asset to the institution, and many have taught at the University for more than ten years. Students

benefit from the wealth of teaching and work experience provided by part-time instructors. Although not required, some part-time faculty volunteer to advise students or serve on University committees. Recent changes in the CBA allow for increased participation in departmental activities and governance, and CCSU could benefit from greater integration of part-time faculty.

Faculty scholarship and research are reflected in the various grant initiatives, and in Fiscal Year 2017, for example, faculty submitted 73 grant proposals for a value of almost $15 million, and received funding for 38 proposals totaling almost $3 million. More recently, CCSU received a $5 million grant from the National Science Foundation for the Science, Technology, Engineering and Mathematics (S-STEM) program. This program will provide support to low-income students with demonstrated financial need and academic promise to succeed in selected STEM disciplines at CCSU, Manchester Community College (MCC) and Tunxis Community College (TCC). It will fund 88 scholarships over five years for students pursuing bachelor's degrees in Computer Science, Mathematics, and Physics (CSMP). This scholarship program offers strong support to students planning to earn undergraduate degrees and enter the workforce, as well as to those planning to continue their studies in graduate programs.

Faculty scholarship and research are reflected in the various grant initiatives, and in Fiscal Year 2017, for example, faculty submitted 73 grant proposals for a value of almost $15 million, and received funding for 38 proposals totaling almost $3 million.

CCSU has had a long-standing master's program in nurse anesthesia (Biological Sciences: Anesthesia); however, due to changes in program accreditation, a doctorate is now required. In collaboration with the Nurse Anesthesia Program of Hartford (NAPH) and Yale New Haven Hospital School of Nurse Anesthesia Programs (YNHHSNA), CCSU now offers a Doctorate in Nurse Anesthesia Practice (DNAP). In this program, the hospitals are the conducting institutions and CCSU is considered the degree granting institution. The DNAP, new in 2017, is currently supported by seven full-time faculty (six PhDs and one DNAP) in the Department of Biology and the Department of Chemistry and Biochemistry. Faculty members teach courses and serve on doctoral capstone committees. In addition to the full-time faculty, 11 part-time faculty are either Certified Registered Nurse Anesthetists (CRNA) or anesthesiologists. Of the 11, eight have doctorates and two are pursuing doctoral degrees.

To support the transition from the master's to the doctoral program, CCSU recruited a full-time doctoral CRNA in Fall 2016 to help with preparations for the first cohorts admitted in Summer and Fall 2017. She teaches many of the new doctoral courses and helps recruit part-time faculty with doctoral degrees to teach in the program. An additional faculty member specializing in physiology was recently hired to serve on DNAP capstone committees and teach occasional undergraduate courses starting in the Fall of 2018. CCSU is also in the process of hiring part-time CRNA to team-teach some of the clinical courses located on campus rather than at participating hospitals. Search for a second CRNA with a doctoral degree is also in progress and will be needed in the second or third year of the program to participate in doctoral capstone committees and to assist in team-teaching other courses in the program.

TEACHING AND LEARNING

While the CBA ensures that all faculty are well qualified to teach at specific levels, few faculty members are formally trained to teach, and many experienced faculty members require assistance with emerging educational technologies and recent developments in pedagogy. CCSU provides the CTFD to help bridge these training gaps and enrich professional development for both full-time and part-time faculty. Technology workstations in all classrooms at all campuses support instruction, and faculty have been trained in the effective use of this technology. Faculty also receive support to develop innovative curricula through reassigned

time and professional development (**CBA 10.6.5, 9.6 and 12.10.1**).

To increase access to its academic programs, the University has more than doubled its online and tripled its hybrid course offerings and enrollments since 2012-13 (Exhibit 6.A.3). CCSU will continue to offer support for faculty to pursue innovative methods in the classrooms through the work of CTFD, and the newly created **Online Learning Committee** will ensure that all online programs meet CCSU's standards.

Program growth is a factor in assigning new faculty lines. Some programs, such as engineering and nursing, have achieved significant enrollment growth over the last decade, and the number of faculty in those departments has increased to meet the demand (Exhibit 2.D.10). Although moving faculty lines from programs which are experiencing declining enrollments to programs experiencing growth cannot occur in short time, CCSU regularly allocates vacated faculty positions to meet the greatest needs.

The University acknowledges that quality advising is a top priority. In the new advising model, school-based advising centers serve as the first point of contact for both first-time and transfer students, and students with no selected major or field of study are advised by **Explore Central**. The advising centers share a common goal to provide a high-quality experience for all students. The school-based centers also serve as liaisons to program faculty in their respective schools. Centers allow for the development of processes and practices that match closely the characteristics of each school's student populations. However, the distributed development of processes and practices requires extra effort on the parts of center-based staff to ensure each center is working toward achievement of shared outcomes of CCSU. The centers do collaborate on planning shared activities, such as open houses, admitted-students days, and new-student orientation; however, the degree to which the four school-based centers and Explore Central have defined and are achieving shared outcomes requires regular coordination.

To increase access to its academic programs, the University has more than doubled its online and tripled its hybrid course offerings and enrollments since 2012-13.

CCSU asks students for feedback about experiences and levels of satisfaction, and national surveys place survey results into context. Administering the same surveys on a regular basis helps gauge progress over time. The **SSI** is administered to all undergraduates in odd-numbered fall semesters, and the **NSSE** is administered to first-year and senior-level students in the odd-numbered spring semesters. Advising-related results from the 2015 SSI (questions 10, 16, 21, 24, 34, and 38) were stable compared with the level of student satisfaction expressed by CCSU students in 2013. However, in comparison to national satisfaction at public four-year institutions in 2015, CCSU results were significantly lower for each of these six questions (Exhibit 6.A.4). The decline in student satisfaction was surprising, and results, coupled with anecdotal evidence, generated a re-evaluation of the University's advising model.

CCSU recently added advising software, DegreeWorks, to assist with course selection and unofficial degree audits. During this timeframe the NSSE was administered again, and this time it was supplemented with the Academic Advising module. Results clearly showed that first-year student satisfaction with advising had not only declined since 2012-13 in seven of ten questions, but that Spring 2017 results, in comparison to other first-year students at public master's-level institutions, were significantly lower in 10 of 12 questions. In contrast, the most recent results from senior-level students who took the NSSE Academic Advising module in 2016-17 were much more positive. In 2012-13, CCSU students responded significantly lower than students at other institutions in seven of ten questions, however, by the 2016-17 administration, considerable improvements were observed in nine of ten questions and CCSU student responses were no longer significantly lower when compared to other institutions. The improvements could be due to the fact that by the time students in the survey reached upper-class levels, they were advised by faculty as opposed to CACE. The

creation of school-based advising has encouraged closer working relationships between advisors and program faculty to help address first-year advising challenges, and the University is hopeful that these efforts will be successful.

The advising centers also track student satisfaction. For example, SEPS routinely surveys its students within one week after visiting its advising center. The results from November 2017 indicate that 96 percent of students reported their needs were mostly or completely met, and 95 percent reported that the advising services received were good or excellent when compared to other advising services received on college campuses (Exhibit 5.A.10, see questions 7 and 8). Further, the centers also engage in faculty outreach to support advising across the University. Additional detail is provided in Standard Five. In addition, CCSU administers an in-house survey after priority registration; however, the results have not been as informative as anticipated. The current survey is being redesigned to include questions that are more consistent with those from the NSSE Academic Advising topical module, which is limited by the administration cycle, expense, and is restricted to freshmen and seniors. Administering the revised survey to all undergraduates after registration will more clearly identify areas that need to be addressed.

PROJECTION

Advising remains a critical element to student success and retention and graduation rate improvement, and the University will continue to develop its advising strategies. Advising-related goals for the next few years include utilizing direct and indirect assessments to better identify challenges and obstacles to student success, and ensuring that the school-based advising center model generates university-wide shared outcomes through varied, approaches, processes and practices. The centers' continued development of a team-based approach to reach University goals will require continued attention. In addition, the OIRA will continue to administer national surveys, the SSI, and the NSSE coupled with the Academic Advising module, in alternate years, and a revised in-house advising survey should be finalized in time for Fall 2018. This in-house survey will bring attention to the areas of advising and related activities in need of additional support, training or resources.

CCSU will continue to provide faculty with professional development opportunities to equip them to teach and work with the next generation of students and keep pace with evolving educational technologies. The **Online Learning Committee**, consistent with its charge, will assess the quality of the online course program and report efforts and successes annually to the Senate. The Senate will also review and update all necessary polices in the Faculty Handbook to ensure all faculty are provided with the most up to date information.

As described in Standard Two (Figures 3 and 4 on page 11), meeting the enrollment goal of 15,000 students will require additional faculty and academic support positions. Part of meeting this challenge lies in rapidly redeploying resources within the institution. It will also require adding a new Associate Vice President for Enrollment Management as well as a number of new, full-time faculty and appropriately qualified support staff. While full-time faculty hires will be necessary for growing degree programs, some increase in part-time faculty will also be needed.

Improving racial and ethnic diversity among its faculty and staff is one of CCSU's priorities. While promotion, tenure and non-renewal data have historically been broken out by gender as well as race and ethnicity, the Senate plans to gather and report this data on a more regular basis. The increases in faculty and staff needed to support the planned enrollment growth will also provide the opportunity to further diversify our faculty and staff.

FACULTY BY CATEGORY AND RANK; ACADEMIC STAFF BY CATEGORY, FALL TERM

WORKSHEET 6.1

	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	Year 1 Prior (FY 2017)	Current Year (FY 2018)
? Number of Faculty by category				
Full-time	451	450	446	448
Part-time	501	499	489	485
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below: None				
Total	952	949	935	933
Percentage of Courses taught by full-time faculty	66.3%	66.6%	67.4%	68.4%
? Number of Faculty by rank, if applicable				
Professor	191	191	195	195
Associate	142	139	132	132
Assistant	105	109	115	113
Instructor	13	11	4	8
Other; specify below:				
Lecturer	501	499	489	485
Total	952	949	935	933
? Number of Academic Staff by category				
Librarians	21	21	19	22
Advisors	23	24	22	21
Instructional Designers	3	3	2	3
Other; specify below:				
Special Appointment	1	0	0	0
Other Teaching & Instructional Support Staff	28	26	26	24
Library Technicians	7	8	8	7
Total	83	82	77	77

Please enter any explanatory notes in the box below

Academic Staff are defined as employees with union code 21 (AAUP), and with job description criteria equals counselor or librarian. SUOAF academic staff were identified by their position title/description. SUOAF union with position description of advisor, assistant/associate dean or work in academic support office such as The Learning Center or Educational Opportunity Program (EOP). Library Technician is defined as employees with SOC code of 25-4030 and a union code of 16.

HIGHEST DEGREES, FALL TERM, FULL- AND PART-TIME

WORKSHEET 6.2

Highest Degree Earned by Rank		3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)
Highest Degree Earned: Doctorate*					
Faculty	Professor	180	181	185	184
	Associate	126	124	116	112
	Assistant	75	76	85	78
	Instructor	2	1	0	2
	No rank	0	0	0	0
	Other (Lecturer)	130	134	129	133
	Total	513	516	515	509
Academic Staff	Librarians	1	1	1	1
	Advisors				
	Inst. Designers				
Other; specify*	Other Teaching & Instructional Support Staff	5	5	5	5
Highest Degree Earned: Master's					
Faculty	Professor	11	10	10	11
	Associate	16	15	16	19
	Assistant	30	33	30	35
	Instructor	11	10	4	6
	No rank	0	0	0	0
	Other (Lecturer)	326	324	324	320
	Total	394	392	384	391
Academic Staff	Librarians	20	20	18	20
	Advisors	16	17	16	15
	Inst. Designers	1	1	1	1
Other; specify*	Other Teaching & Instructional Support Staff	14	12	13	10
	Special Appointment	1	0	0	0
	Library Technicians	1	1	0	0
Highest Degree Earned: Bachelor's					
Faculty	Professor	0	0	0	0
	Associate	0	0	0	1
	Assistant	0	0	0	0
	Instructor	0	0	0	0
	No rank	0	0	0	0
	Other (Lecturer)	33	39	36	32
	Total	33	39	36	33
Academic Staff	Librarians	0	0	0	1
	Advisors	4	4	4	4
	Inst. Designers	2	2	1	1
Other; specify*	Other Teaching & Instructional Support Staff	3	3	3	4
Highest Degree Earned: Not Indicated					
Faculty	Professor	0	0	0	0
	Associate	0	0	0	0
	Assistant	0	0	0	0
	Instructor	0	0	0	0
	No rank				
	Other (Lecturer)	12	2	0	0
	Total	12	2	0	0
Academic Staff	Librarians	0	0	0	0
	Advisors	3	3	2	2
	Inst. Designers	0	0	0	1
Other; specify*	Other Teaching & Instructional Support Staff	6	6	5	5
	Library Technicians	6	7	8	7
Highest Degree Earned: Professional License					
Faculty	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank				
	Other				
	Total	0	0	0	0
Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*	Library technician				

* Please insert additional rows as needed

*Includes Terminal Degree

Academic Staff are defined as employees with union code 21 (AAUP), and with job description criteria equals counselor or librarian. SUOAF academic staff were identified by their position title/description. SUOAF union with position description of advisor, assistant/associate dean or work in academic support office such as The Learning Center or Educational Opportunity Program (EOP). Library Technician is defined as employees with SOC code of 25-4030 and a union code of 16.

APPOINTMENTS, TENURE, DEPARTURES, RETIREMENTS, TEACHING LOAD FULL ACADEMIC YEAR

WORKSHEET 6.3

	3 Years Prior (FY 2015)		2 Years Prior (FY 2016)		1 Year Prior (FY 2017)		Current Year (FY 2018)*	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Appointed								
Professor	191		191		195		195	
Associate	142		139		132		132	
Assistant	105		109		115		113	
Instructor	13		11		4		8	
No rank		501		499		489		485
Other								
Total	451	501	450	499	446	489	448	485
Number of Faculty in Tenured Positions								
Professor	191		191		195		194	
Associate	115		113		107		102	
Assistant	8		9		15		11	
Instructor	0		0		0		0	
No rank								
Other								
Total	314	0	313	0	317	0	307	0
Number of Faculty Departing								
Professor	11		1					
Associate	3		3		2		4	
Assistant	4		11		6		3	
Instructor	5		1					
Other (Librarian/Coach/Death)	7	97	7	49**	4	44	3	25
Total	30	97	23	0	12	44	10	25

	(FY 2015)		(FY 2016)		(FY 2017)		(FY 2018)	
Number of Faculty Retiring* **	FT	PT	FT	PT	FT	PT	FT	PT
Professor	8		9		4		12	
Associate	2		2		1		3	
Assistant	2		1		1		1	
Instructor								
Other (Librarian/Coach/Death)	2		1		1			
Total	14	0	13	0	7		16	

Fall Teaching Load, in credit hours**								
Professor	Maximum	18.00		16.88		17.71		16.47	
	Median	9.86		9.92		10.00		9.58	
Associate	Maximum	16.69		21.07		16.25		17.31	
	Median	10.18		10.88		10.32		10.99	
Assistant	Maximum	18.67		15.60		17.00		16.47	
	Median	12.00		12.00		12.00		12.00	
Instructor	Maximum	12.17		17.35		13.00		16.00	
	Median	12.00		12.00		12.00		12.00	
No rank	Maximum		8.00		8.00		8.00		9.00
	Median		3.75		4.00		4.00		4.00
Other	Maximum								
	Median								

Explanation of teaching load if not measured in credit hours

*Preliminary count

**Fall 2014, we revamped the way terminations for part-time faculty were processed. Starting Spring 2015, termination lists were submitted on a per semester basis. Prior to this date, terminations were processed every two years; 97 reflects two years of terminations.

***Effective October 1, 2017 the State of Connecticut adopted a new contract that altered retirement benefits going forward; some people chose to retire prior to this date.

****Counts reflect the maximum and median teaching load credits per faculty, not the total number of credits generated

NUMBER OF FACULTY BY DEPARTMENT OR COMPARABLE UNIT, FALL TERM

WORKSHEET 6.4

	3 Years Prior (FY 2015)		2 Years Prior (FY 2016)		1 Year Prior (FY 2017)		Current Year (FY 2018)	
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
Accounting	14	9	14	9	15	8	15	10
Anthropology	6	3	6	1	6	1	6	2
Art	12	17	12	14	11	18	11	15
Biology	14	6	14	7	14	8	15	6
Biomolecular Sciences	9	7	9	6	9	5	9	5
Chemistry & Biochemistry	9	6	9	7	9	7	9	7
Communication	12	10	13	10	13	9	12	8
Computer Electronics and Graphics Technology	8	6	8	9	8	10	8	10
Computer Science	9	5	9	7	9	5	9	7
Counselor & Family Therapy	11	21	11	16	10	21	10	26
Criminology & Criminal Justice	14	13	14	14	14	14	14	12
Design (Graphic/Information)	5	2	5	2	5	2	5	1
Economics	7	2	7	2	7	2	7	2
Educational Leadership, Policy & Instructional Technology [1,2]	11	14	18	21	17	19	16	26
Engineering	19	9	18	16	19	13	21	14
English	33	41	31	39	32	42	32	36
Finance	9	5	9	7	9	5	10	5
Geography	11	10	10	8	10	10	9	7
Geological Sciences	7	7	7	8	7	5	7	5
History	17	21	18	19	17	21	18	17
Journalism	4	2	4	4	5	2	6	2
Literacy, Elementary, & Early Childhood Education [2,3](formerly Reading & Language Arts and Teacher Education pre-Fall 2015)	N/A	N/A	11	13	11	8	11	14
Management & Organization	11	5	11	6	12	5	12	4
Management Information Systems	9	6	9	3	7	8	7	14
Manufacturing and Construction Management	13	15	13	17	13	17	12	16
Marketing	8	6	9	2	8	3	8	3
Mathematical Sciences	32	66	31	61	31	67	30	60
Modern Languages	11	21	11	21	11	18	11	17
Music	9	29	10	25	9	24	9	25
Nursing	9	10	9	23	10	15	10	20
Philosophy	7	12	7	10	7	9	7	10
Physical Education & Human Performance	17	23	17	22	17	18	17	18
Physics & Engineering Physics	5	13	5	12	5	13	5	12
Political Science	7	5	7	5	6	6	7	4
Psychological Science	21	18	20	17	20	15	20	16
Reading and Language Arts [3] (Historical)	7	0	N/A	N/A	N/A	N/A	N/A	N/A
Social Work	5	9	5	8	4	12	5	6
Sociology	10	4	11	5	11	4	11	4
Special Education & Interventions [4](formerly Special Education and Teacher Education, pre-Fall 2015)	6	11	8	12	8	12	8	10
Teacher Education [2](Historical)	12	29	N/A	N/A	N/A	N/A	N/A	N/A
Technology and Engineering Education	5	1	5	4	5	2	4	5
Theatre	6	2	5	3	5	3	5	3
No School/Department	0	0	0	4	0	3	0	1
Total	451	501	450	499	446	489	448	485

Please enter any explanatory notes in the box below

1Educational Leadership has become Educational Leadership, Policy & Instructional Technology, FY2015.

2Department of Teacher Education was reorganized and absorbed into multiple departments (Educational, Leadership, Policy & Instructional Technology/ Department and Literacy, Elementary & Early Childhood Education Department) in FY2016.

3Department of Reading & Language Arts was renamed into Department of Literacy, Elementary & Early Childhood Education in FY2016.

4Special Education has become Special Education & Interventions.

FACULTY AND ACADEMIC STAFF DIVERSITY

WORKSHEET 6.5

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Fall 2017

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Gender				
Male	252	248	500	
Female	196	237	433	
Race/Ethnicity				
Non-resident Alien	17	1	18	
Hispanic/Latino	28	18	46	
American Indian or Alaska Native	2	0	2	
Asian	42	21	63	
Black or African American	23	31	54	
Native Hawaiian or Other Pacific Islander	0	0	0	
White	331	399	730	
Two or more races	4	5	9	
Race and ethnicity unknown	1	10	11	
Academic Staff	**Full-time**	**Part-time**	**Total Headcount**	**Headcount Goal (specify year)**
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Gender				
Male	16	1	17	
Female	52	8	60	
Race/Ethnicity				
Non-resident Alien	0	0	0	
Hispanic/Latino	9	1	9	
American Indian or Alaska Native	0	0	0	
Asian	1	0	0	
Black or African American	4	0	4	
Native Hawaiian or Other Pacific Islander	0	0	0	
White	53	7	55	
Two or more races	1	1	2	
Race and ethnicity unknown	0	0	0	

Please enter any explanatory notes in the box below

Academic Staff are defined as employees with union code 21 (AAUP), and with job description criteria equals counselor or librarian. SUOAF academic staff were identified by their position title/description. SUOAF union with position description of advisor, assistant/associate dean or work in academic support office such as The Learning Center or Educational Opportunity Program (EOP). Library Technician is defined as employees with SOC code of 25-4030 and a union code of 16.

STANDARD SEVEN

INSTITUTIONAL RESOURCES

DESCRIPTION

Given Connecticut's current financial challenges, CCSU has been and will continue to be mindful of its institutional resources. The long-term budget and fiscal uncertainty at the state level will continue to have an unfavorable impact on the University. As a result, CCSU has met the challenges of this wavering financial support with careful contingency planning, enhanced student recruitment, robust private-sector fundraising, and a dedicated commitment to financial responsibility.

HUMAN RESOURCES

CCSU employs a sufficient number of qualified personnel to support its mission and strategic objectives. As of **Fall 2017**, CCSU had 948 full-time employees, of which 448 were full-time instructional faculty, as well as 622 part-time employees, 485 of which were instructional faculty. Data First Form (DFF) 7.1 includes a head count by occupational category. As shown in Figures 3 and 4 in Standard Two (page 11), CCSU is staffed similarly or better when compared to regional public master's level institutions.

The University's human resource policies include seven different collective bargaining agreements covering faculty and staff, all of which are readily available on the **human resources** website. The **CSU-AAUP Collective Bargaining Agreement** contains standards for full-time appointment, review, and promotion for faculty position ranks. Approved job descriptions for classifications under the remaining six bargaining units outline the qualifications and experience necessary for staff positions across the University. CCSU also has employees who are not represented by a bargaining unit and are categorized as Management and Confidential Professional employees.

Terms of employment for all CCSU employees are clearly defined, and employee offer letters clearly set forth all terms and conditions. In addition, all employment-related policies are available on the Human Resources **Employment Related Policies** website. The University also strives to compensate faculty, staff, and administrators adequately and in line with peer institutions according to the ranges prescribed in collective bargaining agreements or **CUPA salary surveys**. In the event that an employee has a complaint or grievance, each collective bargaining agreement includes procedures for investigation and resolution. Schedules for evaluations of full-time instructional faculty, administrative faculty, and all other unionized employees are detailed in their respective collective bargaining agreements, and Management and Confidential Professional staff are evaluated annually. The Office of Human Resources and/or the Connecticut Board of Regents for Higher Education (BOR) periodically review policies and incorporate changes in state or federal law. The BOR also hired Sibson Consulting Group to evaluate Management and Confidential classifications and establish market-based salary bands, and resultant Classification and Compensation Procedures were effective September 18, 2015.

CCSU employs a sufficient number of qualified personnel to support its mission and strategic objectives.

All unionized University employees are eligible to participate in professional development such as conferences, workshops, seminars, and educational exchanges paid for by collective bargaining funds. The State of Connecticut Department of Administrative Services (DAS) offers **in-service training** opportunities spanning a wide range of subject matters, including computer technology, budgeting and accounting, and supervisory training, as well as enhancing interpersonal communication skills. In addition, the BOR recently contracted with FirstNet Training Management System to provide online training opportunities to all employees for required courses such as FERPA for Higher Education, Sexual Harassment Prevention for Supervisors,

and Title IX. Human resources collaborates with the Office of the Provost and CCSU-AAUP Leadership to present workshops to full-time faculty, librarians, counselors, and coaches on negotiated requirements and procedures for renewals of appointments, promotion and tenure, and sabbaticals. The following workshops are scheduled during the academic year using timelines established in the collective bargaining agreement: Department Evaluation Committee Workshop, Renewal Workshop, Department Chair Workshop, Promotion and Tenure Workshop, and Sabbatical Leave Workshop. In addition, New Faculty Orientation takes place at the beginning of each academic year, and new Employee Orientation for administrators, support staff, and management/confidential employees takes place twice per year.

FINANCIAL RESOURCES

CCSU has a strong budget process that emphasizes a conservative balanced budget approach. This philosophy facilitated an increase in the resources devoted to academic affairs, academic support, and student services by $37.8 million, from 52.1 percent in 2010 to 55.5 percent in 2017, as highlighted in **Historical IPEDS information**. This management and allocation of resources visibly demonstrates the University's ability to support its mission and strengthen its academic and student core during financially challenging times.

Since 2008, CCSU has required each division to develop contingency plans to prepare for potential reductions ranging from 5-20 percent of the general fund appropriation. These divisional contingency plans, the University contingency account of approximately $400,000 per year, and the non-critical positions vacancies continue to be important tools in addressing mid-year rescissions and budgetary challenges. At several key points throughout the year, the University completes an analysis to project shortfalls to determine contingency plan implementation. The President ultimately decides how any reduction is allocated among the divisions, and allocations reflect judgment of the best fiscal course to meet the mission of the University.

CCSU has a strong budget process that emphasizes a conservative balanced budget approach. This philosophy facilitated an increase in the resources devoted to academic affairs, academic support, and student services by $37.8 million, from 52.1 percent in 2010 to 55.5 percent in 2017.

The FY 2018 budget process provides evidence of the University's ability to reallocate resources necessary to achieve institutional objectives. In the Spring 2017, the University anticipated the severity of appropriation reductions and proactively reallocated $3.4 million to fund the President's priorities – such as recruitment activities – as well as to prepare for anticipated reductions. This shift led to an FTE enrollment increase of 1.87 percent during time of declining high school graduation in the state. The FY 2018 appropriation, net of the November holdback, is $6.2 million less than FY 2017, and due to the proactive actions taken the University only had to allocate $100,000 of this reduction to the divisions in November 2017. As a result, the institution avoided reactive budget tightening. This conservative strategy has positioned CCSU to weather financial challenges and ensure the preservation of critical services and key investments.

The University continues to be stable despite the appropriations not keeping up with cost drivers. For example, **fringe expense** has increased by $26.1 million (86 percent) since 2008 and was the fastest growing expense during the time period. Despite these challenges, CCSU had an unrestricted reserve balance of $35.3 million as of June 30, 2017, (as noted in DFF 7.2 and the **CSU Audited Financial Statements**), and **tuition increases** have averaged 4.5 percent per year over the past 10 years. The financial wellbeing of the University led to investments of $18.3 million in reserves between 2008 and 2016 to better meet student needs. Investments included an athletic/recreational complex, a public safety building, and a new residence hall.

In FY 2017, the State provided approximately 36 percent, (40 percent in 2008), of the University's revenue through a State Appropriation and Fringe Recovery via a biennial budget process. With CCSU responsible for the balance, the institution had to rely on its history of fiscal stability and long-range resource planning. CCSU's food/housing revenue has increased by 52 percent, from $17.6 million in FY 2008 to $26.9 million in FY 2017. A major factor was the opening of our new Mid-Campus Residence Hall in FY 2015, which increased housing occupancy, as well as afforded the University the flexibility to convert double occupancy to singles to meet students' needs and demands. The University's analysis of trends, patterns, risks, and opportunities, much of which is a result of the annual budget presentations facilitated by the University Planning and Budget Committee (UPBC), is discussed further in Standard Two.

The University has several mechanisms to preserve the integrity of its finances, including the evaluation and assessment of internal controls.

In accordance with **C.G.S Section 10a** and its **bylaws**, the BOR has the sole authority and autonomy in all budget and finance matters. As part of the State of Connecticut's biennial budget process, the BOR approves the institution's biennial budget requests, mid-year adjustments, and sets tuition and fees for the University. The State Legislature appropriates general fund dollars to the Connecticut State Universities (CSUs), and appropriations are apportioned to each of the CSUs based on the BOR-approved general fund allocation methodology. In addition, CCSU submits an annual Spending Plan, which serves as the annual operating budget, to the BOR for approval each spring, and a mid-year update in February that includes the previous year's results and an updated current year forecast. This spending plan serves as the University's budget and is used by CCSU and the BOR to manage and report on the financial condition of the institution. There are differences in the audited financial statements versus CCSU's spending plan, for example, audited financials include construction in progress as an operating revenue, whereas the spending plan doesn't include construction in progress. Minutes for the **BOR Finance and Infrastructure Committee** are available on the BOR website.

The CFO reports directly to the University President and oversees all of the traditional financial functions as shown in the **Fiscal Affairs Organizational Chart**. Each fiscal division position includes a job description with specific criteria commensurate with the level of responsibilities and technical aspects of the position. Evaluations of position criteria occur periodically to ensure that the position meets the needs of the University. Separately, the Chief Administrative Officer (CAO) reports directly to the President and is responsible for all planning and design, capital budgeting, construction, and monitoring of all capital improvements.

The Annual Spending Plan sets forth a proposed expenditure to meet current service cost increases, as well as budget impacts for new and expanded programs. The budget model assigns responsibility to the President's Executive Committee (ExComm) members for all controllable costs, including faculty and staff positions. Monthly financial reports are systematically generated and sent to the appropriate employee in charge of oversight of each Banner index and evaluation of expenditures against budgets. Periodic financial updates are also provided to the UPBC, ExComm, and the campus community. During FY 2017, CCSU completed a University-wide Enterprise Risk Management Analysis for the BOR that included a heat map to quantify risk and determine if any actions need to be taken to address/mitigate risk. In accordance with State Comptroller requirements, the University completes, and the CFO and President sign-off on, the **Annual Internal Control Questionnaire**. Each of these analyses provides a foundation for decision making and risk management.

The UPBC has multi-disciplinary University representation to review recommended changes to the planning and budget processes. ExComm presents its annual budget to the UPBC including prioritized new incremental funding requests and

reallocations. The UPBC facilitates the collection of feedback from the campus community on the budget proposals and historical expenses, and ExComm then makes appropriate adjustments to its proposed budgets, which were historically presented to the President, CFO, and the Controller. The President makes decisions on resource allocation based on these presentations, UPBC recommendations, and the priorities of the University. Upon approval of the President, the University rolls all unit budgets into a University-wide spending plan budget which is presented to the BOR. The **UPBC website** includes its charter, minutes, recommendations, as well as archived documents. The contingency planning described above, as well as the President's reallocation of resources to meet budget reductions and contingencies, are the tools CCSU uses to address operating shortfalls. Additionally, in January 2017, the University unveiled a **historical expenditure website** to enhance transparency. The site includes detailed historical expense information including expenses by division and department.

The University maintains financial integrity and fiduciary responsibility by adhering to Federal, State and regulatory requirements. The Controller position manages a team for financial accounting and reporting, budgeting, and auditing.

The BOR has guidelines for the development and approval of new academic programs, including a financial pro forma requirement. CCSU follows the **Academic Programs Proposals and Approval Process**, and Academic Affairs ensures that the development and modification of programs does not have an unfavorable impact on existing programs. In addition, CCSU recently implemented an **internal review process** for new academic programs.

The University has several mechanisms to preserve the integrity of its finances, including the evaluation and assessment of internal controls. The University is required to complete an **Internal Control Guide** annually. This questionnaire is part of a self-evaluation and risk assessment process developed by the Office of the State Comptroller, and is available to the Auditors of Public Accounts. The Office of State Ethics publishes the **Code of Ethics Statutes and Regulations** that CCSU adheres to. For example, as required by statute, contracts with a value of $50,000 or more, which have not been exempted, require ethics forms on part of both the Contractor and CCSU. Contracts with a value of $500,000 or more require additional ethics forms to be completed by the Contractor. Additional examples of actions taken which help to evaluate and mitigate risk appear in Exhibit 7.D.1. The University posts closing entries and provides supplementary data and schedules to the external auditors and the BOR for the creation of the consolidated Connecticut State University System **audited financial statements**. In addition to the financial statement audits, the State Auditors of Public Accounts (APA) also examine the University's financial records, as part of a variety of audits which are available on the **Fiscal Affairs website**. The University President and CFO execute CCSU's management report letters for the APA audits. The BOR Audit Committee receives and reviews the audited financial statements and APA audits. The University works to resolve open audit issues, and, in many cases, issues are self-identified as a result of processes and procedural oversight.

The BOR budget policies and resolutions are available on its **website**. CCSU fiscal policies which pertain to the University community are located within CCSU's **Fiscal Division website**. Throughout the year, additional guidance is provided via emails to the University community to emphasize proper procedures such as timely deposits and end of year fiscal guidelines. In addition, each department has documented internal procedures available on the Fiscal Affairs shared drive.

The University maintains financial integrity and fiduciary responsibility by adhering to Federal, State and regulatory requirements. The Controller position manages a team for financial accounting and reporting, budgeting, and auditing. For example, the Accounting Department evaluates banking transactions on a daily basis, monitors

the approximate $80 million cash balance to ensure that the University can meet its obligations, and reconciles cash and appropriation ledgers. The University identifies opportunities for improvement by examination of the Annual Internal Control Questionnaire, Independent Third Party APA Audits, and periodic review of processes and procedures.

In keeping with CCSU's other fiscal policies, the Office of Financial Aid annually reviews and adjusts financial aid policies to ensure the proper support, enrollment and retention of incoming and continuing students. To better serve the student population, CCSU, in combination with the CCSU Foundation, have worked together to expand financial aid resources and support.

CCSU FOUNDATION

The CCSU Foundation, Inc. (Foundation) created in 1971, is a means of obtaining private contributions to support CCSU educational programs and research. Incorporated under the Connecticut law, the nonprofit organization is governed by an independent Board of Directors, which includes members of the faculty, student body, alumni, and the general public.

The endowment has more than tripled since 2008 and annual gifts exceed $3 million. Its success has enabled the Foundation to increase its scholarship support to students more than six-fold between 2008 and 2017.

Through the Foundation, CCSU actively engages in the creation of private-sector funding through gifts, which has been a successful source of contribution since CCSU's last self-study. The endowment has more than tripled since 2008 and annual gifts exceed $3 million. Its success has enabled the Foundation to increase its scholarship support to students more than six-fold between 2008 and 2017.

The President of CCSU is an ex-officio member of the Foundation's Board of Directors. Foundation bylaws and policies and procedures are readily available on its **website**. The University's Office of Institutional Advancement oversees all fund-raising efforts in collaboration with the Foundation Board of Directors, and fund-raising priorities directly relate to **institutional goals and objectives**. Particular emphasis on increasing the number and amount of annual gifts, and on increasing the value of the endowment, stems from the CCSU, FSP Objectives 6.3 and 6.4, respectively. Scholarships for students, academic development, library, and intercollegiate athletics represent some of the highest priorities for fundraising. The **Foundation** has increased student scholarships to over $1 million in FY 2016, an increase by more than a factor of six since 2008. The Foundation's successful communication efforts include prompt acknowledgement of every donor gift, and fundraising literature explains the importance of private gifts to a tax-supported institution.

For purposes of developing an annual budget, the spending policy of the Foundation is applied as follows: from Endowed Funds, five percent of the five-year average of the quarterly market value inclusive of fees; from Operating Funds, up to the limit of the balance of the respective fund. The Foundation employs independent certified public accountants who conduct an **annual audit** which is available to the public, as is their most recent **Form 990 tax return**.

INFORMATION, PHYSICAL, AND TECHNOLOGICAL RESOURCES

FACILITIES

The University campus consists of 314 acres and 3,785,649 gross square feet in 70 buildings – 66 of which are on the main campus, with the remaining four located in close proximity to the campus. Of the 314 acres, CCSU has 146 undeveloped acres adjacent to the main campus in the towns of Newington and New Britain.

In 1999 CCSU completed a **Master Plan** which identified the projected needs for the current and future growth of the University. The University's Master Plan is the foundation of the Capital Construction Program, enabling the University to make significant investments in its educational and physical infrastructure. The Connecticut Public Act 07-7 then established the CSUS 2020 program. This program allocated approximately $900 million to support general obligation bond financing for the acquisition, reconstruction,

improvement of facilities, and purchase of equipment for the four Connecticut State Universities. These general obligation bonds were part of a ten-year program beginning in FY 2009. Since these are general obligation bonds, the University and the Connecticut State Colleges and Universities (CSCU) System Office do not service the debt associated with these obligations.

The Capital Construction Program is also supported by Connecticut Health and Education Financing Authority (CHEFA) bonds. These bonds are used to support the renovation and development of auxiliary service facilities. CHEFA bonds are largely funded by in-state and out-of-state full-time student fees ($445.50 and $1,061.00 per semester, respectively). Dining facilities and other auxiliary buildings are funded exclusively by the System Office using the funds accumulated from University Fees. The University is responsible for 80 percent of the cost and debt service associated with residence halls and parking garages. As noted in DFF 7.4, CCSU's portion of the CHEFA debt service cost for the Mid-Campus Residence Hall, Welte Parking Garage, and Manafort Parking Garage is approximately $5.9 million per year.

The current CCSU campus reflects the extraordinary transformation that has taken place since the 1999 Master Plan went into effect. The campus has added state-of-the-art academic buildings, and a new engineering lab, residence hall, dining facility and police station.

The current CCSU campus reflects the extraordinary transformation that has taken place since the 1999 Master Plan went into effect. The campus has added state-of-the-art academic buildings, and a new engineering lab, residence hall, dining facility and police station. The University has also renovated several buildings on campus, such as Copernicus Hall Wraparound and the former Powerhouse, which is now the new Dance Education Center. In addition to these renovations, the University's utility infrastructure was relocated to a state-of-the-art centralized tunnel system. A video highlighting these accomplishments can be viewed at the CCSU **Master Plan website**.

The University is currently in the final stage of the 2020 program. Details on the program can be found in DFF 7.8 and on the **Strategic Construction and Renovation Plan** website. The final stage includes a new engineering building (Design Development Stage), new recreation center (In Construction), Barnard Hall Renovation/Addition (Schematic Design), and the Willard and DiLoreto Renovation/Addition (In Construction). These investments will greatly enhance the University's ability to continue to expand its offerings and attract well-qualified and motivated applicants.

In addition to CCSU's significant investments in its physical improvements, the University is also committed to sustainability initiatives. CCSU has made a commitment to Leadership in Energy and Environmental Design (LEED) and High Performance buildings and utilizes a **1.4 megawatt fuel cell** power generator that is located at East Hall to improve its sustainability initiatives. CCSU is committed to ensuring that all facilities support an educational environment that meets the current and future needs of the State of Connecticut.

INFORMATION TECHNOLOGY

CCSU continues to commit extensive information technology resources in support of its academic mission. The Information Technology Department (IT) operates the Student Technology Center (Center), the largest computer laboratory with 214 PCs and 39 Apple computers. Connected to this lab is a classroom with 30 PCs. Since the 2008 NEASC evaluation, five group workspace areas have been added, complete with a large display and whiteboards for students to collaborate on projects. IT offers a variety of software for student use as well as wireless network and printing from mobile devices. With a primarily commuter-based student body, access to the computing, printing, and networking capabilities of the Center is an essential tool for student success, and the average 1,200 student visits per day provide evidence of this. The Student Technology Center also provides workshops and individual training sessions on campus software, including SPSS and Adobe products. There are also approximately 25 smaller

discipline-specific computer labs, as well as 17 general-purpose fully-computerized classrooms. Of the approximately 235 general purpose classrooms, 175 contain a teaching station that includes a computer with appropriate software, internet access, projectors, speakers, cable television, and document cameras. All computers in laboratories and general purpose classrooms are on a four-year replacement cycle (FSP Objective 8.1 of the University's Former Strategic Plan). The University spends approximately $500,000 per year to replace student-used computers. Since the last NEASC evaluation, CCSU collaborated with faculty to enhance teaching and learning through interactivity such as flexible furniture, interactive displays, and mobile device classpacks.

IT supports the University's utilization of Blackboard Learn for traditional, online and hybrid courses. IT creates and loads Blackboard Learn shells for every class in advance of the course semester. Professors have ample time to create, download, upload, transfer, and organize content on this course management software. The Instructional Design and Teaching Resource Center (IDTRC) provides instructional design services, Blackboard administration and support, as well as training to faculty and staff. IDTRC works with departments, holds workshops, and individual instructors and staff to ensure that all have the skills to use Blackboard, as well as Banner, multimedia projects, MS Office, and social networking software.

The IT Help Desk is available 60 hours per week via telephone and email for technology support and assistance for students, faculty, and staff. To assist the Help Desk, the IT department staffs a walk-in support center and has contracted with an outside vendor to offer after-hours support for Blackboard Learn.

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LIBRARY

CCSU's **Elihu Burritt Library** provides access to ample physical and technological resources and facilitates student research and study activity. Library staffing consists of administrative staff, library faculty members and support staff (DFF 7.6). The library has a collection of over 644,720 bound volumes, over 121,954 electronic books, and an extensive online, microform, and periodical collection. In addition, its **special collections** include rare books and archives related to the University, Connecticut Polish Americans, gubernatorial records and Lemon Laws].

The Library continues to evolve from a primarily print-oriented facility to a center for broad access to knowledge, research and study. The **Library website** has over 59,000 academic e-journals and magazines and over 200 research databases in a variety of disciplines, which are available 24 hours a day via remote access. In recent years, hardcopy resources that would normally be counted in statistics such as circulation and renewals have declined in use as the University transitions to more electronic resources (books, journals, etc.; Exhibit 7.D.2). In addition, all CCSU students regardless of location (i.e. Jamaica Program, downtown campus) have access to library resources through their BlueNet Account.

CCSU also works to ensure that library resources are expanded as new programs are implemented. For example, in 2016 the Anesthesiology Journal was purchased to support student research for the new Doctorate of Nurse Anesthesia Practice (DNAP). In 2017, $8,600 of library resources were purchased. Books used in the DNAP Programs and recommended by the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA) have been purchased and placed in the Reserved Room of the Library. When available through the publisher, books with electronic access have been ordered so that students can access these materials from off campus. Electronic access is especially important for those students in the DNAP: Advanced

Program since their courses are hybrid or on-line courses and they are not on campus full-time.

Students, faculty, and staff at CCSU have access to the State of Connecticut research ITCT academic databases. The Burritt Library participates in the Council of Connecticut Academic Library Directors (CCALD) Reciprocal Borrowing Agreement that allows faculty and staff to borrow from 33 academic libraries in Connecticut. In January 2017, the University joined the 16 other CSCU institutions and the state library in a new integrated library system hosted by Ex LIBRIS, which replaced CONSULS.

Collaboration between teaching librarians and other faculty is a vital aspect of many student course experiences. The Reference Department provides literacy instruction tailored to individual courses upon faculty request. There are three modes of instruction available. The first option is a one-credit course where students receive instruction on how to strategically find credible information, evaluate the information, and how to ethically and appropriately use the information in research. In the second option, a librarian is embedded in the course and actively participates in course instruction when appropriate, usually three to four times over the course of the semester. The third option, referred to as a One-Shot, is a library-hosted workshop on information literacy.

The Library continues to evolve from a primarily print-oriented facility to a center for broad access to knowledge, research and study. The Library website has over 59,000 academic e-journals and magazines and over 200 research databases in a variety of disciplines, which are available 24 hours a day via remote access.

CCSU funded partial renovations to the Library building in 2011. This renovation included, in part, a newly conceived and designed common area. The new common area provides a welcoming space with couches, computers, coffee, and food. Given 81 percent of CCSU students are **commuters**, this area provides a place to spend time between classes and encourages face-to-face interaction with the library, its resources and staff.

OPERATIONAL AND TECHNOLOGICAL SAFETY

The University has various processes in place to ensure operational and technological safety. The **Office of Environmental Health and Safety** plays an important role in reducing the University's environmental footprint. CCSU has continued to reduce and control its hazardous wastes and is considered a small quantity generator. Additionally, staff work with faculty to reduce chemical usage and overall purchase quantities. Staff also monitor construction sites to ensure adherence to campus requirements. Additionally, the **CCSU Police Department** has continued to increase visibility by improving crisis response capabilities and integrating a number of campus communication systems. Police also conduct training for the campus community. To date, the CCSU Police Department is the only police department within the CSCU system that has achieved accreditation through the Commission on Accreditation for Law Enforcement Agencies, Inc. (CALEA).

CCSU participates in and supports the development of system-wide security standards and procedures created by the BOR. Information Technology has adopted BOR computer use policies, procedures, and standards, which are published on its webpages. The University also has tools to find and move protected data or personally identifiable information (PII) into secure locations. Policies and procedures regarding access to PII are designed around the principle of least privilege. As of Fall 2015, all employees identified with access to PII are required to take an online security awareness training program per the BOR Security Awareness Training Standard (IT-STND-002). A robust procedure is in place to address any security-related incidents. The IT department has leveraged cloud technologies, such as Microsoft Office 365, in its disaster recovery planning. Disaster recovery policies and procedures are regularly reviewed to ensure they minimize system disruption, contain data loss or exposure, and ensure maximum business continuity (**Objective 8.4 of the University's Former Strategic Plan** (FSP)).

APPRAISAL

CCSU's staffing levels have remained fairly constant and comparable to regional norms for master's level institutions (Exhibit 7.A.1, Standard Two, Figures 3 and 4 on page 11). Due to budgetary concerns prior to Fall 2009, a hiring freeze was put into place and employees close to retirement were offered incentives to retire early. In July 2017, a new contract was ratified with the State Employees Bargaining Unit Agent Coalition (SEBAC) Agreement. The state-wide employee union concessions are anticipated to save $1.57 billion over the current biennium and $24 billion over the next 20 years. In exchange for these concessions, employees received employment security provisions, a one-time bonus in FY 2019 with wage increases in FY 2020 and FY 2021. In addition to the execution of the SEBAC Agreement, the System Office entered into a specific collective bargaining unit agreement with the CSU-AAUP. One outcome of the new AAUP contract was to provide greater support for part-time faculty by providing stronger integration with the campus community. For example, part-time faculty will now have increased access to office resources and may serve on a wider range of departmental committees. Another change in the contract was to increase the credit-weight of lab courses so that one credit hour equates to one load hour, as opposed to 0.75 load hours. The credit hour valuation change is anticipated to increase the part-time lecturer expenses by approximately $300,000 per year. Despite several years without salary increases, **CCSU faculty salaries** continue to be competitive with regional master's level institutions.

The University continues to be fiscally secure, as evidenced by the University's strong balance sheet with unrestricted reserves in 2017 of $35.3 million, compared with $45.9 million in 2008.

The University continues to be fiscally secure, as evidenced by the University's strong balance sheet with unrestricted reserves in 2017 of $35.3 million, compared with $45.9 million in 2008. This change is primarily the result of a planned CCSU funded investment of more than $18.3 million in infrastructure during this time period. In addition, approximately $11 million of the decrease in unrestricted reserves pertains to increases in the uncompensated absence accruals, resulting from the State Employee Retirement System (SERS) retirement rate increase from 33.27 percent to 56.58 percent from FY 2008 to FY 2018, as well as a 2015 computation methodology change.

The BOR holds the University accountable for balancing the CCSU Annual Spending Plan, and CCSU has proven its financial accountability through a strong proactive contingency management process. As evidenced by the Spending Plan Expense history located at **Spending Plan Actual Expense History FY 2005 to FY 2017**, the University has maintained financial stability each year with at least a modest surplus despite more than $13 million in reductions to appropriations since 2013. The accumulation of these cuts has caused the University to continue to seek an even greater understanding of its resources and to identify resources that can be redirected to Academic Affairs, Academic Support, and Student Services.

The UPBC has played a strong role in reviewing and recommending changes to the President related to contingency plans, new funding, and reallocation requests, and the group serves as a critical resource for budget decisions. In light of the State of Connecticut's current financial instability, the President has identified increased enrollment and entrepreneurial activities as major strategic goals to help offset the anticipated decline in state appropriations. The newly established Integrated Planning Council created a multi-disciplinary committee to develop an **Integrated Budget Model** (IBM) methodology, which has elements of zero-based budgeting. The result was the implementation of a six department pilot for the FY 2019 budget.

CCSU is committed to regulatory compliance, and when the U.S. Department of Education placed all public higher education institutions in the State

of Connecticut under provisional status in March 2017 the University took immediate action. CCSU hired **Financial Aid Services** to conduct a Financial Aid Office Effectiveness Review and Desk Audit. The consultants concluded that there were no systemic weaknesses in the examined departments, nor were there significant numbers of repeat findings. Additionally, they found that the staff are dedicated to complying with all federal regulations and maintaining up-to-date regulatory knowledge (See Standard Five, Exhibit 5.A.13, pg. 26). The University will continue to exercise due diligence with regard to the management of financial aid, as exemplified by its recent establishment of an Associate Vice President of Enrollment Management position, reporting to the President.

The University has been a leader in identifying opportunities to streamline processes and procedures to reduce transaction processing time, enhance internal controls, and ensure that the campus community experience is efficient. CCSU is the only institution within the system that has implemented technological solutions to facilitate the following processes: web-based travel reimbursement system; Web-Now imaging and routing system for requisitions and purchase orders; automatic posting of departmental credit card transactions from JPMorgan directly to the general ledger, rather than manual entry of these transactions; and a kiosk/application system to facilitate food ordering in the retail dining location. For example, the web-based travel reimbursement system automatically computes international currency conversions, which previously used to take several days to compute manually. These advances set the University apart from other CSU schools, and as the System moves to consolidated and "standardized processing," these automated solutions will be leveraged and built upon.

> ***"Overall impression is a well-managed Financial Aid Office that provides quality customer service to the CCSU students and the university community"***
>
> ***– Exhibit 5.A.13, pg. 16***

The University has made strides to enhance processes through online tools. As part of the System Office's standardization process, CCSU converted from Nelnet to Touchnet's eBill/ePayment system in October 2017. While there have been challenges in moving from a highly customized to a standardized solution, the student-facing functionality has increased to include additional payment plan options. Until recently, Blackboard Learn appeared to meet the course management needs of students and faculty; however unfavorable feedback received related to recent software changes is cause for reevaluation.

As part of CSCU's **Students First** initiative, one of the System Office's priorities is to move all 17 institutions to a common chart of accounts on 7/1/2018. While existing Banner indexes will not change, the implementation of a single chart of accounts will result in change of all account codes and the accounting string. This change will impact the coding of purchase orders, requisitions, feeds to and from systems, as well as any report that pulls current and historical account code data. In addition, the movement from one chart to the other will result in changes to year-end processes. This level of consistency across the system will enable CSCU to consolidate and analyze results, as well as create a foundation for shared services. CCSU's Fiscal Division continues to work proactively to prepare for these changes in order to minimize disruption to the campus community.

The University has been very successful in partnering with the Foundation during the challenging economic times since its last self-study. The Foundation has grown from $21.8 million as of June 30, 2008 to $71.2 million as of June 30, 2017, which far exceeded its FSP goal (Objective 6.3) of increasing the value of annual gifts. The Foundation's target was to raise $2 million in annual gifts, and over $3 million was raised in each of the last eight fiscal years in the effort to meet 5,000 total annual donors. Students have benefited from the Foundation's success with privately administered scholarship awards increasing from $178,155 in FY 2008 to $707,152 in FY 2013 and $1,311,273 in FY 2017.

In the NEASC 2008 self-study, CCSU reported on a 1999 Facilities Master Plan that provided a ten-year roadmap for **capital projects**, improvements, and maintenance to meet strategic priorities.

Funded primarily by the General Assembly and CHEFA, this $950 million capital project list has led to new and renovated facilities. Projects include a recently completed state-of-the-art Social Sciences Hall, the Hilltop Café, the conversion of the powerhouse to a dance studio, a new residence hall, improved sports facilities, a new police station, and the highly anticipated reopening of the newly renovated Willard and DiLoreto space which will now be 130,000 square feet of state-of-the-art classroom and office space. Additionally, CCSU has installed a **1.4 megawatt fuel cell** power generator to improve sustainability.

Students have benefited from the Foundation's success with privately administered scholarship awards increasing from $178K in FY 2008 to $707K in FY 2013 and $1.3M in FY 2017.

CCSU's new 2012 Master Plan was incorporated into the Connecticut State University System 2020 plan (CSUS 2020) for infrastructure improvement. In March 2014, the state legislature approved $129 million in modifications (See Standard Two, Exhibit 2.D.2) to the plan. The groundbreaking for the new 70,000 square foot Huang Recreation Center occurred in Fall 2017. Planning is also underway for a new engineering building (DFF 7.8).

Successful implementation of the Campus Master Plan has produced a significant improvement in the campus environment – both physical and electronic. This work sometimes creates temporary complications, such as the reallocation of library space for temporary classrooms. However, organizers have given significant attention to the working conditions of faculty and staff and effective planning has limited such disruptions. Stakeholder input has been considered throughout the campus improvement process, and new buildings reflect stakeholders' needs. The University continues its aggressive improvement of these resources to keep pace with ever-evolving technology and the need for continued maintenance of new and existing facilities.

PROJECTION

The Students First Initiative examines several fiscal functions (purchasing, contracting, and payroll), information technology, financial aid, institutional research, human resources, and facilities with the aim of identifying system inefficiencies and areas for consolidation. During this period of evaluation, there is a great deal of uncertainty and trepidation as to exactly how these efforts of consolidation and centralization will affect the University's ability to achieve its mission. The **Student's First** initiative includes recommendations from various workgroups and additional information. In the meantime, CCSU will make every effort to continue these operations in accordance with NEASC standards.

The UPBC, IPC and the President have approved the following critical new positions for the upcoming 2018-19 year: two new counseling positions for Student Affairs; a position responsible for assessment of general education and NEASC compliance; a teaching position to support the second DNAP cohort; and seven new maintenance/plant positions in support of the opening of the newly renovated Willard and DiLoreto and Huang Recreation Center. The University will continue to examine the permanent elimination of less critical vacant positions so that critical positions can continue to be established. To facilitate decision-making the IPC has begun to gather and analyze national benchmarking data. Additionally, the UPBC and IPC have recommended that the IBM pilot be extended for another year with the School of Business, Information Technology, and two sports in Athletics piloting the new budget model in FY 2019.

Escalating retirement rates will continue to be a challenge for the State of Connecticut. While SEBAC 2017 creates significant savings to what the costs would have been, the FY 2019 SERS retirement rate has increased to 64.30 percent and for several years after as a result of projected increases in the amortization of the unfunded liability. The University will continue to carefully manage its positons to ensure critical positions are sustainable.

CCSU'S system will be moving to Banner 9 by December, 2018. As part of this process, it is anticipated that additional standardization will occur. The University is also working with the System Office CIO to explore the potential replacement of its existing learning management system with a solution which aligns with CCSU strategic goals.

The University is making significant progress to reach its goal in FSP Objective 6.4 of an $80 million endowment. Continued fundraising success and steady market growth suggest that the value of the endowment could reach the $80 million goal during FY 2018. Considering the downturn of the national and state economy after 2008, CCSU's endowment expansion has been successful, and the school looks forward to meeting its endowment expansion goal in the currently improved economic climate. The University will educate itself on new calendar year tax code changes and monitor the impact of the changes on giving patterns. CCSU remains confident that its donor base will continue to enthusiastically support the academic and athletic programs they are passionate about.

One of the key components of the new strategic plan is to develop new or alternative sources of funding. To that end, CCSU will begin exploring avenues where additional sources of revenue can be generated, including the possible expansion of continuing education.

CCSU has also developed standard operating procedures for addressing various types of threats; natural, human and environmental and will continue to make revisions and improvements to these policies, as well as its ability to respond to such threats.

CCSU plans to dedicate a specific location for the DNAP Program in Copernicus Hall (rooms 22408/224099 or 22221), which has space for the current full-time nurse anesthetist faculty member, a second full-time nurse anesthetist, a physiologist that will help with DNAP courses and doctoral capstones, office space for part-time faculty teaching in the DNAP Program, an area for DNAP students to congregate, and an area that could house a part-time administrative assistant. In addition, the following library enhancements will occur in 2018:

a. UpToDate, an electronic evidence-based clinical decision support resource from Wolters Kluwer used by clinicians worldwide
b. Continue to add resources from the NBCRNA list as they update their list and add new editions
c. Continue to add texts and resources used by the 700-level courses in the DNAP Programs

As noted in Standard Two, the University will need to reallocate resources to support increased enrollment as it approaches 15,000 students. A key element of the enrollment plan will be to optimize both faculty and support staff capacities to ensure that resources are fully utilized and that students are appropriately supported. To help achieve this goal, a search is currently underway for a new Associate Vice President for Enrollment Management, who will play a central role in student success. In addition, the opening/reopening of Willard and DiLoreto, new Engineering Building, new recreation center and Barnard Hall will help to accommodate this increased enrollment. Finally, projections of integrated planning, strategic plan revisions, and piloting of IBM are relevant to careful stewardship and prudent expansion of institutional resources. Please see Standard Two for an overview of planning projections that will have a positive impact on institutional resources.

HEADCOUNT OF EMPLOYEES BY OCCUPATIONAL CATEGORY

WORKSHEET 7.1

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

	3 Years Prior (FY 2015)			2 Years Prior (FY 2016)			1 Year Prior (FY 2017)			Current Year (FY 2018)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	451	501	952	450	499	949	446	489	935	448	485	933
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	13	6	19	13	6	19	12	5	17	12	8	20
Library Technicians	7	0	7	8	0	8	8	0	8	7	0	7
Archivists, Curators, Museum staff	1	0	1	1	0	1	1	0	1	1	0	1
Student and Academic Affairs	87	10	97	86	12	98	88	22	110	89	22	111
Management Occupations	46	0	46	47	0	47	45	0	45	40	0	40
Business and Financial Operations	49	0	49	46	0	46	48	0	48	45	0	45
Computer, Engineering and Science	43	0	43	43	0	43	44	0	44	41	0	41
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	45	17	62	44	17	61	44	16	60	45	18	63
Healthcare Practitioners and Technical	7	0	7	6	0	6	6	0	6	6	0	6
Service Occupations	73	0	73	74	0	74	72	0	72	65	0	65
Sales and Related Occupations	0	0	0	0	0	0	0	0	0	0	0	0
Office and Administrative Support	120	92	212	122	96	218	122	95	217	117	89	206
Natural Resources, Construction, Maintenance	20	0	20	25	0	25	26	0	26	24	0	24
Production, Transportation, Material Moving	11	0	11	11	0	11	10	0	10	8	0	8
Total	973	626	1,599	976	630	1,606	972	627	1,599	948	622	1,570

Please enter any explanatory notes in the box below

Graduate assistants are excluded from above totals.

STATEMENT OF FINANCIAL POSITION/STATEMENT OF NET ASSETS

WORKSHEET 7.2

Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Most Recent Year (FY 2017)	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
ASSETS (in 000s)					
? Cash and Short Term Investments	$74,628	$76,916	$76,498	3.1%	-0.5%
? Cash held by State Treasurer	$6,551	$4,130	$4,639	-37.0%	12.3%
? Deposits held by State Treasurer	$12,679	$15,010	$14,703	18.4%	-2.0%
? Accounts Receivable, Net (note A)	$59,791	$3,239	$3,363	-94.6%	3.8%
? Contributions Receivable, Net	$0	$0	$0	-	-
? Inventory and Prepaid Expenses	$1,879	$2,020	$2,102	7.5%	4.1%
? Long-Term Investments	$0	$0	$0	-	-
? Loans to Students	$3,722	$3,350	$3,218	-10.0%	-3.9%
? Funds held under bond agreement	$0	$0	$0	-	-
? Property, plants, and equipment, net	$290,032	$297,117	$293,664	2.4%	-1.2%
? Other Assets				-	-
Total Assets	**$449,282**	**$401,782**	**$398,187**	-10.6%	-0.9%
LIABILITIES (in 000s)					
? Accounts payable and accrued liabilities	$56,680	$46,049	$49,833	-18.8%	8.2%
? Deferred revenue & refundable advances (note A)	$66,399	$9,722	$8,919	-85.4%	-8.3%
? Due to state	$0	$0	$0	-	-
? Due to affiliates	$0	$0	$0	-	-
? Annuity and life income obligations	$0	$0	$0	-	-
? Amounts held on behalf of others	$1,032	$1,048	$978	1.6%	-6.7%
? Long-term investments	$0	$0	$0	-	-
? Refundable government advances	$3,137	$3,137	$3,137	0.0%	0.0%
? Other long-term liabilities	$0	$0	$0	-	-
Total Liabilities	**$127,248**	**$59,956**	**$62,867**	-52.9%	4.9%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	**$315,892**	**$334,544**	**$328,978**	5.9%	-1.7%
? Foundation (note B)	**$0**	**$0**	**$0**	-	-
Total	**$315,892**	**$334,544**	**$328,978**	5.9%	-1.7%
Temporarily restricted net assets					
Institutional	**$6,142**	**$7,282**	**$6,342**	18.6%	-12.9%
? Foundation (note B)	**$0**	**$0**	**$0**	-	-
Total	**$6,142**	**$7,282**	**$6,342**	18.6%	-12.9%
Permanently restricted net assets					
Institutional	**$0**	**$0**	**$0**	-	-
? Foundation (note B)	**$0**	**$0**	**$0**	-	-
Total	**$0**	**$0**	**$0**	-	-
Total Net Assets	**$322,034**	**$341,826**	**$335,320**	6.1%	-1.9%
TOTAL LIABILITIES and NET ASSETS	**$449,282**	**$401,782**	**$398,187**	-10.6%	-0.9%

Please enter any explanatory notes in the box below

Note A: For FY 2016, auditors have required that accounts receivable and deferred revenue are no longer to be grossed up by the amounts billed but not earned or paid for future semesters. If prior fiscal years were restated, the accounts receivable and deferred revenue amounts for FY 2015 $2,845,934 and $9,453,818, respectively.
Note B: The CCSU Foundation has separate audited financial statements.

STATEMENT OF REVENUES AND EXPENSES

WORKSHEET 7.3

	Fiscal Year ends - month& day: (6 /30)	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Change ($)	Change (%)	Next Year Forward (FY 2019)	Change ($)	Change (%)
	OPERATING REVENUES (in 000s)									
5	Tuition and fees	$86,206	$94,364	$99,770	$108,034	$8,264	8.3%	$111,036	$3,002	2.8%
6	Room and board	$0	$0	$0	$0	$0	-	$0	$0	-
7	Less: Financial aid	-$13,266	-$14,964	-$15,591	-$14,992	$599	-3.8%	-$15,305	-$313	2.1%
8	Net student fees	$72,940	$79,400	$84,179	$93,042	$8,863	10.5%	$95,731	$2,689	2.9%
9	Government grants and contracts	$8,190	$7,328	$5,811	$5,095	-$716	-12.3%	$3,850	-$1,245	-24.4%
10	Private gifts, grants and contracts	$1,420	$1,474	$1,681	$3,174	$1,493	88.8%	$3,100	-$74	-2.3%
11	Other auxiliary enterprises	$285	$135	$149	$155	$6	4.0%	$155	$0	0.0%
12	Endowment income used in operations	$22,648	$26,678	$26,748	$28,289	$1,541	5.8%	$28,556	$267	0.9%
13	Other revenue (specify):	$7,630	$8,875	$6,401	$3,914	-$2,487	-38.9%	$3,912	-$2	-0.1%
14	Other revenue (specify):	$2,936	$2,786	$3,801	$2,789	-$1,012	-26.6%	$2,618	-$171	-6.1%
15	Net assets released from restrictions	$50,722	$28,324	$2,838	$1,856	-$982	-34.6%	$5,500	$3,644	196.3%
16	**Total Operating Revenues**	**$166,771**	**$155,000**	**$131,608**	**$138,314**	$6,706	5.1%	**$143,422**	$5,108	3.7%
17	**OPERATING EXPENSES (in 000s)**									
18	Instruction	$85,693	$86,608	$95,259	$92,763	-$2,496	-2.6%	$99,385	$6,622	7.1%
19	Research	$1,796	$1,918	$1,612	$1,570	-$42	-2.6%	$1,682	$112	7.1%
20	Public Service	$8,033	$7,491	$6,417	$6,249	-$168	-2.6%	$6,695	$446	7.1%
21	Academic Support	$18,531	$18,425	$19,440	$18,931	-$509	-2.6%	$20,283	$1,352	7.1%
22	Student Services	$24,146	$25,301	$26,657	$25,958	-$699	-2.6%	$27,811	$1,853	7.1%
23	Institutional Support	$30,062	$30,823	$31,192	$30,375	-$817	-2.6%	$32,543	$2,168	7.1%
24	Fundraising and alumni relations	$0	$0	$0	$0	$0	-	$0	$0	-
25	Operation, maintenance of plant (if not allocated)	$22,605	$28,103	$19,069	$18,569	-$500	-2.6%	$19,895	$1,326	7.1%
26	Scholarships and fellowships (cash refunded by public institution)	$24,230	$24,675	$23,706	$23,085	-$621	-2.6%	$24,733	$1,648	7.1%
27	Auxiliary enterprises	$11,264	$12,432	$12,487	$12,161	-$326	-2.6%	$13,027	$866	7.1%
28	Depreciation (if not allocated)	$15,611	$17,721	$18,263	$18,263	$0	0.0%	$18,263	$0	0.0%
29	Other expenses (specify):	$0	$0	$0	$0	$0	-	$0	$0	-
30	Other expenses (specify):	$0	$0	$0	$0	$0	-	$0	$0	-
31	**Total operating expenditures**	**$241,971**	**$253,497**	**$254,102**	**$247,924**	-$6,178	-2.4%	**$264,317**	$16,393	6.6%
32	**Change in net assets from operations**	**-$75,200**	**-$98,497**	**-$122,494**	**-$109,610**	$12,884	-10.5%	**-$120,895**	-$11,285	10.3%
33	**NON OPERATING REVENUES (in 000s)**									
34	State appropriations (net)	$87,019	$90,766	$84,488	$76,322	-$8,166	-9.7%	$86,090	$9,768	12.8%
35	Investment return	$138	$265	$568	$1,189	$621	109.3%	$1,543	$354	29.8%
36	Interest expense (public institutions)	$52	$0	$0	$0	$0	-	$0	$0	-
37	Gifts, bequests and contributions not used in operations	$1,956	$2,528	$2,416	$447	-$1,969	-81.5%	$447	$0	0.0%
38	Other (specify): Sale of Goods and Services	$470	$475	$388	$282	-$106	-27.3%	$282	$0	0.0%
39	Other (specify): Pell Grant Revenue	$14,087	$14,194	$13,491	$14,845	$1,354	10.0%	$15,000	$155	1.0%
40	Other (specify): Transfer of Funds to the State	$0	-$1,173	$0	$0	$0	-	$0	$0	-
41	**Net non-operating revenues**	**$103,722**	**$107,055**	**$101,351**	**$93,085**	-$8,266	-8.2%	**$103,362**	$10,277	11.0%
42	**Income before other revenues, expenses, gains, or losses**	**$28,522**	**$8,558**	**-$21,143**	**-$16,525**	$4,618	-21.8%	**-$17,533**	-$1,008	6.1%
43	Capital appropriations (public institutions)	$7,825	$11,344	$13,753	$53,823	$40,070	291.4%	$41,783	-$12,040	-22.4%
44	Other (specify):	-$50	-$111	$885	$0	-$885	-100.0%	$0	$0	-
45	**TOTAL INCREASE/DECREASE IN NET ASSETS**	**$36,297**	**$19,791**	**-$6,505**	**$37,298**	$43,803	-673.4%	**$24,250**	-$13,048	-35.0%

STATEMENT OF REVENUES AND EXPENSES

WORKSHEET 7.3 *(continued)*

General: CCSU submits an annual Spending Plan, which serves as the annual operating budget, to the BOR for approval each spring, and a mid-year update in February that includes the previous year's results and an updated current year forecast. It is important to note that this Spending Plan serves as the University's budget and is used by the University and the BOR to manage and report on the financial condition of the University. There are differences between the Audited Financial statements versus CCSU's Spending Plan, for example, the Audited Financials include construction in progress as an operating revenue, whereas the Spending Plan doesn't include construction in progress. In addition, CHEFA debt service payments, which detail is provided on 7.4 (see reference line 5 above), is presented as an other transfer on the Spending Plan is presented, in accordance with System Office direction, as a reduction to Tuition and Fees Revenue Line 5. Please review the historical expenses and FY 19 spending plan at: http://www.ccsu.edu/fiscalaffairs/Spending%20Plan%20Actual%20Expense%20History%20FY%202005%20to%20FY%202019%20Budget.xlsx
Forecast Assumptions: The Audited Financials, which were used to populate the FY 2015 through FY 2017 actuals, include items which are not part of the University's Operating Budget as noted in the general comment. In preparing the FY 2018 and FY 2019 projections, the University used the FY 2019 Spending Plan Operating Budget as of 05/17/2018 with the following adjustments and projections; Restricted funds (i.e. Pell, private financial aid) of $22,253,128 (Line 9 = $5.0M, Line 10 = $2.7M, Line 39 = $14.5M).
Note A: Effective with the FY 2016 Audited Financial Statements, the Pell Revenue was presented as a line item within the Non-Operating Revenue Category rather than as a Federal Grants and Contracts Revenue in the Operating Revenue Section. The FY 2015 Audited Financial Statements were not updated to reflect this change, however, to ease with comparability, the Pell Revenue is being presented in the Non-Operating Revenue Section to allow for comparisons between the fiscal years.
Note B: Effective with the FY 2016 Audited Financial Statements, the student sickness and accident insurance revenue was presented within the Auxiliary Enterprises line rather than Tuition and Fees Revenue in the Operating Revenue Section. The FY 2015 Audited Financial Statements were not updated to reflect this change, however, to ease with comparability, the student sickness and accident insurance revenue is being presented in the Auxiliary Enterprises line to allow for comparisons between the fiscal years. The decline in auxiliary services primarily relates to the renegotiation of accident insurance rates in FY 2017 as well as the elimination of the University directly offering health insurance in FY 2018.
Note C: Program income from Auxiliary Enterprises is a combination of revenue from self-supporting cost centers along with revenue from student sickness insurance, student accident insurance, and the telephone service fee. The increase in FY 2018 and FY 2019 primarily relate to the design/construction of Wilard & DiLoreto and Huang Recreation Center.
Note D: Commissions and other revenue is a combination of revenue from commissions and contract guarantees received from vendors (e.g. bookstore, vending machines, food service), NCAA and athletic conference revenue, athletic game guarantees, credit card convenience fee, ticket sales, ID replacement and damage fees, parking and library fines, and royalties.
Note E: CHEFA Bonds in progress, which are estimated to be spent in fiscal years 2018 and 2019 based on projected expenses associated with projects.
Note F: The IPEDS instructions call for the allocation of Operation and Maintenance of Plant and Depreciation expenses, the University does not allocate them as part of the University's budget or expense allocation process. Therefore, the University has presented these expenditures on a separate line item above to be consistent with our accounting procedures.
Note G: Depreciation - SFY 2017 values are projected forward.
Note H: CSUS 2020 bonded projects - FY 2015 - FY 2017 represent actual payments made on these projects and FY 2018 and FY 2019 are estimated values.
Note I: FY 2018 operating expense declined by 8.4% over FY 2017 due to unprecedented retirements in FY 2018 as a result of the SEBAC 2017 agreement. FY 2019 assumes that the University will have made progress filling these positions as well as the establishment of new positions.

STATEMENT OF DEBT

WORKSHEET 7.4

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
Debt					
Beginning balance	$107,349,977	$101,455,679	$95,555,575	$91,369,842	$85,457,845
Additions	$0	$0	$1,737,145	$0	$15,200,000
Reductions	($5,894,298)	($5,900,104)	($5,922,878)	($5,911,997)	($5,878,835)
Ending balance	**$101,455,679**	**$95,555,575**	**$91,369,842**	**$85,457,845**	**$94,779,010**
Interest paid during fiscal year	$3,314,897	$3,188,987	$3,089,772	$2,956,644	$2,817,144
Current Portion	$5,900,104	$5,922,878	$5,911,997	$5,878,835	$5,851,944
Bond Rating*	n/a	n/a	n/a	n/a	n/a

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.

There are three debt issuances (Series N - Mid-Campus Residence Hall, Series P-1 - New Parking Garage Design, and Series P-2 - Welte Garage) that the University is responsible for their partial repayment. Series N matures from 2014 to 2033 with interest rates varying from 4.1% to 5.0%, Series P-1 matures from 2016 to 2036 with interest rates varying from 2.5% to 5.0%, and Series P-2 matures from 2011 to 2022 with interest rates varying from 2.5% to 5.0%. Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1st and October 1st of each year. All debt covenants are being met. For FY 2018, the debt payments total $5,911,997 ($5,134,957 for Series N - Mid-Campus Residence Hall, $86,924 for Series P-1 - New Parking Garage Design, and $690,116 for Series P-2 - Welte Garage).

Line(s) of Credit: List the institutions line(s) of credit and their uses.

N/A

Future borrowing plans (please describe)

For FY 2019, it has been proposed that $15.2M in bonds be issued for the costs related to the construction of a parking garage.

Please enter any explanatory notes in the box below

- The debt noted in the chart above reflects the portion of the debt that was taken out by the Connecticut State Colleges and Universities system and directly attributable to the university. The University is responsible for the repayment of its portion of the CHEFA debt although that portion is not discretely presented as part of the University's audited financial statements, rather these values are shown as System Office liabilities.
- CCSU does not have an individual Bond Rating, rather we rely on the Bond Rating for the State of Connecticut

SUPPLEMENTAL DATA

WORKSHEET 7.5

	FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (FY 2019)
	NET ASSETS					
	Net assets beginning of year	$285,737	$322,034	$341,825	$335,320	$395,803
	Total increase/decrease in net assets	$36,297	$19,791	($6,505)	$37,298	$24,250
	Net assets end of year	**$322,034**	**$341,825**	**$335,320**	**$372,618**	**$420,053**
	FINANCIAL AID					
	Source of funds					
	Unrestricted institutional	$13,966	$15,121	$16,465	$16,132	$16,132
	Federal, state and private grants	$18,217	$18,163	$16,724	$18,314	$18,314
	Restricted funds	$3,221	$3,825	$3,904	$3,972	$3,972
	Total	**$35,404**	**$37,109**	**$37,093**	**$38,418**	**$38,418**
	% Discount of tuition and fees	20.3%	21.1%	22.2%	20.8%	20.0%
?	% Unrestricted discount	19.0%	19.7%	20.6%	19.3%	18.5%

?	**FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE***	n/a	n/a	n/a	n/a	n/a

Please indicate your institution's endowment spending policy:

The CCSU Foundation annually disburses an amount equal to 5% of each endowed fund's 20-quarter average fund balance, net of fees, and up to 100% of the balance of operating funds.

Please enter any explanatory notes in the box below

*The Federal Financial Responsibility Composite Score is not applicable.

INFORMATION RESOURCES

WORKSHEET 7.6

	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	Most Recently Completed Year (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
Total Expenditures					
Materials	$1,328,798	$1,206,104	$1,170,856	$1,390,281	$1,390,281
Salaries & wages (permanent staff)	$3,426,105	$3,512,392	$3,321,019	$3,370,157	$3,370,157
Salaries & wages (student employees)	$81,125	$78,145	$74,884	$75,196	$75,196
Other operating expenses	$562,159	$675,518	$682,881	$550,183	$550,183
Expenditures/FTE student	9916.4	9886.1	9922.5	9930.6	9930.6
FTE	9,926	9,918	9,683	9,850	
Materials	$134	$122	$118	$140	$140
Salaries & wages (permanent staff)	$345	$354	$335	$340	$340
Salaries & wages (student employees)	$8	$8	$8	$8	$8
Other operating expenses	$57	$68	$69	$55	$55
Collections					
Percent available physically	76%	80%	64%	64%	64%
Percent available electronically	24%	20%	36%	36%	36%
Number of digital repositories	1	1	1	1	1
Personnel (FTE)					
Librarians - main campus	16	16	15	16	16
Librarians - branch /other locations	n/a	n/a	n/a	n/a	n/a
Other library personnel - main campus	7	8	8	7	7
Other library personnel - branch/other location	n/a	n/a	n/a	n/a	n/a
Availability/attendance					
Hours of operation/week main campus	84	84	84	84	84
Hours of operation/week branch/other locations	0	0	0	0	0

Consortia/Partnerships

CCALD, WALDO, Connecticut Library Consortium. CCALD Reciprocal Borrowing Agreement:

http://www.ctlibrarians.org/?page=CCALD&hhSearchTerms=%22RECIPROCAL+and+BORROWING%22

URL of most recent library annual report: https://library.ccsu.edu/reports.php

Please enter any explanatory notes in the box below

*Collections: Statistics from our annual ACRL Survey each year were used to estimate the percentage of our collections that were/are available physically vs. electronically

- Expenditures are not rounded to allow Expenditure/FTE student ratio to be calculated. The FTE student is based upon the 12-month FTE Student Enrollment for FY 2015 - FY 2017. The FTE student for FY 2018 and FY 2019 in based upon a two year average of the 12-Month FTE Student Enrollment for FY 2016 and FY 2017.

See Form 4.5 for data about Information Literacy

TECHNOLOGICAL RESOURCES

WORKSHEET 7.7

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	? Next Year Forward (goal)
	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)
? **Course management system**	Blackboard Learn+ Release 3400.1.0-rel.35+67d71b7				
Number of classes using the system	2,711	3,019	3,026	3,261	
Bandwidth					
On-campus network	1GB	10GB	10GB	10GB	10GB
Off-campus access					
? commodity internet (Mbps)	1GB	10GB	10GB	10GB	10GB
? high-performance networks (Mbps)	10GB	10GB	10GB	10GB	10GB
? Wireless protocol(s)	g/n/ac	g/n/ac	g/n/ac	g/n/ac	g/n/ac

Typical classroom technology	
Main campus	Teaching station - projector, computer, document camera, optical inputs
Branch/other locations	Same for ITBD
Software systems and versions	
Students	Ellucian Banner 8.9
Finances	Ellucian Banner 8.10.1
Human Resources	Ellucian Banner 8.12 and PeopleSoft
Advancement	Ellucian Banner 8.8 and Raisers Edge
Library	Alma ExLibris, March 2017 Release
Website Management	OmniUpdate (OU Campus)
Portfolio Management	Watermark (formerly Taskstream)
Interactive Video Conferencing	Vidyo in Library, WebEx, Skype for Business
Digital Object Management	ImageNow
Website locations of technology policies/plans	
Integrity and security of data	http://www.ct.edu/files/it/BOR_IT-003.pdf
Privacy of individuals	http://www.ct.edu/files/it/BOR_IT-001.pdf
Appropriate use	https://www.ccsu.edu/hr/files/ComputerUsePolicy.pdf
Disaster and recovery plan	See Resource Room
Technology replacement	http://www.ccsu.edu/it/itpolicies/pdf_documents/techreplacemnt_plcy.pdf

Please enter any explanatory notes in the box below

PHYSICAL RESOURCES

WORKSHEET 7.8

Campus location	Fall 2017 Serviceable Buildings	Fall 2017 Assignable Square Feet
Main campus	63	3,127,944
Other U.S. locations (off campus)	4	109,957
Buildings Offline	3	134,889
International locations		

	3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
Revenue ($000)					
Capital appropriations (public institutions)	$7,825	$11,344	$13,753	$53,823	$41,783
Operating budget	$7,061	$7,695	$7,889	$3,882	$1,000
Gifts and grants	$0	$0	$0	$0	$0
Debt	$50,722	$28,324	$2,838	$1,837	$5,500
Total	$65,608	$47,363	$24,480	$59,542	$48,283
Expenditures ($000)					
New Construction	$14,687	$11,945	$12,851	$13,211	$13,397
Renovations, maintenance and equipment	$9,475	$12,064	$12,408	$5,625	$3,965
Technology	$5,618	$5,346	$4,751	$2,450	$0
Total	$29,780	$29,355	$30,010	$21,286	$17,362

Assignable square feet	Main campus	Off-campus	Total
Classroom	95,947	3,389	99,336
Laboratory	131,942	1,240	133,182
Office	217,745	25,317	243,062
Study	89,989	1,515	91,504
Special	120,948		120,948
General	166,605	24,217	190,822
Support	1,276,662	39,001	1,315,663
Residential	602,003		602,003
Other	432,404	18,761	451,165
Buildings Offline	134,889		134,889

Major new buildings, past 10 years (add rows as needed); Since 2008

Building name	Purpose(s)	Assignable Square Feet (000)	Cost	Year
Athletic/Recreation Fields/Grandstand Facility	grandstand facility*	16,799	10M	2011
Bichum Engineering Lab	engineering labs	4,236	1.0M	2012
Public Safety Building	Police Dept	10,263	6.8M	2013
Maintenance Facility	maintenance facility	4,024	2.7M	2012
Social Sciences Hall	classroom/offices	68,447	34M	2013
Hilltop Café	food service	16,329	10.2M	2015
Mid Campus Res Hall	residence hall	177,068	83M	2015

PHYSICAL RESOURCES

WORKSHEET 7.8 *(continued)*

New buildings, planned for next 5 years (add rows as needed); through 2023

Building name	Purpose(s)	Gross Square Feet	Cost	Year
Renovate/Expand Willard & DiLoreto Halls	classrooms/offices/student services	141,265	63.5M	Est Spring 2019
New Engineering Building	classrooms/offices/labs	88,000	62.7M	Est Fall 2021
Barnard Hall Addn/Renovation	classrooms/offices	92,436	22M	Est Fall 2020
New Recreational Center	rec center/gymnasium	70,000	25.3 M	Est Spring 2019
Manafort Parking Garage	parking garage	500-600 spaces	18.8M	Est Spring 2020
Burritt Library Addition	library/classrooms/labs	15,000	16.5M	Est Spring 2021

Major Renovations, past 10 years (add rows as needed); Since 2008

The list below includes renovations costing $500,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost	Year
Davidson Hall Fire Code Improvements	fire code	95,758	1.7M	2009-2010
Davidson Hall Window Replacement	windows	95,758	1.2M	2009-2010
Burritt Library Reorganization	library reorg	126,028	822K	2010-2011
Marcus White Fire Code Renovation	fire code	33,206	839K	2011-2012
Welte Hall windows	windows	50,047	336K	2011-2012
Sam May HVAC	HVAC	35,590	1.7M	2011-2012
Davidson Hall Window Replacement Ph II	windows	95,758	649K	2012-2013
Davidson Hall Fire Code Improvements Ph II	fire code	95,758	1.8M	2012-2013
Barnard Hall Roof Replacement	roof	72,436	1.8M	2012-2013
Seth North HVAC	HVAC	28,042	1.7M	2012-2013
Beecher Hall HVAC	HVAC	31,762	1.9M	2013-2014
ITBD Infrastructure Improvements	infrastructure	100,871	759K	2013-2014
Energy Center Server Room	IT	30,955	653K	2014-2015
Burritt Library HVAC Improvements	HVAC	126,028	1.7M	2015-2016
Burritt Library Media Center Renovation	new location		823k	2016-2017
Student Center Devils Den Renovation	refresh		490k	2016-2017
Library Starbucks	new location		532k	2016-2017

Renovations planned for next 5 years (add rows as needed); through 2023

The list below includes renovations costing $1M or more

Building name	Purpose(s)	Assignable Square Feet	Cost	Year
Memorial Hall Renovations	renovate food service facility	61,583.00	14M	TBD
Copernicus Hall Renovations	STEM renovation	170,063.00	1.3M	Est 2021
Student Center	renovation and addition	TBD	50M	Est 2024
Carroll Hall Renovation	renovation	47,231.00	33M	Est 2021

Please enter any explanatory notes in the box below

For future buildings: New Building Square Footages are gsf
* The square foot number includes 12,941 feet for bleachers

STANDARD EIGHT

EDUCATIONAL EFFECTIVENESS

DESCRIPTION

While acknowledging the challenges ahead in gathering useful information about student achievement, CCSU has made tremendous progress in the area of assessment since the last NEASC site visit. In 2007 CCSU had no assessment policy, and since the adoption of an assessment policy in 2008 the University reached a high point in just six years of 96 percent participation in assessment and reporting by academic departments.

Among numerous improvements, CCSU has focused efforts on General Education (GenEd) assessment. In 2014, CCSU began piloting the Multi-State Collaborative (MSC) model of assessment. Based on the success of the pilot, in November 2017 the Faculty Senate (Senate) formally adopted the MSC model for assessment of all GenEd courses. Adoption of the MSC model has strengthened assessment practices, and it has created pathways for measuring and understanding the effectiveness of what essentially constitutes one third of CCSU's undergraduate coursework. While participating in the pilot, CCSU implemented an adapted version of the MSC model, which has already received national recognition. In 2016 an article in *The Chronicle of Higher Education* and an invitation from NEASC to present its in-house model in a workshop at its 2016 annual conference brought CCSU's MSC-based efforts to national attention. The participation in the NEASC annual conference was one of eight conference presentations by CCSU on its adapted MSC model between February 2016 and November 2017. The adaptation of the MSC model has expanded the amount of student work assessed beyond the original MSC vision, as CCSU is now assessing students from all undergraduate levels. MSC provided a springboard for energized, mission-based assessment progress at CCSU. Successful, aggressive, and creative implementation of an MSC-based model in such a very short time speaks volumes about CCSU's dedication to meet and exceed NEASC's expectations under Standard Eight.

THE CHRONICLE
of Higher Education
From Prison to Promise in Boston
An Advocate for Players Plans One Last Push
Dean Raises Hackles at U. of Florida Law
Stalled in Kentucky: a Remake of Higher Ed
An Authentic Way to Measure Learning

In 2016 an article in* The Chronicle of Higher Education *and an invitation from NEASC to present its in-house model in a workshop at its 2016 annual conference brought CCSU's MSC-based efforts to national attention.

CCSU relies on its strategic planning process as a principal means of gauging student success. **The Interim Strategic Plan** (ISP) is based on the University's **mission and vision** statements and four Elements of Distinctiveness: International Education, Workforce and State Economic Development, Community Engagement, and Interdisciplinary Studies and Cross-Curricular Initiatives. While the long-standing **Former Strategic Plan** (FSP 2008 to 2016) is currently being modified (as described in Standard Two), maintaining academic excellence will continue to be at the forefront of the ISP and the new strategic plan.

The first two goals in the University's FSP are to: (1) Promote student learning and (2) Increase persistence, satisfaction, and success rates for students. The first strategic goal includes seven objectives that either directly measure student learning or measure practices that have been shown to enhance student learning. These include: implementing outcomes-based assessment of student learning; improving student perceptions of instructional effectiveness; increasing the number of courses that incorporate instructional technologies, and faculty support for these technologies; increasing the number of students involved in

research; increasing the professional development of faculty; and, increasing collaboration between academic and student affairs. The second strategic goal includes 13 objectives that measure progress in fostering student success. These objectives cover a wide range of measures that include tracking such variables as retention and graduation rates (which are benchmarked), student attitudes toward academic advising, student participation in first-year and co-curricular experiences, and the amount of financial aid awarded.

The University assigns specific responsibility for each of these 20 objectives to one or more Executive Committee (ExComm) members, who must make progress toward fulfilling their assigned objectives and track all achievements. Measurement of progress on each objective must rely on a designated and specific assessment tool(s), and each objective has a baseline measure and an established a target goal. Goal progress is assessed on an annual basis, and the responsible administrators must also identify and implement enabling activities that support the objective.

CCSU evaluates and fine-tunes its planning process each year to better achieve its goals. As stated in the University's fifth-year interim report, each year the University Planning and Budget Committee (UPBC) conducts a critical review of the strategic plan and recommends changes for the President's approval. In cases where the target goal has been met, the UPBC may recommend modifications to the goal or rephrase an objective. For example, when CCSU met its goal of "specifying learning outcomes for 100 percent of academic programs," the UPBC proposed changing the objective to "achieving 100 percent compliance with the annual requirements of [the University's] academic assessment policy." In other cases, the UPBC has recommended changing the assessment tool to one that more accurately or appropriately measures progress toward a goal.

ASSESSMENT OF STUDENT LEARNING

STUDENT LEARNING OUTCOMES ASSESSMENT

As specified in Objective 1 of the FSP's first strategic goal, tracking the achievement of student learning outcomes is integral to the assessment of student success. Since the 2008 NEASC report, CCSU has established a goal that all academic programs must have specified learning outcomes. The **academic assessment policy** requires each program to designate courses in which specific learning outcomes will be addressed and identify measures for assessing student progress for achievement of these outcomes.

While faculty in academic programs are responsible for designing outcomes and measures of student learning relevant to their fields, the peer review portion of the assessment policy requires academic departments to report their assessment activities for each program.

The current assessment policy, approved by the **Senate** in Spring 2008, is comprehensive and encompasses a specific tracking mechanism. The policy established the **Academic Assessment Committee** (AAC), which is responsible for providing feedback about assessment in academic programs and coordinating the overall assessment program for GenEd. The AAC has 16 voting **members**: 12 faculty elected by the senate, with at least one member representing each academic school; four other faculty members appointed by their respective academic deans; and the Director of Institutional Research and Assessment as a non-voting *ex-officio* member.

While faculty in academic programs are responsible for designing outcomes and measures of student learning relevant to their fields, the peer review portion of the assessment policy requires academic departments to **report** their assessment activities for each program using a common format developed by the AAC. The AAC is then responsible for reviewing and providing feedback on these reports.

In 2008, the AAC developed a rubric (Exhibit 8.D.1) focusing on learning outcomes and data-informed decisions to review assessment reports, provide

constructive feedback to departments, and support concurrent and ongoing scoring consistency. Initially, the AAC established a three-year review cycle, annually evaluating one-third of annual assessment reports. In 2012, the AAC aligned the reporting cycle with the new external academic **Program Review Policy** (described in Standard Two). A full assessment report is due every fifth year, beginning with a five-year assessment plan, and culminating in a summary report in the year of the external program review (either by an accrediting agency or as part of the Program Review process). Interim reports are due in the intervening years. The AAC reviews the full reports and provides feedback to the department and relevant academic dean (Exhibit 8.D.3 - AAC feedback letters are available in the workroom). The new **reporting cycle** was fully phased in by Fall 2015.

The University had no formal assessment policy in 2008. Since then, significant progress has been made in departmental assessment, and today many departments are deeply engaged in improving educational effectiveness through the assessment and review process. Assessment allows departments to see where students meet or fall short of specific expectations, and AAC reporting and feedback facilitate the task of addressing situations where students are not meeting certain goals. The following highlights from two program reports convey pedagogical and curricular changes in response to assessment data (see the E-Series form for additional examples):

Anthropology: *"Last year's assessment report, drawing on the faculty's evaluation of the senior thesis presentations, found that our majors were scoring in the excellent range for their use of theory, and in the very good range for their thesis statements. We have kept the changes in our senior thesis course that led to the students' development in these areas. We found that our majors were scoring below the "very good" range in their data collection, qualitative and quantitative analysis, which are learning outcomes highly prized by our faculty."*

Art: *"…Faculty response to poor student outcomes on the Foundation Level Portfolio Review – Section 3: Tonal Values- resulted in the implementation of a course-embedded assignment that focuses upon Tonal Values. Subsequent portfolio reviews have shown improvement."*

While CCSU has made significant progress since 2008, the demonstration of educational effectiveness is a continual process that the University is committed to improving over the next decade.

OUTCOMES ASSESSMENT: GENERAL EDUCATION

According to the assessment policy adopted by the Senate in 2008, assessment of GenEd is a peer-reviewed process coordinated by the AAC. Similarly to the assessment of academic programs, departments are also responsible for assessing their respective courses and contributions to the GenEd program. Departments contributing to GenEd are expected to follow a similar reporting format to the annual academic program assessment report. Expectations include providing a summary of GenEd courses and assessed learning outcomes/objectives and an analysis of the data and description of how results inform curricular or programmatic changes. The AAC then provides feedback to the departments.

The Multi-State Collaborative model, which is described in greater detail in Standard Four, has broadened the student population being assessed, moving from only students enrolled in GenEd courses to all undergraduate students, including seniors.

In addition, the MSC model, which is described in greater detail in Standard Four, has broadened the student population being assessed, moving from only students enrolled in GenEd courses to all undergraduate students, including seniors. Faculty from across campus evaluate the artifacts and once the results are summarized, the information is made available to the campus community and shared with participating faculty and the General Education subcommittee of the Curriculum Committee to take appropriate action.

OUTCOMES ASSESSMENT: CO-CURRICULAR

Through the Division of Student Affairs, CCSU also supports student success with extensive co-curricular services and initiatives, and assessment of these initiatives has developed over the past five years. Student Affairs actively utilizes and makes decisions based on **nationally recognized student surveys**, internally designed surveys and focus groups, as well as direct measures to evaluate services and programs. Since 2008 the Division of Student Affairs has worked to establish learning outcomes to ensure quality student services that enable the University to reach its overarching goals of increasing retention and student success. For example, the Department of **Student Activities and Leadership Development** (SA/LD) assesses the impact of co-curricular activities on learning outcomes at the end of each academic year (Exhibit 5.A.5). All units within the Division have participated in a variety of specific training programs and in-services to guide them in their assessment activities and to develop a framework for continuous improvement.

OUTCOMES ASSESSMENT: STUDENT ENGAGEMENT INDICATORS

CCSU administers the **National Survey of Student Engagement** (NSSE) and the **Beginning College Survey of Student Engagement** (BCSSE) every other year. In the off year it administers the **Student Satisfaction Inventory** (SSI). These surveys provide data on student experience from different undergraduate populations, specifically freshman and seniors (NSSE) and new students (BCSSE), as well as student satisfaction from all undergraduate levels (SSI). Two significant benefits to these surveys are the benchmark comparisons provided and the year-to-year comparison data that is gathered. CCSU also participates in the following NSSE modules: Academic Advising (2013 & 2017), Experiences with Information Literacy (2013), Civic Engagement (2015), and Learning with Technology (2015).

STUDENT ACADEMIC SUCCESS

FIRST-YEAR EXPERIENCE (FYE): CCSU's FYE program compliments the work of the **Summer Bridges** and **Educational Opportunity Program** (EOP) programs by ensuring that all incoming first-year students receive a semester-long orientation to CCSU's academic practices, policies, and resources, as well as guidance in student success strategies. Faculty who teach FYE courses are required to attend a one-time training which is typically offered during the summer.

THE LEARNING CENTER (TLC): The University has also made a substantial investment to help students who are not performing successfully in college and those who need additional support and guidance to succeed in their courses. Meeting the needs of such students is the mission of TLC, which provides support services that include individual and small group academic success coaching, early alert counseling and referral, tutoring in specific academic subjects, and interventions for students on academic probation. Every year, the Office of Institutional Research and Assessment (OIRA) provides a list of courses where the rate of students earning a D, F, or W meets or exceeds 30 percent (Exhibit 2.D.9), and TLC uses this information to identify which subject areas need the greatest support. The impact of these services on student success has been assessed through transcript analyses, student demand/participation in service offerings, and trend results from student surveys such as the NSSE (question 14c) and the SSI (question 20).

Educational Opportunity Program, now in its 50th year at CCSU, prepares a diverse population of approximately 65-75 first generation and low income students each year who do not meet CCSU's regular admissions standards for success.

EDUCATIONAL OPPORTUNITY PROGRAM: EOP, now in its 50th year at CCSU, prepares a diverse population of approximately 65-75 first generation and low income students each year who do not meet CCSU's regular admissions standards for success. Its five-week long residential summer program for high school seniors focuses on improving academic skills in preparation for their first semester at CCSU. The

program is assessed through the retention and graduation rates of its students. Students are often registered in general education courses with several members of their EOP cohort during their first semester in order to help maintain a sense of community, continuity, and mutual support.

EARLY ALERT: The University has created a web-based "**early alert**" system for students, where faculty can identify students who may be in need of some form of intervention (academic or personal). The system is attached to the faculty member's class roster, and faculty can simply check off the statements that apply, which are routed to the appropriate office. For example, if faculty identify a student with poor attendance, the early alert system will notify the registrar's office and TLC. The Registrar will determine the student's enrollment status, and TLC will reach out to the student to determine if academic support is needed. Students in need of personal support are referred to the Associate Dean of Student Affairs.

ACADEMIC MAPS: In 2012, the Student Success Team, a committee comprised predominantly of faculty, administrative faculty and students, initiated a program to create academic maps for all undergraduate programs offered at CCSU. Maps provide examples, by major, of how to graduate within four years. The maps also alert students to *checkpoints*, where they are reminded of the ideal time for completing certain requirements, *warnings* about approaching events that could delay graduation, and *milestones* to alert students to specific program requirements. These maps accompany major-specific curriculum sheets and are publically available for all students, prospective students, faculty and advisors to use as a resource.

The maps also alert students to checkpoints, where they are reminded of the ideal time for completing certain requirements, warnings about approaching events that could delay graduation, and milestones to alert students to specific program requirements.

RETENTION AND GRADUATION

Per **Objectives 2.1, 2.2, and 2.3** of the **FSP** and as referenced in the Data First Forms (DFF) 8.1 and 8.4, CCSU monitors retention and graduation rates of **first-time full-time** (FTFT) students and **full-time transfer students**, as well as **time to degree** for undergraduate and graduate students by program as a measure of student success. Retention and graduation rate information, available in the OIRA **Fact Book**, is further presented by school/college, gender, race/ethnicity, enrollment status, and for student athletes.

In Fall 2010, the CSU System Chancellor joined the **Access to Success in America** (A2S) program by The Education Trust. This national initiative focused on increasing the college entrance and completion rates of under-represented minority and low-income students. One of the most important outcomes of CCSU's participation was the development of more complete and timely data on student success. While CCSU is no longer participating in A2S, results from this initiative informed its approach to the review of retention data. The University has an extensive database covering the 2002 to 2012 cohorts which provides information regarding student support programs specific to CCSU. The database includes over 50 variables providing insight on enrollment characteristics, performance data for the first two years of enrollment, and information on retention and time to degree. The results for some of the analyses completed include retention and graduation rates by the number of major changes, number of hours attempted and completed, as well as grade point averages at various points in the academic career. The A2S data provides a holistic overview of CCSU's student profile; however, data do not reveal a discernable trend in the fluctuation of retention and graduation rates. CCSU continues to track retention and graduation rates of student athletes, **Pell grant recipients**, commuters and on-campus students, as well as data on **race/ethnicity and gender**.

The institution also participates in the **Consortium for Student Retention Data Exchange** (CSRDE), which provides important benchmarks to monitor progress toward institutional goals. Data derived from the CSRDE includes retention and

graduation rates of the following: 1) FTFT students (Exhibit 8.D.3); 2) Community College Transfer students (**FSP Objective 2.3**, Exhibit 2.D.1); and 3) students in Science, Technology, Engineering and Mathematics (STEM) majors (Exhibit 8.D.4).

UNDERGRADUATE STUDENTS: The University routinely monitors retention and graduation rates for the FTFT degree-seeking cohort as well as for specific populations of students. These cohort-subgroups include, but are not limited to, **transfer students**, **gender, ethnicity**, EOP, Pell recipient, and **athlete status**. (DFF 8.1 and 8.2) Retention rates of FTFT students has fluctuated between 76 and 81 percent since the Fall 2008 cohort, with the 2009 and 2013 cohorts at or above 80 percent. Retention rates for Fall 2014, 2015 and 2016 have ranged between 76 and 77 percent. On the other hand, FTFT students who remained at CCSU obtained their degrees in an average of 4.7 years.

In 2017 and 2018, the program was ranked number 23 in the nation by ValueColleges.com in their Big Data ranking: Top 50 Online Big Data.

– Data Mining, MS

GRADUATE STUDENTS: In the DFF 8.4, first-to-second-year retention rates for full- and part-time master's students fluctuate between 70 and 76 percent. The six-year graduation rates (150 percent of time) of these master's students varies from 66 to 75 percent, depending on the cohort year. A six-year graduation rate is used here because programs included in this calculation require 30-54 credits, and almost 75 percent of the students are enrolled part-time (DFF 5.2). For doctoral programs, which are cohort-based starting in alternating years, the retention rates for first-to-second year students are at or near 100 percent (DFF 8.4). Like the master's students, doctoral students enrolled in the Educational Leadership program are also enrolled predominantly as part-time students (98 percent); their 150 percent completion rate (six years) has ranged from a low of 57 percent to a high of 71 percent. CCSU's efforts to improve the doctoral graduation rates have resulted in steady improvement, and the four-year graduation rate has risen from 38 percent in 2007 to 74 percent in 2013. Likewise, time to degree has also decreased from 4.6 years to 3.9 years over this same period. The success of students enrolled in the DNAP program, which accepted its first cohort in Fall 2017, will be similarly evaluated.

Until Fall 2017, CCSU has had only one online master's program, Data Mining, where nearly all students are enrolled **part-time**. Time to completion for this program has improved over the last few years. In 2012-13 students took nearly six years to earn their degree; this number has been reduced to **less than four years by 2016-17**. In 2017 and 2018, the program was ranked number 23 in the nation by ValueColleges.com in their Big Data ranking: **Top 50 Online Big Data**.

Given the high percentage of part-time graduate students and the variability in the number of credits required to complete a program, CCSU prefers to use **time to degree** (DFF 8.4) as a performance metric, with master's students finishing in three years (depending on the program) and doctoral students completing in about four years. Time to degree is also preferred when evaluating undergraduate programs with smaller initial cohorts; undergraduate students who started and graduated at CCSU, do so in an average of 4.7 years.

POST-GRADUATION: The University has assessments that measure student success in their transition to the workforce. As an early adopter of the Voluntary System of Accountability (VSA), CCSU has participated in publishing the College Portrait annually until 2018 (when the VSA redirected their efforts) and collecting information on the **future plans of students**. Recognizing that more information on recent graduates was needed, CCSU developed two new **alumni surveys**, one administered to students within six months of graduation and the other administered to students three to five years after graduation.

POST-GRADUATION SUCCESS (UNDERGRADUATES/ GRADUATES): In Summer of 2017, the University administered a three-to-five-year, post-graduation survey to students who graduated between 2013 and 2015 (N = 319). Results showed an encouraging 90 percent of alumni rated their overall academic experience at CCSU as "Good" or "Excellent."

PUBLIC DISCLOSURES: Aligned with the **FSP Objectives 2.1 and 2.2**, the institution monitors and publicly shares data on full-time student success in **timely degree completion**. The University also provides information to students, parents, and the general public via the institution's **Consumer Information Disclosures website** regarding student outcomes such as retention rates, graduation rates, and data on employment and further study after graduation. The public has convenient access to this information via the College Portrait (2007-2018) and graduation data from the **Student Achievement Measure** (SAM), of which CCSU was an inaugural member.

APPRAISAL

ASSESSMENT OF STUDENT LEARNING

STUDENT LEARNING OUTCOMES ASSESSMENT

Academic program assessment, which includes student learning outcomes assessment, has evolved since CCSU adopted its **assessment policy** in 2008. Since then, CCSU has regularly provided faculty and staff with professional development opportunities that focus on assessment. CCSU has initiated additional assessments, fostered an academic culture in which assessment could thrive, adopted and improved specific models for assessment, and achieved significant, step-by-step progress toward the goal of complete, reliable, verifiable data on student achievement to improve student learning.

The Academic Assessment Committee recognizes that assessment is a long-term process and has created a more sustainable schedule for departments.

The importance behind the AAC reporting and review process is to help departments meet the goal of verifiable student achievement. CCSU's process has made strides since its inception just nine years ago, and AAC processes and feedback have evolved as specific needs and necessary refinements were identified. Early on, feedback from the AAC on program assessment reports focused on supporting initial departmental assessment activities. Although this approach achieved the goal of encouraging departmental assessment, the AAC realized that more specific feedback was needed for departments to take assessment activities to the next level. In 2010, the AAC refined the assessment report rubric and added operational definitions for more discrete feedback. In 2012, the AAC extended the assessment cycle to a five-year cycle, partly to align it with the new Program Review policy, but also to create a more realistic timeline for assessing and implementing programmatic changes. The extended cycle also helps to ensure continuity of assessment in the event of a change in departmental committee assignments or department chairs. The AAC recognizes that assessment is a long-term process and has created a more sustainable schedule for departments.

In 2014, the AAC implemented norming sessions at the start of each academic year to improve inter-rater reliability within the committee. For each norming session, the AAC evaluates two reports, one with strong assessment activities and supporting data and one with weaker assessment activities. This exercise highlighted the differences in interpretation of the rubric and improved discussions among AAC members. Departments now receive more in-depth feedback, including summary scores for each metric within the rubric and more specific comments on strengths and weaknesses in five areas—Learning Outcomes, Findings (Data), Analysis, Use of Results, and if applicable, GenEd—with three to eight specific components in each area. Initially, the score descriptors were Developed (3), Developing (2), and Not Yet Developed (1). In 2015, the AAC added a fourth score of Missing (0) to identify any omitted assessment report components and focus attention on areas that require further emphasis.

In addition, many CCSU certificate programs are essentially "embedded" within degree programs, and it was determined that certificate programs where the required coursework and learning outcomes are a subset of the requirements in the related degree program do not need to be

assessed independently. An ad hoc committee worked with departments to determine which certificate programs met the criteria and the policy was implemented in 2015-16.

Immediately after initiation of the 2008 assessment policy, departmental assessment participation was at an encouraging 85 percent (2009), and the participation rate continued to remain high, ranging between 85 and 96 percent through 2014. In 2015, compliance declined to 78 percent and further declined to 66 percent in 2016; however compliance has since rebounded to 83 percent in Fall 2017. Interestingly, this decline in compliance coincided with the AAC's attempt to balance the assessment workload by reducing the reporting burden, while at the same time, improving the quality of feedback departments receive in regard to their assessment efforts.

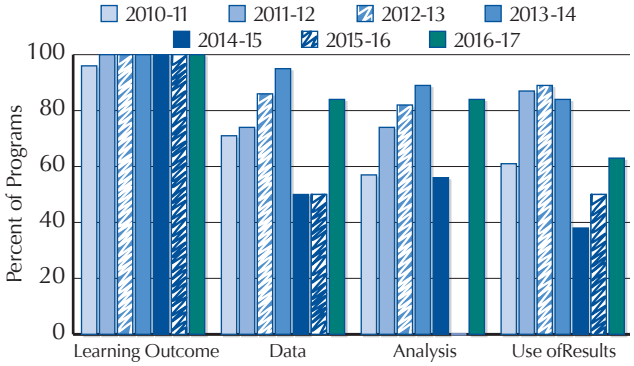
Overall, the AAC has witnessed changes in the assessment reports since 2011, when the rubric was significantly modified. The pattern of participation corresponds to the order in which academic programs entered the five-year reporting cycle – reports evaluated between 2011and 2013 were from programs which were more advanced in their assessments. Reports evaluated in 2015 and 2016 were from programs that were slower to adopt assessment strategies, therefore were less experienced in assessing student work. Reports evaluated in 2017 are from programs that are now entering the second five-year reporting cycle and the scores have once again improved (Figure 9, Exhibit 8.A.1).

Of the five overarching areas evaluated by the AAC, *Learning Outcomes* was the first to be clearly addressed. According to data, the AAC has provided considerable guidance to departments on articulating well-designed learning outcomes; since 2012, 94-100 percent of programs met or exceeded expectations (scoring two or three) for all four metrics in this dimension of the rubric. ("Exceeded" as having an average score > 2.5 out of 3.0 and "Met" as having an average score between 1.5 and 2.49).

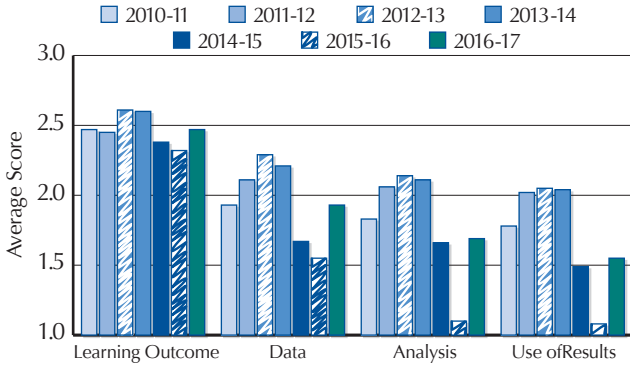
The *Data* section (previously called Findings) has nine distinct metrics and, like the remaining metrics, follows the trend of improvement, decline, and eventual improvement in the most

FIGURE 9:

Summary: Percent of Programs Meeting or Exceeding Expectations



Assessment Scores: Overall



recent year. In 2015 (N= 16) and 2016 (N=2), between eight (44 percent) and 12 (67 percent) of the 18 programs evaluated did not meet expectations for eight of the nine metrics. In 2017, 84 percent of the 19 programs evaluated met or exceeded expectations in five of the components assessed (components D6, D7, D10, D12, and D13). In the remaining components, four programs were identified as not presenting data for each of their learning outcomes (D5), six programs did not clearly articulate the linkage between the assessment method and the outcome measured (D8), and seven programs did not clearly articulate the criteria used to assess the outcome or failed to include a rubric (D9). Ten programs did not provide the requested five years of trend data (D11), which could be due to a change in learning outcome or assessment instrument.

The *Analysis* section also follows a similar scoring trend. In 2015 and 2016 at least half of the 18 programs evaluated did not meet expectations due to inadequate data analysis (AN14), unclear connections between the analysis and conclusion

(misinterpretation of results; AN15), and/or inability to identify strengths and weaknesses in the program (AN16). However, in 2017, 84 percent of the programs met or exceeded expectations in all areas.

In the *Use of Results* section for 2015 and 2016, only 44 percent of programs met the expectations in describing how the departments would use the results to make improvements (UR17), which is in contrast to 2017 where 68 percent of the programs met expectations. The highest scoring metric was UR19 where departments describe plans to adjust or redirect assessment activities. In 2015 and 2016, 67 percent of programs met expectations, and that number improved to 79 percent in 2017. However, in practice, departments either don't articulate how assessment results have been used to improve pedagogy or they don't follow through with the information. This is seen in UR18, where 28 percent of programs met expectations in 2015-16 and 47 percent in 2016-17.

CCSU has made significant progress on the assessment of student learning since the Senate adopted and approved a robust policy nine years ago. The AAC evaluates full assessment reports submitted by each program in year five of the cycle and reviews interim reports in the intervening years to help keep departments on track. All programs have been fully phased into the reporting cycle, with the most advanced departments, with respect to assessment, entering the assessment cycle first and the least experienced or more hesitant departments phasing in later. Findings from the AAC mirror the degree to which departments actively engage in assessment. These data, plus the voluntary participation in the MSC, provide evidence that CCSU is establishing a culture of assessment. The E-Series report (Appendix B) summarizes the program-specific results obtained from the assessment reports submitted to the AAC for review. Complete reports are available on the **OIRA website** and in the resource room.

These data, plus the voluntary participation in the Multi-State Collaborative, provide evidence that CCSU is establishing a culture of assessment.

The AAC continues to identify and refine how it can best serve the assessment efforts of the University. For example, it has provided assessment workshops and "brown-bag" assessment sessions to facilitate improved campus assessment efforts as well as to obtain vital feedback from departments on common stumbling blocks. In 2017, current and former members of the AAC partnered with the Center for Teaching and Faculty Development to host workshops on aligning assignments with assessment instruments. AAC members have also met with departmental chairs and assessment committees to explain why assessment is important, how it can be an effective tool to improve programs, and to help streamline the assessment process.

OUTCOMES ASSESSMENT: GENERAL EDUCATION

CCSU has made considerable progress in GenEd assessment. Recognizing the shortcomings of its original model, in Spring 2014, CCSU seized an opportunity to participate in the **Multi-State Collaborative** (MSC), an assessment initiative focusing on GenEd learning outcomes that is sponsored by the **Association of American Colleges and Universities** (AAC&U) and the **State Higher Education Executive Officers Association** (SHEEO). Initially, the MSC was a nine-state project designed to use authentic student work that aligned with one of three **VALUE** rubrics (Valid Assessment of Learning in Undergraduate Education): Critical Thinking, Quantitative Literacy (reasoning) or Written Communication. The MSC, which grew to a **13 state initiative** before partnering with Indiana University's Center for Postsecondary Research to establish the **VALUE Institute**, has proven to be an effective model for assessment of GenEd outcomes. As **presented to the Senate (2015-16)**, the MSC model is based on identifying a graded assignment that aligns with one or more of the rubrics. Assignments from students who have completed more than 90 credits are then collected, de-identified and submitted to the MSC to be scored by faculty from outside the state of Connecticut.

The Chronicle of Higher Education article describes how CCSU has expanded beyond the MSC model in developing an adapted approach to GenEd assessment. CCSU collects all levels of undergraduate student work from participating faculty; the artifacts are de-identified and recoded to track the student, course, instructor, learning outcome, and semester. As of August 2017, CCSU has held four two-day assessment retreats where CCSU faculty have scored the de-identified artifacts, focusing first on senior level work and then expanding to include freshmen and students from other levels. Once the results are tabulated, faculty who submitted the artifacts are provided with a confidential summary of scores from artifacts in their course. While this initiative, now in the fourth year of implementation, is relatively new, the number of participating faculty continues to grow and is completely voluntary. As of August 2017, 58 faculty have participated by either submitting artifacts or participating in a retreat. In the first three retreats, 809 artifacts were scored and the results summarized. At the fourth retreat more than 450 additional artifacts were scored and the results are awaiting tabulation. To date, the results have been promising, yielding useful information that allows CCSU faculty to discern strengths/weaknesses in student learning associated with the original three learning outcomes.

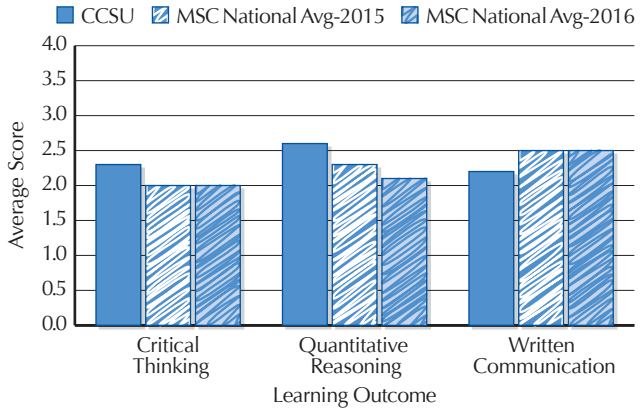
Starting in 2016-17, CCSU added two new outcomes (information literacy and civic/community engagement) to the process. Information literacy is included in one of CCSU's **GenEd objectives (#7)**, and civic/community engagement is a targeted outcome of one of the elements of distinction (Community Engagement) and is a key component in the **ISP**. In addition, civic responsibility is one of CCSU's **GenEd objectives (#10)**. By assessing civic engagement, the institution can explore a connection between the GenEd focus on civic responsibility and active community engagement.

In November 2017, **Senate** unanimously approved the AAC motion to adopt this new MSC-based model which replaces the department-based model with a university-wide mechanism for assessing GenEd across all disciplines. Some academic departments may still choose to assess their individual GenEd courses, as described in the original model, but the centralized assessment of GenEd will use this model. The AAC also provided the Senate with a **report** on recent assessment results from the adapted MSC model and a schedule (see Appendix B of the report to the Senate) proposing a regular cycle for assessing GenEd. The report contained data on Written Communication, Quantitative Reasoning and Critical Thinking. The schedule proposes to use these three learning outcomes as a foundation, and then in alternate years incorporate three additional learning outcomes per year until all learning outcomes have been covered. The AAC has identified two of the next three learning outcomes, Information Literacy and Civic (community) Engagement, and artifacts are actively being collected. CCSU's progress in the assessment of GenEd has moved at a rapid pace, creating more meaningful, cross-disciplinary understanding of student strengths and challenges. The model also allows CCSU to compare senior assessment with national MSC data (Figure 10), as well as provides a broader scope of information for faculty to make informed pedagogical changes to improve student learning. More information on the new GenEd assessment model is presented in Standard Four, and a full report including all of the results obtained to date is available on the **OIRA website**.

As previously discussed, the MSC-based model strengthens CCSU's community engagement initiatives. In the past, faculty who sponsored community service and community engagement learning have primarily evaluated students merely

FIGURE 10:

Overall Scores for Senior-Level Students at 4-Year Institutions: CCSU vs National MSC Average



on their participation in assigned activities. There was no campus-wide method to formally assess student learning using specified civic engagement criteria that transcended disciplines. To meet this need a call for faculty participation in assessing civic engagement was distributed in Fall 2016. Sample assignment prompts (Exhibit 8.A.2) were developed and made available to serve as a guide for faculty along with one-on-one mentoring sessions for those who wished to participate in the pilot. Using the AAC&U Civic Engagement VALUE Rubric, nationally-recognized criteria were used to measure student learning related to development of civic identity, ability to communicate in a civic context, and commitment to work collaboratively to achieve a civic aim – among other expectations. At CCSU, students have opportunities to participate in activities of personal and public concern that are both individually enriching and socially beneficial. With more formal measurements in place, CCSU aspires to be recognized for fostering societal improvements through responsive and innovative community and civic engagement programs and course offerings.

CCSU aspires to be recognized for fostering societal improvements through responsive and innovative community and civic engagement programs and course offerings.

CO-CURRICULAR PROGRAMMING

One of the learning outcomes of the Department of Student Activities & Leadership Development (SA/LD) includes student participation in co-curricular activities that will lead to a "less ethnocentric view." Survey data from Spring 2010 indicated that 60 percent of students "Strongly Agreed" with this statement (N = 44), while in Spring of 2016, 71 percent "Strongly Agreed" with this statement (N = 327) (Exhibit 5.A.5). While the SA/LD provides co-curricular activities for multiple student bodies, Residence Life offers co-curricular activities to enhance the achievement of students who live on campus. The Residence Life learning outcomes mirror those of SA/LD and are assessed through SkyFactor, formerly EBI (Exhibit 8.A.3, Factors 13 -19).

OUTCOMES ASSESSMENT: STUDENT ENGAGEMENT INDICATORS

A comparison of the **2013 versus 2017 NSSE data** for seniors drew attention to several areas where there was an interesting change in student response. In the area of classroom experiences, there was a seven percent drop in students responding "quite a bit" or "very much" to *Evaluating a Point of View, Decision, or Information Source* (Q24). In the section focusing on course engagement, there was an 11 percent drop in students responding "quite a bit" or "very much" to Identifying *Key Information from Reading Assignments* (Q36), and a four percent drop in students responding with a score of 5, 6, or "very much" on *To what extent have your courses challenged you to do your best work* (Q39). When asked about the number of hours spent preparing for class (Q61), students reported spending less time in 2017 than in 2013. These results align with the shift in student responses to how their experience at CCSU has contributed to their knowledge, skills, and personal development in the area of *Writing Clearly and Effectively*. In **2013** the estimated number of assigned pages of student writing for seniors was 71, compared to 57 pages in **2015** and 69 pages in **2017**. These numbers are lower than the aggregated estimates for other institutions in the NSSE comparison groups, which averaged 79 pages over the three administrations. However, when students were asked to report on drawing conclusions, or evaluating conclusions using numerical information (Q25 and 28), CCSU students reported eight and 10 percent gains in each area, respectively. These results were further supported when students were asked if CCSU contributed to their *knowledge, skills, and personal development in the area of Analyzing Numerical and Statistical Information* (Q73) with a gain of seven percent since 2013. The results on writing and numerical information align with the information collected via CCSU's participation in the MSC (discussed in Standard Four), showing that CCSU students have stronger numerical skills and weaker writing skills when compared to seniors from other institutions.

In response to available data, CCSU has dramatically shifted how it advises incoming students. CCSU implemented a centralized

advising model in 2009 in which a new Center for Advising and Career Exploration (CACE) was responsible for intake of all freshmen and for continued advising during a student's first semester. Every first-year student had a dedicated advisor but did not have an opportunity to interact with any faculty advisors or professional advisors from his or her major department or school. CACE advisors met with students during a brief one hour small-group advising session and students were not always given an opportunity to make adjustments to their course schedules. Advisors also met each student once in the first semester. With a decrease in retention rate over this time, as well as recent information from the NSSE Advising module, suggested that a return to a school-based advising model and an extended intake experience were warranted. In early 2017, CCSU dissolved CACE and redeployed professional advisors to school-based advising centers. Summer intake under this model comprises a full day of orientation and includes a more comprehensive advising program. CCSU expects that fine-tuning in response to future data will enhance retention.

In response to available data, CCSU has dramatically shifted how it advises incoming students.

STUDENT ACADEMIC SUCCESS

FIRST-YEAR EXPERIENCE: In 2013, attempts to assess the FYE program revealed that outcomes were unevenly applied across disciplines resulting in an inconsistent experience for first-year students. To remedy this issue, best practices were investigated and a new course was created containing a heavy online component. This course was developed by subject matter experts, with the intention that all faculty teaching FYE would use the content provided online. In Fall 2016, four faculty (one from each school) piloted the program for 80 students. Student and faculty feedback was gathered and changes were made to the course. In Fall 2017, the model was revisited and expanded to eight faculty.

THE LEARNING CENTER: The types of services offered by TLC have shifted over the years based on student need and program success. The number of student visits to TLC are up substantially from 9,750 student visits in 2013-14 (when a new electronic tracking process was refined), to 12,838 in 2016-17. The number of students who took advantage of individual academic coaching has continued to grow from 591 students in 2013-14 to 703 students in 2016-17. TLC served 2,605 individual students during the 2016-17 academic year. In addition, since 2010 students on academic probation are required to participate in an academic intervention during their probationary semester.

TLC regularly assesses the success of the impact of academic intervention initiatives on academic performance. Exhibit 5.A.14 shows the percentage of students completing an intervention and the increase in their cumulative GPA at the end of the probationary semester (First-Time Probationary Students). For example, data shows 85 percent of students receiving a TLC intervention increased their cumulative GPA.

EDUCATIONAL OPPORTUNITY PROGRAM: EOP students entering CCSU in the fall semesters between 2011 and 2015 were retained to their second year at an average rate of 83 percent, compared to the overall University rate of 78 percent. The average six-year graduation rates for cohorts entering in Fall 2006 through 2010 were 46 percent for EOP students and 53 percent for all of CCSU. Similar to the University at large, there is a marked difference by gender, with females typically graduating from the EOP at a higher rate than male students (Exhibit 5.A.15, see discussion under Retention and Graduation). Between the 2006 and 2009 Fall cohorts, the graduation rate differential was as high as 31 percent. However, this trend was not seen in the 2010 EOP cohort, which had a 52 percent male and a 43 percent female graduation rate. It is also important to note that 2010 had a small cohort with 21 male and 21 female students. These figures suggest that while the program is successful in retaining students to their second year, more work needs to be done to bring members of this already high-risk population to graduation.

ACADEMIC MAPS: University changes in webpage hosts delayed some updates, but efforts are currently underway to update all maps and

curriculum sheets. In addition, the recent acquisition of DegreeWorks further enhances the use of maps on campus, as well as allows maps to be individually tailored to a specific student's needs.

EARLY ALERT: The Early Alert system is very easy to use for the faculty, but once the student has been identified, the remaining process is labor-intensive and time consuming. One of the major flaws in this labor-intensive process is that little feedback is given to the faculty, with the exception of a note indicating that the student will be contacted. Currently, workforce availability does not allow for more in-depth feedback. The University has spent time reviewing commercial products that might automate this process, however the project has not advanced due to competition with other fiscal needs.

RETENTION AND GRADUATION

UNDERGRADUATE STUDENTS: Per **Objectives 2.1 and 2.2** of the FSP, CCSU has a history of monitoring retention and graduation rates as a quantitative measure of student success and had set goals of 85 percent and 52 percent, respectively. Based on data over the past ten years, the **first-time, full-time student retention rate** fluctuated between 75.8 percent (2011 cohort) and 81.2 percent (2009 cohort), with the most recent year of data (2016 cohort) at 76.4 percent (DFF 8.1). Retention by gender follows similar patterns with men at 73.7 percent and women at 79.7 percent in the 2016 cohort. In 2010, the federal definition for collecting and reporting race and ethnicity changed significantly. While CCSU has tracked retention and graduation rates of minority populations since 1991, minority comparisons are now most appropriate from the 2010 cohort forward. The retention rate for Black or African American students peaked at 81.4 percent (N = 129) in the 2012 cohort and has since fallen to 74.6 percent (N = 122) with the 2016 cohort. Hispanic or Latino students retained at the highest rate in the 2010 cohort (78.4 percent, N = 125) and then dropped to 72.9 percent (N = 133) the following year. This rate has slightly increased each year, peaking at 77.1 percent (N = 205) with the 2015 cohort and dropping to 73.9 percent (N=138) in the 2016 cohort. White student retention reached its highest rate in recent history in the 2013 cohort with 81.1 percent (N=848), only to decrease by 4.1 percent in the 2014 cohort, and then to 76.7 percent with the Fall 2016 cohort. Under-represented minority retention increased slightly from 74.2 percent (N = 260) in the 2010 cohort to 77.9 percent (N = 390) in the 2015 cohort, but the most recent retention rate dropped 2.4 percent, currently sitting at 75.6 percent (Exhibit 5.A.2).

Since the 2008 self-study, CCSU's **six-year graduation rate** has increased from 46 percent (2002 cohort, graduating by Aug. 31, 2008), to peaking at 57.3 percent with the 2009 cohort and is currently at 52.1 percent (2011 cohort, graduating by Aug. 31, 2017). Additionally, CCSU's four-year graduation rate has more than doubled since the 2002 cohort (13 percent) and is now at 30 percent (2013 cohort, Figure 11). Graduating students in a timely manner is one of the best financial aid packages CCSU can provide students. These data along with other measures demonstrate that four-to-six year graduation rates have increased considerably over the past several years, providing evidence of increased educational effectiveness.

Since the 2008 self-study, CCSU's six-year graduation rate has increased from 46 percent, to peaking at 57.3 percent with the 2009 cohort and is currently at 52.1 percent.

MALE STUDENTS: Historically, the graduation rate gap between male and female CCSU students has been approximately twice the national average. For example, the graduation rate for females in the 2003 cohort was 56.7 percent compared to 41.5 percent for males; a 15 percent differential. Nationally, the graduation rate for female students is 52 percent compared to 44 percent for male students; a 7.8 percent differential (Figure 12, Exhibit 5.A.2). CCSU has narrowed this gap considerably through its efforts to increase the retention and graduation rates of males. Initiatives include the Healthy Fellows/Man Enough/Connections program, in which more than 20 faculty and staff provide mentorship and coaching. For the past seven years, the Ebenezer D. Bassett award has been given to

FIGURE 11:

Retention and Graduation Rates

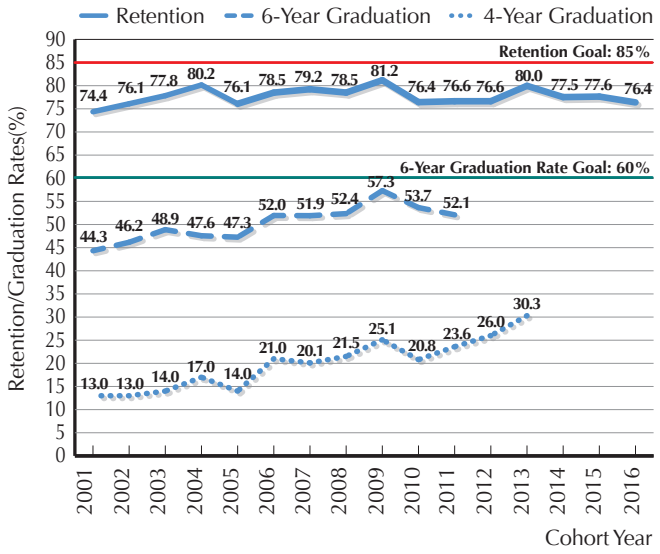
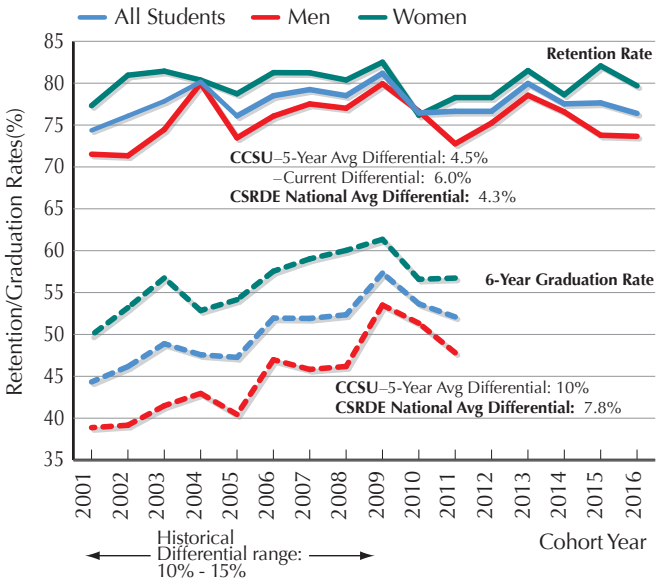


FIGURE 12:

Retention and Graduation Rate by Gender

Graduation rates for 2011 cohort are preliminary



promote male achievement inside and outside the classroom. The Bassett award recognizes college men who are striving to make healthy and meaningful contributions to society. Starting with the 2009 cohort, CCSU's efforts have helped to bring the graduation rate differential between male and female students into line with national norms, ranging between five to nine percent compared to the national norm of eight percent. Much of this progress is credited to the Healthy Fellows Navigator program, the Ebenezer D. Bassett scholarship, and a statewide collaborative that helps promote men's health and academic success. CCSU is also in partnership with various high schools and community colleges to promote the success of male students.

TRANSFER STUDENTS: The institution closely monitors the retention and graduation rate of students who transfer to CCSU (**Objective 2.3** of the FSP). A **snapshot of data** from the 2013 cohort indicates that of the 814 students who transferred to CCSU, 78 percent were retained in the second year, and 57 percent were retained the **third year**. The four-year graduation rate was 55 percent, whereas 39 percent graduated in three years. CCSU also met its goal of 60 percent for a six-year graduation rate in six of the last seven cohorts.

GRADUATE STUDENTS: Retention and graduation rates of graduate students for master's programs (DFF 8.4) are remarkably similar, averaging 74 percent and 72 percent respectively for the last five cohorts. Data indicates that when a student is retained to the second year, he or she will finish the graduate program. The average **time to a degree** for master's students ranges between 2.8 to 3.0 years, which is considerable since 75 percent of graduate students are enrolled part-time. In addition, the average time to a degree for students seeking a Doctor of Education is decreasing. In 2012-13 and 2013-14, degree completion took 4.4 and 4.7 years, respectively. In 2015-16 and 2016-17, time to degree had been reduced to just under four years. For the doctoral program in education, retention (as defined above) is 100 percent, and most students complete their degree in four years (Data First Form 8.4). This improvement is partially attributed to greater emphasis on strong writing skills in the first two years of the program. The CCSU Writing Center has designed resources for graduate students and faculty have developed a common Academic Writing Rubric used with a designated writing intensive assignment in every course in the program.

For our long-standing distance education program (data mining), retention rates for the first-to-second year 2014 and 2015 cohorts was 60 percent and in 2016 it dropped to 57 percent. However, time to degree for this program has improved, and students graduating between 2012-13 and 2015-16 took on average 4.9 to 5.9 years to complete the degree, while students graduating in 2016-17 averaged 3.5 years.

POST-GRADUATION SUCCESS (UNDERGRADUATES/GRADUATES)

Post-graduation student survey **results** reflect positively on the University's educational effectiveness, and CCSU continues to use this information to further improve its success. Eighty nine percent of undergraduate and graduate students rated their overall academic experience at CCSU as Good or Excellent; however results also indicate that more emphasis should be placed on critical thinking skills.

On items relating to training in skills and/or abilities received at CCSU, 80 percent or more undergraduates and graduates (N = 314) indicated the training they received was effective or that training was not necessary. Such skills/abilities included analyzing or synthesizing data, identifying a problem and formulating a solution, and working collaboratively or in a team. Several survey items asked alumni to rate skills, abilities, and/or experiences where CCSU should have placed more emphasis. Examples of these items include "gaining a broader experience about different fields of knowledge," "improving ability to think critically," and "working with people that have diverse abilities, interests, and/or perspectives." Forty-eight percent of respondents indicated that more emphasis is needed on "improving ability to think critically."

PROJECTION

CCSU has been collecting information from a variety of sources but has not always effectively utilized data for continuous improvement. Moving forward, the University's goal is to use data from multiple measures to systematically inform decision making. As previously mentioned, recent NSSE results suggest greater emphasis on assigned writing. While these results are limited in scope, the data were substantiated with findings from the MSC initiative, where scores from Written Communication were slightly lower than other institutions. Moreover, when CCSU faculty independently scored student work using the same rubric for Written Communication, they encountered the same results. These results have since been shared with Department of English faculty and the Board of Advisors of the CCSU **Center for Teaching and Faculty Development** (CTFD). In the coming year, CTFD will focus faculty development on programs that emphasize writing across the curriculum. Faculty are also in the process of developing a proposal that will introduce a Writing in the Disciplines requirement, which is anticipated to go in front of Senate next year. Additionally, all of the results from the MSC initiative have been shared with the General Education Subcommittee of the Curriculum Committee and resulted in a recommendation to the Senate (April 30, 2018) for a new General Education Committee; the Committee on Committees is now considering this request. If approved, the new General Education Committee, which will operate separately from the General Education Sub-committee of the **Curriculum Committee**, will be charged with reviewing all GenEd assessment data submitted by the AAC, as well as other student performance data.

The successful pilot of the adapted Multi-State Collaborative model to assess general education learning outcomes resulted in the Senate's formal adoption of the model in November of 2017, as well as the approval of an assessment cycle for measuring all GenEd outcomes.

The successful **pilot** of the adapted MSC model to assess general education learning outcomes resulted in the **Senate's formal adoption** (see item 4c) of the model in November of 2017, as well as the approval of an assessment cycle for measuring all GenEd outcomes (**Appendix B of the report**). The initiative has already produced strong baseline data on Critical Thinking, Written Communication, and Quantitative Reasoning on which faculty can rely in directing their efforts to improve student learning. In 2017-18, the AAC created an MSC sub-committee to focus on GenEd assessment,

formalizing and building upon the previous assessment activities. Going forward, this sub-committee has been charged with improving (1) communication with faculty on how to participate; (2) communicating the results to all faculty; and (3) documenting changes resulting from these data.

The OIRA will continue to facilitate assessment scoring retreats where faculty focus on GenEd. The three core learning outcomes, Critical Thinking, Written Communication and Quantitative Reasoning will be evaluated every other year, and in the alternate years, up to three new learning outcomes will be introduced. Artifact collection has already begun for two of the three new outcomes: Civic Engagement and Information Literacy. In 2018-19 the third learning outcome and corresponding rubric will be finalized, and the Senate approved assessment schedule will serve as the general guideline for implementation.

In addition to its assessment efforts concerning GenEd, the AAC will continue to monitor and provide feedback on assessment reports for academic programs. The AAC has begun reviewing the assessment requirements of external, discipline-specific accrediting bodies, to identify areas of considerable overlap between internal and external assessment processes. This may result in a modification to CCSU's reporting cycle for accredited programs to include these additional assessments.

CCSU needs to gain a better understanding of student progress and success post-graduation and will continue to administer the two newly implemented post-graduate surveys to CCSU graduates. The survey designed for students who graduated within six months will be administered every summer while the three to five-year post-graduate survey will be administered every third year. The University will research best practices to develop a methodology for tracking employment of graduates at appropriate intervals. Information obtained from these surveys will continue to be easily accessible on the website and will be discussed by the Council of Deans and shared with Senate.

CCSU reached a first-year retention milestone of over 80 percent with the 2009 cohort. Since then, retention has declined to 76.4 percent, and multiple data analyses and student interviews indicate that there are several complex issues surrounding retention. As a result, retention has become a priority at CCSU. The new administration has set enrollment goals as well as begun the process of hiring a new Associate Vice President for Enrollment Management, and a new academic plan is being developed – all focusing on increasing the student body while simultaneously improving retention. The goal is to increase first-year retention rates to 85 percent and six-year graduation rates to 60 percent. The University will consider new models, new structures, and new methodologies to promote student success, all the while relying on data to inform its decisions. Under the leadership of the President and the Associate Vice President for Enrollment Management, as well as with the assistance of committees such as the Student Success Team, CCSU will develop and implement new initiatives during the coming years that focus on these important issues. Based on the data collected to date, no apparent single cause or cluster of causes for the decline in retention has emerged. Therefore, the approach will have to be multifaceted, targeting different populations of students on campus. For example, the **CTFD** has been piloting learning community groups focusing on such topics as critical thinking, culturally relevant teaching, open educational resources, and universal design for learning. CCSU's administration and faculty are committed to improving educational effectiveness and the student experience.

CCSU's administration and faculty are committed to improving educational effectiveness and the student experience.

UNDERGRADUATE RETENTION AND GRADUATION RATES

WORKSHEET 8.1

Student Success Measures/ Prior Performance and Goals	5 Years Prior (FY2013)	4 Years Prior (FY2014	3 Years Prior (FY2015)	2 Years Prior (FY2016	1 Year Prior (FY2017	Current Year (FY2018)	Next Year Forward (goal, FY2019)
IPEDS Retention Data Fall Cohort	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**
Associate degree students							
Bachelors degree students	75.8%	76.6%	80.0%	77.5%	77.6%	76.4%	78%
? IPEDS Graduation Data (150% of time) Fall Cohort	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**
Associate degree students							
Bachelors degree students	52.0%	51.9%	52.4%	57.3%	53.7%	52.1%	52%

? IPEDS Outcomes Measures Data

First-time, full time students — Cohort	F2007	F2008	2009-10	2010-11
Awarded a degree within six years	52%	52%	56%	52%
Awarded a degree within eight years	56%	57%	59%	tbd
Not awarded within eight years but still enrolled	1%	2%	1%	tbd
First-time, part-time students				
Awarded a degree within six years	22%	14%	19%	tbd
Awarded a degree within eight years	22%	43%	19%	tbd
Not awarded within eight years but still enrolled	11%	0%	0%	tbd
Non-first-time, full-time students				
Awarded a degree within six years	64%	59%	61%	tbd
Awarded a degree within eight years	65%	61%	63%	tbd
Not awarded within eight years but still enrolled	1%	0%	1%	tbd
Non-first-time, part-time students				
Awarded a degree within six years	39%	44%	44%	tbd
Awarded a degree within eight years	42%	48%	47%	tbd
Not awarded within eight years but still enrolled	2%	3%	2%	tbd

? Other Undergraduate Retention/Persistence Rates

Bachelors degree students, Full-time First-time

Gender — Fall Cohort	2011	2012	2013	2014	2015	2016	2017
Male	73%	75%	79%	77%	74%	74%	tbd
Female	79%	78%	82%	79%	82%	80%	tbd
Race/Ethnicity							
Non-Resident Alien*	50%	69%	93%	68%	81%	62%	tbd
Black or African American	79%	81%	76%	78%	79%	75%	tbd
American Indian or Alaska Native*	33%	100%	60%	100%	n/a	75%	tbd
Native Hawaiian or Other Pacific Islander	n/a	n/a	0%	50%	n/a	100%	tbd
Asian	86%	79%	83%	83%	83%	73%	tbd
Hispanic or Latino	73%	75%	76%	76%	77%	74%	tbd
White	76%	77%	81%	77%	78%	77%	tbd
Two or More Races	82%	57%	86%	82%	78%	83%	tbd
Race/Ethnicity Unknown	69%	73%	71%	93%	70%	86%	tbd

? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)

Bachelors degree students, Full-time First-time

Four-year Grad Rates -FTFT — Fall Cohort	2007	2008	2009	2010	2011	2012	2013
	20%	22%	25%	21%	24%	26%	30%

Six-year Grad Rates -FTFT

Gender — Fall Cohort	2006	2007	2008	2009	2010	2011	2012
Male	47%	46%	46%	54%	51%	48%	tbd
Female	58%	59%	60%	61%	57%	57%	tbd
Race/Ethnicity							
Non-Resident Alien*	42%	57%	29%	50%	40%	33%	tbd
Black or African American	36%	45%	43%	42%	39%	43%	tbd
American Indian or Alaska Native*	0%	0%	0%	22%	n/a	33%	tbd
Native Hawaiian or Other Pacific Islander	n/a	n/a	n/a	n/a	0%	n/a	tbd
Asian	55%	55%	56%	57%	69%	51%	tbd
Hispanic or Latino	45%	39%	48%	50%	54%	39%	tbd
White	54%	54%	55%	59%	55%	55%	tbd
Two or More Races	n/a	n/a	n/a	n/a	44%	64%	tbd
Race/Ethnicity Unknown	53%	48%	42%	68%	25%	45%	tbd

UNDERGRADUATE RETENTION AND GRADUATION RATES

WORKSHEET 8.1 *(continued)*

Definition and Methodology Explanations

* IPEDS collection and reporting of Race/Ethnicity changed in 2010
** Small number of students in the cohort
Cohorts for retention rates and 4-year and 6-year graduation rates are defined using the IPEDS definitions: first-time, full-time degree-seeking students.
Retention rates are measured from fall semester to fall semester as of the 3rd week official census date (IPEDS definition).
4-Year and 6-year graduation rates are measured based upon degree completion status by August 31, either 4 or 6 years later (for example the status of students in the 2011 cohort was measured on August 31, 2015 for the 4-year rate and again on August 31, 2017 for the 6-year rate)
IPEDS Outcome Measures: Fall Cohort Fall 2007 and Six-year 8/31/13 and Eight-year 8/31/15
IPEDS Outcome Measures: Fall Cohort Fall 2008 and Six-year 8/31/14 and Eight-year 8/31/16
IPEDS Outcome Measures: FULL-YEAR Cohort July 1 2009 - June 30, 2010 and Six-year 8/31/15 and Eight-year 8/31/17
IPEDS Outcome Measures: FULL-YEAR Cohort July 1 2010 - June 30, 2011 and Six-year 8/31/16.

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

CCSU also tracks retention and graduation rates for other populations of students:

Full-time Transfer Students

First-time Part-time Students

Student Athletes Receiving Athletic Aid

CCSU also participates in the CSRDE retention studies for transfer students and STEM majors - reports available in the resource room

STUDENT SUCCESS AND PROGRESS RATES AND OTHER MEASURES OF STUDENT SUCCESS

WORKSHEET 8.2

		Bachelor Cohort Entering		Associate Cohort Entering	
?	Category of Student/Outcome Measure	6 years ago	4 years ago	6 years ago	4 years ago
?	**First-time, Full-time Students**[1] Fall Cohort	2011	2013	n/a	n/a
	Degree from original institution	52%	30%		
	Not graduated, still enrolled at original institution	6%	36%		
	Degree from a different institution	14%	3%		
	Transferred to a different institution	6%	7%		
	Not graduated, never transferred, no longer enrolled	22%	24%		
?	**First-time, Part-time Students**[1]				
	Degree from original institution	15%	0%		
	Not graduated, still enrolled at original institution	8%	27%		
	Degree from a different institution[2]	n/a	n/a		
	Transferred to a different institution[2]	n/a	n/a		
	Not graduated, never transferred, no longer enrolled[2]	n/a	n/a		
?	**Non-first-time, Full-time Students**[1]				
	Degree from original institution	61%	53%		
	Not graduated, still enrolled at original institution	3%	16%		
	Degree from a different institution	10%	4%		
	Transferred to a different institution	4%	4%		
	Not graduated, never transferred, no longer enrolled	22%	23%		
?	**Non-first-time, Part-time Students**[1]				
	Degree from original institution	47%	46%		
	Not graduated, still enrolled at original institution	5%	17%		
	Degree from a different institution	8%	3%		
	Transferred to a different institution	5%	5%		
	Not graduated, never transferred, no longer enrolled	35%	29%		

Measures of Student Achievement and Success/Institutional Performance and Goals

	3 Years Prior (FY2014)	2 Years Prior (FY 2015)	1 Year Prior (FY 2016)	Current Year (FY 2017)	Next Year Forward (goal) (FY 2018)
Success of students pursuing higher degrees (add more rows as needed)[3]					
Enrolled in Post-secondary Education, all levels[4]	31%	23%	26%	20%	TBD
Enrolled in Graduate Level Post-secondary Education[5]	23%	15%	20%	16%	TBD
Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)					

Definition and Methodology Explanations

[1]**Data Source: Student Achievement Measure (SAM). Cohort files submitted to National Student Clearinghouse (NSC).**

[2] **First-time, Part-time Cohort is too small to submit to NSC. 2011 Cohort N=13 and 2013 Cohort N= 15**

[3]**Data Source used for students pursuing higher degrees: NSC. Submitted Completer files to NSC using Subsequent Enrollment tracking.**

[4]**Enrolled in Post-secondary Education is defined as a student enrolled in higher education any level (undergraduate, graduate, or doctoral level). Students enrolled at CCSU are included in these figures.**

[5]**Enrolled at the graduate level is defined as a student enrolled in graduate or doctoral level. It is a subset of #3. Enrolled in post-secondary education. Students enrolled at CCSU are included in these figures.**

LICENSURE PASSAGE AND JOB PLACEMENT RATES AND COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS

WORKSHEET 8.3

Exam or Program	3-Years Prior (FY 2014)		2 Years Prior (FY 2015)		1 Year Prior (FY 2016)		Most Recent Year (FY 2017)	
? **State Licensure Examination Passage Rates**								
Name of exam	# who took	# who passed	# who took	# who passed	# who took	# who passed	# who took	# who passed
ART CONTENT AND ANALYSIS	17	16	9	N < 10	11	10	11	11
ART CONTENT KNOWLEDGE	1	N < 10						
ART CONTENT TRAD CRITIC AESTHETICS	1	N < 10						
ART MAKING	1	N < 10						
BIOLOGY CONTENT KNOWLEDGE	4	N < 10	9	N < 10	7	N < 10	6	N < 10
BOARD OF CERTIFICATION (Athletic Training)	3	3	3	3	11	11		
CORE ACADEMIC SKILLS FOR ED: MATH**			1	N < 10	6	N < 10		
CORE ACADEMIC SKILLS FOR ED: READING**			1	N < 10	7	N < 10		
CORE ACADEMIC SKILLS FOR ED: WRITING**			1	N < 10	7	N < 10		
CHEMISTRY CONTENT KNOWLEDGE							1	N < 10
EARTH AND SPACE SCIENCES - CK	3	N < 10	2	N < 10	2	N < 10	2	N < 10
ED OF EXCEPTIONAL STUDENTS CORE CK								
ELEM ED CONTENT AREA EXERCISES								
ELEM ED CURR INSTRUCT ASSESSMENT								
ELEM ED MULTI SUBJ MATHEMATICS (5003)**					51	43	65	62
ELEM ED MULTI SUBJ MATHEMATICS (5033)	89	69	80	56	9	N < 10		
ELEM ED MULTI SUBJ READING LANG ARTS (5002)**					45	39	66	63
ELEM ED MULTI SUBJ READING LANG ARTS (5032)	89	83	80	74	9	N < 10		
ELEM ED MULTI SUBJ SCIENCES (5005)**					49	33	66	57
ELEM ED MULTI SUBJ SCIENCES (5035)	89	72	80	55	9	N < 10		
ELEM ED MULTI SUBJ SOCIAL STUDIES (5004)**					50	35	65	59
ELEM ED MULTI SUBJ SOCIAL STUDIES (5034)	89	68	80	56	9	N < 10		
ENG LANG LIT COMP CONTENT & ANALYSIS	15	14	10	10	2	N < 10	1	N < 10
ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS			6	N < 10	6	N < 10	11	11
ENGLISH TO SPEAKERS OF OTHER LANGUAGES			2	N < 10	1	N < 10	1	N < 10
FOUNDATIONS OF READING	98	94	83	68	79	73	78	73
READING SPECIALIST			9		37	38	11	10
GENERAL SCI CONTENT KNOWLEDGE	2	N < 10			1	N < 10		
GENERAL SCI CONTENT ESSAYS	1	N < 10						
MATHEMATICS CONTENT KNOWLEDGE (5161)**			1	N < 10	8	N < 10	4	N < 10
MATHEMATICS CONTENT KNOWLEDGE (0061)	13	13	10	10	2	N < 10		
MUSIC CONTENT & INSTRUCTION	8	N < 10	9	N < 10	6	N < 10	3	N < 10
OPI French	3	N < 10						
OPI Spanish	7	N < 10	10	10	7	N < 10	3	N < 10
PHYSICAL ED CONTENT AND DESIGN	39	27	26	22	31	26	23	23
PHYSICS CONTENT KNOWLEDGE			1	N < 10	1	N < 10	1	N < 10
PRAXIS I MATHEMATICS (discontinued)	164	163	169	168	126	126		
PRAXIS I READING (discontinued)	166	166	170	169	123	123		
PRAXIS I WRITING (discontinued)	164	164	170	170	123	123		
PRINC LEARNING AND TEACHING K-6 II	87	87	19	15				
SE CK AND MILD TO MODERATE APPL	11	11	7	N < 10	15	15	12	12
SOCIAL STUDIES CONTENT KNOWLEDGE	12	10	19	15	15	13	13	10
TECHNOLOGY EDUCATION	10	10	10	10	7	N < 10	7	N < 10
WPT French	3	N < 10						
WPT Spanish	7	N < 10	10	10	7	N < 10	3	N < 10
? **National Licensure Passage Rates**								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
Bidding & Estimating (AIC Exam)	48	32	48	36	40	35		
Budget, Cost & Cost Control (AIC Exam)	48	41	48	45	40	38		

LICENSURE PASSAGE AND JOB PLACEMENT RATES AND COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS

WORKSHEET 8.3 *(continued)*

Exam or Program	3-Years Prior (FY 2014)		2 Years Prior (FY 2015)		1 Year Prior (FY 2016)		Most Recent Year (FY 2017)	
Communication Skills (AIC Exam)	48	39	48	48	40	39		
Construction Geomatics (AIC Exam)	48	33	48	31	40	38		
Construction Safety (AIC Exam)	48	45	48	47	40	39		
CPA Exam	89	40	96	43	98	38		
Engineering Concepts (AIC Exam)	48	30	48	35	40	29		
Management Concepts (AIC Exam)	48	42	48	45	40	38		
Materials, Methods, & Plan Reading (AIC Exam)	48	41	48	36	40	37		
Planning Scheduling & Control (AIC Exam)	48	44	48	43	40	38		
Project Administration (AIC Exam)	48	41	48	47	40	40		
National Certification Exam (Biological Sciences: Anesthesia)	36	32	36	27	37	31	29	24
Connecticut Administrators' Test	46	35	64	33	104	56	114	61
National Counselor Exam								
Marriage and Family Therapy National Exam***	48	48	29	29	27	27	21	21
NCLEX-RN	46	37	41	31	48	38	41	Pending

Job Placement Rates

Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
Biology Anesthesia, MS		36	36	36	36	37	37	29	29
Computer Science, BS		10	10	7	6	18	14	22	16
Marriage and Family Therapy, MS***		48	32	29	26	27	26	48	30

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable) http://www.ccsu.edu/oira/consumerInformation.html?id=1492

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

	3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
Completion Rates							
1 N/A							
2							
Placement Rates							
1 N/A							
2							

Please enter any explanatory notes in the box below

Examinations for education-related programs are national exams, but passage is required by the State of Connecticut

State licensure pass rate information for PRAXIS II, administered by ETS, are not available for exams where fewer than 10 people participated that year and the pass rate was less than 100%

**Tests were revised effective either in 2015 or 2016.

***Notes regarding Marriage and Family therapy: In Connecticut, there are many employment opportunities for MFTs that do not require a professional license to practice. Information on licensing rates comes from the Connecticut State Department of Public Health Licensing Search page.
Graduates must wait for a period of 1 year after obtaining their degrees to be eligible for applying for licensure.

GRADUATE PROGRAMS, DISTANCE EDUCATION, OFF-CAMPUS LOCATIONS

WORKSHEET 8.4

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)
? **Master's Programs (Add definitions/methodology in #1 below)**					
Fall Cohort	2013	2014	2015	2016	2017
Retention rates first-to-second year	74%	75%	70%	74%	TBD
Fall Cohort	2008	2009	2010	2011	2012
Graduation rates @ 150% time	75%	73%	72%	72%	TBD
Average time to degree*	3.0	2.9	2.8	2.9	TBD
Art Education	2.8	3.8	2.9	3.4	TBD
Communication	3.1	2.4	3.6	4.3	TBD
Criminal Justice	5.1	5.5	4.0	3.6	TBD
English	4.4	4.4	4.4	4.9	TBD
Other measures, specify:					
*For a complete listing of time to degree by program, see website:	http://docs.ccsu.edu/oira/institutionalData/factbook/degreesAndCertificatesAwarded/Time_to_Degree.pdf				

? **Doctoral Programs (Add definitions/methodology in #2 below)**	2009 Cohort	2011 cohort	2013 Cohort	2015 Cohort	Goal
Retention rates first-to-second year	100%	100%	100%	94%	100%
Cohort	2005	2007	2009	2011	2012
Graduation rates @ 150% time	67%	57%	69%	71%	80%
	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)
Average time to degree (years)	4.7	4.0	3.7	3.9	3.5
Other measures, specify:					
Graduation rates @ 100% time	63%	48%	74%	TBD	74%

? **First Professional Programs (Add definitions/methodology in #3 below)**					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					

Distance Education (Add definitions/methodology in #4 below)					
Course completion rates	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)
Nursing, MSN				98%	TBD
Data Mining	88%	88%	89%	88%	TBD
Spanish, on-line Master's				90%	TBD
Fall Cohort	2013	2014	2015	2016	2017
Retention rates	60%	57%	75%	67%	TBD
Fall Cohort	2008	2009	2010	2011*	2012
Graduation rates	50%	43%	50%	0%	TBD
Other measures, specify:					

	(FY 2015)	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)
Average Time to Degree	4.9	5.3	3.5	TBD	TBD

Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)			
Course completion rates			
Retention rates			
Graduation rates			
Other measures, specify:			

GRADUATE PROGRAMS, DISTANCE EDUCATION, OFF-CAMPUS LOCATIONS

WORKSHEET 8.4 *(continued)*

	Definition and Methodology Explanations
1	Master's Cohort Definition: Degree-Seeking, First-time GR Level, Full-time and Part-time, Master's Credential Only Graduate retention rate: Percentage of first-time full- and part-time graduate degree-seeking graduate students from the previous fall (first fall enrollment) who are enrolled in the next fall semester (second fall enrollment) Graduate graduation rate: Percentage of first-time full-time degree-seeking graduate students who were enrolled in a program and completed their degree within 6 years. Notes: Programs included in this calculation require approximately 30 – 54 credits to complete; 3/4 of graduate students are enrolled as part-time
2	Doctoral Cohort Definition: Degree-Seeking, First-time DR Level, Full-time and Part-time, Doctoral Credential Only; new cohort accepted every other year. These data are limited to the EDD (the first DNAP cohort started in fall 2017; too early to report on). Graduate retention rate: Percentage of first-time full- and part-time degree-seeking doctoral students from the previous fall (first fall enrollment) who are enrolled in the next fall semester (second fall enrollment) Graduate graduation rate: Percentage of first-time full- and part-time degree-seeking doctoral students who were enrolled in a program and completed their degree within 6 years. Notes: This program requires 63 credits to complete; a full-time student should be able to graduate in 4 years (100%); 98% of students are enrolled as part-time. This program is cohort based, starting in alternate years.
3	N/A
4	Cohort Definition: Degree-Seeking, First-time GR Level, Full-time and Part-time, Enrolled in the Data Mining master's program Graduate retention rate: Percentage of first-time full- and part-time graduate degree-seeking graduate students from the previous fall (first fall enrollment) who are enrolled in the next fall semester (second fall enrollment) Graduate graduation rate: Percentage of first-time full-time degree-seeking graduate students who were enrolled in a program and completed their degree within 6 years. Notes: 98% of students are enrolled as part-time The online master's programs in Nursing and Spanish are new, effective Fall 2017. *The fall 2011 Data Mining cohort is small (N=3).
5	N/A

STANDARD NINE

INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

DESCRIPTION

INTEGRITY

CCSU understands the importance of striving for and maintaining integrity and transparency to support the mission and high ethical standards that define the institution at every level. The University's mission conveys its values: to provide broad access to quality degree programs, to prepare students to be thoughtful, responsible, and successful citizens, and to embody a community of learners dedicated to teaching, scholarship, research and outreach. In order to maintain its integrity, CCSU strives to reach its goals to offer rich educational programs to a diverse population at an affordable price.

The University utilizes many forms of public disclosure to convey its strategic goals and values, and the CCSU website provides a breadth of accurate and timely information for its campus community and the general public. With the launch of a new website in 2017, CCSU has a strong online presence that caters to students, prospective students, and the community. The **homepage** is the central landing page for current and prospective students to navigate the various offerings and resources available. In addition, the presidents of the University and the Faculty Senate work to maintain an atmosphere where issues of integrity may be publically disclosed and openly discussed. For example, they regularly convene open forums, which are described as, "an opportunity for faculty and staff to exchange in informal conversation and discuss any topic, question, or issue that may be of interest or concern."

CCSU understands the importance of striving for and maintaining integrity and transparency to support the mission and high ethical standards that define the institution at every level.

CCSU leaders understand their statutory and ethical responsibilities, which is shown in **Mission Statement** and **Former Strategic Plan**, the **Board of Regents (BOR) Ethics Statement** (pg. 1, Purpose), CCSU's **Affirmative Action**, **Non-Discrimination** and **Sexual Misconduct** policies, **Faculty Handbook** (Chapter 4, Shared Governance) and **Student Handbook** (pg. 79, Rights and Responsibilities). Governing bodies encourage an atmosphere of transparency, honesty and consideration for the values of the University and its constituencies (Data First Form (DFF) 9.1). CCSU also supports academic freedom to pursue, teach and disseminate knowledge is reflected in its **AAUP** (Article 4, Professional Rights and Responsibilities) and **SUOAF** (Article 8, Academic Freedom) collective bargaining agreements (CBAs). CCSU also has a Statement on **Academic Integrity** and a "commitment to civility" in its **Student Handbook** (pg. 82), which states: "The opportunity to live, study, and work in an institution which values diverse intellectual and cultural perspectives and encourages discussion and debate about competing ideas in an atmosphere of civility is a basic component of quality higher education."

All of the University's dealings with external constituencies are governed by contracts that include core principles such as nondiscrimination and respect for the privacy rights of students. The Connecticut Office of the Attorney General has issued contracting guidelines that are available in the **Connecticut State Colleges and Universities Procurement Manual**. There are also new conflict of interest policies that concern **dual employment** with multiple state agencies. All contracts entered into by CCSU worth over $25,000 are reviewed and approved by Connecticut's Office of the Attorney General and subject to Connecticut's open records laws. Certain template agreements

previously reviewed by Connecticut's Office of the Attorney General are exempt from further review regardless of cost or value and may be utilized by CCSU. CCSU also abides by state law governing its relationship with the private **CCSU Foundation**, 501(c)(3) organization which obtains private contributions to support CCSU educational programs and research. Furthermore, CCSU has disseminated policies and guidance regarding conflicts of interest rules or contractual work that could inadvertently result in the disclosure of confidential information.

CCSU adheres to the same high ethical standards within the University. CCSU rigorously adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA) which governs privacy of student records. In addition to FERPA, CCSU has its own privacy policy statement, which is published in the **Student Handbook** (pg. 85). There is also a Connecticut Board of Regents for Higher Education (BOR) Directory Information policy that can be found under the registrar's **FERPA Policy**. This policy requires all student information including directory information to be considered confidential. The governing **CBA**, (Article 10.15.6 and Appendix E) protects intellectual property rights (invention and copyright authorship protections) of faculty members by incorporating references to state statutory law which address the ownership of faculty inventions and copyrightable works. The Student Handbook clearly articulates University expectations of students, as well as what students can expect from the University (Rights and Responsibilities, pp. 79-127). The University has an Academic Integrity website that gives students and faculty easy access to the definitions of what constitutes academic misconduct. The University also ensures academic honesty by enforcing its **Academic Integrity** policy (DFF 9.1).

CCSU is committed to the pursuit of academic freedom for both faculty and students, and the Faculty Senate has decision-making authority over academic matters including those involving academic freedom. The Senate by-laws include a special **Committee on Academic Freedom** (Section 2.6.4., pg. 6) to review and report to the Senate on "all matters of academic freedom within the University." Both the teaching and administrative faculty CBAs contain provisions on academic freedom as noted above. The AAUP CBA also establishes an **Academic Freedom Panel** (Academic Freedom Committee Article 4.2.3.3) that investigates and mediates complaints and issues findings. An example of the University's deep commitment to academic freedom can be seen in the **Senate's recent resolution on academic freedom and trigger warnings**.

CCSU is committed to the pursuit of academic freedom for both faculty and students, and the Faculty Senate has decision-making authority over academic matters including those involving academic freedom.

As a public institution of higher education in Connecticut, CCSU is governed in its administration and operation by **section 10a of the Connecticut General Statutes**. The statutes establish the Connecticut State Colleges and Universities System (CSCU) and create and grant the powers of administration to the system-wide **BOR**. The BOR has operating and degree-granting authority and the power to establish and administer CSCU's operating fund. These laws mandate accountability and transparency and provide a broad framework for the BOR to formulate its system-wide polices, under which CCSU must operate. As a state University, CCSU must also act in accordance with the **Connecticut Freedom of Information Act**, which provides for transparency in the conduct of public business; **Connecticut's Code of Ethics** for public officials and state employees; and FERPA. CCSU also abides by Connecticut's contract bidding laws that dictate how and when competitive bids and proposals must be solicited and contracting guidelines provided by Connecticut's Office of the Attorney General.

In addition, Connecticut has recently been accepted as a participant in the **State Authorization Reciprocity Agreement** (SARA), and CCSU is now a member. In December 2016, the United States Department of Education issued state authorization regulations for distance education, and membership in SARA satisfies those regulations. CCSU works to

be transparent to students and prospective students, accurately depicting the nature of our educational programs, financial charges, and the employability of its graduates.

The University publishes a comprehensive **Nondiscrimination in Education and Employment Policy** that states "no person shall be discriminated against in terms and conditions of employment, personnel practices, or access to or participation in programs, services, and activities with regard to: age; ancestry, color; gender identity and expression; intellectual disability; learning disability; mental disability; physical disability; marital status, national origin; race; religious creed; sex, including pregnancy, transgender status, sexual harassment and sexual assault; sexual orientation; or any other status protected by federal or state laws." The **Office of Diversity and Equity** (ODE) oversees all search committees and ensures that **affirmative action** procedures are followed when selecting candidates. Further, the **ODE's mission** includes coordinating the University's promotion and development of a culturally diverse community, conducting training on the prevention of sexual harassment through the new **Office of Victim Advocacy and Violence Prevention**, and guiding CCSU in achieving diversity through training and investigation of complaints. Chapter Five (pg. 5.50) of the **Faculty Handbook** states that "it is…the policy of the leadership of Central Connecticut State University to advance social justice and equity by exercising affirmative action to remove all discriminatory barriers to equal employment opportunity and upward mobility…" This policy leads to consistent review of personnel policies and procedures to target and eliminate practices that have a discriminatory impact. The **Faculty Senate Diversity Committee** advises on University policies, curricular enhancements, and campus events designed to foster respect for all people. In addition, CCSU's **Admission Policy** includes a statement of non-discrimination, and the **CCSU Foundation, Inc.** (pg. 28) includes a policy statement that bars any discriminatory practices in all activities of the organization.

> ***"it is…the policy of the leadership of Central Connecticut State University to advance social justice and equity by exercising affirmative action to remove all discriminatory barriers to equal employment opportunity and upward mobility…"***
>
> ***– Faculty Handbook, Ch 5***

CCSU has enacted policies and procedures to ensure that programs, operations, and responsibilities are managed with honesty and integrity. These policies ensure that there is independent input or review of programs by different administrative and academic departments or committees, as well as appeals procedures to ensure the fair and consistent application of policies. For example, the governance structure of CCSU's Faculty Senate serves as a cornerstone for honesty and integrity in academic, research, and service programs. The Senate has decision-making authority in such areas as curriculum matters, degree requirements, scholastic standards, academic freedom, admission policies, and student behavior. The Senate serves in an advisory capacity in the appointment of administrative officers, budget and planning matters, University organizational structure, promotion and tenure policy, and in other matters affecting the educational quality and mission of the University. An example of Faculty Senate-approved policies implemented through administrative departments is CCSU's **Academic Misconduct Policy**, which ensures that students accused of misconduct have a right to multiple layers of review including a hearing and an appeal before a sanction becomes final. CCSU's policy on **Appeals for Grade Changes** offers students a process by which to contest their grades.

Moreover, CCSU's **academic affairs** and **student affairs** divisions ensure that students are treated with honesty and integrity (DFF 9.1). For example, **Student Disability Services** informs students of their rights and responsibilities with regard to obtaining reasonable accommodations, including course accommodations and auxiliary aids, to which they are entitled under federal law. The **Grants and Funded Research Office** oversees the integrity of the financial aspects of research

with procedures for proper expenditure and accounting. Standards for human and animal research come under the oversight of specialized committees. The **Human Studies Council**, an institutional review board under federal law, must approve any research involving human subjects. All such research must adhere to federal guidelines and respect the welfare and autonomy of human participants. Any research involving animals must follow **Institutional Animal Care and Use Committee** (IACUC) guidelines. Access to University databases for research purposes is reviewed by the Director of the **Office of Institutional Research and Assessment** (OIRA), who ensures researchers are aware of the **University Data Collection Policy**.

The Divisions of **Administrative Affairs** and **Student Affairs** together manage operations related to the health, welfare, and physical environment. The CCSU **Police department**, accredited by the **Commission on Accreditation of Law Enforcement Agencies** (CALEA), manages its responsibility for campus safety, in part, through approximately 825 cameras as well as utilization of email and texts to immediately warn of dangerous activities or persons. The cameras are unobtrusive but visible to the campus community. The University's **emergency preparedness plan** and the annual **Clery report** are available on its website. Advisory boards and committees provide input to **Residence Life**, CCSU's Student Wellness Services (**Medical**/**Counseling**) and its **Women's Center** on a broad range of services and programs for the physical, mental, and spiritual wellbeing of students. An important partner in managing student wellbeing is the **Office of Diversity and Equity** which has an **Office of Victim Advocacy and Violence Prevention** and the **University's Title IX Officer**. To ensure integrity in the **Athletics Department**, the University employs policies following NCAA's established recruiting guidelines, the **Academic Center for Student Athletes** and the Student-Athlete Code of Conduct (Exhibit 9.D.1) with a drug-screening protocol that allows for a pre-sanction appeals process.

CCSU has enacted policies and procedures to ensure that programs, operations, and responsibilities are managed with honesty and integrity.

CCSU manages its interactions with prospective students to ensure they are treated with the same honesty and transparency as enrolled students. Through the **Office of Undergraduate Admissions**, CCSU offers admissions advising to all undergraduate applicants. Through its **Fresh Start Policy** the University provides qualified students whose education has been interrupted the opportunity to "start over" with a new GPA for graduation purposes. CCSU's programs within **Pre-Collegiate and Access Services** provide tutoring, academic advising and a six-week summer program to give qualified students the right foundation to succeed.

A significant aspect of **CCSU's mission** is to "encourage the development and application of knowledge and ideas through...outreach activities... [and] to be a significant resource contributing to the cultural and economic development of Connecticut." CCSU sponsors many outreach activities that are open to students, particular groups, or the public. These events are administered through the sponsoring CCSU departments and are approved in the respective divisions. For example, the Vice President for Institutional Advancement approves events within the **Institute of Technology & Business Development**, the **Institute for Municipal and Regional Policy** and the **Office of Continuing Education**. Approval at the reporting level insures that events exemplify the values put forward in CCSU's mission statement. Conferences and speakers offered through grants are also reviewed in the grants approval process. CCSU also makes its facilities available to groups that are not affiliated with the University, providing there is a University sponsor, and the **Events Management** department (within the Division of Administrative Affairs) handles all such events. Events Management ensures that all events run at the University are appropriate and supportive of the institution's mission.

CCSU has established and publicized policies ensuring institutional integrity. All new students

are provided with the system-wide **Code of Conduct** (pg. 6). The CCSU **Student Handbook** (pg. 79) includes a listing of Students Rights and Responsibilities. In addition, the University publicizes its procedures to address grievances, disputes, and complaints from its community. The University Ombudsperson is available for informal, independent, confidential, neutral and impartial facilitation of fair and equitable resolution of concerns within the campus community. Information is readily accessible through the **ombudsperson's website**. CCSU also has established, formal union contractual grievance procedures for **AAUP** and **SUOAF** employees as well as five additional collective bargaining grievance procedures for all other employees, including: **clerical**, **maintenance**, **police officers**, **administrative & residual**, and **engineering, scientific & technical**. Through its **Office of Diversity and Equity** and new **Office of Victim Advocacy and Violence Prevention**, CCSU has a formal **internal complaint procedure** to address complaints from employees and students of discrimination and harassment based on protected status. Through its Human Resources department, CCSU has an **ADA-Reasonable Accommodation Policy** to address the concerns of disabled applicants and employees. Grade appeals polices are also in place for both **undergraduate** and **graduate** (pg. 32) students as is an appeals process within **academic misconduct** (DFF 9.1).

> ***"encourage the development and application of knowledge and ideas through... outreach activities... [and] to be a significant resource contributing to the cultural and economic development of Connecticut."***
>
> ***– CCSU's mission***

The Faculty Senate plays an important role in academic policy review. When questions arise from the University community about current academic policy, or when the Senate receives proposals for revisions to existing policy or for new policies, they are sent to either the **Curriculum Committee**, which oversees all matters related to curriculum, or to the **Academic Standards Committee**, which oversees all non-curricular academic matters. Committees then make recommendations to the Senate, which in turn deliberates and votes; if the result of that vote calls for some action to be taken, it is then subject to the President's approval. The **Curriculum Committee** is charged with reviewing the General Education program and the courses in it on a five-year cycle. The Senate's Committee on Committees also reviews the bylaws and operations of all Senate committees on a three-year cycle and suggests changes to the committees themselves and to the Senate. The Senate's Academic Assessment Committee is integral to CCSU's consistent review of its assessment policies and progress toward assessment goals, which strengthens the integrity of the University's academic programs and policies (see Standard Eight).

The **Graduate Studies Committee** (GSC), a committee of the Faculty Senate, has a standing Policy subcommittee. The subcommittee meets monthly during the academic year to assess and alter as appropriate any Graduate School Policies including but not limited to admissions policies. Any changes made to policies are first approved by the subcommittee, then the GSC, and finally reviewed and approved by the Faculty Senate.

Finally, the University receives the benefit of external policy review by various state and federal agencies such as the U.S. Department of Education, **Office of Federal Student Aid** and the **Connecticut State Auditors of Public Accounts**. An audit report is issued and is available on CCSU's website. The President then reviews these findings with the Executive Committee (ExComm) for response and/or action.

Each year CCSU files an annual report with the **Commission on Institutions of Higher Education** (CIHE) to facilitate the monitoring of its accreditation between site evaluations. Since CIHE's **2008 site visit**, CCSU has consistently filed these annual reports. CCSU also filed its **Fifth Year Report** in 2013, responding to issues raised by the Commission in **2009** and **2011**. In 2016, CCSU filed a report with the Commission outlining a substantive change requesting the

addition of an academic program to its doctoral degree programs, the **Doctorate of Nurse Anesthesia Practice** (DNAP); **approval** was granted later that year.

CCSU adheres to CIHE requirements of institutional integrity across the faculty and student populations. CCSU's **Affirmative Action Policy** statement demonstrates the University's commitment to diversity, and its Affirmative Action Program Goals describe how CCSU brings integrity to its hiring process through evaluation and review of the interview process. These policies also ensure the integrity of CCSU faculty (Standard Six). Finally, the University places great importance on the equality of all students. **Student Disability Services** offers special support to disabled students by advising them of their rights and responsibilities, fulfilling requests for reasonable accommodations, and providing a special grievance process with CCSU's **ADA Compliance** Officer. The University supports the entire student body, including those recovering from mental illness/ substance abuse disorders, by offering counseling and therapy through **Student Wellness Services** (see Standard Five).

TRANSPARENCY

With the launch of its new website in 2017, CCSU's provides up to date information that is accurate, comprehensive and easily accessible. The **Office of Marketing & Communications** (MarComm) maintains the University's website. Using consistent, best-practiced navigation utilities, **MarComm** gives site users easy access to current, complete information maintained by relevant offices to ensure informed educational decision making. Through the online publication of web policies and web style guides, MarComm works to provide a consistent, reliable, and robust means of accessing information. Additionally, MarComm works with front line offices such as **Admissions** and **Graduate Studies**, to monitor continually and adjust the accessibility of critical information. Among other web-based editing utilities, a convenient **web request system** enables quick and efficient updates and corrections to posted content. The website includes an annual **Fact Book**, and a page with multiple links providing **Consumer Information & Required Disclosures**. Information on the consumer information page covers a variety of areas including but not limited to information on academic programs, financial aid, student loans, refund policies, and student outcomes.

The University provides sufficient information to the public about its processes for **admissions**, **employment**, **grading**, **assessment**, **student discipline**, and the consideration of **student complaints and appeals** (DFF 9.2).

The Office of University Counsel maintains a readily accessible **webpage** devoted to explaining the Freedom of Information Act and how to request publicly available information about the University. CCSU's financial statements are included within the CSCU financial statements; CCSU's Office of Fiscal Affairs maintains a **webpage** presenting links to CSCU's website containing the relevant documents. The CCSU Foundation, Inc., also provides a **link** to its audited financial statements on its **website**.

The University provides sufficient information to the public about its processes for admissions, employment, grading, assessment, student discipline, and the consideration of student complaints and appeals.

MarComm, in its print and digital communications, relies on and digitally draws from the **University's catalog** for content regarding CCSU's **academic programs**. MarComm works with the offices of **human resources**, **administrative affairs**, the **registrar** and other relevant offices to represent accurately, the university its people and programs. The acquisition of SmartCatalog academic content management software in 2014 created a single sourced data repository for academic catalog information and **electronic archives** of catalogs from 2009 to 2011. Older catalog archives are available in print format in the Library, Office of the Registrar and the OIRA.

MarComm and **OIRA** maintain and present documentation regarding the University's accolades, assessed **learning outcomes**, **experiences of graduates**, and reports on the achievements of graduates and faculty such as results from CCSU **Alumni Surveys**, many of which are highlighted in the **Central Courier**. The OIRA's **Consumer Information & Required Disclosures** provides access to a wide range of such matters. **MarComm** and **OIRA** also regularly review institutional print and digital publications and actively seek out review and input from relevant offices such as **financial aid**, **bursar**, and other administrative and academic offices. OIRA regularly reviews the content under its purview for accuracy, correcting errors and making updates as new information becomes available; most reports are readily accessible on the website.

PUBLIC DISCLOSURE

CCSU provides a breadth of information to the public to assist prospective students with the decision-making process, as well as to provide transparency to the campus and the community. Information on CCSU'S governance structure, including a list of the **members of the BOR** of the CSCU System, is available from the BOR's webpage. The **University's catalog** presents institutional descriptions consistent with its mission and provides accessible articulations of student and University obligations, most notably in the outline of Academic Policies and Requirements. The University publishes its mission statement and objectives **online**. Along with the mission statement the website provides the public with the vision statement and four elements that distinguish CCSU.

CCSU provides a breadth of information to the public to assist prospective students with the decision-making process, as well as to provide transparency to the campus and the community.

Admissions standards and procedures are published by the **Office of Recruitment and Admissions** and the **School of Graduate Studies** both in print and online formats. Policies regarding **acceptance of transfer credit** are posted online along with a **transfer course equivalency database** for other Connecticut institutions that is available to prospective students. Also available are course equivalency databases for **AP tests** and **CLEP** tests. In addition, the **Office of Academic Articulations and Partnerships** maintains and publishes **articulation agreements**. Information about CSCU's Transfer and Articulation Program (TAP) – Transfer Ticket Degrees is published on the **BOR website** and included in CCSU's **academic catalog** (DFF 9.2).

In addition, the Bursar's Office **webpages** provide accurate and current listings of **tuition and fees** and other items affecting the cost of an education. It also displays the University's policies for **charges and refunds**, and withdrawal policies are published in the **catalog** and by the **Office of the Registrar**.

For current and incoming students, the University's **online catalog** includes academic requirements and additional details of all **academic programs** (including concentrations) and policies and procedures for **undergraduate** and **graduate** students. Catalog content is widely incorporated in departmental webpages using a single data source model through the SmartCatalog software. **Course Availability** is published online shortly before the beginning of each advising and registration period. Degree Works, CCSU's **online degree evaluation** system, displays the degree requirements met and those requirements still needed for graduation and is available to students, faculty, and advisors.

A current and complete listing of approved **academic programs** and corresponding discipline-specific **accreditations** are maintained and available to the public. In addition, accreditations are also noted within some program of study descriptions on relevant department websites as well as in student recruitment materials.

The **Office of Student Affairs** maintains an online **Student Handbook** describing rules and regulations for student conduct, procedures for student appeals and complaints, and other matters dealing with academic and campus life. Its table of contents allows for easy navigation through the 150-page handbook.

When a program is no longer available to new students, it is noted in the catalog. The **Curriculum Committee** annually reviews those courses not offered in the last four years and removes them. While the University maintains and distributes internally a list of who is on sabbatical leave each year, it is not easily accessible to the public. The University does not publically report faculty on medical or other forms of leave.

The **OIRA** and MarComm provide detailed descriptions of the University and its community of learners which can be found in the **Fact Book**. The University's website for **The Learning Center**, **Student Handbook**, as well as the University's **view book** all provide descriptions and access to a wide and comprehensive range of academic services available to promote student success. CCSU's homepage provides up-to-date information on upcoming activities and events in a **master calendar** of events accessible through the Today@ CCSU link. Additionally, the schools and the college provide school-specific student services offices designed to provide academic support and advising, and information about these are published **online** and printed when appropriate.

Reports assessing student success in terms of **retention and graduation rates** as well as **time to degree** are available to the public (see Standards Five and Eight), and in compliance with the **Student Right to Know Act**, are presented in the OIRA **Fact Book** and on the **Student Consumer Information** web page. The University also compiles information on its graduates concerning licensure exam passage rates (DFF 8.3).

Information concerning cost of attendance, financial aid, and payment resources appear on the web pages published by the **bursar** and **financial aid** offices. The OIRA publishes a **Student Consumer Information** web page, which maintains a variety of financial aid-related items under the Student Loan Information section. Upon graduation or departure from CCSU, all financial aid recipients receive information on federal student loans and exit interview information which informs the students of their continuing federal student loan indebted obligations and responsibilities. CCSU participates in the national transparency initiative **Student Achievement Measures** (SAM) and participated in the Voluntary System of Accountability (VSA) until 2018 when the initiative was reimagined. Information published on the VSA's College Portrait provided prospective students with consumer information to compare and calculate their expected cost of attending the University. Additional information on **student loan debt** of baccalaureate recipients and **Cohort default rates** for the three most recent years are also posted on the University's **Student Consumer Information** page.

CCSU also takes appropriate measures to ensure that all contractual documents clearly indicate—through official logos and explicit statements—that the individual presenting the agreement is working on behalf of the institution.

APPRAISAL

INTEGRITY

In order to maintain its academic and institutional integrity, the University has several processes in place to ensure the proper training of its faculty, staff and students. CCSU has a statutory mandate to train its full-time workforce in diversity related issues, and training occurs on a one-time basis. As of December 31, 2017, CCSU had trained almost 90 percent of its full-time employees. CCSU is also mandated to provide annual Title IX training to all of its employees, both full- and part- time. In addition to annual training, CCSU provides a variety of related trainings available to faculty, staff, and students such as Sex Signals, The Hook Up, On Being a Man, Take Back the Night, Bro Code, and Walk of No Shame. As of December 31, 2017, CCSU had 2,297 full and part-time employees, including temporary workers such as student workers, emergency appointments, and lecturers, the majority of which received training. While it is difficult to achieve 100 percent compliance due to the transient nature and high turnover in some of these positions, the University recognizes that compliance must be a priority.

In 2018, the University learned of allegations of sexual misconduct by faculty in a particular department and a thorough external investigation is underway into both new complaints and the

manner in which old complaints were handled by the prior administration. The President has met with students from the department and also conducted two open fora to encourage students to come forward. Since learning about the allegations, the President has instituted a significant change to the reporting deadline for allegations of sexual misconduct, eliminating the long established 90 day time limit and mandating that all reports, no matter how old, be investigated. To aid such investigations, she has instructed the offices of Human Resources, Diversity and Equity, and University Counsel to maintain all records indefinitely, despite state record retention guidelines that permit the destruction of records. The University has established a **website** for anonymous reporting of any campus culture concerns, including sexual misconduct issues. The President has also established a **Task force on Sexual Misconduct and Campus Climate** which is being chaired by alumnus Richard Spada, an international leader in developing inclusive and accessible communities. In addition to the case mentioned above, the Task Force has been asked to address allegations of misconduct by the CCSU Police Department. These allegations stem from 2016 (Exhibit 9.A.1). The taskforce has already begun its work of assessing how the University handles sexual misconduct complaints, examining programmatic initiatives in place to prevent sexual misconduct and identifying best practices for handling such complaints and programmatic initiatives and providing recommendations to implement these best practices.

CCSU has had some concerns regarding student access to administrators, as well as student perceptions of fairness in disciplinary procedures and in the freedom to express ideas. CCSU uses the **Student Satisfaction Inventory** (SSI) to gauge student perception and to benchmark performance in comparison to peer institutions, and the University has made significant improvements in 2017. In 2015, there were three areas where CCSU had significantly lower levels of satisfaction compared to national four-year public institution averages. In the 2017 administration of the SSI, student satisfaction in these same areas at CCSU is now significantly higher than peer institutions:

- Student disciplinary procedures are fair: Student scores increased from 5.08 in 2010 to 5.62 in 2017; in comparison to benchmark institutions, CCSU scores have transitioned from being significantly lower than peer institutions in 2015 to being significantly higher in 2017 (5.45, P<.05).
- Administrators are available to hear students' concerns: CCSU scores have increased from 4.79 in 2010 to 5.23 in 2017, which is in line with national norms.
- Students are free to express their ideas on this campus: In 2010, CCSU student satisfaction scores were 5.54 and have now increased to 5.75 in 2017; CCSU scores on this measure are now significantly higher than the satisfaction scores of peer universities (approximately 5.57).

CCSU uses the Student Satisfaction Inventory to gauge student perception and to benchmark performance in comparison to peer institutions, and the University has made significant improvements in 2017.

TRANSPARENCY

In October of 2012, the United States Department of Education (USDE) conducted a Title IV Program Review at CCSU, issuing a Final Program Review Determination in September 2013 after CCSU's Fifth Year Report submission. In this determination, USDE found that CCSU had several FAFSA verification violations which resulted in a return of $87,175 related to Federal Pell Grants. Although CCSU did not have to return any additional funds, the USDE also found that CCSU had made some calculation errors in connection with the return of Title IV funds upon student withdrawals. Finally, the USDE found that CCSU had issued its Clery Annual Security Report (ASR) and Annual Fire Safety Report (AFSR) 38 days late in 2012 and that the AFSR was lacking two years of required data. In Fall 2016, CCSU published the Clery ASR and AFSR two days prior to the October 1 deadline but failed to distribute it to the campus until Monday, October 3. This additional violation

of the Clery Act led to an administrative directive to the CCSU Police Department to publish and distribute the report by September 25 each year. In June of 2017, the USDE fined CCSU $32,500 for these Clery violations. In order to prevent future violations, CCSU has complied with all of the changes required by the USDE as a result of the 2012 Program Review.

In March 2017, the USDE placed CCSU, along with all other public higher education institutions in the state of Connecticut, on **Provisional Certification Status**, not to extend beyond December 31, 2019 (Exhibit 5.A.13). The USDE review disclosed repeated audit findings that affected regulatory elements essential for an acceptable level of administrative capability. Although previously approved degree and certification programs are grandfathered into receiving Title IV Financial Aid, under this provisional status the universities must receive permission from the Department of Education Secretary before they may award, disburse, or distribute Title IV, HEA funds for new programs approved after the March date and for any expansion or substantial changes. Return to a non-provisional basis will occur when CCSU demonstrates that its administrative capability is commensurate with the standards established in the referenced regulation (34 C.F.R. 668.15 and 668.16). In response to these findings, CCSU hired **Financial Aid Services** to conduct a Financial Aid Office Effectiveness Review and Desk Audit. The consultants concluded that there were no systemic weaknesses in the departments examined nor were there significant numbers of repeat findings. Additionally, they found that the staff are dedicated to complying with all Federal regulations and maintaining up-to-date regulatory knowledge (Exhibit 5.A.13, pg. 26).

PUBLIC DISCLOSURE

Since the last comprehensive evaluation in 2008, information on the **OIRA** website and the **Student Consumer Information** website have been greatly expanded. In 2017, the websites were redesigned to make navigation easier and thus information more readily available. Also, in 2017 Fiscal Affairs posted the **audited financial statements and audit reports** for CCSU and the CSCU System, going back multiple years depending on the report.

Given the importance of technology and a web presence, the University launched its new website in the fall of 2017. The availability of information and resources to students, employees and the public has significantly improved.

Due to low enrollment, the University is no longer accepting applicants for its M.S. in Educational Leadership in Jamaica and this information is included in the online 2017-18 Graduate Catalog. Similarly, the University is no longer accepting applications for its M.S. in Reading and Language Arts in Jamaica, however this information is not currently in the online 2017-18 Graduate Catalog. Graduate Studies and Reading and Language Arts no longer advertise these programs but the Educational Leadership website still needs to be updated.

Central Connecticut State University has a new President who has a welcoming and inclusive style and an open door policy.

Central Connecticut State University has a new President who has a welcoming and inclusive style and an open door policy. In keeping with this style, one of her first initiatives was to ensure that all telephone calls to the University were answered in person. She has made it a priority for the University to be responsive to the CCSU community and public at large.

The University's searchable **Faculty/Staff Directory** lists all faculty, staff and administrative officers with contact information, University position, and affiliation within the University. Additionally, academic departments maintain their own listings of full- and part-time faculty and staff within the department. Some have listings and profiles that include degrees held by faculty and the institutions granting them as well as position held within the department. Other departments also have very user-friendly guides to faculty and staff, however faculty degrees are not included. A uniform directory for all faculty and staff that includes all appropriate information as well as who is on sabbatical leave is currently under development.

PROJECTION

The University will continue to exercise due diligence with regard to the management of financial aid and reporting requirements. Compliance with the spirit as well as the letter of the law and removal from provisional status as soon as possible is an important presidential priority.

The University is committed to creating a safe and welcoming environment for all students and employees and as such, CCSU has taken steps to increase awareness, training and response to any allegations related to Title IX. To accomplish this, the Office of Diversity and Equity will increase efforts to provide Title IX training for all employees. Beginning in 2018, all records related to an allegation will be retained indefinitely and the time limit for reporting sexual misconduct incidents has been eliminated. The Sexual Misconduct & Campus Climate task force has been charged with reviewing how the University handles sexual misconduct complaints. They are expected to report their findings by the end of 2018.

Academic Affairs will work with Human Resources to ensure the faculty and staff directory include all appropriate information. The President's cabinet will strive to maintain compliance with NEASC standards for transparency and reporting in response to any structural organizational changes made by Students First. Since the BOR has ultimate administrative, degree granting authority, and power to establish and administer CSCU's operating fund, it is unclear how the Students First reorganization (see Standard Three) will affect the University.

INTEGRITY

WORKSHEET 9.1

? Policies	Last Updated	? Website location where policy is posted	Responsible Office or Committee
Academic honesty	2/14/11	http://www.ccsu.edu/academicintegrity/	Academic Affairs
Intellectual property rights	2016	http://www.ccsu.edu/universitycounsel/links.html	University Counsel
Conflict of interest	2016	http://www.ccsu.edu/universitycounsel/links.html	University Counsel (Ethics)
	2016	http://www.ct.gov/ethics/cwp/view.asp?a=2313&Q=311896&ethicsNav=%7C	
Privacy rights	2014	http://www.ccsu.edu/registrar/policies.html	Registrar (FERPA dropdown menu)
Fairness for students	2017	http://docs.ccsu.edu/Student_Handbook.pdf	Student Affairs (Ombudsperson- pg 57, Rights & Responsibilities pg 79-127)
Fairness for faculty*	Aug. 2016	See union contracts	Human Resources
Fairness for staff*	Aug. 2016	See union contracts	Human Resources
Academic freedom *	Aug. 2016	See union contracts	Human Resources
Research*		http://www.ccsu.edu/gfr/	Grants & Funded Research
Title IX	2015	http://www.ccsu.edu/diversity/TitleIX.html	Office of Diversity & Equity
Other; specify			
* AAUP Contract	Aug. 2016	http://www.ct.edu/files/pdfs/CSU-AAUP-2007-2011-Contract.pdf	Human Resources
* SUOAF-AFSCME Contract	Aug. 2016	http://www.ccsu.edu/hr/laborrelations/index.html	Human Resources
Non-discrimination policies			
Recruitment and admissions		http://www2.ccsu.edu/admission/firstyear/requirements.php	Office of Recruitment and Admissions
Employment*	2017	http://www.ccsu.edu/diversity/files/ODEPolicies-NonDiscriminationPolicyFinalOctober202017.pdf	Office of Diversity & Equity
	2018-19	http://docs.ccsu.edu/Student_Handbook.pdf	Student Affairs (pg 92)
		http://www.ccsu.edu/hr/files/AA-EEOPolicy.pdf	Office of Diversity & Equity
	2011 & 2016	http://www.ccsu.edu/hr/policies.html	Human Resources
Evaluation*	Aug. 2016	See union contracts	Human Resources
Disciplinary action*	Aug. 2016	See union contracts	Human Resources
Advancement*	Aug. 2016	See union contracts	Human Resources
Other; specify			
* AAUP Contract	Aug. 2016	http://www.ct.edu/files/pdfs/CSU-AAUP-2007-2011-Contract.pdf	Human Resources
* SUOAF-AFSCME Contract	Aug. 2016	http://www.ccsu.edu/hr/laborrelations/index.html	Human Resources
*All contracts can be found on the HR website		http://www.ccsu.edu/hr/laborrelations/index.html	Human Resources
Resolution of grievances			
Students	2018	http://web.ccsu.edu/studentaffairs/orientation/files/StudentHandbook18_19.pdf	Student Affairs (pgs 52, 56, 83, 85-86, 102-103)
Faculty*	Aug. 2016	See union contracts	Human Resources
Staff*	Aug. 2016	See union contracts	Human Resources
Other; specify			
Management/Confidential	May 2013	http://www.ccsu.edu/hr/laborrelations/files/HRMCPoliciesVer2.0Rev082114.pdf	Human Resources (discipline & appeals, pg 30-31)

? Other	Last Updated	Website location or Publication	Responsible Office or Committee
Data Collection Policy		http://www.ccsu.edu/oira/policy.html	Institutional Research and Assessment

Please enter any explanatory notes in the box below

*The various collective bargaining contracts address a variety of processes, procedures and employee responsibilities. Below are references to the contracts for the two largest unions.
- The AAUP contract: Article 3 covers discrimination; Article 4 covers evaluation, promotion, and academic freedom; Article 16 covers discipline; Article 9 covers research; and Article 15 covers grievances.
- The SUOAF/AFSCME contract: Articles 3 and 5 cover discrimination; Article 8 covers academic freedom; Article 10 covers promotion; Article 19 covers evaluation; Article 20 covers discipline; and Article 21 covers grievances.
- Successor collective bargaining agreements were negotiated and approved by the legislature in July 2017 retroactive to 2016. Current contracts will be posted on the HR website as soon as they are made available by the Office of Labor Relations and the System Office of the Connecticut State Colleges and Universities.

TRANSPARENCY

WORKSHEET 9.2

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	http://www.ccsu.edu/contactus/index.html
Notice of availability of publications and of audited financial statement or fair summary	http://www.ccsu.edu/fiscalaffairs/auditedfinancialstatementsandauditreports/index.html
Processes for admissions	http://www.ccsu.edu/undergradadmission/index.html
Processes for employment	http://www.ccsu.edu/hr/jobopportunities.html
Processes for grading	http://www.ccsu.edu/registrar/grades/gradingSystem.html
Processes for assessment	http://www.ccsu.edu/oira/assessment/
Processes for student discipline	http://web.ccsu.edu/studentconduct/codeofconduct.asp?redirected
Processes for consideration of complaints and appeals	http://www.ccsu.edu/registrar/policies.html http://docs.ccsu.edu/Grade_Change_Appeal_Policy.pdf

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

Statement/Promise	Website location and/or publication where valid documentation can be found
How does the General education program benefit students?	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program
Why Choose CCSU?	http://www2.ccsu.edu/
"....abundance of opportunities to engage our communities..."	http://www2.ccsu.edu/
"...we can prepare you for life after CCSU"	http://www.ccsu.edu/oira/assessment/surveys/alumniSurvey.html
Date of last review of:	
Print publications	See below
Digital publications	See below

Please enter any explanatory notes in the box below

Publications are updated on a regular schedule, but not all are done at the same time.
The Undergraduate/Graduate Catalog is updated annually in April.

PUBLIC DISCLOSURE

WORKSHEET 9.3

Information	Website location
Institutional catalog	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog
Obligations and responsibilities of students and the institution	http://web.ccsu.edu/studentaffairs/orientation/studenthandbook.asp?redirected
Information on admission and attendance	http://www.ccsu.edu/undergradadmission/
Institutional mission and objectives	http://www.ccsu.edu/about/mission/index.html
Expected educational outcomes	http://www.ccsu.edu/oira/assessment/AAP.html http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.ccsu.edu/about/profile.html
Requirements, procedures and policies re: admissions	http://www.ccsu.edu/undergradadmission/firstyearstudents/requirements.html
Requirements, procedures and policies re: transfer credit	http://www.ccsu.edu/undergradadmission/transfer/admissionsGuidelines.html
A list of institutions with which the institution has an articulation agreement	http://www.ct.edu/transfer/transferring#ccc
Student fees, charges and refund policies	http://www.ccsu.edu/bursar/
Rules and regulations for student conduct	http://web.ccsu.edu/studentconduct/codeofconduct.asp?redirected
Procedures for student appeals and complaints	
Academic Probation/Academic Dismissal Policies, Undergraduate	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-Academic-Policies-and-Requirements/Grades-and-Grading-Policies/Academic-Probation-Academic-Dismissal
Academic Probation/Academic Dismissal Policies, Graduate	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Graduate-Academic-Policies-and-Requirements/Grades-and-Grading-Policies/Academic-Probation-Academic-Dismissal-Policies
Parking Fines	http://www.ccsu.edu/police/parkingTicketAppeals.html
Student Disability Services	http://www.ccsu.edu/sds/grievanceprocedure.html
Involuntary Medical Leave appeal (Handbook, p 90)	http://docs.ccsu.edu/Student_Handbook.pdf
Student Code of Conduct appeals (Handbook, p118+)	http://docs.ccsu.edu/Student_Handbook.pdf
Residence Life Damage Billing appeals (Handbook, p 140+)	http://docs.ccsu.edu/Student_Handbook.pdf
Satisfactory Academic Progress (SAP)	http://www.ccsu.edu/financialaid/satisfactory.html
Discrimination Complaint Procedures	http://www.ccsu.edu/diversity/complaints.html
Academic Misconduct	http://www.ccsu.edu/academicintegrity/guide.html
Other information re: attending or withdrawing from the institution	http://www.ccsu.edu/financialaid/withdrawalsrefunds/
Academic programs	http://www.ccsu.edu/academics/programs.html
Courses currently offered	http://www.ccsu.edu/academics/programs.html
Other available educational opportunities	
Continuing Education	http://ce.ccsu.edu/
Center for International Education	http://web.ccsu.edu/cie/?redirected
Hartford Consortium for Higher Ed Cross Registration program	https://www.hartfordconsortium.org/programs/cross-registration
State School Reciprocity Cross Registration program	http://docs.ccsu.edu/Request_for_Reciprocity.pdf
Other academic policies and procedures	http://www.ccsu.edu/registrar/policies.html
Requirements for degrees and other forms of academic recognition	http://www.ccsu.edu/registrar/degreeplanning/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://www.ccsu.edu/index/directory.html
Names and positions of administrative officers	http://www.ccsu.edu/about/keyofficers/index.html
Names, principal affiliations of governing board members	http://www.ct.edu/regents/members
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	http://www.ccsu.edu/grad/programs.html http://www.ccsu.edu/elpit/programs.html http://www.ccsu.edu/jamaicaEdD/ http://www.ccsu.edu/jedsn/programs.html
Programs, courses, services, and personnel not available in any given academic year.	
Size and characteristics of the student body	http://www.ccsu.edu/oira/data/commonDataSet.html
Description of the campus setting	http://www2.ccsu.edu/campusMap/
Availability of academic and other support services	
The Learning Center	http://web.ccsu.edu/tlc/?redirected
eTutoring	http://web.ccsu.edu/tlc/tutoring/eTutoring.asp
Writing Center	http://www.ccsu.edu/writingCenter/

PUBLIC DISCLOSURE

WORKSHEET 9.3 *(continued)*

Information	Website location
Computer Science Tutoring Schedule	http://www.ccsu.edu/cs/tutoring.html
School of Business Tutoring Center	http://www.ccsu.edu/business/tutoring.html
School of Engineering Science and Technology Student Services Center	http://www.ccsu.edu/sest/ssc/tutoring.html
Arts & Sciences Advising Place, Peer Advisors	http://ccsuasap.wixsite.com/ccsuasap/advisors
Academic Center for Student Athletes	http://www.ccsu.edu/acsa/
Range of co-curricular and non-academic opportunities available to students	http://www.ccsu.edu/sald/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	
Marcus White Student Technology Center	http://www.ccsu.edu/it/itorganization/stc.html
The Learning Center	http://web.ccsu.edu/tlc/?redirected
RECentral (recreational & fitness activities)	http://www.ccsu.edu/recentral/
Burritt Library	https://libguides.ccsu.edu/about/services/students
Institutional goals for students' education	http://www.ccsu.edu/oira/assessment/AAP.html
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://webcapp.ccsu.edu/appFiles/list/1485/Retention%20Rate.pdf
Institutional Fact Book: Graduation & Retention Rates	http://www.ccsu.edu/oira/data/factbook.html
Total cost of education and net price, including availability of financial aid and typical length of study	http://www.ccsu.edu/bursar/
	http://web.ccsu.edu/npcalc/?redirected
Expected amount of student debt upon graduation and loan payment rates	http://docs.ccsu.edu/oira/consumerInfoDisclosures/Loan_Debt_of_Baccalaureate_Recipients.pdf
Statement about accreditation	http://web.ccsu.edu/neascaccred/?redirected

AFFIRMATION OF COMPLIANCE

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
Voice: (781) 425 7785 Fax: (781) 425 1001 Web: https://cihe.neasc.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. Credit Hour: Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	Undergraduate: http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-Academic-Policies-and-Requirements/Student-Status-Definitions-and-Policies/Time-Expectations-for-Student-Course-Equivalent-Work Graduate: http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Graduate-Academic-Policies-and-Requirements/Time-Expectations-for-Graduate-Student-Course-Equivalent-Work
Print Publications	n/a
Self-study/Interim Report Page Reference	27 - 28

2. Credit Transfer Policies. The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	Undergraduate: http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog/Undergraduate-Academic-Policies-and-Requirements/Transfer-Credit-Approval-from-Other-Academic-Institutions Graduate: http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Graduate-Academic-Policies-and-Requirements/Academic-Advising-and-the-Planned-Program-of-Graduate-Study/Transfer-Policy-for-Graduate-Credits-Earned-at-Regionally-Accredited-Institutions-of-Higher-Education-in-the-US-and-Non-Affiliated-International-Institutions-of-Higher-Education
Print Publications	n/a
Self-study/Interim Report Page Reference	28-29, 34 ,37, 96

3. Student Complaints. "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	Office of the Ombudsman http://www.ccsu.edu/ombudsperson/ Student Code of Conduct http://web.ccsu.edu/studentconduct/codeofconduct.asp
Print Publications	n/a
Self-study/Interim Report Page Reference	91-92, 94-96

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	CCSU currently uses secure login and passcode and is in the process of reviewing software solutions for additional user authentication.
Self-study/Interim Report Page Reference	30, 34, 37

5. **FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	http://www.ccsu.edu/neasc-ipc
Print Publications	New Britain Herald, the Hartford Courant, and The Recorder.
Self-study Page Reference	Appendix A

The undersigned affirms that Central Connecticut State University meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: Date: July 23, 2018

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT

PART A - INSTITUTION-WIDE

E-Series Forms: Making Assessment More Explicit

Option E1, Part A - Inventory of Educational Effectiveness: Institutional Level

Student Support Services	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? (please specify) Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?
Alumni Survey (6 months out)	No	N/A	Survey items focused on assessing post-graduate activity/employment 6 months after graduation	Marketing and Communications (MarComm) and Office of Institutional Research and Assessment (OIRA)	The first two 6 month out surveys were administered in 2016 and 2017. Eighty-two percent of undergrad alumni and ninety percent of graduate alumni responded positively about CCSU's role in preparing them for life after graduation.
Alumni Survey (3-5 years out)	No	N/A	Survey items assessing alumni perception about educational components and skills they learned at CCSU	Marketing and Communications (MarComm) and Office of Institutional Research and Assessment (OIRA)	The first 3-5 year out Alumni Survey was administered in 2017. Results showed an encouraging 90% of alumni rated their overall academic experience at CCSU as "Good" or "Excellent". No changes have been made at this time.
Student Satisfaction Inventory (SSI)	Yes	http://www.ccsu.edu/oira/assessment/surveys/SSI.html	Survey items asking current students for feedback about experiences and levels of satisfaction	Student Success Team (SST), OIRA, ResLife, The Learning Center (TLC), EOP	The Student Success Team uses the results from the SSI on a regular basis to detect patterns associated with freshmen retention and six-year graduation rates. Likewise, ResLife evaluates student trends in returning to residence hall living, and Veteran's Affairs, school-based advising centers. TLC and EOP use assessments to gauge participation and satisfaction. CCSU has made progress on improving advising (Q10, 16, and 21, scale of 1-7) and the registration experience (SSI Q2, 23, and 55) based on the data from SSI.
National Survey of Student Engagement (NSSE)	Yes	http://www.ccsu.edu/oira/assessment/surveys/NSSE.html	Survey items focused on student behaviors (how much they write, how much they ask questions in class, and how many interactions they have outside of class with their peers and with faculty). Administered to a group of randomly selected freshmen and seniors in the spring	Student Success Team (SST), OIRA, ResLife, The Learning Center (TLC), EOP	The Student Success Team uses the results from the NSSE on a regular basis to detect patterns associated with freshmen retention and six-year graduation rates. Likewise, ResLife evaluates student trends in returning to residence hall living, and Veteran's Affairs, school-based advising centers. TLC and EOP use assessments to gauge participation and satisfaction. Recently, for example, advising was reevaluated and restructured based on the results from 2017 NSSE survey.

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - INSTITUTION-WIDE

Student Support Services	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? (please specify) Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?
The Learning Center (TLC)	Yes	http://web.ccsu.edu/tlc/about/default.asp	Observation, student participation counts, local and national surveys, term GPAs, completed credits	TLC director, Tutor Center Coordinator and OIRA	Using OIRA supplied data, including high DFW courses, and Center specific student demand data, TLC makes staffing determinations to address subject areas with the greatest need for support. The impact of these services on student success has been assessed through such measures as transcript analyses, student demand/participation in service offerings, and trend results from student surveys such as the NSSE and the SSI
Residence Life	Yes	http://www.ccsu.edu/reslife/index.html	Local and national surveys, student participation	Directors of Residence Life, OIRA and VP of Student Affairs	At the end of each fall semester, ResLife has distributed surveys and used students' feedback to make improvements (Exhibit 5.A.7). Students were asked questions like *Residence Life Staff helped you in your transition to university life* or *the environment is conducive to completing academic work* . Students had strongly positive feedback in 7 of 9 questions, with average responses over the last four years indicating that 80 percent or more of the students agreed with or affirmed the question. Of particular concern was the high percentage (70 percent) of LLC residents who did not take advantage of the study sessions (quiet hours). In response ResLife has worked with students and TLC to develop study groups and mentoring programs.
Student Activities and Leadership (SALD)	Yes	http://www.ccsu.edu/sald/	Observation, local and national surveys, student participation counts	Directors of SALD, Residence Life, OIRA and VP of Student Affairs	L.E.A.D.S (Leadership Experiences Aimed at Developing Students) is a new campus-wide collaborative sponsored by Student Activities & Leadership Development (SA/LD), designed to promote individual growth, development of group identity, and commitment to community and society values.

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT

PART A - GENERAL EDUCATION

E-Series Forms: Making Assessment More Explicit

Option E1, Part A - Inventory of Educational Effectiveness: General Education

NEASC (1) Have formal learning outcomes been developed?	**NEASC (2)** Where are these learning outcomes published? (please specify) Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4) *** Who interprets the evidence? What is the process (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review (for general education and each degree program)
LO 1: To develop an appreciation for, and enhance understanding of, the arts and humanities. Relevant outcomes include the ability to: engage in literary, philosophic, and artistic expression, response, analysis, and evaluation.	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program	Aesthetic objects or events produced in coursework; Observation of performances; In-class critiques; Reflective journals; Final Art Capstone Gallery Exhibitions; Literature: Untimed writing assignments evaluated with rubric based on six primary areas of focus in courses taken for Gen. Ed. credit, Course embedded assessments, Listening exams (music recognition and form), Writing Assignments, five primary focus areas, Exit questionnaires, rubrics.	Department Program Coordinators; Departmental Assessment Committees, General Education Program Faculty, AAC*	Over the last 5 years the English department has addressed its General Education responsibilities by adding additional "topics" courses geared toward non-majors (ENG 213, 214 and 216). 200-level GenEd literature courses have enhanced uniformity of outcomes and require writing to teach the practices of basic literary analysis. Dept. of Art has incorporated select drawing assignments in courses to address skill and content deficiencies identified in department-level portfolio review assessments.	Several departments contribute to General Education. The AAC reviews each department's assessment of their contribution to the GenEd program on a regular 5-year rotation; two departments were reviewed in 2017-18. In the newly adopted model, this LO will be assessed in year 2 (2018-19)
LO 2: To develop global awareness, historical perspective, and appreciation of social and cultural diversity in the world. Relevant outcomes include the ability to: analyze an issue from the perspective of another cultural tradition or historical period; understand and respect cultural differences; read, write, speak, and understand a foreign language at an enhanced	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program	Course embedded assessment with corresponding rubrics, Developing a pre-test and a standardized set of questions asked at various time points throughout the course, Writing assignments evaluated using a rubric	Department Program Coordinators; Departmental Assessment Committee, General Education Program Faculty, AAC*	Departmental Faculty Assessment Committees have been created to develop pretest and questions to be assessed over the course of the semester. Weaknesses in use of maps and appreciation of cultures have been identified and course syllabi have been adjusted and assignments developed to strengthen these areas, Introduced new writing assignment to enhance student understanding of interpretative differences and use of primary sources	Several departments contribute to General Education. The AAC reviews each department's assessment of their contribution to the GenEd program on a regular 5-year rotation; one department was reviewed in 2017-18, two departments were reviewed in 2016-17. In the newly adopted model, this LO will be assessed in year 4
LO 3: To develop scientific understanding of the natural and social worlds. Relevant outcomes include the ability to: explain how scientists think, work, and evaluate the natural and social world; use techniques such as controlled observation, experiment, mathematical analysis of data, and production and interpretation of graphical and tabular data presentation; and demonstrate knowledge and appreciation of the natural and social world.	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program	Written laboratory reports with corresponding rubrics, Assessment questions embedded into exams, including the final exam, Writing assignments including reflection papers, Midterm and final capstone activities, Final laboratory projects, Lab exercises and writing assignments; all with corresponding rubrics, Pre- and post-testing using Forced Concept Inventory (nationally accepted inventory of questions) specific standardized questions on final exam, Rubrics, Discussion based and multiple choice quizzes, Research proposals, Out-of-class assignments	Department Program Coordinators; Departmental Assessment Committee, General Education Program Faculty, AAC*	Progress has been made by more clearly articulating the learning outcomes, Providing better guidance to students on their projects, Revising rubrics, Incorporate specific lab activity to address primary literature - implement a Mechanics-baseline test to assess computational skills - Researching other Concept Inventory tools that will complement assessment efforts	Several departments contribute to General Education. The AAC reviews each department's assessment of their contribution to the GenEd program on a regular 5-year rotation; two departments were reviewed in 2017-18, one department was reviewed in 2016-17. In the newly adopted model, this LO will be assessed in years 4 and 6
LO 4: **Critical Thinking (CT)**. To develop critical thinking and critical reading skills. Relevant outcomes include the ability to: define a problem; assemble evidence to support a conclusion; assess the validity of a sustained argument; and analyze information to uncover underlying meanings, structures, and patterns.	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program	AAC&U's Critical Thinking VALUE rubric (see MSC-model, Standard 4) is used to score student work from an assignment that has been aligned with the rubric. http://www.ccsu.edu/oira/assessment/genEdAssessment/genEdAssessmentData.html http://docs.ccsu.edu/oira/assessment/LearningOutcome_VALUErubric_4CriticalThinking.pdf	Department Program Coordinators; Institution-Wide GenEd Assessment Faculty participants; Departmental Assessment Committee, General Education Program Faculty, OIRA, AAC*	OIRA provides MSC faculty participants in the institution-wide GenEd Assessment model resulting data from their students' performances. Faculty independently review these data and make revisions to instruction, as needed (clarification of assignment, additional lectures, etc.).	Several departments contribute to General Education and contributions have been reviewed along with degree program reviews. Contributions to this LO were reviewed annually as part of the piloting of our new assessment model based on the VALUE rubrics in 2014-15, 2015-16, 2016-17 and 2017-18.

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - GENERAL EDUCATION

E-Series Forms: Making Assessment More Explicit
Option E1, Part A - Inventory of Educational Effectiveness: General Education

NEASC (1) Have formal learning outcomes been developed?	**NEASC (2)** Where are these learning outcomes published? (please specify) Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4) *** Who interprets the evidence? What is the process (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review (for general education and each degree program)
LO 5: **Written Communication (WC).** To strengthen writing and communication skills. Relevant outcomes include the ability to: develop a chosen topic, organize specifics to support a main idea, use proper grammar, address a particular audience, and revise and edit to produce focused and coherent texts.	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program	AAC&U's Written Communication VALUE rubric (see MSC-model, Standard 4) is used to score student work from an assignment that has been aligned with the rubric. http://www.ccsu.edu/oira/assessment/genEdAssessment/genEdAssessmentData.html http://docs.ccsu.edu/oira/assessment/LearningOutcome_VALUErubric_5WrittenCommunication.pdf	Department Program Coordinators; Institution-Wide GenEd Assessment Faculty participants (MSC); Departmental Assessment Committee, General Education Program Faculty, AAC*	OIRA provides MSC faculty participants in the institution-wide GenEd Assessment model resulting data from their students' performances. Faculty independently review this data and make revisions to instruction, as needed (clarification of assignment, additional lectures, etc.). In an effort to improve our pedagogy and better articulate the curricular expectations of English 105 and 110, our Director of Composition holds annual professional development sessions for all faculty teaching English 105 and 110. Developed new English courses (ENG 105/105P) to provide additional support to first-year college writers who don't need a full semester of remediation, allowing them to move more quickly towards graduation. Implemented a writing placement test. In 2018-19, the Faculty Senate will be presented with a proposal to require Writing in the Disciplines to address upper-level writing deficiencies.	Several departments contribute to General Education and contributions have been reviewed along with degree program reviews. Contributions to this LO were reviewed annually as part of the piloting of our new assessment model based on the VALUE rubrics in 2014-15, 2015-16, 2016-17 and 2017-18.
LO 6: **Quantitative Reasoning (QR)**. To strengthen quantitative skills. Relevant outcomes include the ability to: apply mathematical and statistical techniques as a means of analysis within a variety of disciplines, and assess the strengths and weaknesses of these techniques of analysis.	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program	AAC&U's Quantitative Literacy (Reasoning) VALUE rubric (see MSC-model, Standard 4) is used to score student work from an assignment that has been aligned with the rubric. Graded problem sets and selected final exam common questions, Embedded final exam questions http://www.ccsu.edu/oira/assessment/genEdAssessment/genEdAssessmentData.html http://docs.ccsu.edu/oira/assessment/LearningOutcome_VALUErubric_6QuantitativeLiteracy.pdf	Department Program Coordinators; Institution-Wide GenEd Assessment Faculty participants (MSC); Departmental Assessment Committee, General Education Program Faculty, AAC*	OIRA provides MSC faculty participants in the institution-wide GenEd Assessment model resulting data from their students' performances. Faculty independently review this data and make revisions to instruction, as needed (clarification of assignment, additional lectures, etc.). Increase availability of tutors and computer lab hours. New general education math requirements have been established along with the corresponding math courses to deliver the content.	Several departments contribute to General Education and contributions have been reviewed along with degree program reviews. Contributions to this LO were reviewed annually as part of the piloting of our new assessment model based on the VALUE rubrics in 2014-15, 2015-16, 2016-17 and 2017-18.
LO 7: **Information Literacy (IL)**. To develop information fluency and computer literacy. Relevant outcomes include the ability to: locate, evaluate, and effectively use information from a variety of sources; use computers for research, analysis, and expression; and analyze the effects of information technology on society.	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program	LO#7 Information Literacy (IL) data were collected. ENG 110 and ENG 105 student artifacts were scored by CCSU faculty librarians and English Composition faculty using AAC&U Information Literacy VALUE rubric. LSC 150 artifact were collected beginning in 2016 and will be scored in Fall 2018. Graphic Information/Design 122 student artifacts were collected and will be scored in January 2019. http://www.ccsu.edu/oira/assessment/genEdAssessment/genEdAssessmentData.html# http://docs.ccsu.edu/oira/assessment/LearningOutcome_VALUErubric_7InformationLiteracy.pdf	Librarian Faculty and English Composition Faculty	Information Literacy content and instructional methods have evolved as a result of student performance data. This includes, but is not limited to, thesis development; synthesizing new information to create new knowledge; and ethical use of databases and online information, including use of proper citations. Since 2015, more faculty have participated in the IL assessment initiative and in teaching Information literacy with intention. The History Department has requested new IL tutorials to assist history instructors in teaching IL competencies within their curriculum. Two additional instructional librarians have been working with the instructional assessment librarian to develop/improve assessment instruments that can be used in all forms of instructional delivery. The English Department's first-year writing program is also piloting an embedded librarian project is select WRT 105 and 110 courses to address IL.	Review of Information Literacy data was conducted in 2015-2016 and 2016-2017. (For full reports, see link below). IL artifacts collected to date will be scored in year 2 (2018-19) following the newly adopted format that was piloted for CT, WC and QR. http://www.ccsu.edu/oira/assessment/genEdAssessment/genEdAssessmentData.html

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - GENERAL EDUCATION

E-Series Forms: Making Assessment More Explicit
Option E1, Part A - Inventory of Educational Effectiveness: General Education

NEASC (1) Have formal learning outcomes been developed?	**NEASC (2)** Where are these learning outcomes published? (please specify) Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4) *** Who interprets the evidence? What is the process (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review (for general education and each degree program)
LO 8: To foster personal health and fitness through a wellness model. Relevant outcomes include the ability to: develop and/or maintain a level of physical activity and nutrition that meets public health standards; construct and implement a fitness/wellness program to improve quality of life and longevity; apply behavior modification strategies to maintain healthy lifestyle habits and psychological well-being; and build a personal awareness of, and positive attitude towards, healthy living.	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program	Participation in physical and campus activities, nutritional analysis, behavioral change project, exams, and Wellness lectures	Department of Physical Education and Human Performance Program Coordinators; General Education Program Faculty, AAC* http://www.ccsu.edu/pehp/	Improve teaching strategies by incorporating various online and individualized textbook resources; create active learning strategies to engage students in creative ways that engage their brain through movement; encourage students to actively participat in discussions; create customized CCSU textbook on college wellness that was write by CCSU faculty and has CCSU resources, examples, and references throughout to enhance conecting course content to students' lives on campus.	The Department of Physical Education and Human Performance is the primary department that contributes to CCSU LO#8. Fall 2013 is the most recent full review; the next full review is scheduled for Fall 2018
LO 9: To recognize issues of social equity and social justice in the United States. Relevant outcomes include the ability to: recognize the diverse forms and effects of social and economic inequality; understand bias and discrimination based on individual and group factors such as race, color, religious creed, age, sex, national origin, ancestry, sexual orientation, and mental or physical disability.	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program	Utilize a pre/post assessment strategy via standardized questions administered online, Course embedded assessments, Specific exam questions on quizzes and on the final	General Education Program Faculty, AAC*	Students demonstrated gains in both cognitive knowledge and affective capacity as a result of the multi-tiered pedagogical process utilized in the related PS 110 sections. Increase emphasis on global awareness in comparative and international courses; Accounting is implementing an ethical reasoning module and considering a course in fraud examination.	Several departments contribute to General Education. The AAC reviews each department's assessment of their contribution to the GenEd program on a regular 5-year rotation; one department was reviewed in 2016-17 and another in 2017-8. In the newly adopted model, this LO will be assessed in year 4.
LO 10: **Civic Engagement (CE)**. To develop and encourage the practice of civic responsibility. Relevant outcomes include the ability to: involve oneself in campus, local, or other communities; take a public stance on a community issue (in either a classroom or public setting); understand and analyze public issues and public affairs from the perspective of the larger community.	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Undergraduate-General-Education-Program	AAC&U's Civic Engagement VALUE rubric (see MSC-model, Standard 4) will be used to score student work from an assignment that has been aligned with the rubric. Artifacts have been collected 2016-17 and 2017-18, will be scored at the next retreat. Departmental group projects, applied knowledge papers, oral presentations research artifacts and examinations are used to measure upper-level Political Science students. Examples of Civic Engagement include, but are not limited to: Political Science State of Connecticut or Washington, DC internships; Art Social Justice Community projects; Art Museum Education Teacher Volunteer experiences; Education field experiences and papers, including "The Role of Education in Developing Our Idea of Citizenship". http://www.ccsu.edu/communityEngagement/serviceLearning.html	Institution-Wide GenEd Assessment Faculty participants; AAC*	Use of the AAC&U publication, *Civic Prompts* , as a reference for Political Science extra-curricular and co-curricular activities. Implementation of Community Engagement grants to help fund faculty-sponsored Civic and Community Engagement projects begins in Fall 2018 with anticipated student learning data to be collected. https://www.aacu.org/sites/default/files/files/CLDE/CivicPrompts.pdf	Several departments contribute to General Education and contributions have been reviewed along with degree program reviews. Contributions to this LO were reviewed in 2014-15, 2015-16, and 2016-17

*NEASC Q4) Who interprets the evidence? What is the process (e.g., annually by the curriculum committee). Program faculty interpret the evidence, which is then presented to the Academic Assessment Committee (AAC) in a formal annual report. A 5-year rotation schedule was introduced in 2012 that aligned with the Program Review cycle; all programs were phased into the new schedule by Fall 2017 . Currently, departments submit reports to the AAC for review every fifth year for review, according to the schedule (see Standard 8 for a more detailed discussion of the process and the link below for the schedule). Each department that contributes to the General Education program must assess and report on the GenEd learning outcome(s) they are responsible for. In Fall 2017, the Faculty Senate adopted a new model for assessing GenEd (see Standard 4) that is currently being phased in.

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

E-Series Forms: Making Assessment More Explicit
Option E1, Part A - Inventory of Educational Effectiveness: At the Degree Level

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Carol A. Ammon College of Liberal Arts & Social Sciences							
Anthropology	Anthropology, BA	Yes	http://www.ccsu.edu/anthropology/undergrad.html	Senior thesis, capstone and oral presentations	Departmental Assessment Committee, Program Faculty & AAC*	(LO 1)The professor who taught the past two years of senior thesis emphasized that each student's thesis had to integrate two or more fields of anthropology, and that this integration had to be defended during the public presentation. (LO 2)The advising faculty and the course instructor set a higher standard for fieldwork over the past two years, particularly requiring that surveys could not be the primary data gathering instrument. There is still much work to go on sample size for both qualitative and quantitative research. May of the students benefited from the one-credit ANTH 489 course ad significantly deepened their literature review. (LO 3) Three changes were critical in these improvements, one of which was having students develop working thesis statements quite early in their preparations and then revise, revise, revise while drawing on models of successful theses from previous cohorts. The second change was requiring students to practice their presentations more than once before the public event. The third cage is that many of the students benefited from the one-credit ANTH 489 course and significantly for research to matter and make a change, it needs to both present the "numbers", the data, and the stories. Our students are drawn more to the qualitative side of research . Dr. Feder teaches a statistical analysis for our majors which is a requirement before students can do their senior thesis. (LO 5) Again, for research to matter and make a change, it needs to both present the "numbers", the data, and the stories. Help students build on strength of their qualitative capacities to improve their quantitative reasoning.	2015
Art	Art, BA	Yes	http://www.ccsu.edu/art/learningOutcomes.html	Portfolio Review, Junior Review & Capstone Project and Exhibition	Departmental Assessment Committee, Program Faculty & AAC*	(LO 1 - LO 3) No changes made. (LO 4) Department will consider means by which Capstone students can orally present their Capstone body of work to the original Pre-Capstone Faculty committee. (LO 5) No formal assessment at this time.	2014

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Art	Art Education, BS	Yes	http://www.ccsu.edu/art/learningOutcomes.html	Learning Outcome #1 Assessment Methods/Tasks: A. Foundations-Level Art Portfolio Review B. Pre-Student Teaching Digital Art Portfolio Review (Conducted in Art 403: Art Education and Technology) C. Praxis II: Content and Analysis (Test 5135 Results 2014-2015) and (Test 0135 Results 2011-2012) Praxis II: Art Making (Test 0131) Results (2004-2011)	Departmental Assessment Committee, Program Faculty & AAC*	Continued collection and review of Digital Portfolio submissions in Art 403: Art Education and Technology course. Resources like Sylvan Barnet's "A Short Guide to Writing About Art" might be considered as a reference for all art education students in Art 491: Aesthetic and Critical Dialogue About Art. Continued review of rubrics used when assessing the Elementary and Secondary Units of Study are important to check for needed revisions and/or changes in performance expectations. In addition, data from EDSC 428 and EDSC 429 may be used in the future to further assess students' ability to plan art instruction. Art education faculty periodically meet to discuss possible revisions and/or adjustments to these assessments. Means for acquiring feedback from participating co-op teachers in the field, namely for the Art 491 course-embedded assessment task, is needed and should be considered in the future, Additionally, data from EDSC 428 and EDSC 429 may be used in the future to further assess students' ability to assess their students learning.	2014
Art	Art Education, Grad Cert	Yes	http://www.ccsu.edu/art/learningOutcomes.html	Course embedded assessment; end of course assessment; capstone; thesis/special project; rubrics	Departmental Assessment Committee, Program Faculty & AAC*	(LO 1) At this time, the Department of Art will continue to focus their graduate assessment initiatives on the assessment of student learning for Plan C: Special Project/Exhibition students. The newly developed Plan C: Special Project/Exhibition proposal rubric was piloted in Spring 2017. (LO 2) No changes at this time. (LO 3) No changes at this time. (LO 4) No changes. No assessment at this time. (LO 5) No changes.	2014
	Art Education, MS	Yes	http://www.ccsu.edu/art/learningOutcomes.html	Course embedded assessment; end of course assessment; capstone; thesis/special project; rubrics	Departmental Assessment Committee, Program Faculty & AAC*	(LO 1) At this time, the Department of Art will continue to focus their graduate assessment initiatives on the assessment of student learning for Plan C: Special Project/Exhibition students. The newly developed Plan C: Special Project/Exhibition proposal rubric was piloted in Spring 2017. (LO 2) No changes at this time. (LO 3) No changes at this time. (LO 4) No changes. No assessment at this time. (LO 5) No changes.	2014
Communication	Strategic Communication, BA	Yes	http://comm.ccsu.edu/?p=2003	We have a Learning Outcomes assessment rubric for Communication major courses, but currently have not implemented it into any specific courses. We also use the NCA Competent Speaker Evaluation Form. The first and last speech in COMM 140 (Public Speaking) and other Skill Area I courses are assessed using the rubric.	Departmental Assessment Committee & AAC*	Because the results are positive and there is seemingly much success in meeting core oral communication competencies(COMM 140) and in teaching critical thinking skills(COMM 301), there seems to be little need to make any programmatic or curricular changes at this time. It should be noted that a 4th credit was recently added to COMM 301; the instructor indicates that this 4th credit, which added a debate, has been very successful in improving both oral and written critical thinking competencies.	2018

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Communication	Media Studies, BA	Yes	http://comm.ccsu.edu/media-studies/	Practical Assessment- Implementation. Pre-production- Basic content creation and simple scripting. Directing and Story-Telling. Production technical- Camera Implementation. Basic Aesthetics. Post-production- editing and workflow implementation	Department Assessment Committee & AAC*	As of June 25, 2015, our current major in Communication was terminated (with a four year phase out) and our two new undergraduate majors were approved by the Board of Regents. As part of the BOR review process, our learning outcomes were revisited and reworded. We anticipate gradually developing assessment rubrics for each of the learning outcomes, beginning with outcome 3.	2018
	Communication, MS	Yes	http://web.ccsu.edu/communication/learningoutcomes.asp	Comprehensive and standardized written and oral exam; rubric	Departmental Assessment Committee & AAC*	There seems to be continued dissatisfaction with LO 3: students' ability to employ research methods in the diagnosis of communication problems. Beginning in Fall 2016, we will institute planned changes to courses focused on research methods (COMM 503, 504, 507, 510). We will also continue to explore ways to improve students' academic writing, beyond the recent integration of a writing-intensive course in public relations.	2018
	Public Relations/Promotion, OCP	Yes	http://comm.ccsu.edu/	Comprehensive and standardized written and oral exam; rubric	Departmental Assessment Committee & AAC*	There seems to be continued dissatisfaction with LO 3: students' ability to employ research methods in the diagnosis of communication problems. Beginning in Fall 2016, we will institute planned changes to courses focused on research methods (COMM 503, 504, 507, 510). We will also continue to explore ways to improve students' academic writing, beyond the recent integration of a writing-intensive course in public relations.	2018
Criminology & Criminal Justice	Criminology, BA	Yes	http://www.ccsu.edu/criminology/undergrad.html	Written assignments; performance in culminating internship/fieldwork; field supervisor evaluations; rubric	Program Faculty, Field Supervisors, & AAC*	All 400-level electives are now four-credit courses. Many of these courses are identified as "writing intensive" courses. These changes were prompted by analysis of our students' performance relating to LO 3 as well as evidence that four credit courses have positive impact on student outcomes.	2013
	Criminal Justice, MS	Yes	http://www.ccsu.edu/criminology/graduate.html	Thesis/special project, oral presentations, specific exam questions, final paper; rubric	Program Faculty & AAC*	We have made several revisions to our assessment methods over the years and are satisfied with the standardized embedded rubric system currently in place. We continue to examine our curriculum and program in an effort to have more of our students fall into the "exceeded" category for all outcomes, specifically for LO's 3 and 4.	2013

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Design (Graphic/ Information)	Graphic/Information Design, BA	Yes	http://www.design.ccsu.edu/bachelor-of-art/graphic-design-degree-learning-outcomes.html	Field experience evaluation and Senior Portfolio Review	Program Faculty, field supervisors (industry representatives) & AAC*	(LO 1) To strengthen student outcomes in LO #1, we continue to adjust and/or embed additional coursework to promote functional competence with principles of visual design and organization, including the ability to work with visual elements in two or three dimensions; color and design theory. (LO 2) Results stress the need to continue fine tuning our efforts to strengthen LO #2 with targeted class exercises, tests, and embedded assignments. (LO 3) Raise standards higher and continue to strengthen LO #3 by fine tuning targeted class exercises, with additional focus on specific areas for students that met expectations for students that fell below expectations. (LO 4) Adjustments/improvements are needed to better solve technical and graphic design skills in the creation of visually effective, technically appropriate/successful design solutions for print. Plan to raise standards and also strengthen LO#4 for all students, continuing to fine-tune targeted exercises, projects, tests. (LO 5) Our plan is to strengthen LO #5 for all students with new targeted class exercises, with additional focus on students that fell below expectations. Additions to the technical component of classroom instruction with required technical exercises and tests for motion graphics, multimedia, and 3D coursework will be measured for effectiveness at the conclusion of the semester.	2015
Design (Graphic/ Information)	Information Design, MA	Yes	http://www.design.ccsu.edu/	Field experience evaluation and portfolio review	Program Faculty, field supervisors (industry representatives) & AAC*	(LO 1 - LO 4) Faculty Advisors. The students that are falling below expectations will continue to receive additional support from their faculty and committee advisors in the production of design projects demonstrating increasing mastery in their field or area of specialization. Digital Portfolios and Process Books and Documentation will continue to be enhanced as a requirement in all studio-based and design theory courses in the MA ID program. Faculty see the need to ass a formal means of assessing how a student approaches and works on a design project, emphasizing professional skills development and improving learning outcomes. Guest Speaker Series. We intend to add student alumnae to our Guest Speaker Series in the coming year.	2015

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Economics	Economics, BA	Yes	http://www.econ.ccsu.edu/	Assessments, surveys, labor market conditions, and student initiatives	Program Faculty, Department Chair, & AAC*	(LO 1) The Department changed the sequence of offerings based on previous results and student evaluations. Now the Department offers Econ 305 and Econ 308 (fall) before offering Econ 300 (spring). (LO 2 - LO 3) The Department is satisfied with results; no changes are expected. 1. The Department created a series of new electives targeting quantitative literacy and policy: Globalization Issues, Health Economics, Sports Economics, The Great Recession, Gender and the Economy, Applied Micro-econometrics. 2. The Department is exploring the possibility of establishing a parallel BS program in Quantitative Economics. 3. A proposal for a graduate (MA) program in Applied Economics already sits at the desk of Dean Fitzgerald and Dean Wolff. 4. Simultaneously and independently, students submitted a petition (with approx. 50 signatures) for the creation of a graduate (MA) program in Applied Economics. Dean Wolff has a copy of the petition.	2015
English	English, BA/BS	Yes	http://www.ccsu.edu/english/BA.html	Rubric-based evaluation of final untimed writing assignment in literature courses.	Program Faculty	(LO 1- LO 5) The English department's assessed-based curricular reform created two gateway courses (ENG 298, ENG 398) to improve students' understanding of reading and writing about literature, and used these courses to clarify expectations for each study in the major. We also solidified basic pedagogical expectations for 200-level literature classes.	2016
	English, Grad Cert	Yes	http://www.ccsu.edu/english/BA.html	Rubric-based evaluation of final untimed writing assignment in literature courses.	Program Faculty	(LO 1- LO 5) The State Department of Education and the School of Education and Professional Studies control much of the curriculum of the program through their regulations and procedures. But because students lacking a bachelor's degree in English are expected to attain the equivalent soon after joining the GradCert program, changes to our BA/BS curriculum may affect these students as well.	2016
	English, MA	Yes	http://www.ccsu.edu/english/ma/	The evaluation of both final graduate course papers and Capstone Theses using a rubric based on eight major skills areas.	Program Faculty	In Fall 2015, in response to assessment data the English MA program introduced a new required course, ENG 522 Topics in Poetry and Prosody. In 2016, rather than working through the Office of Institutional Research and Assessment, the English Department began to collect and process its assessment data on its own which will assist in the timely reporting and analysis of our assessment results. The Assessment Committee has also worked to send more frequent reminders and to report results more regularly in an effort to increase faculty participation and engagement.	2014

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
English	Teaching English to Speakers of Other Languages, MS	Yes	http://www.ccsu.edu/english/tesol/learningOutcomes.html	Various assignments and comprehensive exam, all with corresponding rubrics	Program Faculty	(LO 1) Curricular changes to the MS-TESOL program took effect in Fall 2016 that included the addition of a new, required advanced TESOL Methods course (LING 596). (LO 2) The curriculum for the most relevant course to this LO, LING 497 (SLA), was adjusted such that action research on the psychological foundations of learning and of classroom practices are investigated in a project by all class participants. (LO 3) No changes at the moment.	2014
	Teaching English to Speakers of Other Languages, Grad Cert	Yes	http://www.ccsu.edu/english/tesol/learningOutcomes.html	Rubrics for exams in three core courses, the rubric for a unit plan from the portfolio in one core course, rubrics from two measures of the student teaching experience, and results from program finishers on the standardized test, the Praxis II ESOL.	Program Coordinator	The State Department of Education and the School of Education and Professional Studies control much of the curriculum of the program through their regulations and procedures. As a results minor adjustments to courses are the best we can hope to ever do. The most recent adjustment is the addition of an Advanced TESOL Methods course (LING 596) as a recommended course in the TESOL concentration. Another course, focused on content-based instruction, is expected to be spun out of a version in which it was taught as a topics course over the next year or two.	2014
	Teaching English to Speakers of Other Languages, OCP	Yes	http://www.ccsu.edu/english/tesol/learningOutcomes.html	Various assignments and comprehensive exam, all with corresponding rubrics	Program Faculty	In Fall 2016 curricular changes took place that increased the OCP-TESOL from 12 to 18 credits and made it more academically robust.	2016-17
Geography	Geography, BA/BS	Yes	http://www.ccsu.edu/geography/undergraduate.html	Course embedded measures with corresponding rubrics; senior exit interviews; internship employer evaluation; student projects; writing assignment	Program Faculty, Field Supervisors, & AAC*	Over the past five years we have seen a significant reduction in our number of majors. The Geography department can undertake a comprehensive four-step assessment project starting in fall of 2017. The department commenced the assessment of our programs be developing and ratifying program-specific appropriate goals and achievable learning outcomes. For content based assessment we will implement a course-embedded within-semester pre-post design. For skill-based assessment we will implement a course-embedded between-semester design. Since our last assessment report we have introduced a new introductory class to reflect dramatic changes in the discipline and the demands of prospective employers for more quantitative expertise in the graduates.	2016

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Geography	Geography, MS	Yes	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Geography-M-S	Course embedded assessment with corresponding rubrics, exit interviews, thesis/special project; comprehensive exam; oral presentations and written projects	Program Faculty, Departmental Evaluation Committee, Alumni & AAC*	(LO 1) We make sure that the GEOG 598 instructor is in constant contact with students and thesis advisors so that the process can go as smoothly as possible. (LO 2) N/A (LO 3) Making sure to keep students on track so that they complete the program within six years. Faculty work one-on-one with students on the theses and special projects to ensure quality. (LO 4) Faculty advisors and department chair have been requiring all incoming students without a mapping background to take at least one GIS course as a graduate student. One faculty member has developed an "Intro to GIS" course (GEOG 501) specifically for graduate students without that skill set. It was first offered this Fall (2017) results/assessment available in upcoming months. (LO 5) We are always trying to make more contacts with community agencies and encourage students to present their work at conferences.	2014
	Hospitality & Tourism, BS	Yes	http://www.ccsu.edu/ths/index.html	Standardized evaluation and written feedback from field supervisors providing practicum and internship opportunities	Program Faculty & AAC*	It is not appropriate to make changes at this time based on only one complete year of data. However, the THS Assessment Committee will meet to determine the extent to which the Course Learning Outcomes and the Program Learning Outcomes are aligned. Also assessment rubrics of each course learning outcome along with THS program learning outcomes rubrics will be reviewed so that appropriate adjustments can be made. The committee will also continue to discuss and calibrate the performance levels as to become more consistent in scoring between faculty members. To help in this matter, faculty members should agree to use the same program learning outcome rubrics when evaluating student performance. During the committee meeting , faculty members will be encouraged to consistently monitor a group of students failing to reach course or program learning outcomes. After a year of data collection, the committee can discuss sources for the problem and possible changes to the curriculum to address these problems.	2014
History	History, BA/BS	Yes	http://www.history.ccsu.edu/assessment.html	Written assignments and capstone evaluated using a rubric	Departmental Assessment Committee, Program Faculty & AAC*	(LO 1) None Yet. (Gen Ed) Pending department approval, we will be assessing all 100 level general education courses in the fall and all 200 level general education courses in the spring.	2016
	History, Grad Cert	Yes	http://www.history.ccsu.edu/assessment.html	Research paper evaluated using a rubric	Departmental Assessment Committee, Program Faculty & AAC*	No changes made. Learning outcomes and assessments embedded and reported in the bachelor program.	2016
	History, MA	Yes	http://www.history.ccsu.edu/assessment.html	Research paper evaluated using a rubric	Departmental Assessment Committee, Program Faculty & AAC*	No changes made.	2016
	Social Sciences, BS	Program is being phased out					
	Public History, MA	Yes	http://www.history.ccsu.edu/assessment.html	Capstone/research project evaluated using a rubric	Departmental Assessment Committee, Program Faculty & AAC*	No changes yet.	2015

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Interdisciplinary	International Studies, BA	Yes	http://www.ccsu.edu/internationalstudies/	Capstone, Rubrics, and Score-sheets	Assessment Panel, Program Faculty & AAC*	(LO 1- LO 4) We established LO's and assessed them for IS 475 (a capstone project in which students' mastery of each LO is assessed).	2016-17
	International Studies, MS	Yes	http://www.ccsu.edu/internationalstudies/	Thesis; survey of research knowledge	Program Faculty & AAC*	We established a set of ten LO's for the Master's Thesis and assessed them for IS 599. Data Tables A-C are included as separate documents with this report. (LO 1) Covered by the International Competency element on the IS 599 rubric. (LO 2) Covered by the Scope and Complexity of Topic and Approach and Methodology elements on the IS 599 rubric. (LO 3) Covered by the Use of Literature and Theory and Use of Data and Evidence elements on the IS 599 rubric. (LO 4) Covered by the Argument and Insight and Conclusions elements on the IS 599 rubric.	2016-17
Journalism	Journalism, BA	Yes	http://www.ccsu.edu/journalism/outcomes.html	Portfolio Review	Program Faculty & AAC*	One of the biggest changes over the past year has been tweaking the data collection process. We began implementing an earlier portfolio review to make sure students are on track and to get better portfolios at graduation	2017
Modern Languages	French, BA/BS	Yes	http://www.ccsu.edu/modlang/undergrad.html	Presentations, course embedded assessment, oral and writing assignments, oral and writing proficiency exam	Program Faculty & AAC*	The majority of students perform at the acceptable level in all assessments: speaking, writing, culture, and literature. The Department is revising courses to bring more BS Graduate Certification students up to the target level.	2017
	German, BA	Yes	http://www.ccsu.edu/modlang/undergrad.html	Presentations, course embedded assessment, oral and writing assignments, oral and writing proficiency exam	Departmental Assessment Committee, Program Faculty & AAC*	The majority of students perform at the acceptable level in all assessments: speaking, writing, culture, and literature. The Department is revising courses to bring more students up to the target level.	2017
	Italian, BA/BS	Yes	http://www.ccsu.edu/modlang/undergrad.html	Presentations, course embedded assessment, oral and writing assignments, oral and writing proficiency exam	Departmental Assessment Committee, Program Faculty & AAC*	The majority of students perform at the acceptable level in all assessments: speaking, writing, culture, and literature. The Department is revising courses to bring more BS Graduate Certification students up to the target level.	2017
	Spanish, BA/BS	Yes	http://www.ccsu.edu/modlang/undergrad.html	Presentations, course embedded assessment, oral and writing assignments, oral and writing proficiency exam	Departmental Assessment Committee, Program Faculty & AAC*	The majority of students perform at the acceptable level in all assessments: speaking, writing, culture, and literature. The Department is planning a revision of content for courses intended for heritage speakers of Spanish, and cycling adjustments of courses to bring more BS Graduate Certification students up to the target level.	2017
	French, Italian, & Spanish, Grad Cert	Yes	http://www.ccsu.edu/modlang/undergrad.html	Presentations, course embedded assessment, oral and writing assignments, oral and writing proficiency exam	Departmental Assessment Committee, Program Faculty & AAC*	The Department is planning a revision of content for courses intended for heritage speakers of Spanish, and cycling adjustment to course to being more BS/Graduate Certification students up to the target level. Learning outcomes and assessments embedded and reported in the graduate program.	2017

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Modern Languages	Modern Languages & Online Spanish, MA	Yes	http://www.ccsu.edu/modlang/undergrad.html	Class participation, oral and writing assignments, presentations, portfolio, comprehensive exams, thesis, syntactical analysis of language	Departmental Assessment Committee, Program Faculty & AAC*	Department faculty members have developed online assessment tools, as more courses are being offered online, and the MA in Spanish can now be taken completely online.	2017
Music	Music, BA	Yes	http://www.ccsu.edu/music/index.html	Sophomore Review, performance juries at various time points throughout career; annual recitals; piano proficiency examination; rubrics	Program Faculty, Departmental Assessment Committee & AAC*	(LO 1) Changes in the timings of elements of the Sophomore Review were already in progress at the time of our full report. The DOM Assessment Cmte. Is recommending that the department develop and adopt a standardized handout which would be distributed to students in the freshman levels of aural skills. (LO 2) Given current success rate, no changes are required at this time. (LO 3) Two years ago, the piano faculty changed the selection of pieces for the sight reading component of the piano proficiency. Pieces of a more reasonable difficulty level were selected for the sight reading portion of the piano proficiency.	2015
	Music Education, BS	Yes	http://www.ccsu.edu/music/index.html	Sophomore Review comprehensive theory exam; performance juries at various time points throughout career; annual recitals; piano proficiency examination; rubrics; Praxis II	Program Faculty, Departmental Assessment Committee & AAC*	(LO 1) Discussions in several department committees about how to improve student performance in these skill areas are ongoing. To, date the only consensus reached has been to remove the limit on the number of attempts allowed for each student for each exam component. (LO 2) Given the current success rate, no changes are required at this time. (LO 3) Two years ago, the piano faculty changed the selection of pieces for the sight reading component of the piano proficiency. Discussions are currently underway about possibly removing the limit on the number of attempts as we have done with the Sophomore Review. (LO 4) The data does not suggest that a significant change is needed at this time. We have opted to incorporate our PRAXIS prep into our Student Teacher Seminar. (LO 5) N/A	2015
	Music Education, Grad Cert	Yes	http://www2.ccsu.edu/program/MusicEducationPK12Edu	Learning outcomes and assessments embedded and reported in the bachelor program.			2015
	Music Education, MS	Yes	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Music-Education-M-S	Comprehensive exam; capstone project; analytical research paper; rubrics	Program Faculty, Departmental Assessment Committee & AAC*	(LO 1 - LO 3) Given the current success rate, no changes are required at this time. (LO 4) The Department of Music Assessment Committee will continue to revise the capstone rubrics to be better tailored to each option, particularly those in conducting and performance. The Department will continue work on revising the capstone rubrics to be better tailored to each option, particularly those in conducting and performance. We will also develop a rubric to be used in evaluating the analytic paper that is part of the Comprehensive Examination. (LO 5) Given the current success rate, no changes are required at this time.	2015

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Philosophy	Philosophy, BA	Yes	http://www.ccsu.edu/philosophy/index.html	Writing assignments; capstone; final research papers (Philosophy 290 "Philosophical Methods," Philosophy 310 "Intermediate Seminar", and Philosophy 400 "Senior Seminar"); rubrics	Program Faculty, Departmental Assessment Committee & AAC*	(LO 1-4) We collected data for new LO's across our core courses.	2015
Political Science	Political Science, BA	Yes	www.polisci.ccsu.edu/programs.htm	Tests; simulations of the legislative process; analytic essays; rubrics	Program Faculty & AAC*	(LO 1) We are considering a majors only section of both PS 104 and PS 110 but have concerns that we may not have sufficient enrollment to actually run such a course. The creation of the proposed capstone course would assist in this endeavor. (LO 2) The Department has introduced a 200-level course at the start of the program and will introduce a 400-level capstone course at the tail end of the program. (LO 3) The Political Science Department is adding a 400-level requirement to the major that will be active in the fall of 2018. The new requirement will encourage students to take more upper-level courses in comparative politics and international relations. (LO 4) With the addition of the new 400-level requirement and the increase in the overall upper-level requirements in the major and the minor, the department believes that the skills of the students in this particular area will increase. (LO 5) Early advising of majors about the portfolio project will be implemented. The Department will also develop a comprehensive rubric for the evaluation of extra-curricular and co-curricular activities.	2016-17
Psychological Science	Psychological Sciences, BA	Yes	http://www.ccsu.edu/psychology/undergraduate/	Area Concentration Achievement Tests for Psychology (ACAT, standardized exam); course embedded assessment; homework; laboratory assignments; specific exam questions; presentations; writing assignments; oral presentations; formal research presentations; senior assessment test; rubrics	Departmental Curriculum Committee, Departmental Assessment Committee and AAC*	(LO 1, LO 2, LO 4, LO 5) The assessment committee has discussed the assessment results and have shared them with other faculty members who teach courses that assess these LO's. Depending on the significance of the course topics they cover, we are using item-analysis and other statistics to decide which items we need to revise, replace, or drop. (LO 2 - LO 3) Our faculty's recent focus has been on solving logistical challenges in procuring space for our students to conduct their projects. This year we set to revise the assessment rubric to better measure written communication and to help our students master APA style. (LO 6) We are discussing if we need to measure this LO also in the final year.	2018
	Psychology, MA	Yes	http://www.ccsu.edu/psychology/graduate/curriculum.html	Assess original research project: design, completion, oral presentation and written article; thesis; rubrics; course embedded assessment; proposal papers; oral presentations	Departmental Curriculum Committee, Departmental Assessment Committee and AAC*	The results from assessment data (LO 1, 3, and 3) show that we overall meet those LO's. However, the data and its analysis suggests that we need further evaluation and upgradation of the assessment of our graduate program. We will share the current results with various faculty members who teach these courses to get their feedback about having a more thorough assessment. We plan to have more courses involved in assessment of our graduate program--specifically those that assess LO4 and LO5, and to have more standardized procedures of assessment.	2018

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Psychological Science	Gerontology, OCP	Yes	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Official-Certificate-Programs/Official-Certificate-Program-in-Gerontology	Embedded assessment methodologies as well as exit surveys with graduates	Departmental Curriculum Committee, Departmental Assessment Committee and AAC*	Because the Gerontology OCP is a new program, assessment data has not yet been collected.	2016-17
Sociology	Sociology, BA	Yes	http://www.sociology.ccsu.edu/mission.htm	Capstone course and portfolio with corresponding rubrics	Program Faculty & AAC*	a) The department of Sociology concludes that while our current assessment strategy is useful, if we want to continue to use assessment to guide our curricular and programmatic adjustments then we need to develop new instruments for expanding the assessment data we are collecting. b) The changes we are implementing are a new assessment tool that will be used in parallel with our previous assessment.	2018
Theatre	Theatre, BA/BFA	Yes	http://www.ccsu.edu/theatre/learningOutcomes.html	Rubric used to evaluate oral and written communication assignments	Program Faculty & AAC*	Refine and clarify rubric to more closely align with newly revised learning outcomes; implementing process to assist faculty on identifying and refining assessment tools and corresponding rubrics; review course syllabi to ensure learning outcomes are addressed in appropriate courses and assessment strategies are in place	2016-17
School of Business							
Accounting	Accounting, BS	Yes	http://www.ccsu.edu/accounting/learningOutcomes.html	Research assignment, internal control case on exam, mini case studies, written assignments	Program Faculty & AAC*	(LO 1) Increase emphasis on process versus having the correct final result when assigning partial credit for complex problems. Include more assignments requiring interpretation and analysis in all major level course. Include more essay questions in graded assignments. (LO 2) Increase emphasis on clear and concise responses when grading writing assignments. Increase use of grading rubrics to clarify expectations. Use of sample exemplar responses to the graded assignment to provide feedback post grading. (LO 3) We are implementing an Ethical Reasoning module in the curriculum of AC 301 Cost Management Systems, beginning in Fall 2017, to strengthen Ethical Reasoning. We are evaluating whether or not to also include the module in AC 300 Intermediate Accounting I and an elective course AC 410 Fraud Examination. (LO 4)Increase the emphasis on process versus having the correct final result when assigning partial credit for complex problems. Include more assignments requiring interpretation and analysis in all major level course. Include more essay questions in graded assignments.	2013, 2018 in progress

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Accounting	Accounting, MS	Yes	http://www.ccsu.edu/accounting/msa/learningObjectives.html	Research assignment, internal control case on exam, mini case studies, written assignments	Program Faculty & AAC*	a) We only have one semester of assessment results. Based on the limited data, we concluded that relatively weak student performance on identifying multiple alternative courses of action and analyzing the advantages and disadvantages of the courses of action and analyzing the advantages and disadvantages of the courses of action for all stakeholders. b) We resolved to place a greater emphasis on identifying and analyzing multiple alternatives in case assignments throughout the curriculum. We also decided to encourage showing students examples of excellent work on similar assignments and an increased use of rubrics would help clarify expectations and increase student awareness of what constitutes above acceptable performance. Finally, we decided to encourage pre-tests where appropriate to identify areas where students' backgrounds are weak due to either the length of time between their related undergraduate courses and the graduate courses or the specialized nature of their professional work.	2013, 2018 in progress
	Accounting,	New Program, fall 2018					2018 in progress
Finance	Finance, BS	Yes	http://www.ccsu.edu/finance/learningOutcomes.html	Multiple course embedded instruments including multiple choice questions, tests, and projects	Program Faculty & AAC*	(LO 1) Instructor plans to implement teaching strategies to engage students who tend to remain quiet in class. Add more problem sets particularly for LO 1 to help students better grasp concepts. (LO 2) No changes have been made. (LO 3) No changes have been made. (LO 4) Additional homework assignment and instructional time will be dedicated to the treatment of Net Operating Working Capital (NOWC). Excel modeling that includes additional cash flow estimation examples will be added to in-class sessions. Additional in-class group based computation exercises. More emphasis will be placed on student major. Review of material covered in online version of FIN	2013, 2018 in progress
Management Information Systems	Management Information Systems, BS	Yes	http://www.ccsu.edu/mis/learningOutcomes.html	3-Capstone courses; research projects, presentations and team projects; case studies	Program Faculty & AAC*	1. Course revisions to ensure course relevancy given the changing business environment and technology. 2. Assignments and exercises designed to improve critical thinking skills. 3. Assignments and exercises devised to improve writing and oral presentation skills.	2013, 2018 in progress
Management & Organization	Management, BS	Yes	www.ccsu.edu/business	Multiple choice exam and capstone	Program Faculty & AAC*	(LO 1) In future semesters, student performance related to this goal may be studied in more detail. (LO 2) No recommended changes at this time. (LO 3- LO 4) No recommended changes at this time.	2013, 2018 in progress
Shared	Business Administration, MBA	Yes	http://www.ccsu.edu/mba/learningObjectives.html	Program is developing course-embedded instrument along with multiple-choice items that will be collected via Taskstream	Program Faculty & AAC*	Since the last full report, the MBA program has collected its first round of data. Those data will be analyzed and evaluated at the School of Business's faculty retreat in fall 2017.	2018 in progress

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	NEASC (1) Have formal learning outcomes been developed?	NEASC (2) * Where are these learning outcomes published? Include URLs where appropriate	NEASC (3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	NEASC (4) Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	NEASC (5) What changes have been made as a result of using the data/evidence?	NEASC (6)* Date of most recent program review
Marketing	Marketing, BS	Yes	http://www.ccsu.edu/marketing/	Embedded questions in exams	Program Faculty & AAC*	We continue to communicate the results regarding areas requiring improvement to both fulltime and adjunct faculty members so that they can reinforce the areas/concepts as they relate to their courses. We have also requested them to explicitly incorporate topics related to the identifies weaknesses in their syllabi. We will continue to use and improve the existing measurement tools. The department has an ongoing process of reviewing course outline for the purposes of identifying common learning objectives in all courses in an effort to reduce redundancy.	2013, 2018 in progress
School of Education & Professional Studies							
Counseling & Family Therapy	Counselor Education with concentrations: Professional Counseling; School Counseling; Student Development in Higher Ed., MS	Yes	http://www2.ccsu.edu/program/CounselorEducation-ClinicalProfessionalCounseling_MS/curriculum http://www2.ccsu.edu/program/CounselorEducation-SchoolCounseling_MS/curriculum http://www2.ccsu.edu/program/CounselorEducation-StudentDevelopmentinHigherEducation_MS/curriculum	Writing assignments, video taped assessment, reflection papers, observation, capstone project, internship portfolio, field supervisor	Program Faculty and Field Supervisors & AAC*	Develop course content related to use of DSM5 for clinical diagnosis and counseling theory related to interventions.	2017
	Marriage & Family Therapy, MS	Yes	http://www.ccsu.edu/mft/mission.html	Capstone clinical case; intake and treatment summaries; oral presentation of capstone project; field supervisor; case reviews; presentations; supervisor observation and term papers	Program Faculty and Field Supervisors & AAC*	Changes include including information on APA style with syllabi, providing remedial assistance to students, referral to the Writing Center, adjusting advising to encourage students to take the DSM - oriented course earlier in the program (prior to taking field placement courses)	2015
Counseling & Family Therapy	Professional Counseling, PM CERT	Yes	http://www.ccsu.edu/ceft/advCertificate-ProfessionalCounseling.html	Writing assignments, assessment, observation, capstone project, internship portfolio, field supervisor	Program coordinator of OCP	No changes.	2018
	School-Based Marriage & Family Therapy , PM CERT	Yes	http://www2.ccsu.edu/program/AdvOCPSchoolBasedMarriageandFamilyTherapy	Writing assignments, assessment, observation, capstone project, internship portfolio, field supervisor	Program Coordinator in conjunction with MFT program faculty	Due to the low enrollment since the program's inception, not enough data is available to date to draw any conclusions regarding effectiveness of the program, other than to state that two students have met SDE requirements for certification through the program.	2018
Educational Leadership, Policy & Instructional Design	Educational Leadership, SYC	Yes	http://web.ccsu.edu/seps/departments/eduLeadership/standards.asp	Educational platform statement; internship; school improvement plan; professional development plan; budget project; Internship Portfolio	Program Faculty, Educational Leadership Constituent Council of NCATE & AAC*	(LO 1) The first-time pass is slightly lower than the previous year. This is consistent with a statewide trend in terms of CAT pass rates. To remediate, we are embedding more CAT-specific instruction into EDL 605-606 and EDL 610-61. We are also offering a minimum of two review sessions (conducted by an outside consultant) offered at no charge for all students in the 6th Year program. (LO 2)	2016

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Educational Leadership, Policy & Instructional Design	Educational Leadership, Ed. D	Yes	http://www.ccsu.edu/EdD-HigherEducation/learningOutcomes.html	Leadership portfolio with analytic rubric, post-dissertation dissemination report with holistic rubric, and dissertation	Program Faculty & AAC*	(LO 3) Faculty are collaborating and planning across the program curriculum to improve instruction on this learning outcome and to make concepts related to it more explicit in order to increase performance on LO 3.	2016-17
	Educational Studies, MS	Yes	http://www.ccsu.edu/seps/	Capstone comprehensive exam; group project, written report and oral; historical, analytical and policy papers, and essays	Program Faculty & AAC*	Faculty will continue to emphasize assignments that promote reflection on readings and discussions that promote critical thinking. Faculty will incorporate more library visits as well as demonstrate the use of the data sources available on the library website, and help students make better use of search engines on the web. Faculty will incorporate more readings about diverse learners. Faculty will share among themselves strategies that enhance literature research skills.	2016
	Educational Technology , MS	Yes	http://www.education.ccsu.edu/Advising/Degree%20Program%20Learning%20OUtcome/SCHOOL%20OF%20EDUCATION%20M%20S%20%20Ed%20%20Technology.pdf	Thesis/special project; mini and major projects;	Program Faculty & AAC*	Current requirements stand at 30 credits, down from 36 credits. Students are provided with more practice and additional exercises to complete at home using the laptops along with online tutorials. Students have additional lab time with faculty to work one-on-one.	2018
	Teacher Leadership (formerly Educational Leadership), MS	Yes	http://www.ccsu.edu/elpit/teacherLeadershipMS/	Capstone comprehensive exam based on a case scenario with corresponding rubric	Program Faculty & AAC*	Expanded course offerings to emphasize the Common Core Standards. Created an option for students interested in completing a formal internship experience in Education Leadership beyond the 30 required credits. Developed a year long course to accommodate an action research experience.	2018
	Superintendent of Schools, PM CERT	Yes	http://www.ccsu.edu/elpit/programs.html	Capstone action research project and rubric	Program Faculty & AAC*	No changes.	2016
Literacy, Elementary, & Early Childhood Education	Reading and Language Arts, MS	Yes	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Reading-and-Language-Arts-M-S - http://www.reading.ccsu.edu/Program_Portfolio/Program_Portfolio.html	Written assignments; diagnostic and developmental case portfolio; remedial reading and language arts case portfolio; assessment project; research projects - each with corresponding rubrics	Program Faculty & AAC*	(LO 1) The department has reviewed its comprehensive exam questions and the revised exam will be used in the next scheduled exam. (LO 2 - LO 5) The department recently revised its reading and language arts certification program at the master's level to incorporate the 097 certification requirements. Hence, the course syllabi, assessments, and scoring rubrics reflect these changes effective fall 2017.	2015

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Literacy, Elementary, & Early Childhood Education	Reading and Language Arts, PM CERT	Yes	http://www.ccsu.edu/literacy/ocpdegree.html	Written assignments including grant proposals; portfolio evaluation at different time points in program	Program Faculty & AAC*	(LO 1) The program continues to examine ways by which candidates benefit from their learning experiences in response to the changing needs, roles, and responsibilities of a literacy coach. The faculty will revise the assessment to ensure that this criterion for assessing candidate ability to communicate the importance of professional judgement and practical knowledge for improving all students' reading and writing development and achievement is not clearly measurable. The faculty will revise the assessment to ensure that this criterion is measurable. (LO 2) None. The program continues to examine ways by which candidates benefit from various learning experiences in response to the changing needs, roles, and responsibilities of a literacy coach. (LO 3) Revised the analyses and interpretation of school-wide and/or district-wide aggregate and disaggregate performance literacy data to monitor student progress task with stronger emphasis on standardized data from tests required by the state of CT, and to include how data will be utilized to improve student learning. (LO 4) Candidates are now required to work with families and community in planning and implementing family literacy initiatives. (LO 5) Assessment of candidate professional development presentation and communication skills is more focused now by requiring candidates to submit only selected videotaped professional development presentations as evidence of their professional presentation and communication skills. Previously candidates were required to submit videotapes of all their professional development presentations.	2015
	Reading and Language Arts, SYC	Yes	http://www.ccsu.edu/literacy/sixthyeardegree.html	Written assignments including grant proposals; portfolio evaluation at different time points in program	Program Faculty & AAC*	(LO 1) The program continues to examine ways by which candidates benefit from their learning experiences in response to the changing needs, roles, and responsibilities of a literacy coach. The faculty will revise the assessment to ensure that this criterion is measurable. (LO 2) None. (LO 3) Revised the Analyses and Interpretation of School-wide and/or District-wide Aggregate and Disaggregate Performance Literacy Data to Monitor Student Progress task with stronger emphasis on standardized data from tests required by state of CT. Revised Specialized Case Study. (LO 4) Candidates are now required to work with families and community in planning and implementing family literacy initiatives. (LO 5) Assessment of candidate professional development presentation and communication skills is more focused now by requiring candidates to submit only selected videotaped professional development presentations as evidence of their professional presentation and communication skills.	2014
	Early Childhood Education, MS	Yes	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Early-Childhood-Education-MS	Although assessment reports were submitted in AY 2010-2011, 2011-2012, and 2013-2014, no key assessments and data were included in the report. (final project)	N/A	No results are available for reporting at this time	2014-15

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Literacy, Elementary, & Early Childhood Education	Elementary Education, BS	Yes	http://www.ccsu.edu/leece/learningOutcomes.html	Praxis II; Midpoint planning task; content specific rubrics; lesson plans; portfolio; student teaching evaluations; professional dispositions with rubric and field evaluations	Program Faculty and Field Supervisors & AAC*	The faculty will continue the development and pilot implementation of key assessments and rubrics. We anticipate that key assessments and rubrics will be finalized in spring 2018 when the new CAEP Elementary Education Teacher Preparation Standards are released.	2016-17
	Elementary Education, Grad Cert	Yes	http://www.ccsu.edu/seps/pbPrograms.html	Praxis II; Midpoint planning task; content specific rubrics; lesson plans; portfolio; student teaching evaluations; professional dispositions with rubric and field evaluations	Elementary Education Division Faculty	The faculty will continue the development and pilot implementation of key assessments and rubrics. We anticipate that key assessments and rubrics will be finalized in spring 2018 when the new CAEP Elementary Education Teacher Preparation Standards are released.	2016-17
	Elementary Education, MS	Yes	http://www.ccsu.edu/leece/learningOutcomes.html	Capstone action research project and rubric	Program Faculty & AAC*	Adjust program to incorporate aspects of the school-based TEAM program	2016
	Early Childhood and Infant/Toddler Mental Health, BS	Yes	http://www2.ccsu.edu/program/EarlyChildhoodStudies_BS	New Program, F2017			
Nursing	Nursing, BSN	Yes	http://www.ccsu.edu/nursing/?redirected	NCLEX-RN, ATI practice & proctored examinations	Program Faculty & CCNE	Standardized assessments, capstone course	13-Apr-16
	Nursing (RN to BSN),						
	Nursing: Hospice and Palliative Care, MS	Yes	http://www.ccsu.edu/nursing/MSN.html	New Program, F2017			10-Oct-18
Physical Education & Human Performance	Athletic Training, BS	Yes	http://www.ccsu.edu/athletictraining/education/	Evaluations after each practicum; written and practical examinations; clinical rotation evaluation tool	Program Faculty and BOC Certified/ Approved Clinical Instructors & AAC*	Changes were made during the last AY due to re-accreditation and a site visit by the Commission on Accreditation of Athletic Training Education. The previous LO's reflected the "Domains of Athletic Training". Domains of Athletic Training describe what AT's do in their practice. The new LO's better reflect what & how material is taught and learned as well as the general categories of material.	2016

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Physical Education & Human Performance	Physical Education, BS	Yes	http://www.education.ccsu.edu/Advising/Degree%20Program%20Learning%20OUtcome/SCHOOL%20OF%20EDUCATION.Phys.Ed.BSED.pdf http://www.education.ccsu.edu/Advising/Degree%20Program%20Learning%20OUtcome/SCHOOL%20OF%20EDUCATION.BS.Ex.Sci.pdf	ACSM certification exam; practicum; internship; lesson plans; mid-point planning tasks; portfolio; student teaching evaluations- all with corresponding rubrics	Program Faculty & AAC*	(LO 1) As a result of these findings the Pete faculty continues to infuse planning across the curriculum and has made several revisions to course content where planning is taught. PETE students are introduced to lesson planning very early in the program to provide them with ample time to develop their skills and become more proficient in writing developmentally appropriate lesson plans. We have begun to introduce and embed edTPA elements throughout the curriculum in order to better prepare students for the edTPA assessment they are required to pass during their student teaching. (LO 2-3) PETE candidates are being introduced to unit planning earlier in the program (PE 405) which provides them with additional opportunities for further development in the planning, implementation and assessment of student learning. Additionally, edTPA elements are currently being introduced and/or reinforced at various points in the program to support students learning and provide time to develop their ability to plan, instruct, and assess. (LO 4) The certification program for physical education has made curricular and programmatic adjustments, and continues to incorporate additional changes to improve the effectiveness of preparing students to teach physical education at the elementary and secondary levels that will align with the new national standards that have been introduced as well as the required Physical Education edTPA assessment.	2016
	Dance Education, BS	Yes	http://web.ccsu.edu/dance/default.asp	Skill and Dance Technique Rubrics, Unit Plan Assessments, Student Teaching Exit Portfolio, Student teaching evaluation	Dance Education and Physical Education Faculty	Faculty will analyze data for all learning outcomes and will examine trend data before making any significant changes as a result of the assessment data collected.	2015-16
	Exercise Science, BS	Yes	http://web.ccsu.edu/NEASC_5year_Files/education/BS_ExSci.pdf	Practical Examination, Case Study, Assessments	Program Faculty & AAC*	(LO 1) Practical skills and techniques have been emphasized in one lab class each week. In addition students are encouraged to practice their skills outside of the regular classroom. Using videos and demonstrations both during lecture and lab have added to the accuracy of students' testing skills. (LO 2)In EXS 450 practicum seminar, students are given a simulated exam for both the EP-C and CSCS. Students are also given more case studies out of the ACSM' Certification Review book for the EP-C with multiple choice questions that might be typical on the national exam. A new online program called PrepU allows the students to answer practice quiz questions based on the progress of their understanding. (LO 3)Rubric being developed in EXS 278 and EXS 376. (LO 4) In EXS 415 class more emphasis has been placed on understanding exercise prescription and implementation as students scored the lowest on that part of the exam. In EXS 450 Practicum seminar students are given a simulated exam, and each question is reviewed for student understanding at the end of the course. (LO 5) No changes needed.	2014

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Physical Education & Human Performance	Physical Education, MS	Yes	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Physical-Education-with-Specialization-in-Teaching-Physical-Education-M-S-30-credits-For-Certified-Teachers	Thesis/comprehensive exam	Program Faculty & AAC*	(LO 1) Develop an applied project capstone to replace comprehensive examinations. Anticipated changes to SLOs and additional program assessments prior to capstone once the new strands are in place. (LO 2) Develop an applied project capstone to replace comprehensive examinations. Anticipated changes to SLOs and additional program assessments prior to capstone once the new strands are in place. Develop a guidance plan to help students to determine whether a thesis or applied project best meets their professional goals. (LO 3) Develop an applied project capstone to replace comprehensive examinations. Anticipated changes to SLOs and additional program assessments prior to capstone once the new strands are in place. (LO 4) Develop an applied project capstone to replace comprehensive examinations. Anticipated changes to SLOs and additional program assessments prior to capstone once the new strands are in place. Develop a guidance plan to help students to determine whether a thesis or applied project best meets their professional goals.	2016
	Physical Education, Grad Cert	Yes	http://www.ccsu.edu/peh p/physicalEducation/postBacCertification.html	Comprehensive exam	Program Faculty & AAC*	(LO 1) Develop an applied project capstone to replace comprehensive examinations. Anticipated changes to SLOs and additional program assessments prior to capstone once the new strands are in place. (LO 2) Develop an applied project capstone to replace comprehensive examinations. Anticipated changes to SLOs and additional program assessments prior to capstone once the new strands are in place. Develop a guidance plan to help students to determine whether a thesis or applied project best meets their professional goals. (LO 3) Develop an applied project capstone to replace comprehensive examinations. Anticipated changes to SLOs and additional program assessments prior to capstone once the new strands are in place. (LO 4) Develop an applied project capstone to replace comprehensive examinations. Anticipated changes to SLOs and additional program assessments prior to capstone once the new strands are in place. Develop a guidance plan to help students to determine whether a thesis or applied project best meets their professional goals.	2016

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Social Work	Social Work, BS	Yes	https://www.taskstream.com/ts/horton102/SocialWorkAssessmentReports	Achievement of the nine 2015 CSWE required Social work competencies. Social Work Dispositions Rubric; portfolio electronic evaluation of students (entry, senior, and graduation); syllabus audit for competency integration in content and assignments and Implicit curriculum, Implicit curriculum feedback review, oral communication, written assignments, field site review of practice opportunities; Graduation cohort focus group/Exit Interview	Program Faculty and Field Supervisors & AAC*	(LO 1) Based on the data, faculty made changes to beginning level courses to require a more intense focus on writing. The program continues to monitor the data to note improvements in the area of written communication. (LO 2) While it appears that candidates are performing well on Competency 2, faculty do note that items on assessments that relate to self-awareness or self-regulation tend to have lower scores. This area will be monitored and faculty will discuss implications of the score does not improve. (LO 3-LO 4) No changes planned in the near future. (LO 5)No changes planned, but faculty may revisit the 70 hour evaluation items to ensure better alignment with the intent of Competency 5- Engagement in Policy Practices.	2015
Special Education & Interventions	Special Education, MS	Yes	http://www.ccsu.edu/sped/	Case study portfolio, lesson plans, both universal and sequential; papers; and corresponding rubrics	Program Faculty & AAC*	(LO 1) No change. (LO 2) Effective 2016-17, SPED 511, 512, 513 were replaced by one 3-credit level course (SPED 503). This course was designed to better align to current practices in the field and edTPA and will include a field-based assignment focused on analyzing a focus learner's context of learning and justifying evidence-based programmatic recommendations. (LO 3) The rubric for this assignment has been revised	2016
	Special Education, Grad Cert						
	Transition Specialist, OCP	-	-			New Program, effective F2018	Expected 2020

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Special Education & Interventions	Teacher Ed: Specialization Math, Spanish, English, Sciences, Technology and Engineering Ed, MAT	Yes	http://web.ccsu.edu/mat/?redirected	Praxis I & II; field, internship and student teaching evaluations with corresponding rubrics; professional dispositions and rubrics; mid-point planning task with rubric; Program Progress Assessment and alumni and employer surveys	Program Director, Faculty, and Supervisors (who are certified teachers and trained cooperating teachers) & AAC*	A) Basic Skills/Praxis Core. CSDE changed the required evidence of basic skills, and therefore this assessment has changed. B) Praxis 2/ACTFL. The passing standards for some of the Praxis Subject Tests and ACTFL Tests were changed by the CSDE. We keep up to date on the changing standards. C) Student Teaching Evaluation. The SEPS student teaching evaluation has since been revised by the Director of CTEC, the Coordinator of Office of School and Community Partnerships, and program faculty to reflect new research in teacher evaluation, to align to the edTPA, and to align more closely to how teachers in Connecticut are being assessed in the field. D) edTPA. edTPA is a new assessment for our candidates. Work created and submitted as a result of this pilot will result in a comprehensive portfolio that demonstrates teacher candidates' ability to teach through lesson plans designed to support students' strengths and needs, engage real students in ambitious learning, analyze impact on student learning, and adjust instruction to become more effective. E) Unit Plan Rubric. The unit plan rubric has been revised by MAT program faculty under the leadership of the director of the program to be consistent a program content areas. F) Video Analysis Rubric. New assessment aligned to the edTPA which emphasizes candidates' ability to plan high quality literacy experiences within each discipline.	2016
School of Engineering, Science & Technology							
Biology	Biology, BS	Yes	http://www.ccsu.edu/biology/learningoutcomes.html	Biological content assessment; General survey assessment; Contemporary issues assessment; Research experience and internship assessment; Laboratory report assessments; Exit interviews	Departmental Assessment Committee, Program Faculty & AAC*	(LO 1)Design curricula that put more emphasis on content areas that received the lower scores. Try to eliminate the plateau effect that is sometimes seen at the Bio 200-level in certain content areas. (LO 2)An assessment question for PowerPoint was added to survey to measure students' level of comfort with this tool. (LO 3)An assessment question for Biostatistics was added to the survey. The majority of students surveyed (60%) are only somewhat comfortable with Biostatistics. (LO 4)All of our students are currently required to do either an independent research project or an internship. We will continue to request new equipment and more internships that will enhance this learning outcome. Biology Department received approximately $130,000 for the purchase of lab equipment. (LO 5)We added survey questions to address LO concerning students' grasp of	2015
	Biology, Grad Cert	Yes	http://www.ccsu.edu/biology/learningoutcomes.html	Biological content assessment; laboratory reports assessment	Departmental Assessment Committee, Program Faculty & AAC*	(LO 1-LO 2) As a result of our program review (Spring 2014) by an external reviewer, Dr. Bruce Byers of the University of Massachusetts, and as recommended by the Academic Assessment Committee at CCSU, the Biology Department has completely overhauled its assessment plan. We have re-defined our learning outcome so that they are more encompassing of our mission. We have added more assessment tools that are more directly focused on our set of core courses, student research experiences, and capstone experiences.	2015

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Biology	Biological Sciences, MA/MS	Yes	http://www.ccsu.edu/biology/learningoutcomes.html	Thesis assessment (seminar presentation, oral defense, and manuscript); Oral comprehensive exam assessment; Biological content assessment; Contemporary issues assessment; Exit interviews	Departmental Assessment Committee, Program Faculty & AAC*	(LO 1) We need to recruit stronger graduate students. (LO 2) Try to assess a larger percentage of our graduate students. Encourage students to develop their writing skills and convince them of the importance of writing skills. (LO 3) Explore ways to improve analytical skills. Recruit graduate students with better analytical skills. Don't change how we emphasize the use of primary literature. (LO 4) Unfortunately, the data for the survey was collected from both from both undergraduate and graduate students combined. In the future, we should partition the survey so as to isolate the graduate student data.	2014
	Biological Sciences Anesthesia, MS	Yes	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Biological-Sciences-Anesthesia-M-S	Certification exam; oral presentations; capstone; written communication; oral comprehensive exam; rubrics	Departmental Assessment Committee, Program Faculty & AAC*	(LO 1)No changes proposed. (LO 2- LO 5)Consider the addition of other assessment tools.	2016
	Nurse Anesthesia Practice, DNAP	Yes	http://www.ccsu.edu/dnap/	New Program, effective F2017			Expected 2020
Biomolecular Sciences	Biomolecular Sciences, BS	Yes	http://web.ccsu.edu/set/academics/files/learning_outcomes_bms.pdf	Exit exam with essay and multiple choice questions; embedded exercises in courses; research poster presentation, oral and written; rubric	Program Faculty & AAC*	Our method for assessing learning outcome 1 needs to be refined. Beginning in Spring 2018 we will pilot a revised assessment instrument for learning outcome 1, that is more focused to the individual student rather than a broad survey.	2017
	Biomolecular Sciences, MA	Yes	http://web.ccsu.edu/set/academics/files/learning_outcomes_bms.pdf	Oral comprehensive graduation exam, embedded exercises in courses; research poster presentation; and rubric	Program Faculty & AAC*	No changes have been implemented in response to our assessment findings - assessment methods are providing consistent results. Need to address the population that is not as interested in research. This is the population that does not meet expectations for Learning Outcome 4. May need to revise learning outcomes	2017
	Pre-Health Studies, OCP	Yes	http://www.ccsu.edu/bms/	Student course work and scoring rubric, graduate survey,	Program Faculty & AAC*	Learning outcomes and assessments embedded and reported in the bachelor program.	2017
	Cell & Molecular Biology, OCP	Yes	Learning outcomes and assessments are embedded and reported in the bachelor program above.				2017
Chemistry & Biochemistry	Chemistry, BS	Yes	http://www.ccsu.edu/chemistry/programs.html	American Chemical Society (ACS) Diagnostic of Undergraduate Chemistry Knowledge (DUCK) exam; oral presentations; in-house exams; rubrics; written papers.	Program Faculty & AAC*	(LO 1) The criteria for assessing CHEM 200 is based on a single question for each of 3 learning outcomes in the course. We believe this does not accurately reflect what is going on in CHEM 200. We are working on a finer assessment in CHEM 200. (LO 2) We are working on assessments to include additional chemical instruments. (LO 3 - LO 5) No changes at this time.	2014

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Shared: Chemistry and Biochemistry & Biomolecular Science	Biochemistry, BS	Yes	http://www.ccsu.edu/chemistry/programs.html	American Chemical Society (ACS) Diagnostic of Undergraduate Chemistry Knowledge (DUCK) exam; oral presentations; in-house exams; rubrics; written papers.	Program Faculty & AAC*	(LO 1) The criteria for assessing CHEM 200 is based on a single question for each of 3 learning outcomes in the course. We believe this does not accurately reflect what is going on in CHEM 200. We are working on a finer assessment in CHEM 200. (LO 2) We are working on a finer grained assessment to include additional components. (LO 3 - LO 5) No changes at this time.	2018
Computer Electronics and Graphics Technology	Digital Printing & Graphics Technology, BS	Yes	http://www.ccsu.edu/cegt/programs/dpgtBS.html	Student course work and scoring rubric, graduate survey,	Program Faculty & AAC*	(LO 1- LO 10) Some evaluation criteria(s) or rubrics may need to be adjusted by faculty member to better reflect the student outcome and assessment methods. More efforts will be needed for assessing student work collection and assessing and give feedback on whether student achieved the student outcomes by providing convincing analysis and evidence. (LO 11) Not assessed.	2015
	Computer Engineering Technology, BS	Yes	http://www2.ccsu.edu/program/ComputerEngineeringTechnology_BS	Graduate survey instrument; ATMAE/CTM national certification exam	Program Faculty & AAC*	(LO 1) Students perform well in physical experiments for conducting procedures and observing results and explaining/interpreting experimental data. As systems get more sophisticated and advanced, using simulation tools becomes inevitable. (LO 2) Provide timeline specification for work more clearly and count it partially in evaluating performance. (LO 3) Currently, all students satisfied the communication requirement and no change action is scheduled. (LO 4)Improve students' capability on formulating a formal problem statement. In CET 479, student report focuses on implementation. In later semesters, students will be required to emphasize problem statement and system design too. In CET449, more emphasis will be given on proper work flow and procedure which will improve configuration and troubleshooting tasks. Documentation of results interpretation and issues in the project will be emphasized.	2015
	Networking Information Technology, BS	Yes	http://www.ccsu.edu/cegt/programs/nitBS_StudentOutcomes.html	ATMAE certification; assessments	Program Faculty & AAC*	(LO 1) New equipment have been identified. Once funding is available, more up-to-date equipment will be deployed in the laboratory so that the assessment would be more consistent when students work on the same models of devices. (LO 2) Issue for some students is that the pre-study and pre-review for the exam content were not done or sufficiently. More motivations will be given to students to review and pre-study for exam. A pre-lab session could be provided. (LO 3) Currently, all students satisfied the teamwork requirement and no change action is scheduled. (LO 4) In CET 479, student report focuses on implementation. In later semesters, students will be required to emphasize problem statement and system design too. In CET449, more emphasis will be given on proper work flow and procedure which will help the successful configuration and troubleshooting. Documentation of results interpretation and issues in the project will be emphasized	2015

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Computer Electronics and Graphics Technology	Electronics Technology, BS	Yes	http://www.ccsu.edu/cegt/programs/eTechBS.html	Student course work and scoring rubric, graduate survey	Program Faculty & AAC*	(LO 1) Collect additional data from other program courses to evaluate this student outcome. (LO 2) Faculty will engage students in more in-class problem solutions. Students will be encouraged to attend the school's Student Services Center to receive out of class help from tutors for problem solutions. (LO 3) Even though the overall assessment results indicate "Met", the raw assessment data also show that there are gaps between high-performance students and low-performance students. This heterogeneity in student competence is challenging and needs instructor's more diverse pedagogy. The following pedagogical improvements are planned for the course. More pre-lab assignments will be given to students prior to conducting the laboratory experiments. More training sessions will be provided for simulation software applications. More detailed post-test questions will be assigned to motivate students to link theoretical model and experimental data. (LO 4) We are considering this situation further to see if we can identify why students were not successful with this assignment. (LO 5) The limitations are tied to the survey response rate. (LO 6) No changes. (LO 7) Need to standardize the rubrics used by department faculty for assessing written communication. (LO 8 - LO 11) Focus on increasing the response rate to the graduate survey. Identify other assessment sources for this SO.	2015
Shared: Computer Electronics and Graphics Technology & Computer Science	Computer Information Technology, MS	Yes	http://www.cs.ccsu.edu/cit/	Students work in teams to address a technological program, propose a solution, then present the findings in a Capstone Project and Presentation, with corresponding rubrics	Program faculty (Computer Science, and Computer Electronics/Graphics Technology) & AAC*	Based on the additional assessment of specialization core courses and capstone rubric evaluation, a need for program revision was recognized in order to further stress the foundational core of two specializations. The revised program is in place since Fall 2017.	2016
Computer Science	Computer Science Honors, BS	Yes	http://www.ccsu.edu/cs/mission.html	ETS Major Field Test; comprehensive and integrated assessments, written and oral	Program Faculty, Industrial Advisory Board (IAB) & AAC*	(LO 1) No program level changes are needed at this time. (LO 2) Based on our assessment process, the criteria being Minimally Attained triggered a review to evaluate if any revisions to courses contributing to the outcome were required. As a result, relevant	2017
	Computer Science ,						
	Software Engineering, MS	Yes	http://www.ccsu.edu/cs/gradSoftwareEngineering.html	N/A	N/A	N/A	Expected 2020
Engineering	Civil Engineering, BS	Yes	http://www.ccsu.edu/engineering/programs/civilEngineeringOutcomes.html#outcomes	Standardized national exams, local exams, exit interviews, capstone design projects, observation, graduate and employer surveys, and rubrics	Program Faculty, Industrial Advisory Board (IAB) & AAC*	(LO 1) Review of the mathematics curriculum. Meeting with the Mathematics Department faculty. (LO 2) No changes are recommended. New lab facilities should be beneficial. (LO 3-LO 11) No changes are recommended.	2017

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Engineering	Manufacturing Engineering Technology, BS	Yes	http://www.ccsu.edu/engineering/programs/manufacturingEngineeringTechnologyBS.html	Portfolio, standardized and locally developed exams; exit interview, capstone design project, employer and graduate surveys; rubric	Program Faculty, Industrial Advisory Board (IAB) & AAC*	(LO 1 - LO 10) No changes recommended at the time of assessment	2017
	Mechanical Engineering, BS	Yes	http://www.ccsu.edu/engineering/programs/mechanicalEngineeringOutcome.html#objectives	Computer projects; lab/project reports; exams exit interview; written homework; rubric	Departmental Assessment Committee, Program Faculty, Industrial Advisory Board (IAB) & AAC*	(LO 1) Changes in the admission criteria to the program could be helpful in bringing this measure up to the ME level. (LO 2 - LO 11) No corrective actions are required.	2017
	Mechanical Engineering Technology, BS	Yes	http://www.ccsu.edu/engineering/programs/mechanicalEngineeringTechnologyBSObjectives.html#objectives	Portfolio, standardized and locally developed exams; exit interview, capstone design project, employer and graduate surveys; rubric	Program Faculty, Industrial Advisory Board (IAB) & AAC*	(LO 1 - LO 10)No changes recommended at the time of assessment	2017
	Engineering Technology, MS	Yes	http://www.ccsu.edu/engineering/programs/msETOutcomes.html	Design project	Program Faculty & AAC*	Admission to this program discontinued by administration notwithstanding favorable assessment and favorable outside evaluation. Limited findings thus obtained and limited analysis performed for results. Due to the limited findings, no program changes made.	2013
Geological Sciences	Earth Sciences, BS	Yes	http://web.ccsu.edu/geolsci/esci-outcomes.shtml	Midterm and final capstone activities; final laboratory projects; final exam grades; presentations; abstracts; lab exercises and writing assignments; with corresponding rubrics	Program Faculty & AAC*	The department has recently come into the possession of new equipment that will afford opportunities to develop new assessment instruments in the future. (LO 1)None needed at this time. (LO 2) None needed at this time. (LO 3) The written assessment for GSCI 290 still needs to be developed. (LO 4) None needed at this time. (LO 5) None needed at this time.	2014
Geological Sciences	Science Education, Grad Cert	Yes	Learning outcomes and assessments are embedded and reported in the bachelor program above.				2014
Manufacturing & Construction Management	Construction Management, BS	Yes	http://www.ccsu.edu/mcm/constructionManagementBS.html	American Institute of Constructors national exam; IAB exit interview; senior seminar; surveys	Program Faculty, Industrial Advisory Board (IAB) & AAC*	(LO 1) Faculty are meeting regularly to continue to monitor and discuss progress. (LO 2) Faculty are meeting regularly to continue to monitor and discuss progress. (LO 3) Changed required book for the CM 425 Applied Structural Systems and ET 241 Applied Statics and Strength of Materials courses to up-to-date texts. We also have ET 241 (the pre-req course to CM 425) covering the first half of the book and CM 425 to cover the second half. The program is also conducting a research study of students' math skills at all levels. (LO 4) Based on this assessment there are no changes required and none are planned for the near future.	2013
	Construction Management, OCP	Yes	http://www.ccsu.edu/mcm/constructionManagementOCP.html	Capstone activities, Course surveys,	Program Faculty, Industrial Advisory Board (IAB) & AAC*	(LO 1 - LO 5) No changes are required in this area. (LO 6) This will become a focal point for evaluation over the next testing period. If the pass rate does not improve then changes may be appropriate. (LO 8) There has been some discussion about eliminating this outcome as not relevant to the program. This is a major consideration being evaluated at this time.	2016

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Manufacturing & Construction Management	Construction Management, MS	Yes	http://www.ccsu.edu/mcm/constructionManagementMS.html	Comprehensive exam, capstone course, course embedded assessment	Program Faculty & AAC*	(LO 1 - LO 5) No changes are required in this area. (LO 6) This will become a focal point for evaluation over the next testing period. If the pass rate does not improve then changes may be appropriate. (LO 8) There has been some discussion about eliminating this outcome as not relevant to the program. This is a major consideration being evaluated at this time.	2016
	Robotics and Mechatronics Engineering Technology, BS	Yes	http://web.ccsu.edu/set/academics/programs/manufacturingConstruction/robotics.asp	Senior project	Program Faculty, Industrial Advisory Board (IAB) & AAC*	No changes at this time.	2016
	Manufacturing Management, BS	Yes	http://www.ccsu.edu/mcm/	ATMAE CTM exam	Program Faculty & AAC*	No changes	2015
	Technology Management, MS	Yes	http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Technology-Management-M-S	Comprehensive exam, new MSTM Program Student Survey, Capstone course.	Program Faculty & AAC*	In Spring 2016, we introduced a new Comprehensive Exam and a new MSTM Program Evaluation survey for students (Appendix 1).	2018
	Environmental Health and Safety, OCP	Yes	http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Technology-Management-M-S	Comprehensive exam, course embedded assessment	Program Faculty & AAC*	Learning outcomes and assessments embedded and reported in the Technology Management program.	2018
	Lean Manufacturing and Six Sigma, OCP	Yes	http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Technology-Management-M-S	Comprehensive exam, course embedded assessment	Program Faculty & AAC*	Learning outcomes and assessments embedded and reported in the Technology Management program.	2018
	Supply Chain and Logistics, OCP	Yes	http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Technology-Management-M-S	Comprehensive exam, course embedded assessment	Program Faculty & AAC*	Learning outcomes and assessments embedded and reported in the Technology Management program.	2018
Mathematical Sciences	Data Mining, online, MS	Yes	http://www.ccsu.edu/dataMining/learningOutcomes.html	Thesis capstone	Departmental Thesis Advisory Committee & AAC*	We crafted an extensive revision to the Master of Science in data mining. The curricular revision eliminated the mathematical statistics prerequisite and core course, as well as the calculus prerequisite.	2016
	Data Mining, online/onground, OCP	Yes	http://www.ccsu.edu/dataMining/learningOutcomes.html	Thesis capstone	Departmental Thesis Advisory Committee & AAC*	We crafted an extensive revision to the Master of Science in data mining. The curricular revision eliminated the mathematical statistics prerequisite and core course, as well as the calculus prerequisite.	2016

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Mathematical Sciences	Mathematics, BA/BS	Yes	http://www.math.ccsu.edu/hive/pdf/learning%20outcomes/ba_programlearningoutcomes.pdf	Problem sets; exams; capstone presentation; dispositions, demonstration lessons, Praxis II; rubrics	Program Faculty, Departmental Assessment Committee & AAC*	(LO 1) We suggest revisiting the distribution of topics between math 152 and math 221 to improve the rate of success in math 221. The Math Department will need to decide whether or not we will continue to use Math 152 in our assessment of the BA program. The Matt Dept will continue to investigate and discuss the causes of the large number of DFW's in Math 152. The Matt Dept. will reconsider this requirement. In the future may consider reporting only the BA majors. (LO 2- LO 5) N/A	2016
	Mathematics, Grad Cert						
	Mathematics, MA/MS	Yes	http://www.ccsu.edu/mathematics/learningOutcomes.html	Capstone experience: Thesis or special project and corresponding proposal; Content course problem sets	Program Faculty and Departmental Assessment Committee & AAC*	Data has been collected for the first time for this program. The MA Assessment Committee will meet to discuss the results of this initial data propose any preliminary changes to the program based on the needs of the program.	2016
	Mathematics Education Leadership, SYC	Yes	http://www.math.ccsu.edu/hive/pdf/Learning%20Outcomes/SYC_LearningOutcomes.pdf	Curriculum and textbook evaluations; literature reviews; research/topic written reports; student presentations; internship.	Program Faculty & AAC*	Based on the data collected, program faculty will continue to challenge secondary teachers with understanding the evolution of the elementary school curriculum and will challenge elementary teachers to strengthen their math content knowledge. Online discussions will continued to be used but will be more focused in the course objectives. The number of collaborative assignments was decreased to accommodate students' schedules and this will be maintained. Future courses will focus on the new Common Core State Standards.	2016
Physics & Engineering Physics	Physics, BS	Yes	http://www.ccsu.edu/physics/learningOutcomes.html	Lab reports; final projects with written/oral reports; lab final experiments and corresponding	Program Faculty & AAC*	(LO 1) University may assess the math skills of the freshman and could offer bridge program in the mathematics during the summer sessions. The university should support and restore programs such as ConnCAS. We are also bringing beginning students together	2014
Technology and Engineering Education	Technology and Engineering Ed K-12, BS	Yes	http://www.ccsu.edu/teched/	Praxis II, student teaching evaluations, exit interviews	Program Faculty & AAC*	(LO 1-LO 5) No changes anticipated at this time. semester. We are currently running a pilot program with our student teachers and expect to collect at the end of the fall 2017 semester. We plan to continue to use the edPTA and TASK stream tools for assessment.	2016-17
	Technology and Engineering Ed K-13, Grad Cert	Learning outcomes and assessments are embedded and reported in the bachelor program above.					2016-17
Technology and Engineering Education & Geological Sciences	STEM Education, MS	Yes	http://ccsu.smartcatalogiq.com/en/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/STEM-Education-for-Certified-Teachers-M-S	Comprehensive exam, specific assignments, and exit interview	Program Faculty & AAC*	Changes to STEM 540 and STEM 520: Additional instruction and focus on the crosscutting concepts will be a focus of instruction. Changes for STEM 517 and STEM 521: Develop additional activities that promote creative design environments. Changes for STEM 501: LO 4 (Applying Disciplinary Core Ideas) is currently measured via one student-developed lesson/activity and one STEM unit. We plan to require students to produce a larger number of mathematics-related activities or lessons and remove the STEM-unit requirement.	2015-16

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART A - DEGREE PROGRAM

Department	Program and Award	**NEASC (1)** Have formal learning outcomes been developed?	**NEASC (2) *** Where are these learning outcomes published? Include URLs where appropriate	**NEASC (3)** Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**NEASC (4)** Who interprets the evidence? What is the process* (e.g., annually by the curriculum committee)	**NEASC (5)** What changes have been made as a result of using the data/evidence?	**NEASC (6)*** Date of most recent program review
Manufacturing & Construction Management and Computer Electronics & Graphics Technology	Industrial Technology, BS	Yes	http://www.ccsu.edu/csc/whatcanidowithamajorin/industrialTechnology.html	Graduate survey instrument; ATMAE/CTM national certification exam	Program Faculty, Industrial Advisory Board (IAB) & AAC*	Overall, the students in the Industrial Technology are meeting/exceeding learning outcomes assessed. The majority of the students are meeting the expectations; the department will focus on transitioning to a point where students are exceeding the Learning Outcomes by placing emphasis on these concepts throughout the curriculum. The data suggests that a few students need additional reinforcement to act effectively on teams and understand technical application in a global society. This suggests that students are learning the content of the program but are unable to apply what they have learned or do not have the confidence that comes with experience.	2015

Assessment Schedule: http://docs.ccsu.edu/oira/assessment/Assessment_Submission_Program_Review_Calendar.pdf

*NEASC Q4) Who interprets the evidence? What is the process (e.g., annually by the curriculum committee). Program faculty interpret the evidence, which is then presented to the Academic Assessment Committee (AAC) in a formal annual report. A 5-year rotation schedule was introduced in 2012 that aligned with the Program Review cycle; all programs were phased into the new schedule by Fall 2017 . Currently, departments submit reports to the AAC for review every fifth year for review, according to the schedule (see Standard 8 for a more detailed discussion of the process and the link below for the schedule). Each department that contributes to the General Education program must assess and report on the GenEd learning outcome(s) they are responsible for. In Fall 2017, the Faculty Senate adopted a new model for assessing GenEd (see Standard 4) that is currently being phased in.

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART B - ACCREDITED PROGRAMS

E Series Forms: Making Assessment More Explicit

Option E1: Part B. Inventory of Specialized and Program Accreditation

Department	Program & Award	(NEASC 1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency	(2) Date of the most recent accreditation action by each listed agency*	(3) List key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	(5) Date & nature of next scheduled review
College of Liberal Arts and Social Sciences						
Anthropology	Anthropology, BA	Not Accredited				
Art	Art, BA	Not Accredited				
	Art Education, BS	NCATE Legacy	2014		http://caepnet.org/	2020
	Art Education, GradCert	NCATE Legacy	2014		http://caepnet.org/	2020
	Art Education, MS	Not Accredited				
Communication	Strategic Communication, BA	Not Accredited				
	Media Studies, BA	Not Accredited				
	Communication, MS	Not Accredited				
	Public Relations/Promotion, OCP	Not Accredited				
Criminology & Criminal Justice	Criminology, BA	Not Accredited				
	Criminal Justice, MS	Not Accredited				
Design (Graphic/Information)	Graphic/Information Design, BA	Not Accredited				
	Information Design, MA	Not Accredited				
Economics	Economics, BA	Not Accredited				
English	English, BS	NCATE Legacy, NCTE	2014	None	http://caepnet.org/	2020
	English, BA	Not Accredited				
	English, GradCert	NCATE Legacy	2014	None	http://caepnet.org/	2020
	English, MA	Not Accredited				
	Teaching English to Speakers of Other Languages, MS	Not Accredited				

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART B - ACCREDITED PROGRAMS

Department	Program & Award	(NEASC 1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency	(2) Date of the most recent accreditation action by each listed agency*	(3) List key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	(5) Date & nature of next scheduled review
English	Teaching English to Speakers of Other Languages, GradCert	NCATE Legacy, TESOL (as of 2017, no longer accredited)	2017	Domains 1, 2, 4, & 5) met with conditions; in general, assessments are either not aligned well with LO or provide limited evidence and standards are too vague. Data accompaning the SPA report were not analyzed nor explained Domain 3 was met. This program is no longer nationally recognized and will need to submit a new report for initial review, 3 years prior to the CAEP visit	SPA report: assessments on language structure and acquisition development, language as a system, language as a cultrue, instructional techniques and theory.	n/a
	Teaching English to Speakers of Other Languages, OCP	Not Accredited				
Geography	Geography, BA/BS	Not Accredited				
	Geography, MS	Not Accredited				
	Hospitality & Tourism, BS	Not Accredited				
History	History, BS	NCATE Legacy, NCSS	2014	None	http://caepnet.org/	2020
	History, BA	Not Accredited				
	History, GradCert	NCATE Legacy	2014	None	http://caepnet.org/	2020
	History, MA	Not Accredited				
	Social Sciences, BS	NCATE Legacy, NCSS	2014	None	http://caepnet.org/	2020
	Public History, MA	Not Accredited				
Interdisciplinary	International Studies, BA	Not Accredited				
	International Studies, MS	Not Accredited				
Journalism	Journalism, BA	Not Accredited				
Modern Languages	French, BS	NCATE Legacy, ACTFL	2014	None	http://caepnet.org/	2020
	French, BA	Not Accredited				
	German, BS	NCATE Legacy, ACTFL	2014	None	http://caepnet.org/	Phasing out
	German, BA	Not Accredited				
	Italian, BS	NCATE Legacy, ACTFL	2014	None	http://caepnet.org/	2020
	Italian, BA	Not Accredited				
	Spanish, BS	NCATE Legacy, ACTFL	2014	None	http://caepnet.org/	2020
	Spanish, BA	Not Accredited				

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART B - ACCREDITED PROGRAMS

Department	Program & Award	(NEASC 1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency	(2) Date of the most recent accreditation action by each listed agency*	(3) List key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	(5) Date & nature of next scheduled review
Modern Languages	French, German, Italian, & Spanish, GradCert	NCATE Legacy, ACTFL	2014	None	http://caepnet.org/	2020
	Modern Languages & Online Spanish, MA	Not Accredited				
Music	Music, BA	NASM	2007	None	https://nasm.arts-	2019
	Music Education, BS	NASM, NCATE Legacy	2007, 2014	None	https://nasm.arts-accredit.org/	2019, 2020
	Music Education, GradCert	NASM, NCATE Legacy	2007, 2014	None	https://nasm.arts-accredit.org/	2019, 2020
	Music Education, MS	NASM, NCATE Legacy	2007, 2014	None	https://nasm.arts-accredit.org/	2019, 2020
Philosophy	Philosophy, BA	Not Accredited				
Political Science	Political Science, BA	Not Accredited				
Psychological Science	Psychological Science, BA	Not Accredited				
	Psychology, MA	Not Accredited				
	Gerontology, OCP	Not Accredited				
Sociology	Sociology, BA	Not Accredited				
Theatre	Theatre, BA	Not Accredited				
	Theatre, BFA	Not Accredited				
School of Business						
Accounting	Accounting, BS	AACSB	2013	1) School needs to develop simplified assurance of learning model to assess the BSBA degree program. 2) School needs to simplify AoL system so that it can clearly demonstrate closing the loop for assessing achievement of learning goals established for common BSBA experience.	http://www.aacsb.edu/	2019
	Accounting, MS	AACSB		New program	http://www.aacsb.edu/	2019
	Accounting, OCP	New Fall 2018				

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART B - ACCREDITED PROGRAMS

Department	Program & Award	(NEASC 1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency	(2) Date of the most recent accreditation action by each listed agency*	(3) List key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	(5) Date & nature of next scheduled review
Finance	Finance, BS	AACSB	2013	1) School needs to develop simplified assurance of learning model to assess the BSBA degree program. 2) School needs to simplify AoL system so that it can clearly demonstrate closing the loop for assessing achievement of learning goals established for common BSBA experience.	http://www.aacsb.edu/	2019
Management Information Systems	Management Information Systems, BS	AACSB	2013	1) School needs to develop simplified assurance of learning model to assess the BSBA degree program. 2)School needs to simplify AoL system so that it can clearly demonstrate closing the loop for assessing achievement of learning goals established for common BSBA experience.	http://www.aacsb.edu/	2019
Management & Organization	Management, BS	AACSB	2013	1) School needs to develop simplified assurance of learning model to assess the BSBA degree program. 2) School needs to simplify AoL system so that it can clearly demonstrate closing the loop for assessing achievement of learning goals established for common BSBA experience.	http://www.aacsb.edu/	2018-19
Marketing	Marketing, BS	AACSB	2013	1) School needs to develop simplified assurance of learning model to assess the BSBA degree program. 2)School needs to simplify AoL system so that it can clearly demonstrate closing the loop for assessing achievement of learning goals established for common BSBA experience.	http://www.aacsb.edu/	2019
Shared by all Departments in SOB	Business Administration, MBA	AACSB	New, 2014	None	http://www.aacsb.edu/	2019

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART B - ACCREDITED PROGRAMS

Department	Program & Award	(NEASC 1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency	(2) Date of the most recent accreditation action by each listed agency*	(3) List key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	(5) Date & nature of next scheduled review
School of Educatin and Professional Studies						
Counseling & Family Therapy	Counselor Education, MS, concentrations: School Counseling & Professional Counseling;	CACREP	2017	Remaining condition from CORE accreditation – Standard #F. 4 An Addendum to the Self-study is required. Provide clarification and documentation that there is a systematic process in place for use of individual student assessment data in relation to retention, remediation, dismissal. Greater transparency is needed on graduates, pass rates, etc. Greater documentation/tranparency of program evaluation results and that they are data driven.	Provided evidence that assessment of student skills development occurs pertaining to the ability to develop a safety plan following the assessment of client dangerousness.	2019
	Marriage & Family Therapy, MS	AAMFT COAMFTE	2015	None	http://aamft.org/iMIS15/AAMFT/	2020
	Professional Counseling, PM CERT	Not Accredited				
	School-Based Marriage & Family Therapy , PM CERT	Not Accredited				
Educational Leadership, Policy, & Instructional Design	Educational Leadership, SYC	NCATE Legacy, ELCC	2014	1. The scoring rubric needs work to show evaluative criteria within the levels of the rubric that measure candidates on a majority of concepts outlined for each ELCC standard element referenced. 2. District Vision Statement.	http://caepnet.org/accreditation/caep-accreditation/spa-standards-and-report-forms/elcc	2020
	Educational Leadership, Ed. D	Not Accredited				
	Educational Studies, MS	Not Accredited				
	Educational Technology , MS	Not Accredited				
	Teacher Leadership (formerly Educational Leadership), MS	ELCC/NPBEA	2018		http://caepnet.org/	2018

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART B - ACCREDITED PROGRAMS

Department	Program & Award	(NEASC 1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency	(2) Date of the most recent accreditation action by each listed agency*	(3) List key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	(5) Date & nature of next scheduled review
Educational Leadership, Policy, & Instructional Design	Superintendent of Schools, PM Cert	ELCC/NPBEA, NCATE Legacy	2014	1. The scoring rubric needs work to show evaluative criteria within the levels of the rubric that measure candidates on a majority of concepts outlined for each ELCC standard element referenced. 2. District Vision Statement.	**http://caepnet.org/**	2020
Literacy, Elementary, & Early Childhood Education	Reading and Language Arts, MS	CT State Dept. of Education, NCATE Legacy	2014	None	ILA Standards for Reading Professionals (Revised 2010) at: https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-	2020
	Reading and Language Arts, PM CERT	CT State Dept. of Education, NCATE Legacy	2014	None	ILA Standards for Reading Professionals (Revised 2010) at: https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals	2020
	Reading and Language Arts, SYC	NCATE Legacy, ILA	2014	None	ILA Standards for Reading Professionals (Revised 2010) at: https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals	2020
	Early Childhood Education, MS	Not Accredited				
	Elementary Education, BS	Not Accredited				
	Elementary Education, GradCert	Not Accredited				
	Elementary Education, MS	Not Accredited				

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART B - ACCREDITED PROGRAMS

Department	Program & Award	(NEASC 1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency	(2) Date of the most recent accreditation action by each listed agency*	(3) List key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	(5) Date & nature of next scheduled review
Literacy, Elementary, & Early Childhood Education	Early Childhood and Infant/Toddler Mental Health, BS	Not Accredited				
Nursing	Nursing, BSN	CCNE	2016	NCLEX-RN pass rate = or > 80%	Effective May 1, 2018, pass rate = 90.24%	2026
	Nursing (RN to BSN), BSN	CCNE, Dept of Public Health	2016	None	http://www.aacnnursing.org/	2026
	Nursing: Hospice and Palliative Care (new Program), MSN	CCNE	Oct-18		http://www.aacnnursing.org/	2026
Physical Education & Human Performance	Athletic Training, BS	CAATE	2016	No remaining issues. Previously: May 2017: Program compliant with all standards. March 2017: Non-Compliant with Standard 50: Clinical education settings do not address the continuum of care of a variety of patients. 15 Day response required. January 2017: Program compliant with Standard 3: program is either missing affiliation agreements with active clinical sites, or agreements arent signed by the appropriate signature of authority.	https://caate.net/	2021
	Physical Education, BS	NCATE Legacy/ AAHPERD-NASPE	2014	Unit needs to look at revising skill assessments to better align with Standard 2 or use course grades and continue to use the fitness gram assessment for Standard 2.	Key performances used by the program are the content specific Praxis 2 assessment, edTPA assessment and other program specific performance-based assessments aligned with PE accreditation standards.	2020
	Dance Education, BS	Not Accredited				

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART B - ACCREDITED PROGRAMS

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Physical Education & Human Performance	Exercise Science, BS	NCATE Legacy, AAHPERD-NASPE	2014	1. Advisory Board should meet regularly to formulate and revise appropriate goals and learning domains, monitoring needs and expectation, and ensuring program responsiveness to change. 2. Develop an action plan for the program to review the current evaluation systems, goals, learning domains, outcomes, and analysis of the outcomes and an appropriate action plan.	Exercise Physiology Certification or Certified Strength and Conditioning Specialist National Exam	2019
	Physical Education, GradCert	NCATE Legacy/ AAHPERD-NASPE	2014	None		2020
	Physical Education, MS	Not Accredited				
Social Work	Social Work, BA	CSWE	2015	1) Program did not provide a narrative detailing the qualifications, competence, expertise in social work education and practice, and years of service to the program for each of the faculty members. 2) Program indicated that the current workload is inadequate to meet the needs of the program.	Program submitted two progress report to Council on Social Work Education in 2016 to address items 1 & 2 on Box H. Progress reports were fully accepted and all requirements were successfully met.	2022
Special Education and Interventions	Special Education, MS	NCATE Legacy, CEC	2014	None	edTPA	2020
	Special Education, GradCert	NCATE Legacy, CEC	2014	None	edTPA	2020
	Transition Specialist, OCP	Not Accredited				
	Teacher Ed: Specialization Math, Spanish, English, Sciences, Technology and Engineering Ed, MAT	NCATE Legacy	2015	None	edTPA	2020

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART B - ACCREDITED PROGRAMS

Department	Program & Award	(NEASC 1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency	(2) Date of the most recent accreditation action by each listed agency*	(3) List key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	(5) Date & nature of next scheduled review
School of Engineering, Science and Technology						
Biology	Biology, BS	NCATE Legacy, NSTA	2014	None	http://www.nsta.org/	2020
	Biology, GradCert	NCATE Legacy, NSTA	2014	None	http://www.nsta.org/	2020
	Biological Sciences, MA/MS	Not Accredited				
	Biological Sciences Anesthesia, MS	COA	2016	None	http://home.coa.us.com/Pages/default.aspx	2026
	Nurse Anesthesia Practice, DNAP	COA	2016	None	http://home.coa.us.com/Pages/default.aspx	2026
Biomolecular Sciences	Biomolecular Sciences, BS	Not Accredited				
	Biomolecular Sciences, MA	Not Accredited				
	Pre-Health Studies, OCP	Not Accredited				
	Cell & Molecular Biology, OCP	Not Accredited				
Chemistry & Biochemistry	Chemistry, BS	ACS, NCATE Legacy, NSTA	NSTA: 2014 , 2018	There needs to be a minimum of four in-depth courses offered during the regular academic year totaling at least 12 credit hours, exclusive of research. Course rigor in Instrumental Methods in Analytical Chemistry (CHEM 402) and Advanced Biochemistry (CHEM 458) must be improved. The curriculum needs to strengthen coverage in at least two of the following areas: synthetic polymers, biological macromolecules, supramolecular aggregates; and, meso- or nanoscale materials.	http://www.nsta.org/	2020

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART B - ACCREDITED PROGRAMS

Department	Program & Award	(NEASC 1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency	(2) Date of the most recent accreditation action by each listed agency*	(3) List key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	(5) Date & nature of next scheduled review
Shared: Chemistry & Biochemistry/ Biomolecular Sciences	Biochemistry, BS	ACS	2018	There needs to be a minimum of four in-depth courses offered during the regular academic year totaling at least 12 credit hours, exclusive of research. Course rigor in Instrumental Methods in Analytical Chemistry (CHEM 402) and Advanced Biochemistry (CHEM 458) must be improved. The curriculum needs to strengthen coverage in at least two of the following areas: synthetic polymers, biological macromolecules, supramolecular aggregates; and, meso- or nanoscale materials.	www.acs.org/cpt	2020
Computer Electronics & Graphics Technology	Digital Printing & Graphics Technology, BS	ATMAE	2014	None	http://www.atmae.org/?	2021
	Computer Engineering Technology, BS	ETAC of ABET	2014	Program should demonstrate that data used to evaluate attainment ofstudent outcomes accurately reflect student performance.	http://www.abet.org/	2022
	Networking Information Technology, BS	ATMAE	2014	None	http://www.atmae.org/?	2021
	Electronics Technology, BS	ATMAE	2014	None	http://www.atmae.org/?	2021
Shared: Computer Electronics and Graphics Technology & Computer Science	Computer Information Technology, MS	Not Accredited				

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART B - ACCREDITED PROGRAMS

Department	Program & Award	(NEASC 1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency	(2) Date of the most recent accreditation action by each listed agency*	(3) List key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	(5) Date & nature of next scheduled review
Computer Science	Computer Science Honors, BS	CAC of ABET	2016	1) The potential exists that the limited technical staff and infrastructure for the program will not be sufficient to enable students to achieve the program's ourcomes with planned curriculum changes and expected enrollment growths.	http://www.abet.org/	2020
	Computer Science	Not Accredited				
	Software Engineering, MS	Not Accredited				
Engineering	Civil Engineering, BS	EAC of ABET	2011	None.	http://www.abet.org/	2022
	Manufacturing Engineering Technology, BS	ETAC of ABET	2016	1) Program should demonstrate that it has a sufficient number of faculty members to adequately support the number of enrolled students while allowing faculty to engage In ongoing professional development. 2) Program should demonstrate that data used to evaluate attainment ofstudent outcomes accurately reflect student performance.	http://www.abet.org/	2022 Expected (Awaiting August 2018 Final Report)
	Mechanical Engineering, BS	EAC of ABET	2016	None.	http://www.abet.org/	2022
	Mechanical Engineering Technology, BS	ETAC of ABET	2016	1) Program should demonstrate that it has a sufficient number of faculty members to adequately support the number of enrolled students while allowing faculty to engage In ongoing professional development. 2) Program should demonstrate that data used to evaluate attainment of student outcomes accurately reflect student performance.	http://www.abet.org/	2022 Expected (Awaiting August 2018 Final Report)
	Engineering Technology, MS	Not Accredited				

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART B - ACCREDITED PROGRAMS

Department	Program & Award	(NEASC 1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency	(2) Date of the most recent accreditation action by each listed agency*	(3) List key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	(5) Date & nature of next scheduled review
Geological Sciences	Earth Sciences, BS	NCATE Legacy, NSTA	2014	None	http://www.nsta.org/	2020
	Science Education, GradCert	NCATE Legacy	2014	None	http://caepnet.org/	2020
Manufacturing & Construction Management	Construction Management, BS	ACCE	2012	1) Assessment metrics must be quantified so that program improvement decisions can be made based on the data collected.	http://www.acce-hq.org/	2019
	Construction Management, OCP	Not Accredited				
	Construction Management, MS	Not Accredited				
	Robotics and Mechatronics Engineering Technology, BS	ETAC of ABET	2015	None.	http://www.abet.org/	2022
	Manufacturing Management, BS	ATMAE	2014	None	http://www.atmae.org/?	2021
	Technology Management, MS	Not Accredited				
	Environmental Health and Safety, OCP	Not Accredited				
	Lean Manufacturing and Six Sigma, OCP	Not Accredited				
	Supply Chain and Logistics, OCP	Not Accredited				
Mathematical Sciences	Data Mining, online, MS	Not Accredited				
	Data Mining, online/onground, OCP	Not Accredited				
	Mathematics, BS	NCATE Legacy, NCTM	2014	None	http://caepnet.org/	2020
	Mathematics, BA	Not Accredited				
	Mathematics, GradCert	NCATE legacy	2014	None	http://caepnet.org/	2020
	Mathematics, MS	Not Accredited				
	Mathematics, MA	Not Accredited				
	Mathematics Education Leadership, SYC	Not Accredited				
Physics & Engineering Physics	Physics, BS	NCATE Legacy, NSTA	2014	None	http://www.nsta.org/	2020
	Physics, BS	Not Accredited				
Technology and Engineering Education	Technology and Engineering Ed K-12, BS	NCATE Legacy, CTTE	2014	None	http://caepnet.org/	2020

STUDENT ACHIEVEMENT AND SUCCESS: MAKING ASSESSMENT MORE EXPLICIT *(continued)*

PART B - ACCREDITED PROGRAMS

Department	Program & Award	(NEASC 1) Professional, specialized, state, or programmatic accreditations currently held by the institution (by agency	(2) Date of the most recent accreditation action by each listed agency*	(3) List key issues for continuing accreditation identified in accreditation action letter or report	(4) Key performance by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.)	(5) Date & nature of next scheduled review
Technology and Engineering Education	Technology and Engineering Ed K-12, GradCert	NCATE Legacy, CTTE	2014	None	http://caepnet.org/	2020
Technology and Engineering Education & Geological Sciences	STEM Education, MS	Not Accredited				
Manufacturing & Construction Management and Computer Electronics & Graphics Technology	Industrial Technology, BS	ATMAE	2014	None	http://www.atmae.org/?	2021

*Accrediting Agencies	
AACSB	Association to Advance Collegiate Schools of Business
AAHPERD	American Alliance for Health, Physical Education, Recreation and Dance
NASPE	National Standards for Physical Education
AAMFT, COAMFTE	American Association for Marriage and Family Therapy-Commission on Accreditation for Marriage and Family Therapy
ABET	Accreditation Board of Engineering Technology
CAC of ABET	Computing Accreditation Commission of Accreditation Board of Engineering Technology
EAC of ABET	Engineering Accreditation Commission of ABET, Inc. (formerly the Accreditation Board for Engineering and Technology).
ETAC of ABET	Engineering Technology Accreditation Commission of ABET
ACCE	American Council for Construction Education
ACS	American Chemical Society
ACTFL	American Council on the Teaching of Foreign Languages
ATMAE	The Association of Technology, Management, and Applied Engineering
CAAHEP, CoAes	Commission on Accreditation of Allied Health Education Program - Committee on Accreditation for the Exercise Sciences
CAATE	Commission on Accreditation of Athletic Training Education
CACREP	Council for Accreditation of Counseling and Related Educational Programs
CAEP (formerly NCATE)	Council of the Accreditation of Educator Preparation
NCATE	National Council for Accreditation of Teacher Education
NCATE Legacy	Last accredited by NCATE
IRA	International Reading Association
CEC	Council for Exceptional Children
CTTE	Council on Technology Teacher Education
CCNE	Commission on Collegiate Nursing Education
COA	Council on Accreditation of Nurse Anesthesia Educational Programs; CCSU program is affiliated with 3 hospitals
CORE	Council on Rehabilitation Education
CSWE	Council on Social Work Education
ELCC	Educational Leadership Constituent Council
NASM	National Associations of Schools of Music
NCSS	National Council for the Social Studies
NCTE	National Council of English Teachers
NCTM	National Council of Teachers of Mathematics
NSTA	National Science Teachers Association
TESOL	Teachers of English to Speakers of Other Languages

Connecticut State Colleges & Universities

CSCU Connecticut State University System

FINANCIAL STATEMENTS

June 30, 2017 and 2016

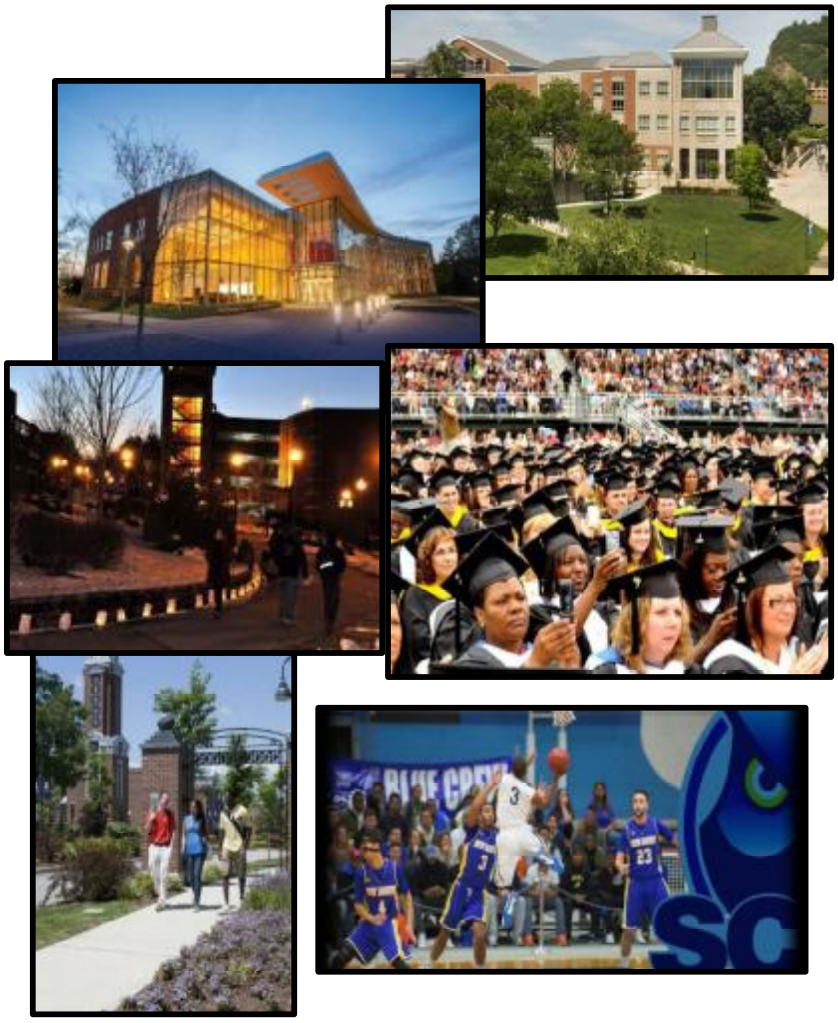
including

Required Supplementary Information &
Additional Supplemental Information

APPENDIX C

Connecticut State Universities Mission Statement

As part of the Connecticut State Colleges & Universities ("CSCU") system, the four Connecticut State Universities offer exemplary and affordable undergraduate and graduate instruction leading to degrees in the liberal arts, sciences, fine arts, applied fields, and professional disciplines. They advance and extend knowledge, research, learning and culture while preparing students to enter the workforce and to contribute to the civic life of Connecticut's communities. Through a variety of living and learning environments, the Universities ensure access and diversity to meet the needs of a broad range of students. They support an atmosphere of inter-campus learning, the exploration of technological and global influences and the application of knowledge to promote economic growth and social justice.



Members of the Board of Regents for Higher Education
(Between 7/1/15 – 6/30/17)

- Thirteen members: nine appointed by the Governor; four appointed by legislative leaders
- Two students chosen by their peers (Chair and Vice Chair of Student Advisory Committee)
- Six non-voting, ex-officio members:
    - Four CT commissioners appointed by the Governor from the Departments of Public Health, Education, Economic and Community Development, and Labor
    - Chair and Vice Chair of the Faculty Advisory Committee

Regents as of 6/30/17 (1 vacancy)

Matt Fleury, Chairman (appt to Chair 7/1/17)
Yvette Meléndez, Vice Chair
Richard J. Balducci
Aviva D. Budd (appointed 1/25/17)
Naomi K. Cohen
Lawrence J. DeNardis
Merle W. Harris
David R. Jimenez
William J. McGurk
JoAnn H. Price
Elease E. Wright
Holly Palmer (COSC Student; elected April 2016)
Joseph Young (CCC student; elected September 2016)

Ex-Officio, Non-voting members

Barbara E. Richards – Chair of the Faculty Advisory Committee (term began January 2016)
Stephen Adair – Vice Chair of the Faculty Advisory Committee
Raul Pino – Commissioner of the CT Department of Public Health (appointed December 2015)
Dianna R. Wentzell – Commissioner of the State Board of Education
Scott Jackson – Commissioner of the CT Department of Labor (appointed January 2016)
Catherine Smith – Commissioner of the CT Department of Economic and Community Development

Former Board members (who served between 7/1/15 – 6/30/17)
Nicholas M. Donofrio (term ended June 30, 2016)
Jewel Mullen – Commissioner of the CT Department of Public Health (resigned November, 2015)
Sharon Palmer – Commissioner of the CT Department of Labor (resigned December, 2015)
Sarah E. Greco, CSU Student (resigned March 2016)
Gordon Plouffe (CCC student; term ended September 2016)
Robert E. Brown – VC of FAC (term ended December 2015)

Connecticut State Universities

Central Connecticut State University (CCSU)
1615 Stanley Street
New Britain, CT 06050
Dr. Zulma Toro, President

Eastern Connecticut State University (ECSU)
83 Windham Street
Willimantic, CT 06226
Dr. Elsa Nunez, President

Southern Connecticut State University (SCSU)
501 Crescent Street
New Haven, CT 06515
Dr. Joseph Bertolino, President

Western Connecticut State University (WCSU)
181 White Street
Danbury, CT 06810
Dr. John B. Clark, President

System Office, Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105
Mark E. Ojakian, President

Connecticut State University System
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June 30, 2017 and 2016

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Connecticut State University System

Management Discussion and Analysis (Unaudited)

June 30, 2017 and 2016

Introduction

Management's Discussion and Analysis provides an overview of the comparative financial position and results of activities of the Connecticut State University System ("CSUS" or "System") and its component units for the fiscal year ended June 30, 2017 with comparative information for the fiscal year ended June 30, 2016. This discussion has been prepared by and is the responsibility of management, and should be read in conjunction with the financial statements and footnote disclosures which follow this section.

The Board of Regents for Higher Education was established by the Connecticut General Assembly in 2011 (via Public Act 11-48 as amended by Public Act 11-61) bringing together the governance structure for the four Connecticut State Universities, twelve Connecticut Community Colleges and Charter Oak State College, effective July 1, 2011. The new Board of Regents for Higher Education is authorized under the provisions of this public act to "serve as the Board of Trustees for the Connecticut State University System."

CSUS is a state-wide public university system of higher learning in the State of Connecticut with approximately 33,200 enrolled students. The Universities offer high-quality applied educational doctoral, graduate and undergraduate programs in more than 147 subject areas and provide extensive opportunities for internships, community service and cultural engagement. In total, CSUS employed approximately 3,000 full time employees at June 30, 2017.

The CSUS system is composed of four primary Universities that make up the primary reporting entity. The System's four Universities include:

- Central Connecticut State University ("CCSU") in New Britain,
- Eastern Connecticut State University ("ECSU") in Willimantic,
- Southern Connecticut State University ("SCSU") in New Haven, and
- Western Connecticut State University ("WCSU") in Danbury

As comprehensive, fully accredited Universities, CSUS institutions are Connecticut's Universities of choice for students of all ages, backgrounds, races and ethnicities. CSUS provides affordable and high quality, active learning opportunities, which are geographically and technologically accessible. CSUS graduates think critically, acquire enduring problem-solving skills and meet outcome standards that embody the competencies necessary for success in the workplace and in life.

Using the Financial Statements

CSUS's financial report includes the following financial statements: the Statement of Net Position, the Statements of Revenues, Expenses and Changes in Net Position and the Statements of Cash Flows. These financial statements are prepared in accordance with accounting principles generally accepted in the United States of America as defined by the Governmental Accounting Standards Board ("GASB"). GASB Statement No. 35 established standards for external financial reporting for public colleges and Universities, and requires that financial statements be presented on a basis to focus on the financial condition, results of operations, and cash flows of the System as a whole. As required by GASB Statements No. 34 and 35, a comparative analysis of fiscal year 2016 financial data with fiscal year 2015 is also presented, both for the CSUS *primary institution*, as well as for certain other organizations that have a significant related party relationship with CSUS (the "component units").

The component units are the CCSU Foundation, Inc., the ECSU Foundation, Inc., the Southern Connecticut State University Foundation, Inc., the Western Connecticut State University Foundation Inc. and the Connecticut State University System Foundation, Inc. (collectively, the "Foundations"). The Foundations are legally independent, tax-exempt non-profit organizations separate from university control, founded to foster and promote the growth, progress and general welfare of the Universities and to solicit, receive and administer donations for such purposes. The Foundations manage the majority of the Universities' endowments. However, the assets of these component units are not available to CSUS for use at its discretion. This MD&A discusses the University's financial statements only and not those of its component units.

During fiscal year 2016, management identified certain errors in the fiscal year 2015 financial statements related to accounting and reporting for pensions, reporting Pell revenues and reporting bond premiums and discounts. As a result, amounts reported in fiscal year 2015 within the fiscal year 2016 management discussion and analysis have been restated to reflect the correction of these errors. Refer to footnote 1 of the financial statements for further details related to amounts adjusted in connection with the pension accounting. With respect to changes in reporting of Pell revenues, prior to fiscal year 2016, Pell revenues had been incorrectly reported as operating revenues rather than non-operating revenues. This change impacted operating results (vs. non-operating results), but had no impact on change in net position. With respect to changes in reporting of bond premiums and discounts, these amounts had previously been reported as deferred outflows or deferred inflows rather than as a liability associated with the bond principal outstanding. This change reduced deferred outflows and inflows, and increased total liabilities, but had no impact on the change in net position or beginning net position. All amounts presented in this MD&A have been restated to reflect the corrected amounts for fiscal year 2015.

Financial Highlights

At June 30, 2017, total assets of the System were $1,741.0 million, a increase of $54.8 million or 3.2% more than the prior year amount of $1,686.2 million, primarily due to a increase in investments of $42.9 million.

Condensed Statements of Net Position
June 30, 2017, 2016 and 2015
(in millions)

	2017	2016	2015 (Restated*)	% Change FY 16 - 17
ASSETS				
Current assets	$ 377.6	$ 317.9	$ 342.5	18.8%
Non-current assets:				
Capital assets, net	1,179.4	1,193.7	1,175.2	-1.2%
Other	184.0	174.6	178.3	5.4%
Total Assets	1,741.0	1,686.2	1,696.0	3.2%
DEFERRED OUTFLOWS OF RESOURCES	414.5	165.8	123.6	150.0%
LIABILITIES				
Current liabilities	138.8	142.8	161.0	-2.8%
Non-current liabilities	1,390.4	1,028.9	970.5	35.1%
Total liabilities	1,529.2	1,171.7	1,131.5	30.5%
DEFERRED INFLOWS OF RESOURCES	1.3	0.1	21.5	2400.0%
NET POSITION				
Invested in capital assets - net of related debt	1,015.1	1,023.0	1,016.7	-0.8%
Restricted nonexpendable	0.5	0.5	0.5	0.0%
Restricted expendable	38.6	18.3	19.9	110.9%
Unrestricted	(429.2)	(361.6)	(370.5)	-18.7%
Total net position	625.0	680.2	666.6	-8.1%
Total liabilities and net position	$ 2,154.2	$ 1,851.9	$ 1,798.1	16.3%

*FY 15 is restated to present student receivables for summer and fall classes of the following fiscal year net of deferred revenue. Additionally, FY 15 is restated for certain amounts previously reported for the adoption of GASB 68 in fiscal year 2015 which were incorrect. Finally, discounts on bond premiums was reclassified from deferred inflows to bonds payable. As a result the net position, and deferred outflows of fiscal year 2015 have been restated.

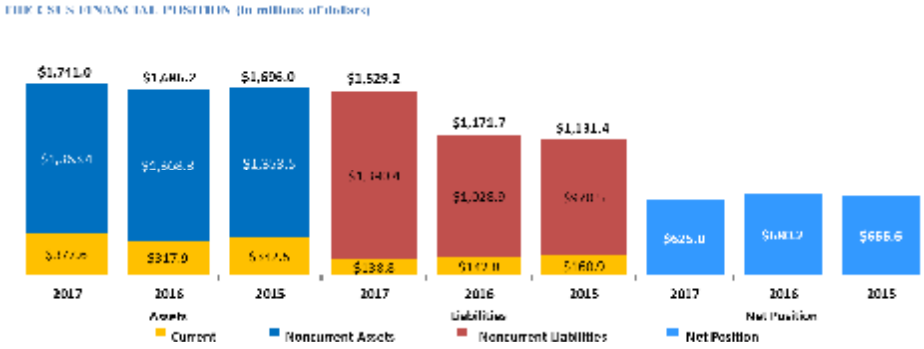
Total liabilities at June 30, 2017 of $1,529.2 million increased by $357.5 million, primarily due to an increase in pension liability of $320.9 million resulting from an increase to CSUS's share of the State's net pension liability and an increase in bonds payable of $40.7 million. In fiscal 2017, the CSUS issued $55.0 million in revenue bonds and refunded an additional $19.5 million to take advantage of favorable interest rates.

At June 30, 2017, total net position, which represents the residual interest in the System's assets and deferred outflows of resources after liabilities and deferred inflows of resources are deducted, was $625.0 million, a decrease of $55.2 million or 8.1% over last fiscal year's net position of $680.2 million. This decrease was primarily due to an increase in the net pension liability that resulted in a net decrease of unrestricted net position of $67.6 million and a decrease in capital assets, net of related debt of $7.9 million primarily driven by depreciation in excess of new depreciable capital assets and disposals of assets.

Statement of Net Position

The Statement of Net Position presents the overall financial position of the System at the end of the fiscal year, and includes all assets and liabilities of the Connecticut State University System, including capital assets net of depreciation.

Current assets at June 30, 2017 of $377.6 million increased by $59.7 million or 18.8% primarily due to the increase in investments of $42.9 million. Total current assets represent coverage of current operating expenses excluding depreciation and amortization of approximately nine months. The System's current ratio of 2.7:1 at the end of fiscal year 2017 is an increase from a ratio of 2.2:1 from the prior fiscal year end.



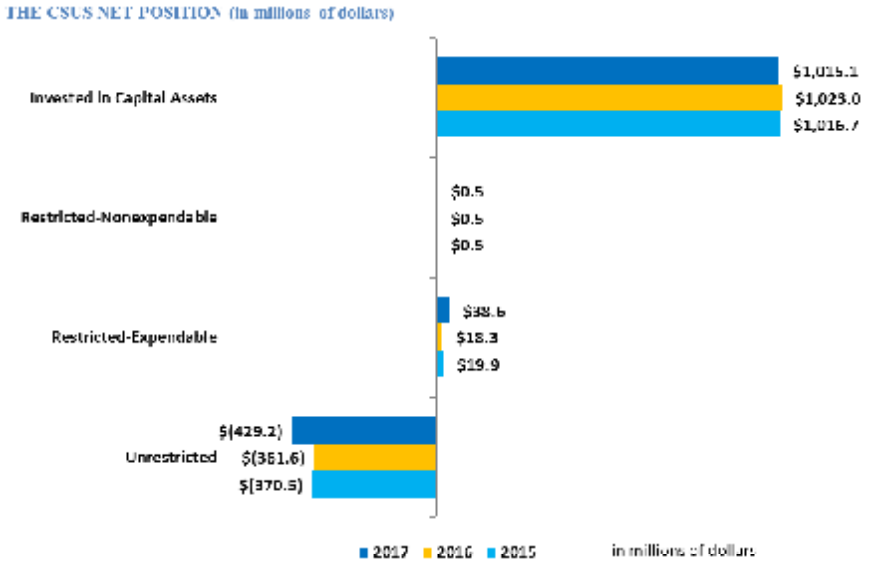
Total non-current assets at June 30, 2017, of $1,363.4 million decreased by $5.0 million or 0.4% from the fiscal year 2016 level of $1,368.3 million primarily due to decreases in net investment in plant of $14.4 million offset by an increase in cash and cash equivalents of $7.1 million.

Current liabilities at June 30, 2017 of $138.8 million decreased by $4.0 million, mainly due to the decrease in unearned tuition, fees and grant revenue of $14.8 million, an increase in accrued salaries and benefits of $6.3 million and an increase in accounts payable of $2.5 million.

Non-current liabilities at June 30, 2017 of $1,390.4 million increased by $361.5 million. This is mainly due to an increase in net pension liability of $320.9 million resulting from an increase to CSUS's proportionate share of the State's pension liability and a increase in bonds payable of $40.7 million due to debt service payments.

Pension liabilities represent the System's proportionate share of the State Employee Retirement System's ("SERS") and the Teachers Retirement System's ("TRS") net pension liability. The System's total net pension liability was $985.0 million at June 30, 2017, an increase of $320.9 million from fiscal year 2016. This increase was consistent with the change in net pension liability for the entire SERS and TRS pension systems.

Net position invested in capital assets, net of related debt, represents the System's capital assets net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets.

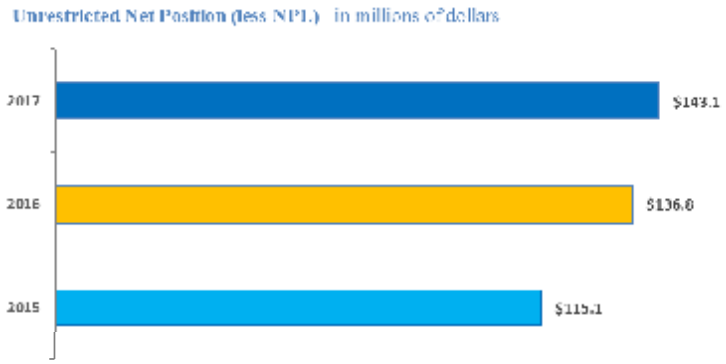


Restricted net position is divided into two classifications, expendable and nonexpendable. Restricted expendable net position is subject to externally imposed restrictions governing its use. In the System, restricted expendable net position primarily represents the residual balances of the System's unexpended grant funds. Restricted nonexpendable net position comprises the System's permanent funds such as the Endowment Fund. Most endowed funds are held with the individual institutions foundations for the benefit of the Universities.

Unrestricted net position represents funds available to support CSUS activities and operations at the discretion of the Board of Regents, the President, and the University Presidents. Unrestricted net position is negative due to the System's share of the State's pension plan's net pension liability ("NPL"). Although unrestricted net position is not subject to externally imposed restrictions, substantially all of the System's reserves are allocated for academic initiatives or programs and for capital and other purposes including University fee receipts and parking fee receipts that have been designated by Universities to meet debt service obligations.

Without reflecting the net pension liability, unrestricted net position increased $6.3 million from 2016 to 2017. This is primarily the result of increases in tuition and fee revenue totaling $14.8 million which are partially offset by increased operating expenses.

	FY13	FY14	FY15	FY16	FY17
	$985.5	$1,090.8	$115.1	$136.8	$143.1
UNP Adjusted for Pension Liability			($370.5)	($361.6)	($429.2)



At fiscal year end June 30, 2017, the System had an investment in plant assets of $2,037.2 million, an increase of $23.9 million or 1.2% over the fiscal year end 2016 level of $2,013.3 million. This increase was primarily due to the increase in buildings and improvements placed in service. The increase in investment in plant assets reflects the System's continued commitment to provide its students with state-of-the-art buildings and equipment as more CSUS projects continue to be started and/or completed.

Net Investment in Plant
June 30, 2017, 2016 and 2015
(in millions)

	2017	2016	2015	% Change 2017 - 2016
Land	$ 19.9	$ 19.9	$ 19.7	0.0%
Buildings & improvements	1,610.9	1,596.9	1,380.8	0.9%
Land improvements	105.0	102.9	102.7	2.0%
Furniture, Fixtures & Equipment	154.5	162.3	155.4	-4.8%
Library books and materials	72.8	72.5	71.0	0.4%
Construction in progress	74.1	58.8	212.5	26.0%
Total investment in plant	2,037.2	2,013.3	1,942.1	1.2%
Less accumulated depreciation	857.8	819.6	766.9	4.7%
Investment in plant, net of depreciation	$ 1,179.4	$ 1,193.7	$ 1,175.2	-1.2%

In 1997, Governor John Rowland committed to support $320 million in general obligation bonding for capital projects and information technology equipment over a five-year period for CSUS. It was extended an additional five years in 2001. In November 2007, Governor Rell signed Public Act 07-7, "An Act Authorizing and Adjusting Bonds of the State for Capital Improvements and Transportation Infrastructure Improvements and Concerning the Connecticut State University Infrastructure Act" which authorized $80 million for CSUS capital projects. The total amount of allocations to CSUS between 1997 and 2017 were $710.7 million.

Public Act 07-7 also established a $950 million, 10-year program to support the financing of acquisition, construction, reconstruction, improvement and equipping of the facilities, structures, and related systems at the four Connecticut State Universities. Effective July 1, 2008, this program, known as "CSUS 2020", provided the CSU's with additional flexibility in the allocation of bond funds, through the one time allocation of $950 million, with allotments approved annually by the Governor. For fiscal year 15, CSUS 2020 was renamed "CSCU 2020" with total funding increased to $1,053.5 million that included some Community College fiscal year 2015 and fiscal year 2016 funding. The CSCU 2020 program was also extended to fiscal year 2020. In 2017, of the $95 million authorized, $40 million was received by the CSCU and $55 million was deferred to fiscal year 2018. To date, the System has received $785 million.

In addition to its capital plan for academic and related facilities that are supported by State general obligation bonds, the System is in the nineteenth year of its long-range capital plan for the renovation and development of auxiliary service facilities. Construction funds available from the Connecticut Health and Educational Facilities Authority ("CHEFA") revenue bond issues totaled $815.2 million, as of June 30, 2017. On September 13, 2016, CHEFA P series of bonds were issued totaling $74.6 million which includes $19.5million for a refunding of selected maturities from prior CHEFA bond issues.

Statement of Revenues, Expenses and Changes in Net Position

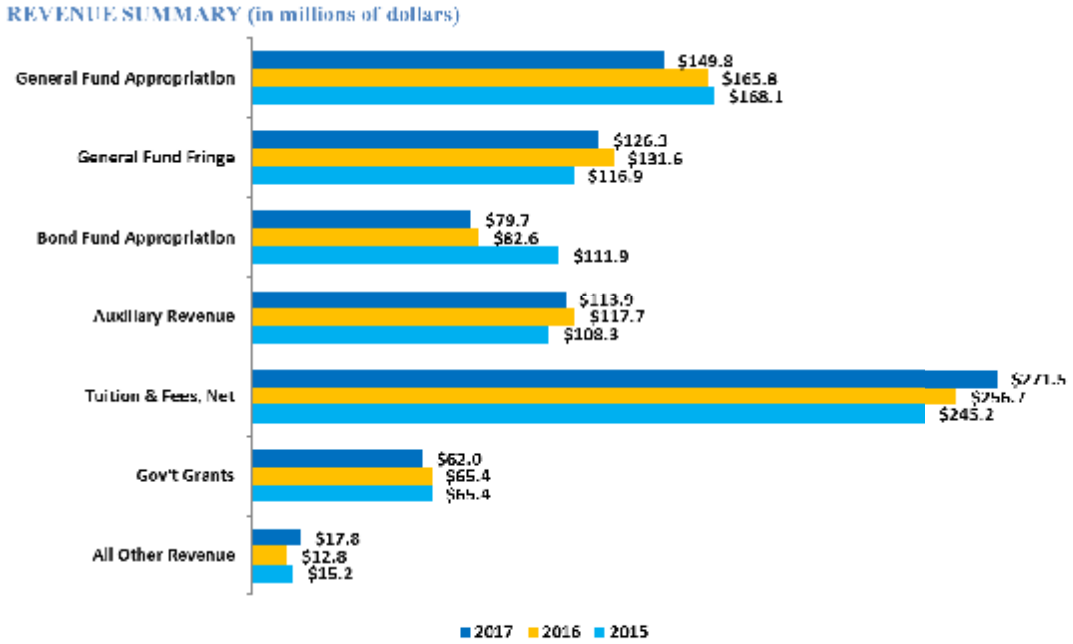
The Statement of Revenues, Expenses and Changes in Net Position presents CSUS' results of operations, as well as the non-operating revenues and expenses.

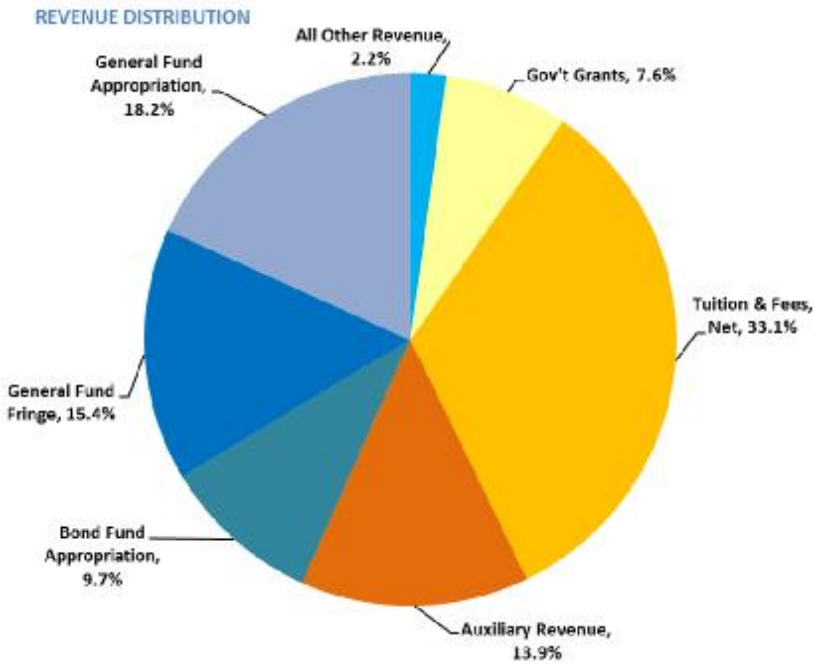
Condensed Statements of Revenues, Expenses and Changes in Net Position
June 30, 2017, 2016 and 2015
(in millions)

	2017	2016	2015 (Restated*)	% Change FY 16 - 17
OPERATING REVENUES				
Tuition and fees, net	$ 271.5	$ 256.7	$ 245.2	5.8%
Auxiliary revenues	113.9	117.7	108.3	-3.2%
Grants and indirect cost recoveries	21.7	24.1	24.7	-10.0%
Other	22.1	20.0	22.9	10.5%
Total operating revenues	429.2	418.5	401.1	2.6%
OPERATING EXPENSES				
Expenses before depreciation and amortization	811.2	754.8	714.4	7.5%
Depreciation	64.9	64.1	60.2	1.2%
Amortization	0.1	0.1	0.1	0.0%
Total operating expenses	876.2	819.0	774.7	7.0%
Operating loss	(447.0)	(400.5)	(373.6)	-11.6%
NON-OPERATING REVENUES (EXPENSES)				
State appropriations - general fund	276.1	297.4	285.0	-7.2%
State appropriations - bond fund	79.7	82.6	111.9	-3.5%
PELL grant revenue	40.3	41.3	40.7	-2.4%
Investment income	3.2	1.7	1.1	88.2%
Other	(7.5)	(8.9)	(8.8)	15.7%
Total non-operating revenues (expenses)	391.8	414.1	429.9	-5.4%
NET POSITION				
Change in net position	(55.2)	13.6	56.3	-505.9%
Net position, beginning of year	680.2	666.6	610.3	2.0%
Net position, end of year	$ 625.0	$ 680.2	$ 666.6	-8.1%

*Amounts previously reported for beginning net position for the adoption of GASB 68 in fiscal year 2015 have been restated. In addition, PELL grant revenues has been reclassified from operating revenues to non-operating revenues.

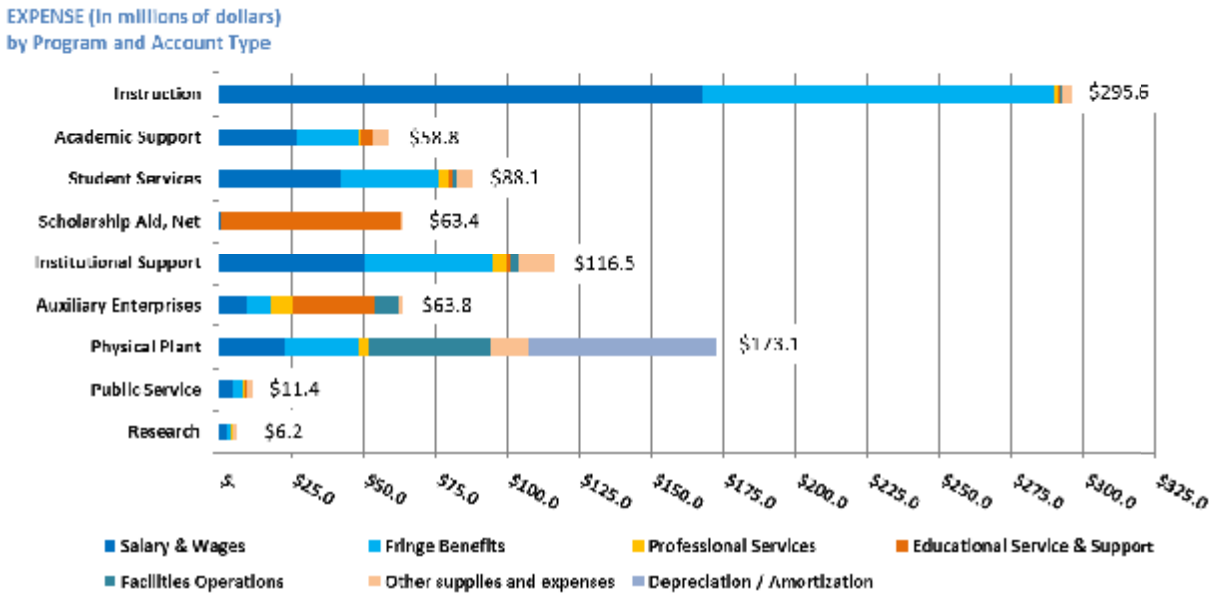
In fiscal year 2017, state appropriations of $355.8 million, representing 43.3% of the System's total net revenues, were $24.2 million or 6.4% below fiscal year 2016. State appropriations are received for both operating and capital purposes. In the current year the System was allotted $276.1 million for operating purposes, a decrease of 7.2% over the prior year, and $79.7 million for capital purposes a decrease of 3.5% from the prior year. The majority of the State appropriation dollars for operating purposes are used to fund salaries and fringe benefits. Approximately 54% of the System's fiscal year 2017 salary and fringe benefit costs were funded from State appropriations.

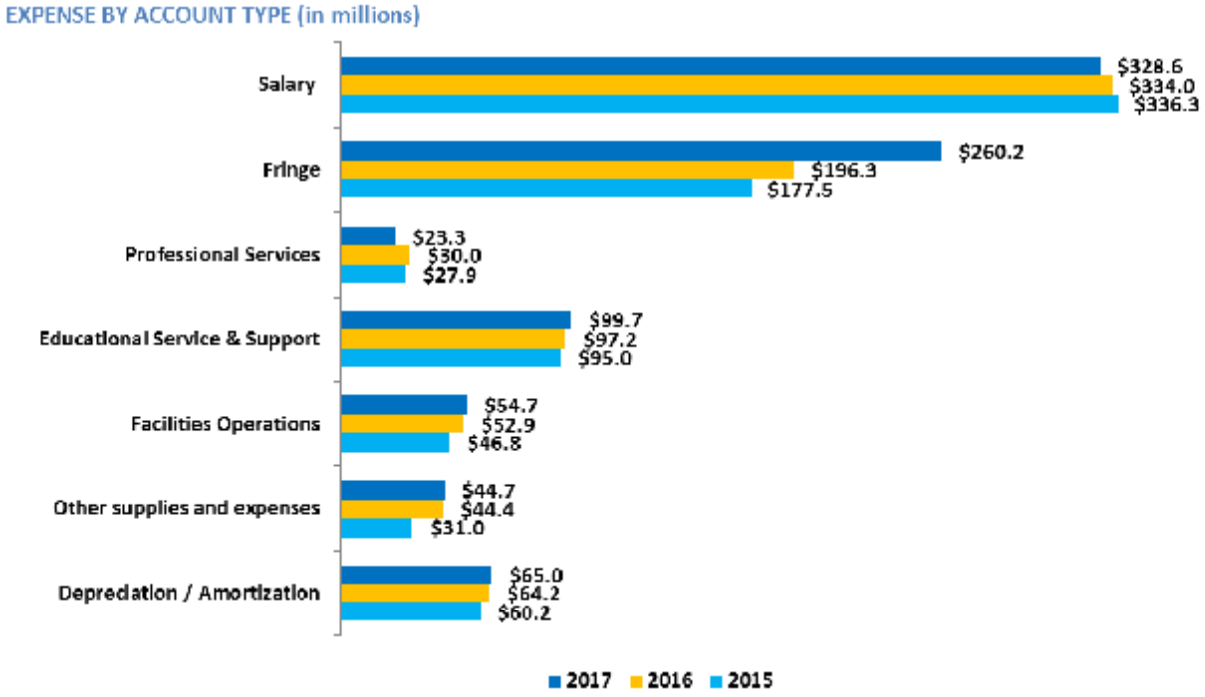




In fiscal 2017, total operating expenses less depreciation and amortization of $811.3 million increased by $56.5 million or 7.5% from the prior fiscal year. The primary cause of the increase was related to pension expense associated with GASB 68 accounting of $73.9 million. This is CSU's proportionate share of the pension expense net of actual contributions made subsequent to the measurement date. Other changes included a decrease in professional services costs of $6.7 million and a decrease of salary and wages of $5.4 million achieved through budget reductions and holding certain positions vacant.

Note 13 to the financial statements details operating expenses by function. The following graph illustrates operating expenses by program and account type.





Statement of Cash Flows

The statement of cash flows presents the significant sources and uses of cash. The System's net change in cash and cash equivalents at June 30, 2017 increased $1.8 million or 16.8%. This was a result of a $23.0 million decrease in cash used in operating activities, a $14.1 million decrease in state appropriations, a $74.0 million increase in cash used in capital and related financing activities, offset by a reduction of $83.6 million in cash provided by investing activities.

Condensed Statement of Cash Flows
June 30, 2017, 2016 and 2015
(in millions)

	2017	2016	2015 (Restated*)	% Change
NET CASH PROVIDED BY (USED IN)				
Operating activities	$ (297.0)	$ (320.0)	$ (282.7)	7.2%
Non-Capital financing activities	321.2	333.0	330.9	-3.5%
Capital & related financing activities	31.2	(43.0)	(93.5)	172.6%
Investing activities	(42.9)	40.7	56.2	-205.4%
Net change in cash and cash equivalents	12.5	10.7	10.9	16.8%
CASH AND CASH EQUIVALENTS				
Cash and cash equivalents, beginning of year	341.4	330.7	319.8	3.2%
Cash and cash equivalents, end of year	$ 353.9	$ 341.4	$ 330.7	3.7%

*FY 15 is restated to reflect PELL revenue as non-capital financing activities rather than operating activities.

Economic Outlook

The CSUS will confront significant challenges and be afforded certain opportunities in the years ahead. The factors that will have the greatest financial impact include the trend of flattening and declining enrollment and the current and expected near-term fiscal condition of the state of Connecticut.

Enrollment
The following table indicates historical enrollment of undergraduate and graduate students for the 2012-2013 through 2016-2017 academic years. Also indicated is full-time equivalent student enrollment.

Fall Headcount Enrollment and Full Time Equivalent								
Year Ending June 30	Undergraduate	% Change	Graduate	% Change	TOTAL	% Change	Full Time Equivalent	% Change
2017	27,853	-2.04%	5,334	2.34%	33,187	-1.36%	27,263	-0.75%
2016	28,434	-0.53%	5,212	-5.51%	33,646	-1.33%	27,470	-0.95%
2015	28,585	-0.40%	5,516	2.85%	34,101	0.11%	27,734	-0.70%
2014	28,699	-2.08%	5,363	-2.77%	34,062	-2.19%	27,930	-1.98%
2013	29,308	-2.14%	5,516	-9.54%	34,824	-3.39%	28,494	-2.50%

Student Admissions

The table below shows the total of new full-time freshmen applications received, the number accepted, and the number who enrolled for the fall semesters of academic years 2013 through 2017.

Fall Semester First-Time Full-Time Student Admissions					
Year Ending June 30	Number of Applicants	Percent Accepted	Number Accepted	Percent Enrolled	Number Enrolled
2017	27,691	62.18%	17,219	26.00%	4,477
2016	27,321	61.18%	16,715	26.24%	4,386
2015	21,233	62.96%	13,369	31.96%	4,273
2014	19,055	67.45%	12,852	34.13%	4,386
2013	18,979	66.75%	12,668	35.64%	4,515

Full time equivalent and total headcount enrollments for the fall of fiscal year 2017 are down from the prior year and have been declining for the past 5 years. The State demographics project a decreasing population of high school graduates over the next several years. A positive offsetting trend has been the successful recruitment of first-time freshmen which has increased slightly over the past two years. However, in the absence of heightened success in retention and increasing student attendance from non-traditional sources, this would cause a continued decline in enrollment. The CSUS are developing strategies to enhance enrollment, including both Connecticut residents and out-of-state students, in order to counteract the impact of declining Connecticut high school graduates.

The slight reduction in fiscal year 2017 enrollment was more than offset by an average increase in tuition and fee rates of of 4.0%, resulting in increased tuition and fee revenue compared to the prior year.

During fiscal year 2017, projects at the Universities in design include renovations and additions to Barnard Hall (CCSU), a new Engineering Building (CCSU), renovations to Shafer Hall (ECSU), a new Health and Human Service Facility (SCSU), a new business school (SCSU) and renovations to Higgins Hall (WCSU). In construction are renovations to Willard and Diloretto Halls (CCSU), Kaiser Sports Center Annex (CCSU), Goddard Hall/Communications Building (ECSU) and a new Public Safety Facility (WCSU). Construction that was completed includes renovations to Litchfield Hall (WCSU).

The economic climate in the State of Connecticut has resulted in lower levels of general fund appropriations year on year since fiscal year 2015. It is management's belief that the state will continue to experience fiscal pressures and therefore management has embarked on a bold plan for reorganization, targeted to significantly reduce system costs, and especially costs of operating the twelve community colleges.

Management has presented this plan, called "Students First" to its Board, to staff and faculty, to students, to legislators, and to the New England Association of Schools and Colleges ("NEASC"). NEASC is the accrediting body for all institutions of higher education in New England. On the most part, the plans have been met with great interest and support.

The plan consists of two areas of consolidation: (1) consolidation of administrative areas serving the colleges, universities, and Charter Oak State College, and (2) a consolidation of the twelve colleges into a singly accredited institution. The administrative consolidation is intended to produce cost savings to all CSCU institutions, including the CSUS. Management expects that it will take several years to realize savings due to constrictions posed by bargaining unit agreements, which include job protection for four years beginning in fiscal year 2016.

On October 31, 2017, the Governor signed a bipartisan budget passed by the General Assembly for the biennium ending June 30, 2019. The package included an $880 million shortfall, which the Governor closed on November 17, 2017. The CSCU portion of the holdbacks and lapses totaled $26 million when considering the impact of fringe benefits. Management continues to work on the implementation of the Students First strategic initiatives in order to cut costs and compensate for the continued cuts in state funding.

Detailed information concerning the consolidation of administrative areas and the singly accredited college is available on the CSCU website.

Additional Information

This financial report is designed to provide a general overview of CSUS's finances and to show accountability for the funds it receives. Questions about this report or requests for additional financial information should be directed to Erika Steiner, Chief Financial Officer, Connecticut State Colleges & Universities (860-723-0251). University specific questions may also be directed to the Vice President for Finance at each individual University.

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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

To the Board of Regents of
Connecticut State Colleges and Universities

Report on the financial statements

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component units of the Connecticut State University System (The System Office; Central Connecticut State University; Eastern Connecticut State University; Southern Connecticut State University; and Western Connecticut State University), an enterprise fund of the State of Connecticut (collectively, "CSUS" or the "System") as of and for the years ended June 30, 2017 and 2016, and the related notes to the financial statements, which collectively comprise the System's basic financial statements as listed in the table of contents.

Management's responsibility for the financial statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We did not audit the financial statements of the aggregate discretely presented component units (the affiliated foundations ("Foundations")), which statements reflect total assets of $147.8 million and $130.8 million and total net assets of $146.6 million and $129.6 million as of June 30, 2017 and 2016, respectively and total revenues, capital gains and losses, and other support of $28.1 million and $13.5 million, respectively for the years then ended. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundations, is based solely on the reports of other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the System's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the System's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the Connecticut State University System as of June 30, 2017 and 2016, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 1, the financial statements present only the System, an enterprise fund of the State of Connecticut, and do not purport to, and do not, present fairly the financial position of the State of Connecticut as of June 30, 2017 and 2016, the changes in its financial position or where applicable, its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Other matters

Required supplementary information

Accounting principles generally accepted in the United States of America require that the accompanying Management's Discussion and Analysis on pages 1 through 11 and the Schedule of Net Pension Liability and Related Ratios and Schedule of Contributions on pages S-2 through S-5 be presented to supplement the basic financial statements. Such information, although not a required part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. This required supplementary information is the responsibility of management. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the System's basic financial statements. The supplemental Combining Statement of Net Position, Statement of Revenues, Expenses and Changes in Net Position and Combining Statement of Cash Flows included on pages S-7 through S-14 are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures. These additional procedures included comparing and reconciling the information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Westborough, MA
December 20, 2017

Connecticut State University System

Statements of Net Position

As of June 30, 2017 and 2016

	2017	2016
Assets		
Current assets		
Cash and cash equivalents (Notes 2 and 6)	$ 212,700,710	$ 207,246,334
Investments (Note 2)	76,380,273	33,477,941
Student receivables, net (Note 3)	4,357,036	7,582,895
Student loans receivable, net (Note 3)	3,627,030	3,791,416
Grants receivable, net (Note 3)	2,654,307	2,166,687
Miscellaneous receivables, net (Note 3)	1,420,285	1,231,351
Due from the State of Connecticut (Note 6)	69,078,182	56,589,698
Prepaid expenses and other current assets	7,425,349	5,801,603
Total current assets	377,643,172	317,887,925
Noncurrent assets		
Cash and cash equivalents (Notes 2 and 6)	141,185,476	134,139,202
Investments (Note 2)	34,456,043	31,303,100
Student loans receivable, net (Note 3)	7,837,525	7,945,577
Other assets	413,806	1,219,678
Investment in plant, net of accumulated depreciation (Note 4)	1,179,439,324	1,193,679,179
Total noncurrent assets	1,363,332,174	1,368,286,736
Total assets	$ 1,740,975,346	$ 1,686,174,661
Deferred outflows of resources		
Deferred outflows related to pension (Note 8)	$ 414,122,365	$ 165,782,862
Deferred loss on bond refunding	396,167	-
Total deferred outflows of resources	$ 414,518,532	$ 165,782,862

The accompanying notes are an integral part of these financial statements.

	2017	2016
Liabilities		
Current liabilities		
Accounts payable	$ 16,404,432	$ 13,947,383
Accrued salaries and benefits	58,901,833	52,621,334
Accrued compensated absences (Note 5)	4,694,503	4,412,034
Due to the State of Connecticut	4,097,968	3,527,446
Unearned tuition, fees and grant revenue (Note 9)	24,791,679	39,648,854
Bonds payable (Note 11)	20,055,000	18,562,547
Accrued bond interest payable	2,396,761	2,192,515
Other liabilities	3,070,835	3,873,005
Depository accounts	4,371,198	4,038,489
Total current liabilities	138,784,209	142,823,607
Noncurrent liabilities		
Accrued compensated absences (Note 5)	58,713,919	58,542,525
Bonds payable (Note 11)	336,653,241	296,006,239
Federal loan program advances	9,777,097	9,777,097
Deferred compensation	203,669	416,223
Pension liability, net (Note 8)	985,039,080	664,109,386
Total noncurrent liabilities	1,390,387,006	1,028,851,470
Total liabilities	$ 1,529,171,215	$ 1,171,675,077
Deferred inflows of resources		
Deferred inflows related to pension (Note 8)	$ 1,319,624	$ 51,974
Total deferred inflows of resources	$ 1,319,624	$ 51,974
Net Position		
Invested in capital assets, net of related debt	$ 1,015,095,608	$ 1,023,046,681
Restricted		
Nonexpendable	467,116	467,116
Expendable	38,625,743	18,320,024
Unrestricted	(429,185,428)	(361,603,349)
Total net position	$ 625,003,039	$ 680,230,472

The accompanying notes are an integral part of these financial statements.

Connecticut State University System

Combined Statements of Financial Position – Component Units

As of June 30, 2017 and 2016

	2017	2016
Assets		
Cash and cash equivalents	$ 7,176,351	$ 5,523,839
Investments	127,948,590	109,271,002
Contributions and other receivables	7,959,344	9,834,471
Prepaid expenses and other assets	318,360	972,720
Investment in plant, net	4,425,222	5,178,986
Total assets	$ 147,827,867	$ 130,781,018
Liabilities		
Accounts payable	$ 258,508	$ 301,587
Custodial obligation payable	60,473	58,200
Other liabilities	928,191	726,028
Long-term debt	14,563	57,019
	1,261,735	1,142,834
Net assets		
Unrestricted	7,311,153	2,177,957
Temporarily restricted	49,339,538	41,006,906
Permanently restricted	89,915,441	86,453,321
Total net assets	146,566,132	129,638,184
Total liabilities and net assets	$ 147,827,867	$ 130,781,018

The accompanying notes are an integral part of these financial statements.

Connecticut State University System

Statements of Revenues, Expenses and Changes in Net Position

Years Ended June 30, 2017 and 2016

	2017	2016
Operating revenues		
Tuition and fees		
Tuition and fees (Note 1)	$ 318,146,840	$ 303,029,788
Less		
Scholarships allowance	(31,112,424)	(31,475,656)
Waivers	(15,558,083)	(14,890,945)
Tuition and fees, net of scholarship allowances and waivers	271,476,333	256,663,187
Federal grants and contracts	4,574,806	4,727,211
State and local grants and contracts	11,626,763	14,846,852
Nongovernment grants and contracts	5,031,522	4,208,779
Indirect cost recoveries	473,855	283,120
Auxiliary revenues (Note 1)	113,869,301	117,737,368
Other operating revenues	22,147,241	20,027,902
Total operating revenues	429,199,821	418,494,419
Operating expenses (Note 10)		
Salaries and wages	328,648,052	334,041,973
Fringe benefits	260,242,533	196,319,389
Professional services and fees	23,259,388	30,034,822
Educational services and support	99,737,639	97,230,627
Travel expenses	6,367,992	6,753,943
Operation of facilities	54,654,790	52,856,778
Other operating supplies and expenses	38,354,652	37,563,493
Depreciation expense	64,860,552	64,131,356
Amortization expense	90,584	100,059
Total operating expenses	876,216,182	819,032,440
Operating loss	(447,016,361)	(400,538,021)
Nonoperating revenues (expenses)		
State appropriations	276,121,962	297,430,651
Pell grant revenue	40,259,215	41,340,475
Gifts	3,396,620	3,818,896
Investment income	3,229,811	1,691,647
Interest expense	(11,178,780)	(10,147,405)
State financed plant facilities	-	955,205
Other nonoperating revenues, net	1,407,256	2,322,347
Transfers to the State of Connecticut (Note 6)	-	(4,100,000)
Net nonoperating revenues	313,236,084	333,311,816
Loss before other changes in net position	(133,780,277)	(67,226,205)
Other changes in net position		
State appropriations restricted for capital purposes	79,714,379	81,623,919
Loss on disposal of capital assets	(1,161,535)	(783,908)
Net other changes in net position	78,552,844	80,840,011
Net change in net position	(55,227,433)	13,613,806
Net position		
Net position - beginning of year	680,230,472	666,616,666
Net position - end of year	$ 625,003,039	$ 680,230,472

The accompanying notes are an integral part of these financial statements.

Connecticut State University System

Statement of Activities – Component Units

Years Ended June 30, 2017 and 2016

	Unrestricted	Temporarily Restricted	Permanently Restricted	2017	2016
Revenues, gains and other support					
Contributions	$ 5,096,815	$ 4,964,130	$ 3,410,690	$ 13,471,635	$ 13,067,868
Program income	177,149	403,407	-	580,556	408,488
Investment income	253,225	4,261,096	8,241	4,522,562	1,804,981
Gain (loss) on investments	241,909	9,534,556	4,674	9,781,139	(2,116,425)
Other income	372,542	-	-	372,542	336,648
Disposal of assets gain (loss)	(605,649)	-	-	(605,649)	17,632
Net assets released from restrictions and reclassifications	10,421,859	(10,413,159)	(8,700)	-	-
Total revenues, gains and other support	15,957,850	8,750,030	3,414,905	28,122,785	13,519,192
Operating expenses					-
Scholarships and awards	1,386,401	-	-	1,386,401	1,512,969
University support	5,472,396	-	-	5,472,396	5,844,311
Auxiliary services	1,101,744	-	-	1,101,744	1,033,041
Academic enrichment	516,452	-	-	516,452	574,881
Fundraising	1,521,521	-	-	1,521,521	1,608,123
Management and general	1,196,323	-	-	1,196,323	1,180,762
Total operating expenses	11,194,837	-	-	11,194,837	11,754,087
Transfers between funds	28,766	(75,981)	47,215	-	-
Changes in net assets	4,791,779	8,674,049	3,462,120	16,927,948	1,765,105
Net assets					
Beginning of year	2,177,957	41,006,906	86,453,321	129,638,184	127,873,079
End of year	$ 6,969,736	$ 49,680,955	$ 89,915,441	$ 146,566,132	$129,638,184

The accompanying notes are an integral part of these financial statements.

Connecticut State University System

Statements of Cash Flows

Years Ended June 30, 2017 and 2016

	2017	2016
Cash flows from operating activities		
Tuition and fees	$ 251,413,502	$ 229,949,051
Grants and contracts	20,858,463	24,188,231
Auxiliary revenues	105,259,347	115,763,132
Other operating revenues	27,558,713	32,393,105
Payments to employees for salaries and benefits	(507,940,412)	(511,559,867)
Payments to suppliers	(10,255,623)	(14,316,581)
Professional services and fees	(23,493,939)	(30,375,294)
Educational services and support	(99,737,639)	(97,230,628)
Travel expenses	(6,367,992)	(6,753,943)
Operation of facilities	(50,466,144)	(56,083,637)
Other operating supplies and expenses	(24,967,399)	(26,528,678)
University fee receipts	21,167,791	20,526,003
Net cash used in operating activities	(296,971,332)	(320,029,106)
Cash flows from noncapital financing activities		
State appropriations	275,494,619	289,638,794
Gifts for other than capital purposes	3,396,620	3,818,898
Nonoperating grants and revenue other	42,340,486	43,662,810
Transfers to the State of Connecticut	-	(4,100,000)
Net cash provided by noncapital financing activities	321,231,725	333,020,502
Cash flows from investing activities		
Proceeds from sales and maturities of investments	78,299,680	74,993,158
Purchases of investments	(124,354,954)	(35,963,347)
Interest and dividends received on investments	3,086,054	1,626,636
Net cash (used in) provided by investing activities	(42,969,220)	40,656,447
Cash flows from capital and related financing activities		
Cash paid for capital assets	(54,704,099)	(98,388,896)
State capital appropriations received	56,599,987	87,841,704
Proceeds from new bond issuance	61,854,803	-
Proceeds from refunding bonds	20,438,088	-
Repayments of capital debt and leases	(7,492,547)	(20,247,455)
Interest paid on capital debt and leases	(13,467,221)	(12,157,834)
Payments to refunded bond escrow agent	(31,345,489)	-
Bond issuance payments	(674,045)	-
Net cash provided by (used in) capital and related financing activities	31,209,477	(42,952,481)
Net increase in cash and cash equivalents	12,500,650	10,695,362
Cash and cash equivalents, beginning of year	341,385,536	330,690,174
Cash and cash equivalents, end of year	$ 353,886,186	$ 341,385,536

The accompanying notes are an integral part of these financial statements.

	2017	2016
Reconciliation of operating loss to net cash used in operating activities		
Operating loss	$ (447,016,361)	$ (400,538,021)
Adjustments to reconcile operating loss to net cash used in operating activities		
Depreciation expense	64,860,552	64,131,356
Amortization	90,585	100,059
Changes in assets and liabilities:		
Receivables	2,821,745	1,139,793
Prepaid expenses and other	(873,050)	(1,269,656)
Accounts payable	5,251,284	(3,285,587)
Accrued salaries and benefits	6,280,499	4,191,317
Other liabilities	(621,611)	(1,436,921)
Due to/from the State of Connecticut	570,522	(603,840)
Unearned tuition, fees and grant revenues	(2,767,356)	1,765,362
Deferred compensation	(212,554)	(150,727)
Depository accounts	332,709	563,014
Accrued compensated absences	453,863	2,537,281
Pension Liability	320,929,694	76,492,502
Changes in deferred outflows and inflows of resources		
Deferred pension contribution	(248,339,503)	(42,228,687)
Deferred pension asset gains	1,267,650	(21,436,351)
Net cash used in operating activities	$ (296,971,332)	$ (320,029,106)
Noncash financing activity		
Fixed assets included in accounts payable	$ 4,117,230	$ 5,252,684
State financed plant facilities	$ -	$ 955,205
Reconciliation of cash and cash equivalents to the combined statements of net position		
Cash and cash equivalents classified as current assets	$ 212,700,710	$ 207,246,334
Cash and cash equivalents classified as noncurrent assets	141,185,476	134,139,202
	$ 353,886,186	$ 341,385,536

The accompanying notes are an integral part of these financial statements.

1. Summary of Significant Accounting Policies

Organization

The Connecticut State Colleges and Universities System ("CSCU") was established by the State of Connecticut (the "State") in 2011 via Public Act 11-48 as amended by Public Act 11-61. This brought together the governance structure for the Connecticut State University System ("CSUS"), the Connecticut Community College System ("CCC") and Charter Oak State College ("COSC") under the newly formed Board of Regents ("BOR") for Higher Education. The financial statements presented herein represent only the financial activities of CSUS. Separate financial statements are issued for CCC and COSC.

CSCU consists of seventeen separate institutions including four state universities, twelve community colleges and Charter Oak State College. CSCU also includes the Connecticut Distance Learning Consortium ("CTDLC") as part of COSC, which provides services and support to help educational institutions and other learning-focused organizations develop and deliver technology enhanced learning opportunities to promote workforce training and development. The CSCU system offers associate degrees, baccalaureate, graduate and certificate programs, applied doctoral degree programs in education as well as short-term certificates and individual coursework in both credit and noncredit programs.

The System Office ("SO") administers certain activities centrally for the provision of management information systems and services to the Universities. Primary among these activities are administration of certain system-wide information systems, telecommunications, capital projects planning and rebudgeting, technical support and debt service. Costs of such activities, including the allocation of funds to the Universities from bond proceeds, are included in the activity of the SO and supported by revenues from State appropriations and Universities' tuition and fee revenues which are allocated to the System Office through the budget allocation process. Such activities are eliminated in the statement of revenues, expenses and changes in net position.

Basis of Presentation

The financial statements for the CSUS institutions have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America, as prescribed by GASB. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. These financial statements include the statements of CSUS institutions (the "System") which include, Central Connecticut State University (CCSU), Eastern Connecticut State University (ECSU), Southern Connecticut State University (SCSU), Western Connecticut State University (WCSU), and SO and their aggregate discretely presented component units (primarily the foundations that support the four universities).

CSUS's financial statements include three statements: the statements of net position, the statements of revenues, expenses, and changes in net position and the statements of cash flows.

- The statements of net position present information on all of the system's assets, liabilities, deferred outflows and inflows, and net position.

- The statements of revenues, expenses and changes in net position present information showing how the incumbent system's net position changed during the fiscal years presented. All changes in net position are reported when the underlying event giving rise to the change

occurs, regardless of the timing of related cash flows. Thus, certain revenues and expenses are reported in these statements for items that will only result in cash flows in future fiscal periods (e.g., the accrual for compensated absences).

- The statement of cash flows is presented using the direct method. The direct method of cash flow reporting portrays net cash flow from operations by major class of operating receipts and expenditures (e.g., payments to employees for salaries and benefits).

Several legally separate, tax-exempt, affiliated organizations (the "Foundations") must be considered component units of the CSUS and are presented discretely in these financial statements. The Foundations act primarily as fund-raising organizations to supplement the resources that are available to the Universities in support of their programs. Although the Universities do not control the timing or amount of receipts from the Foundations, the majority of resources or income thereon that the Foundations hold and invest is restricted to the activities of the Universities by the donors. Since these restricted resources held by the Foundations can only be used by, or for the benefit of, the Universities, the Foundations are considered component units of CSUS primary institutions.

The Foundations are private nonprofit organizations that report under FASB standards, which include guidelines for *Financial Reporting for Not-for-Profit Organizations.* As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. The disclosures included in the financial statements address only the Universities and not the related Foundations. No modifications have been made to the Foundation's financial information in CSUS's financial reporting entity for these differences.

Net Position

Resources are classified for reporting purposes into the following four net position categories:

- **Invested in Capital Assets, Net of Related Debt**

  Capital assets, at historical cost or fair market value on date of gift, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets. Similar net assets are included in unrestricted net assets in the statements of the component units.

- **Restricted Nonexpendable**

  Net position subject to externally imposed stipulations that they be maintained in perpetuity by CSUS. Similar net assets are referred to as permanently restricted net assets in the statements of the component units.

- **Restricted Expendable**

  Net position whose use by CSUS is subject to externally imposed stipulations that can be fulfilled by actions of CSUS pursuant to those stipulations or that expire by the passage of time. Similar net assets are referred to as temporarily restricted net assets in the statements of the component units.

- **Unrestricted**

  Net position that is not subject to externally imposed stipulations is considered unrestricted. Unrestricted net position may be designated for the specific purpose by actions of management or the BOR or may otherwise be utilized to satisfy certain contractual agreements with outside parties. Substantially all unrestricted net position will be utilized for support for academic and research programs and initiatives, and capital programs.

Classification of Assets and Liabilities
CSUS presents short-term and long-term assets and liabilities in the statements of net position. Short-term assets include balances with maturities of one year or less, and assets expected to be received or used within one year or less, from the reporting date. Long-term assets represent balances with maturities of greater than one year, and assets expected to be received or used after one year, from the reporting date. Cash and cash equivalents and investments presented as short-term in the statements of net position include balances with a maturity of one year or less from the reporting date. Long-term cash and cash equivalents and investments include balances with a maturity of greater than one year from the reporting date and balances that have externally imposed restrictions as to use.

Cash and Cash Equivalents
Cash and cash equivalents consist of cash held by the state treasurer in a Short-Term Investment Fund ("STIF"), state general fund and capital appropriations, and petty cash. The STIF, stated at market value, is held on behalf of CSUS by the State Treasurer and has original maturities of three months or less (see Notes 2 and 6). CSUS has long-term investments which include debt service reserve funds which are restricted for purposes in accordance with CHEFA regulations. Interest income is recognized on the accrual basis.

The largest inflow of cash related to non-capital financing is State appropriations and the portion of bond appropriations expended for non-capitalized equipment, deferred maintenance and other non-capital items. The appropriation is treated as a cash equivalent for accounting and reporting purposes, and is included in the cash flow statement.

Fair Value of Financial Instruments
Fair value approximates carrying value for cash and cash equivalents, notes and accounts receivable, accounts payable, accrued interest and deposits. Investments are carried at fair value, based upon quoted market prices.

Investment in Plant
Capital assets of the primary institutions are stated at historical cost or, in the case of donated property, at acquisition value at the date of the gift. Land, capitalized collections, and construction in progress are not depreciated. Construction period interest costs in excess of earnings associated with related unspent debt proceeds are capitalized as a component of the fixed asset. Depreciation of capital assets is calculated on a straight-line basis over the respective asset's estimated useful life. Useful lives assigned to assets are as follows:

Land improvements	20 years
Building and building improvements	5 - 40 years
Furniture, fixtures and equipment	5 - 15 years
Library materials	10 - 20 years

Major construction projects for new physical plant and original equipment financed by the State of Connecticut capital outlay appropriations are managed and controlled by the Division of Construction Services of the State of Connecticut ("DCS"). The cost value of the project is recognized as revenue and recorded as state financed plant facilities by the Colleges and Universities when eligibility requirements are met.

Connecticut State Colleges and Universities comprehensive long-term capital infrastructure investment plan ("CSCU 2020"), was developed consistent with master facilities plans established by the individual Colleges and Universities. In regards to CSCU 2020 projects, DCS administers the larger projects – generally those with a budget in excess of $2 million. For CSCU 2020 projects, the state general obligation bond proceeds are deposited into the CSCU 2020 Fund. For the previously mentioned projects, CSCU does not receive the appropriation, which is why the revenue and capital asset are not recorded until project completion. The revenue recognized for CSCU 2020 projects being administered by DCS is included in "State appropriations restricted for capital purposes".

Title to all assets, whether purchased, constructed or donated, is held physically by the State of Connecticut.

Interest Capitalization

Interest expense incurred during the construction of capital assets is capitalized, if material, net of interest income earned on related debt proceeds. CSUS incurred net interest expense of $12.0 million in each of the fiscal years ended June 30, 2017 and 2016. Interest capitalized for the fiscal years ended June 30, 2017 and 2016 totaled $1.5 million and $2.5 million, respectively. The cumulative capitalized interest was $25.3 million and $23.8 million as of June 30, 2017 and 2016, respectively, and is being amortized over 35 years. Amortization of capitalized interest for each of the years ended June 30, 2017 and 2016 was $0.7 million.

Accrued Compensated Absences ("ACA")

Employees earn the right to be compensated during absences for vacation leave, sick leave and related fringe benefits. The accompanying statements of net position reflect the accrual for the amounts earned as of year-end.

Pension Obligations

The System records pension obligation equal to the net pension liability for its defined benefit plans. The net pension liability is measured as the total pension liability, less the amount of the pension plan's fiduciary net position. The total pension liability is determined based upon discounting projected benefit payments based on the benefit terms and legal agreements existing at the pension plan's fiscal year end. Projected benefit payments are required to be discounted using a single rate that reflects the expected rate of return on investments, to the extent that plan assets are available to pay benefits, and a tax-exempt, high-quality municipal bond rate when plan assets are not available.

Pension expense is recognized for benefits earned during the period, interest on the unfunded liability and changes in benefit terms. The differences between expected and actual experience and changes in assumptions about future economic or demographic factors are reported as deferred inflows or outflows of resources and are recognized over the average expected remaining service period for employees eligible for pension benefits. The differences between expected and actual returns are reported as deferred inflows or outflows and are recognized over five years.

Unearned Tuition, Fees and Grant Revenues
Unearned tuition, fees and grant revenues consist primarily of tuition and fees that have been collected but are applicable to the summer and fall sessions held subsequent to the reporting date. Charges related to these sessions are reported in the period the tuition and fees are recognized as income.

Tuition and Fees Revenue
Student tuition and fees revenue is recognized in the period earned net of scholarship allowance and waivers. Student aid for scholarships recorded in the statement of revenues, expenses and changes in net position includes payments made directly to students. Any aid applied directly to the students' accounts in payment of tuition and fees, housing charges and dining services is reflected as a scholarship allowance.

Auxiliary Revenues
Auxiliary revenues consist of housing charges, dining services, fees for health and injury insurance coverage and telecommunication charges. The auxiliary revenues are recognized in the period earned.

Operating Activities
Operating activities as reported in the statement of revenues, expenses and changes in net position are those that generally result from exchange transactions such as payments received for providing services and payments made for services or goods received. Nearly all of CSCU expenses are from exchange transactions. Certain significant revenue streams relied upon for operations are recorded as non-operating revenues, including state appropriations, Pell, gifts and investment income.

Income Taxes
CSUS is a component unit of the State of Connecticut and is exempt from federal and state income taxes under the doctrine of intergovernmental tax immunity found in the U.S. Constitution. Accordingly, no provision for income taxes has been recorded in the accompanying financial statements. CSUS qualifies as a public charity eligible to receive charitable contributions under Section 170(b)(1)(A)(ii) of the Internal Revenue Code, as amended (the "Code").

Use of Estimates
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes and revenues and expenses recognized during the reporting period. Major estimates include the accrual for employee compensated absences, pension liability, estimated lives of capital assets and the allowances for doubtful accounts. Actual results could differ from those estimates.

Recent GASB Pronouncements
In March 2015, GASB released Statement No. 72, *Fair Value Measurement and Application,* which would generally require state and local governments to measure investments at fair value. GASB's goal is to enhance comparability of governmental financial statements by requiring fair value measurement for certain assets and liabilities using a consistent definition and accepted valuation techniques. This standard expands fair value disclosures to provide comprehensive information for financial statement users about the impact of fair value measurements on a government's financial position. The requirements are effective for financial statements for periods beginning after June 15, 2015, with early application encouraged. CSUS implemented GASB 72 in fiscal year 2016. There was no significant impact as a result of the adoption.

In June 2015, GASB released Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions.* The primary objective of this Statement is to improve accounting and financial reporting by state and local governments for postemployment benefits other than pensions (other postemployment benefits or OPEB). It also improves information provided by state and local governmental employers about financial support for OPEB that is provided by other entities. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for all postemployment benefits (pensions and OPEB) with regard to providing decision-useful information, supporting assessments of accountability and inter-period equity, and creating additional transparency. This Statement replaces the requirements of Statements No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions,* as amended, and No. 57, *OPEB Measurements by Agent Employers and Agent Multiple-Employer Plans,* for OPEB. The adoption of this accounting pronouncement will occur in fiscal year 2018. Management is evaluating the impact this pronouncement will have.

In January 2016, GASB released Statement No. 80, *Blending Requirements for Certain Component Units—an amendment of GASB Statement No. 14*. This Statement amends the blending requirements for the financial statement presentation of component units of all state and local governments. The additional criterion requires blending of a component unit incorporated as a not-for-profit corporation in which the primary government is the sole corporate member. The additional criterion does not apply to component units included in the financial reporting entity pursuant to the provisions of Statement No. 39, *Determining Whether Certain Organizations Are Component Units*. This standard was adopted in fiscal year 2017 by CSUS and there was no impact as a result of the adoption.

In March 2016, GASB released Statement No. 81, *Irrevocable Split-Interest Agreements*. The objective of this Statement is to improve accounting and financial reporting for irrevocable split-interest agreements by providing recognition and measurement guidance for situations in which a government is a beneficiary of the agreement. Split-interest agreements are a type of giving agreement used by donors to provide resources to two or more beneficiaries, including governments and may include charitable lead trusts, charitable remainder trusts, and life-interests in real estate. This Statement requires that a government that receives resources pursuant to an irrevocable split-interest agreement recognize assets, liabilities, and deferred inflows of resources at the inception of the agreement and that a government recognize revenue when the resources become applicable to the reporting period. The requirements of this Statement are effective for financial statements for periods beginning after December 15, 2016, and should be applied retroactively. Management expects no significant impact as a result of the adoption.

In March 2016, GASB released Statement No. 82 *Pension Issues—an amendment of GASB Statements No. 67, No. 68, and No. 73*. The objective of this Statement is to address certain issues that have been raised with respect to Statements No. 67, *Financial Reporting for Pension Plans*, No. 68, *Accounting and Financial Reporting for Pensions*, and No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement 68, and Amendments to Certain Provisions of GASB Statements 67 and 68*. Specifically, this Statement addresses issues regarding (1) the presentation of payroll-related measures in required supplementary information, (2) the selection of assumptions and the treatment of deviations from the guidance in an Actuarial Standard of Practice for financial reporting purposes, and (3) the classification of payments made by employers to satisfy employee (plan member) contribution requirements. The requirements of this Statement are effective for reporting periods beginning after June 15, 2016. There was no significant impact as a result of the adoption.

In March 2017, GASB released Statement No. 85 *Omnibus 2017*. The objective of this Statement is to address practice issues that have been identified during implementation and application of certain GASB Statements. This Statement addresses a variety of topics including issues related to blending component units, goodwill, fair value measurement and application, and postemployment benefits. The requirements of this Statement are effective for reporting periods beginning after June 15, 2017. Management is evaluating the impact this pronouncement will have.

In May 2017, GASB released Statement No. 86 *Certain Debt Extinguishment Issues*. The primary objective of this Statement is to improve consistency in accounting and financial reporting for in-substance defeasance of debt by providing guidance for transactions in which cash and other monetary assets acquired with only existing resources—resources other than the proceeds of refunding debt—are placed in an irrevocable trust for the sole purpose of extinguishing debt. This Statement also improves accounting and financial reporting for prepaid insurance on debt that is extinguished and notes to financial statements for debt that is defeased in substance. The requirements of this Statement are effective for reporting periods beginning after June 15, 2017. Management is evaluating the impact this pronouncement will have.

In 2016 and 2017, GASB released Statement No. 83, *Certain Asset Retirement Obligations*, Statement No. 84, *Fiduciary Activities* and Statement No. 87 *Leases*. The requirements of these Statements are effective for future reporting periods and management is evaluating the impact these pronouncements will have.

Subsequent Events

In accordance with generally accepted accounting principles, CSCU has evaluated subsequent events for the period after June 30, 2017 and 2016, through December 20, 2017, the date the financial statements were issued and no items needing to be reported were noted.

2. Cash, Cash Equivalents and Investments

Cash and cash equivalents are invested in the State of Connecticut Treasurer's Short-Term Investment Fund ("STIF"), a combined investment pool of high quality, short-term money market instruments. CSCU may add or withdraw monies on a daily basis with interest earned from date of deposit to date of withdrawal. The primary investment objectives of the STIF are the preservation of principal and the provision of liquidity to meet CSCU's daily cash flow requirements.

The STIF is managed by investment managers in accordance with the investment guidelines established by the State Treasurer. These guidelines prohibit investment in derivative securities other than floating rate securities which vary in the same direction as individual short-term money market indices, and limit the ability to enter into reverse repurchase agreements in amounts not to exceed five percent (5%) of the STIF's net assets at the time of execution.

Cash and cash equivalents also include operating funds held by the State of Connecticut in a pooled, interest credit program which earns interest at a rate determined monthly by the Office of the State Treasurer. The interest rate at June 30, 2017 and 2016 was 1.0% and 0.44%, respectively.

Cash, cash equivalents and investments at June 30 are as follows:

	2017		2016	
	Cost	Fair value	Cost	Fair value
Cash and cash equivalents	$ 353,886,186	$ 353,886,186	$341,385,536	$341,385,536
U.S. Mutual Funds - Governmental	96,271,019	96,271,019	50,215,745	50,215,745
Guaranteed Investment Contracts	14,565,297	14,565,297	14,565,296	14,565,296
	$ 464,722,502	$ 464,722,502	$406,166,577	$406,166,577

Investments are pooled by the State and separate accounting is maintained as to the amounts allocable to the various funds and programs.

Credit Risk – Credit risk is the risk that an investor will lose money because of the default of the security issuer or investment counterparty. CSCU is invested in U.S. Government obligations, which are not considered to have credit risk. The average credit quality rating of CSCU's guaranteed investment contracts was AA-, as rated by Standard & Poor's Ratings as of June 30, 2017 and 2016.

Custodial Credit Risk – At June 30, 2017 and 2016, the carrying amount of CSUS's bank deposits was $4.0 million and $2.2 million as compared to bank balances of $5.2 million and $3.7 million respectively. The difference between the carrying amount and bank balances was primarily caused by outstanding checks and deposits in transit. Of such bank balances, $4.4 million and $3.0 million was uninsured and uncollateralized and therefore subject to custodial credit risk as of June 30, 2017 and 2016 respectively.

Concentration of Credit Risk – Concentration of credit risk is assumed to arise when the amount of investments with one issuer exceeds 5% or more of the total value of investments. 75% and 84% of CSUS total cash, cash equivalents and investments was invested in the STIF and the State's pooled, interest credit program accounts as of June 30, 2017 and 2016 respectively.

Interest Rate Risk – Interest rate risk is the risk that changes in interest rates will adversely affect the fair market value of an investment. Interest rate risk is managed by establishing targets for the preferred duration of the fixed income component of the investment portfolio by asset class by limiting investments through target allocations to different asset classes.

Investment maturities of CSUS's debt securities at June 30 are as follows:

2017

Debt Securities	Fair Value	Investment Maturities (in years) Less Than 1	1 to 5	6 to 10	More Than 10
U.S. Government obligations	$ 96,271,019	$ 96,271,019	$ -	$ -	$ -
Guaranteed Investment Contracts	14,565,297	-	-	14,565,289	8
	$ 110,836,316	$ 96,271,019	$ -	$ 14,565,289	$ 8

2016

Debt Securities	Fair Value	Investment Maturities (in years) Less Than 1	1 to 5	6 to 10	More Than 10
U.S. Government obligations	$ 50,215,745	$ 50,215,745	$ -	$ -	$ -
Guaranteed Investment Contracts	14,565,294	-	-	14,565,287	7
	$ 64,781,039	$ 50,215,745	$ -	$ 14,565,287	$ 7

GASB No. 72, "*Fair Value measurements and Application*" sets forth the framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy under GASB No. 72 are described as follows:

Level 1 - Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that CSUS has the ability to access.

Level 2 - Inputs other than Level 1 that are observable, either directly or indirectly and include: quoted prices for similar assets or liabilities in active markets; quoted prices for identical or similar assets or liabilities in inactive markets; inputs other than quoted prices that are observable for the asset or liability; inputs that are derived principally from or corroborated by observable market data by correlation or other means.

Level 3 - Unobservable inputs that are supported by little or no market activity and that are significant to the fair value measurement. Unobservable inputs are developed based on the best information available in the circumstances and may include the CSUS's own data.

All of the investments held at June 30, 2017 and 2016 are Level 1. There are no liabilities subject to the fair value provisions of GASB No. 72.

3. Accounts Receivables

Receivables consisted of the following at June 30:

	2017	2016
Student accounts receivable	$ 10,766,033	$ 15,118,471
Student loans receivable	14,718,825	15,040,828
Grants receivable	2,769,357	2,281,737
Miscellaneous receivables	1,420,285	1,231,351
	29,674,500	33,672,387
Less allowance for doubtful accounts	(9,778,317)	(10,954,461)
Net accounts receivable	$ 19,896,183	$ 22,717,926

Student loans made through the Federal Perkins Loan Program (the "Program") comprise substantially all of the loans receivable at June 30, 2017 and 2016. The Program provides for cancellation of a loan at rates of 10% to 30% per year up to a maximum of 100% if the participant complies with certain provisions. The federal government reimburses the CSUS for amounts canceled under these provisions.

CSUS has provided an allowance for uncollectible loans, which, in management's opinion, is sufficient to absorb loans that will ultimately be written off. The allowance for uncollectible loans was $3.3 million and $3.3 million as of June 30, 2017 and 2016, respectively. As management determines that loans are uncollectible and not eligible for reimbursement by the federal government, the loans are written off and assigned to the U.S. Department of Education.

4. Capital Assets

The following are the components of investment in plant activity in fiscal year 2017 and 2016:

	Year ended June 30, 2016				Year ended June 30, 2017		
	Balance June 30, 2015	Additions	Retirements and Transfers	Balance June 30, 2016	Additions	Retirements and Transfers	Balance June 30, 2017
Capital assets not being depreciated:							
Land	$ 19,759,468	$ 154,467	$ -	$ 19,913,935	$ (5,666)	$ -	$ 19,908,269
Capitalized collections	8,371,225	113,975	(1,126)	8,484,074	81,883	(1,000)	8,564,957
Construction in progress	212,525,339	56,684,730	(210,401,001)	58,809,068	35,707,653	(20,461,820)	74,054,901
Total capital assets not being depreciated	$ 240,656,032	$ 56,953,172	$ (210,402,127)	$ 87,207,077	$ 35,783,870	$ (20,462,820)	$ 102,528,127
Other capital assets:							
Land improvements	$ 102,693,459	$ 2,533,070	$ (2,307,265)	$ 102,919,264	$ 2,116,081	$ -	$ 105,035,345
Buildings and building improvements	1,380,771,116	218,724,378	(2,578,618)	1,596,916,876	24,099,770	(10,098,689)	1,610,917,957
Furniture, fixtures and equipment	155,373,329	17,873,524	(10,956,091)	162,290,762	10,146,803	(17,921,239)	154,516,326
Library materials	62,606,294	2,639,271	(1,289,680)	63,955,885	734,246	(410,743)	64,279,388
Total other capital assets	1,701,444,198	241,770,243	(17,131,654)	1,926,082,787	37,096,900	(28,430,671)	1,934,749,016
Less accumulated depreciation for:							
Land improvements	(59,707,695)	(4,438,751)	2,100,886	(62,045,560)	(4,334,982)	370	(66,380,172)
Buildings and building improvements	(561,443,648)	(43,715,294)	2,231,809	(602,927,133)	(45,250,310)	9,719,905	(638,457,538)
Furniture, fixtures and equipment	(104,256,934)	(12,477,249)	5,815,335	(110,918,848)	(12,148,278)	16,502,400	(106,564,726)
Library materials	(41,508,762)	(3,500,062)	1,289,680	(43,719,144)	(3,126,982)	410,743	(46,435,383)
Total accumulated depreciation	(766,917,039)	(64,131,356)	11,437,710	(819,610,685)	(64,860,552)	26,633,418	(857,837,819)
Other capital assets, net	$ 934,527,159	$177,638,887	$ (5,693,944)	$ 1,106,472,102	$ (27,763,652)	$ (1,797,253)	$ 1,076,911,197
Capital asset summary:							
Capital assets not being depreciated	$ 240,656,032	$ 56,953,172	$ (210,402,127)	$ 87,207,077	$ 35,783,870	$ (20,462,820)	$ 102,528,127
Other capital assets, at cost	1,701,444,198	241,770,243	(17,131,654)	1,926,082,787	37,096,900	(28,430,671)	1,934,749,016
Total cost of capital assets	1,942,100,230	298,723,415	(227,533,781)	2,013,289,864	72,880,770	(48,893,491)	2,037,277,143
Less accumulated depreciation	(766,917,039)	(64,131,356)	11,437,710	(819,610,685)	(64,860,552)	26,633,418	(857,837,819)
Capital assets, net	$1,175,183,191	$234,592,059	$ (216,096,071)	$ 1,193,679,179	$ 8,020,218	$ (22,260,073)	$ 1,179,439,324

5. Accrued Compensated Absences

Accrued compensated absences as of June 30 include:

	2017	2016
Accrued vacation	$ 24,301,905	$ 24,910,175
Accrued sick leave	25,317,487	24,691,852
Other accrued fringe benefits	13,789,030	13,352,532
	63,408,422	62,954,559
Less: current portion	4,694,503	4,412,034
Noncurrent portion	$ 58,713,919	$ 58,542,525

Activity for compensated absences, as of June 30, includes:

Balance as of June 30, 2015	60,417,275
Additions in FY 2016	7,032,516
Benefits paid to participants in FY 2016	(4,495,232)
Balance as of June 30, 2016	$ 62,954,559
Additions in FY 2017	5,365,394
Benefits paid to participants in FY 2017	(4,911,531)
Balance as of June 30, 2017	$ 63,408,422

These accruals represent estimated amounts earned by all eligible employees through June 30, 2017 and 2016. These accrued compensated absences will be settled over a number of years, and are not expected to have a significant impact on the future annual cash flows of the System. The current portion of compensated absences is estimated based on recent past history and is presented in today's dollars.

6. Related Parties

Periodically, public acts may be signed into law by the Governor stating that the Secretary of the Office of Policy and Management may approve monies to be transferred from CSCU's operating reserves to the State of Connecticut's General Fund. Transfers totaling $0 million and $4.1 million from CSUS were made to the State of Connecticut during fiscal years 2017 and 2016, respectively.

Accrued salaries and related fringe benefit costs for CSCU employees within CSUS, whose salaries will be charged to the State of Connecticut General Fund represent a related party balance. CSUS has also recorded a receivable from the State of Connecticut related to allocated bond financing for capital projects when allotted by the Governor.

Amounts due from the State of Connecticut as of June 30 are comprised of the following:

	2017	2016
Receivable for accrued salaries, interest and fringe benefits to be paid by State of Connecticut General Fund	$ 32,583,661	$ 30,929,024
State appropriations for capital projects	36,494,521	25,660,674
	$ 69,078,182	$ 56,589,698

The accompanying statements of net position includes balances among related parties. Significant balances for the year ended June 30, were as follows:

	2017	2016
Cash balances held with the State of Connecticut on behalf of the CSUS	$ 252,670,692	$246,166,558
Amounts invested in the STIF	97,174,800	93,048,106
	$ 349,845,492	$339,214,664

7. Commitments and Contingencies

CSCU makes expenditures in connection with restricted government grants and contracts which are subject to final audit by government agencies. CSCU is of the opinion that the amount of disallowances, if any, sustained through such audits would not materially affect the financial position of CSCU.

CSCU is a defendant in various legal actions arising out of the normal course of its operations. Although the final outcome of such actions cannot presently be determined, management is of the opinion that eventual liability, if any, will not have a material effect on CSCU's financial position.

CSCU had outstanding purchase orders and related commitments for materials, services and capital expenditures that had not been received as of June 30, 2017 and 2016. These commitments are not recorded as liabilities until materials or services are received. The commitments of total net position balances at June 30, 2017 were as follows:

System Office	$13,077,792
Central Connecticut State University	3,722,900
Eastern Connecticut State University	2,013,011
Southern Connecticut State University	4,544,988
Western Connecticut State University	4,623,834
	$27,982,525

8. Retirement and Other Post-Employment Benefits

Plan Description

All regular full-time employees participate in one of two retirement plans. The State of Connecticut is statutorily responsible for the pension benefits of CSCU employees who participate

in the State Employees' Retirement System ("SERS"). SERS is the administrator of a single employer defined benefit public employee retirement system ("PERS"). SERS provides retirement, disability, death benefits and annual cost of living adjustments to plan members and their beneficiaries. Plan benefits, cost of living adjustments, contribution requirements of plan members and the State and other plan provisions are described in the General Statutes. SERS does not issue standalone financial reports. Information on the plan is currently publicly available in the State of Connecticut's Comprehensive Annual Financial Report prepared by the Office of the State Comptroller.

Tier III or the Hybrid Plan are the 2 primary SERS plan options available to CSCU employees first hired into state service on or after July 1, 2011 (some employees are eligible to elect the Teachers Retirement System – "TRS"). Employees hired before July 1, 2011 participate in Tier I, Tier II, Tier IIA, Tier III, or TRS depending on several factors. CSCU makes contributions on behalf of the employees in SERS plans through a fringe benefit charge assessed by the State of Connecticut. The Hybrid Plan, which became effective July 1, 2011 under the 2011 agreement between the State of Connecticut and the State Employee Bargaining Agent Coalition ("SEBAC"), provides a retirement plan option for employees hired on or after July 1, 2011 in a position statutorily defined as a state teacher or a professional staff member in higher education. The Hybrid Plan is a defined benefit plan that provides members with a life-time defined benefit the same as the benefit provided under SERS Tier III with the option at the time of retirement to elect to receive a lump sum payment of their contributions with a five percent employer match and four percent interest in lieu of a defined benefit.

Alternatively, employees may choose to participate in the Alternate Retirement Plan which is managed by Prudential. Under this arrangement, plan participants contribute 5% of their pay and the State contributes 8% to individual participants' investment accounts managed by Prudential. CSCU pays a fringe benefit charge to the State which includes the 8% employer contribution and an administrative charge. The aforementioned 2011 SEBAC agreement provides CSCU employees who were both hired before July 1, 2011 and participating in ARP with a one-time irrevocable option through a date not yet determined of electing to transfer their membership from ARP to the Hybrid Plan and purchasing credit in the Hybrid Plan for their prior services at full actuarial cost.

Funding Policy
The contribution requirements of plan members and the State are established and may be amended by the State legislature subject to the contractual rights established by collective bargaining.

Tier I Plan B regular and Plan B Hazardous Duty members are required to contribute 2% and 4%, respectively of their annual salary up to the Social Security Taxable Wage Base plus 5% above that level. Tier I Plan C and Hybrid Plan members are required to contribute 5% of their annual salary. Tier IIA Plan and Tier III Plan regular and Hazardous Duty members are required to contribute 2% and 5% of their annual salaries, respectively.

The State is required to contribute at an actuarially determined rate, which may be reduced or increased by an act of the State legislature. The rate was 44.31% and 43.42% for SERS and 30.35% and 30.35% for TRS for fiscal years ended June 30, 2017 and 2016, respectively. The State contributed $54.3 million and $1.5 million for SERS and TRS respectively for fiscal year ended June 30, 2016, equal to 99.5% of required contributions that year. The state contributed $54.2 million and $1.6 million, on behalf of the System, for SERS and TRS respectively for fiscal year 2017, equal to 99.2% and 148.9% of the required contributions that year. Administrative costs of the plan are funded by the State.

Net Pension Liability

The Systems' net pension liability is valued one year in arrears. The net pension liability recorded in the financial statements as of June 30, 2017 was measured and valued as of June 30, 2016 and the total pension liability used to calculate the net pension liability was determined by the most current actuarial valuation as of that date (and the net pension liability recorded in the June 30, 2016 financial statements was measured and valued as of June 30, 2015). The System's proportion of the net pension liability was based on a projection of the CSUS System's long-term share of contributions to the pension plan relative to the projected contributions of all participating entities and the State, actuarially determined. For the TRS plan, at June 30, 2017 and 2016 the System's proportion was 0.09% and 0.10%, respectively. For the SERS plan, at June 30, 2017 and 2016 the System's proportion was 4.23% and 3.96%, respectively.

All SERS and TRS assets are available to pay any participants benefits. However, the portion of each plan's net pension liability attributable to the CSU System is calculated separately. The net pension liability for the CSU System as of June 30, 2017 and 2016 for SERS and TRS was $972.1 million and $653.6 million and $13.0 million and $10.5 million, respectively.

Actuarial Assumptions

SERS:

The total pension liability was determined using the following actuarial assumptions, applied to all periods:

Measurement Year	2016	2015
Inflation	2.50%	2.75%
Salary increases including inflation	3.50% to 19.50%	4.00% to 20.00%
Investment rate of return net of pension plan investment expense, including inflation	6.90%	8.00%

Mortality rates were based on the RP-2014 White Collar Mortality Table projected to 2020 by scale BB at 100% for males and 95% for females.

The actuarial assumptions used in the June 30, 2016 valuation (which was the basis for recording the June 30, 2017 financial statement liabilities) were based on the results of the actuarial experience study as of June 30, 2016.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.

The best estimates of rates of return for each major asset class as of June 30, 2016 measurement year are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Large Cap U.S. Equities	21%	5.8%
Developed Non-U.S. Equities	18%	6.6%
Emerging Market (Non-U.S.)	9%	8.3%
Real Estate	7%	5.1%
Private Equity	11%	7.6%
Alternative Investments	8%	4.1%
Fixed Income	8%	1.3%
High Yield Bonds	5%	3.9%
Emerging Market Bond	4%	3.7%
TIPS	5%	1.0%
Cash	4%	0.4%
	100%	

TRS:
The total pension liability was determined using the following actuarial assumptions, applied to all periods:

Measurement Year	2016	2015
Inflation	2.75%	3.00%
Salary increases including inflation	3.25% to 6.50%	3.75% to 7.00%
Investment rate of return net of pension plan investment expense, including inflation	8.00%	8.50%

Mortality rates were based on the RP-2014 White Collar table with employee and annuitant rates blended from ages 50 to 80, projected to the year 2020 using the BB improvement scale and further adjusted to grade in increases (5% for females and 8% for males) to rates over age 80 for the period after service retirement and for dependent beneficiaries as well as for active members.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

The target asset allocation and best estimates of rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Large Cap U.S. Equities	21%	5.8%
Developed Non-U.S. Equities	18%	6.6%
Emerging Market (Non-U.S.)	9%	8.3%
Real Estate	7%	5.1%
Private Equity	11%	7.6%
Alternative Investments	8%	4.1%
Fixed Income	7%	1.3%
High Yield Bonds	5%	3.9%
Emerging Market Bond	5%	3.7%
Inflation Linked Bonds	3%	1.0%
Cash	6%	0.4%
	100%	

Discount Rate

SERS:
The discount rate used to measure the total pension liability was 6.9% and 8.0% in the 2016 and 2015 measurement years, respectively. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the States's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

TRS:
The discount rate used to measure the total pension liability was 8.00% and 8.5% in the 2016 and 2015 measurement year, respectively. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that State contributions will be made at the actuarially determined rates in future years. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of Net Pension Liability to Changes in Discount Rate

The following presents the current-period net pension liability of the CSUS System calculated using the current-period discount rate assumption of 6.9% for SERS and 8.0% for TRS, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

	1% Decrease (SERS -5.9%) (TRS - 7.0%)	Discount (SERS - 6.9%) (TRS - 8.0%)	1% Increase (SERS - 7.9%) (TRS - 9.0%)
SERS	$ 1,153,534,798	$ 972,052,721	$ 821,018,097
TRS	15,996,911	12,986,359	10,420,602

Pension Expense, Deferred Outflows of Resources and Deferred Inflows of Resources Related to Defined Benefit Pension Plan

For the years ended June 30, 2017 and 2016, the System recognized pension expense of $139.3 million and $77.0 million, respectively. Deferred outflows of resources and deferred inflows of resources for pensions attributed to the CSU System were related to the following sources for the years ended June 30, 2017 and 2016:

As of June 30, 2017	SERS	TRS	Total
DEFERRED OUTFLOWS OF RESOURCES			
Difference between expected and actual experience	$ 27,003,199	$ -	$ 27,003,199
Changes of assumptions or other inputs	173,310,550	1,721,359	175,031,909
Net difference between projected and actual earnings on pension plan investements	30,482,376	1,099,823	31,582,199
Changes in proportion and differences between employer contributions and proportionate share of contributions	114,394,771	1,429,334	115,824,105
Employer contributions after measurement date	64,121,072	559,881	64,680,953
Total	**$ 409,311,968**	**$ 4,810,397**	**$ 414,122,365**
DEFERRED INFLOWS OF RESOURCES			
Difference between expected and actual experience	$ -	$ 292,291	$ 292,291
Changes in proportion and differences between employer contributions and proportionate share of contributions	174,432	852,901	1,027,333
Total	**$ 174,432**	**$ 1,145,192**	**$ 1,319,624**

As of June 30, 2016	SERS	TRS	Total
DEFERRED OUTFLOWS OF RESOURCES			
Changes of assumptions or other inputs	$ -	$ -	$ -
Net difference between projected and actual earnings on pension plan investements	102,918	75,665	178,583
Changes in proportion and differences between employer contributions and proportionate share of contributions	100,619,481	847,071	101,466,552
Employer contributions after measurement date	62,778,348	1,359,379	64,137,727
Total	**$ 163,500,747**	**$ 2,282,115**	**$ 165,782,862**
DEFERRED INFLOWS OF RESOURCES			
Changes in proportion and differences between employer contributions and proportionate share of contributions	-	51,974	51,974
Total	**$ -**	**$ 51,974**	**$ 51,974**

The net amount of deferred outflows of resources and deferred inflows of resources related to the pensions attributed to the CSUS System that will be recognized in pension expense during the next five years and thereafter is as follows:

	SERS	TRS	Total
2016	$ 80,379,807	$ 600,014	$ 80,979,821
2017	80,379,723	600,016	80,979,739
2018	82,585,953	795,259	83,381,212
2019	64,908,627	618,750	65,527,377
2020	36,762,353	301,934	37,064,287
Thereafter	$ -	$ 189,350	189,350

Other Post-Employment Benefits

The State of Connecticut provides post-retirement health care and life insurance benefits to eligible CSUS employees, in accordance with Sections 5-257(d) and 5-259(a) of the Connecticut General Statutes. When employees retire, the State pays up to 100% of their health care insurance premium cost (including the cost of dependent coverage). This benefit is available to retirees of the State Employees' Retirement System and participants in the Connecticut Alternate Retirement Program who meet certain age and service criteria.

The State also pays 100% of the premium cost for a portion of the employee's life insurance continued after retirement. The amount of life insurance continued at no cost to the retiree is determined in a formula based on the number of years of State service that the retiree had at the time of retirement. The State finances the cost of post-retirement health care and life insurance benefits.

9. Unearned Tuition, Fees and Grant Revenue

Unearned tuition, fees and grant revenue consists of the following at June 30:

	2017	2016
Unearned tuition and fees	$ 22,373,469	$ 25,518,480
Grants and contracts	1,888,513	1,977,301
Other	529,697	12,153,073
	$ 24,791,679	$ 39,648,854

10. Natural Classification with Functional Classification

The operating expenses by functional classification were as follows:

	Year ended June 30, 2017 Natural Classification									
	Salaries and wages	Fringe benefits	Professional services and fees	Educational services and support	Travel expense	Operation of facilities	Other operating supplies and expenses	Depreciation expense	Amortization expense	Total
Academic support	$ 27,242,551	$ 20,949,198	$ 1,293,404	$ 3,636,862	$ 1,630,146	$ 435,646	$ 3,779,261	$ -	$ -	$ 58,967,068
Auxiliary enterprises	9,965,540	8,251,364	7,510,364	28,631,540	58,975	7,658,661	1,721,017	-	-	63,797,461
Institution support	50,688,770	44,075,602	5,118,430	1,357,372	577,685	2,686,986	11,955,290	-	-	116,460,135
Instruction	167,543,226	122,102,455	1,355,303	1,130,054	685,777	340,278	2,477,767	-	-	295,634,860
Physical plant	23,030,473	25,600,673	3,105,126	56,995	14,734	41,982,090	13,619,927	64,859,717	90,584	172,360,319
Public service	4,991,207	3,442,093	750,096	518,324	921,481	354,590	491,999	-	-	11,469,790
Research	2,458,016	1,656,686	577,634	295,454	428,295	78,375	610,271	-	-	6,104,731
Scholarships, loans and refunds	544,886	79,449	180,003	62,536,807	485	1,371	81,168	-	-	63,424,169
Student services	42,183,383	34,085,013	3,369,028	1,574,231	2,050,414	1,116,793	3,617,952	835	-	87,997,649
Total expenses	$ 328,648,052	$ 260,242,533	$ 23,259,388	$ 99,737,639	$ 6,367,992	$ 54,654,790	$ 38,354,652	$ 64,860,552	$ 90,584	$ 876,216,182

	Year ended June 30, 2016 Natural Classification									
	Personnel service and fringe benefits	Fringe benefits	Professional services and fees	Educational services and support	Travel expense	Operation of facilities	Other operating supplies and expenses	Depreciation expense	Amortization expense	Total
Academic support	$ 28,773,164	$ 16,360,133	$ 1,401,943	$ 2,605,247	$ 1,570,514	$ 596,981	$ 3,869,473	$ -	$ -	$ 55,177,455
Auxiliary enterprises	10,733,718	6,417,362	13,746,508	25,349,031	64,796	8,479,268	2,294,141	-	-	67,084,824
Institution support	52,510,819	34,540,541	4,990,774	827,992	619,176	3,362,748	8,961,215	-	-	105,813,265
Instruction	168,181,404	89,799,185	1,315,244	1,340,752	795,082	323,662	2,080,283	-	-	263,835,612
Physical plant	24,038,984	20,390,678	3,494,648	41,563	80,597	38,344,557	15,312,751	64,130,522	100,059	165,934,359
Public service	5,294,208	2,517,665	1,037,559	693,362	1,075,726	526,120	535,463	-	-	11,680,103
Research	2,604,903	1,336,313	534,989	432,267	499,627	61,543	439,519	-	-	5,909,161
Scholarships, loans and refunds	389,554	12,428	267,194	64,157,134	3,087	1,259	70,365	-	-	64,901,021
Student services	41,515,219	24,945,084	3,245,963	1,783,279	2,045,338	1,160,640	4,000,283	834	-	78,696,640
Total expenses	$ 334,041,973	$ 196,319,389	$ 30,034,822	$ 97,230,627	$ 6,753,943	$ 52,856,778	$ 37,563,493	$ 64,131,356	$ 100,059	$ 819,032,440

11. Bonds, Notes Payable and Capital Lease Obligations

The State of Connecticut, through acts of its legislature, provides funding for certain major plant facilities at CSCU. The State obtains its funds for these construction projects from general obligation bonds which it issues from time to time. The State is responsible for all repayments of the bonds in accordance with bond indentures.

Debt service on bonds issued by the State to finance educational and general facilities is funded by the General Fund of the State, which is in the custody of the State Treasurer. These bonds do not require repayment by CSCU and, accordingly, the State's debt obligation attributable to CSCU's educational and general facilities is not reported as CSCU debt in the accompanying financial statements.

Bonds issued by the State of Connecticut to finance auxiliary enterprise buildings and improvements require that principal and interest payments be remitted by CSUS to the State from revenues associated with the specific auxiliary activities. These bonds, which are considered self-liquidating, originally mature from 1993 to 2017 with interest rates varying from 2% to 6%. State statute requires these bonds to be repaid entirely by CSUS and, accordingly, these bonds are recorded as CSUS debt in the accompanying financial statements.

Principal outstanding of the CHEFA Bonds at June 30 was as follows:

	2017	2016
CHEFA Revenue Bonds Series G	$ -	$ 4,930,000
CHEFA Revenue Bonds Series H	-	25,775,000
CHEFA Revenue Bonds Series I	61,925,000	62,035,000
CHEFA Revenue Bonds Series J	21,700,000	22,805,000
CHEFA Revenue Bonds Series K	13,985,000	13,990,000
CHEFA Revenue Bond Series L	47,205,000	47,220,000
CHEFA Revenue Bond Series M	29,765,000	30,960,000
CHEFA Revenue Bond Series N	72,755,000	75,435,000
CHEFA Revenue Bond Series O	16,850,000	18,810,000
CHEFA Revenue Bond Series P-1	55,030,000	-
CHEFA Revenue Bond Series P-2	19,530,000	-
	$ 338,745,000	$ 301,960,000

CSUS's most restrictive covenant is the pledging of certain University fee receipts and parking fee receipts as collateral for its obligation to make payments.

On June 17, 2005, CHEFA issued $50.6 million of Series G Revenue Bonds on behalf of CSUS. The Bonds mature from 2006 to 2035 with interest rates varying from three percent (3%) to five percent (5%). These bonds were refunded in 2017 using proceeds from Series P-2.

On June 17, 2005, CHEFA issued $48.5 million of Series H Revenue Bonds on behalf of CSUS, to advance refund portions of Series B, C, D and E. The Bonds mature from 2005 to 2019 with interest rates varying from two and one-half percent (2.5%) to five percent (5%). These bonds were refunded in 2017 using proceeds from Series P-2.

On April 18, 2007, CHEFA issued $62.8 million of Series I Revenue Bonds on behalf of CSUS, to advance refund portions of Series D, E and G. The Bonds mature from 2008 to 2033 with interest rates varying from three percent (3.0%) to five and one quarter percent (5.25%). Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1 and October 1 of each year.

On June 22, 2011, CHEFA issued $27.0 million of Series J Revenue Bonds on behalf of CSUS. The Bonds mature from 2012 to 2031 with interest rates varying from two (2.0%) to four percent (4.0%). Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1 and October 1 of each year.

On June 22, 2011, CHEFA issued $14.0 million of Series K Revenue Bonds on behalf of CSUS, to advance refund portions of Series E. The Bonds mature from 2012 to 2020 with interest rates varying from three percent (3.0%) to four percent (4.0%). Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1 and October 1 of each year.

On April 4, 2012, CHEFA issued $49.0 million of Series L Revenue Bonds on behalf of CSUS to advance refund portions of Series Bond E and current refund portions of Series Bond B. The Bonds mature from 2012 to 2029 with interest rates varying from two and one-half percent (2.5%) to four percent (4.0%). Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1 and October 1 of each year.

On January 10, 2013, CHEFA issued $34.1 million of Series M Revenue Bonds on behalf of CSUS. The Bonds mature from 2014 to 2033 with interest rates varying from three percent (3.0%) to five percent (5.0%). Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1 and October 1 of each year.

On October 23, 2013, CHEFA issued $80.3 million of Series N Revenue Bonds on behalf of CSUS. The Bonds mature from 2015 to 2034 with interest rates varying from four percent (4.1%) to five percent (5.0%). Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1 and October 1 of each year.

On September 11, 2014, CHEFA issued $21.2 million of Series O Revenue Bonds on behalf of CSUS, to advance refund portions of Series F and G. The Bonds mature from 2015 to 2031 with interest rates varying from two percent (2.0%) to four (4.00%). Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1 and October 1 of each year.

On September 12, 2016, CHEFA issued $55.0 million of Series P-1 Revenue Bonds on behalf of CSUS. Additionally, CHEFA issued $19.5 million of Series P-2 Revenue Bonds on behalf of CSUS, to advance refund portions of Series G and H. The Bonds mature from 2016 to 2036 with interest rates varying from two and a half percent (2.5%) to five percent (5%). Payment of principal of, and interest on, the bonds are due to the Trustee on April 1 and October 1 of each year.

In connection with the fiscal year 2017 refunding of portions of Series G and H, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. As a result, the refunded bonds were considered an in-substance defeasance and the liability for those bonds has been removed from the statements of net position as of June 30, 2017. Assets held in the trust accounts had an aggregate fair value of $19.6 million at June 30, 2017. The outstanding amount of the refunded bonds totaled $19.6 million at June 30, 2017. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of $0.6 million. The difference, which is recorded as a deferred loss on

bond refunding, is being charged to interest expense over the remaining life of the Series H bond before refunding of 3.5 years using the straight-line method. As a result of the defeasance, CSUS reduced its aggregate debt service payments by $2.0 million and achieved an economic gain (the difference between the present value of the old and new debt service payments) of $1.8 million.

In connection with the fiscal year 2015 refunding of portions of Series F and G, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. As a result, the refunded bonds were considered an in-substance defeasance and the liability for those bonds has been removed from the statements of net position. Assets held in the trust accounts had an aggregate fair value of $22.0 million at June 30, 2015. The outstanding amount of the refunded bonds totaled $17.8 million and $19.8 million at June 30, 2017 and 2016, respectively. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of $0.8 million. The difference, which is recorded as a reduction of bonds payable, is being charged to operations over the life of the new bonds (Series O) using the straight-line method. As a result of the defeasance, CSUS reduced its aggregate debt service payments by $2.2 million and achieved an economic gain (the difference between the present value of the old and new debt service payments) of $1.5 million.

In connection with the fiscal year 2012 refunding of portions of Series B and E, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. As a result, the refunded bonds were considered an in-substance defeasance and the liability for those bonds has been removed from the statements of net position. Assets held in the trust accounts had an aggregate fair value of $53.6 million at June 30, 2012. The outstanding amount of the refunded bonds totaled $47.8 million at both June 30, 2017 and 2016. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of $2.5 million. The difference, which is recorded as a reduction of bonds payable, is being charged to operations over the life of new bonds using the straight-line method. As a result of defeasance, CSUS reduced its aggregate debt service payments by $8.6 million and achieved an economic gain (the difference between the present value of the old and new debt service payments) of $4.2 million.

In connection with the fiscal year 2011 advance refunding of portions of Series E, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. As a result, the refunded bonds will be considered to be defeased and the liability for those bonds has been removed from the statements of net position. Assets held in the trust accounts had an aggregate fair market value of $15.5 million at June 30, 2011. The outstanding amount of the refunded bonds totaled $14.7 million at both June 30, 2017 and 2016. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of $0.5 million. The difference, which was recorded as a reduction of bonds payable, is being charged to operations over the life of new bonds using the straight-line method. As a result of defeasance, CSUS reduced its aggregate debt service payments by $1.0 million and achieve an economic gain (the difference between the present value of the old and new debt service payments) of $0.9 million.

In connection with the fiscal year 2007 advance refunding of portions of Series D, E and G, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. As a result, the refunded bonds were considered to be defeased, and the liability for those bonds has been removed from the statements of net position. Assets held in the trust accounts had an aggregate fair value of $63.8 million at June 30, 2007. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of

the old debt of $2.4 million. The difference, which was recorded as a reduction of bonds payable, is being charged to operations over the life of new bonds using the straight-line method. The outstanding amount of these refunded bonds totaled $60.1 million at both June 30, 2017 and 2016.

In connection with the fiscal year 2005 advance refunding of portions of Series B, C, D and E, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. Assets held in the trust accounts had an aggregate fair value of $52.8 million at June 30, 2005. The refunded bonds were considered to be defeased, and the liability for those bonds has been removed from the statements of net position. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of $3.1 million. The difference, which is recorded as a reduction of bonds payable, is being charged to operations over the life of new bonds using the straight-line method. The outstanding amount of these refunded bonds totaled $15.0 million and $26.4 million at June 30, 2017 and 2016, respectively.

Revenue bond interest is payable to the bondholders on May 1 and November 1 of each year. Revenue bonds mature on November 1, in the years set forth below:

Maturity	Principal	Interest
2018	$ 20,055,000	$ 13,943,238
2019	18,940,000	13,089,006
2020	19,520,000	12,244,431
2021	19,350,000	11,345,706
2022	20,115,000	10,424,631
2023-2027	91,870,000	39,048,525
2028-2032	96,910,000	19,276,738
2033-2037	51,985,000	2,563,897
	$ 338,745,000	$ 121,936,172

Long-term liabilities activity for the year ended June 30, 2017 and 2016 was as follows:

	Balance June 30, 2016	Additions	Retirements	Balance June 30, 2017
Bonds payable	$ 302,382,547	$ 74,560,000	$ (38,197,547)	$ 338,745,000
Premium on bonds payable	15,107,442	7,732,891	(2,382,764)	20,457,569
Discount on bonds payable	(2,921,203)	-	426,875	(2,494,328)
Total bonds payable	$ 314,568,786	$ 82,292,891	$ (40,153,436)	$ 356,708,241

	Balance June 30, 2015	Additions	Retirements	Balance June 30, 2016
Bonds payable	$ 322,630,002	$ -	$ (20,247,455)	$ 302,382,547
Premium on bonds payable	16,902,052	-	(1,794,610)	15,107,442
Discount on bonds payable	(3,252,664)	-	331,461	(2,921,203)
Total bonds payable	$ 336,279,390	$ -	$ (21,710,604)	$ 314,568,786

Connecticut State University System

Supplemental Financial Information

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Schedule of Net Pension Liability and Related Ratios

State Employee Retirement System Plan

Last 10 Fiscal Years [1]

	2017	2016	2015	2014 [1]
System's proportion of the net pension liability	4.23%	3.96%	3.61%	3.12%
System's proportionate share of the net pension liability	$ 972,052,721	$ 653,585,476	$ 577,889,607	$ 516,857,599
System's covered-employee payroll	$ 152,194,773	$ 154,782,123	$ 140,369,452	$ 119,305,259
System's proportionate share of the net pension liability as a percentage of its covered-employee payroll	639%	422%	412%	433%
Plan Fiduciary net position as a percentage of the total pension liability	31.69%	39.23%	39.54%	N/A [1]

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

Connecticut State University System

Schedule of Net Pension Liability and Related Ratios (Unaudited)

June 30, 2017 - 2014

Teachers Retirement System Plan

Last 10 Fiscal Years [1]

	2017	2016	2015	2014 [1]
System's proportion of the net pension liability	0.09%	0.10%	0.10%	0.10%
System's proportionate share of the net pension liability	$ 12,986,359	$ 10,523,910	$ 9,727,277	$ 10,728,942
State's proportionate share of the net pension liability associated with the System	12,986,447	10,523,916	9,714,654	
Total	$ 25,972,806	$ 21,047,826	$ 19,441,931	$ 10,728,942
System's covered-employee payroll	$ 4,127,906	$ 3,930,206	$ 3,813,448	$ 3,063,073
System's proportionate share of the net pension liability as a percentage of its covered-employee payroll	315%	268%	255%	350%
Plan Fiduciary net position as a percentage of the total pension liability	52.26%	59.50%	61.56%	N/A [1]

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

State Employee Retirement System Plan

Last 10 Fiscal Years [1]

	2017	2016	2015	2014
Contractually required contribution	$ 64,086,201	$ 54,526,224	$ 45,788,758	$ 33,007,798
Contributions in relation to the contractually required contribution	(63,573,511)	(54,253,593)	(45,788,758)	(32,974,790)
Contribution deficiency (excess)	$ 512,690	$ 272,631	$ -	$ 33,008
System's covered-employee payroll	$ 152,194,773	$ 154,782,123	$ 140,369,452	$ 119,305,259
Contributions as a percentage of covered employee payroll	41.77%	35.05%	32.62%	27.64%

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

Teachers Retirement System Plan

Last 10 Fiscal Years [1]

	2017	2016	2015
Contractually required contribution	$ 889,376	$ 943,917	$ 909,799
Contributions in relation to the contractually required contribution	(1,323,934)	(1,516,991)	(1,343,282)
Contribution deficiency (excess)	$ (434,558)	$ (573,074)	$ (433,483)
System's covered-employee payroll	$ 4,127,906	$ 3,930,206	$ 3,813,448
Contributions as a percentage of covered employee payroll	32.07%	38.60%	35.22%

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

1. Changes in Benefit Terms

For the June 30, 2015 and 2016 valuation, there were no changes in benefit terms.

For the June 30, 2016 valuation, there were two changes in assumptions:

- Rates of withdrawal, disability retirement, service retirement and mortality were adjusted to more closely reflect actual and anticipated experience. The analysis and basis for these changes are included in the latest Experience Investigation for the five-year period ended June 30, 2015.

- Economic assumptions (assumed rates of inflation and investment return), the actuarial cost method, and the UAAL amortization methodology were changed in accordance with Memorandum of Agreement (MOU) between the State and SEBAC effective December 8, 2016.

Connecticut State University System

Supplemental Information – Combining Statement of Net Position

June 30, 2017

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2017	2016
Assets								
Current assets:								
Cash and cash equivalents	$ 64,164,311	$ 31,813,698	$ 62,456,429	$ 25,278,558	$ 28,987,714	$ -	$ 212,700,710	$ 207,246,334
Investments	-	-	-	-	76,380,273	-	76,380,273	33,477,941
Student receivables	3,221,033	3,752,503	1,573,641	2,218,856	-	-	10,766,033	15,118,471
Allowance-doubtful student receivables	(1,537,017)	(2,719,446)	(938,683)	(1,213,851)	-	-	(6,408,997)	(7,535,576)
Student receivables, net	1,684,016	1,033,057	634,958	1,005,005	-	-	4,357,036	7,582,895
Student loans receivable	558,206	556,279	2,149,427	363,118	-	-	3,627,030	3,791,416
Grant receivables, net	518,269	413,921	973,406	748,711	-	-	2,654,307	2,166,687
Miscellaneous receivables, net	1,161,045	94,427	115,528	49,285	-	-	1,420,285	1,231,351
Due from the State of Connecticut	14,692,142	8,509,039	16,227,113	10,646,292	19,003,596	-	69,078,182	56,589,698
Due from SO and Universities	10,501	5,890	1,494,325	2,006,307	-	(3,517,023)	-	-
Prepaid expenses and other current assets	2,102,358	517,584	794,519	407,000	3,603,888	-	7,425,349	5,801,603
Total current assets	84,890,848	42,943,895	84,845,705	40,504,276	127,975,471	(3,517,023)	377,643,172	317,887,925
Noncurrent assets:								
Cash and cash equivalents	16,972,759	15,097,241	25,387,906	6,356,263	77,371,307	-	141,185,476	134,139,202
Investments	-	-		-	34,456,043	-	34,456,043	31,303,100
Student loans receivable	3,594,782	1,459,188	3,885,309	2,152,516	-	-	11,091,795	11,249,412
Allowance-doubtful loan receivables	(934,971)	(509,832)	(1,328,708)	(480,759)	-	-	(3,254,270)	(3,303,835)
Loans receivable, net	2,659,811	949,356	2,556,601	1,671,757	-	-	7,837,525	7,945,577
Other assets	-	-	109,565	67,017	237,224	-	413,806	1,219,678
Investment in plant	540,498,462	460,965,318	594,596,929	402,570,958	38,645,476	-	2,037,277,143	2,013,289,864
Accumulated depreciation	(246,834,951)	(167,769,076)	(261,846,129)	(165,514,954)	(15,872,709)	-	(857,837,819)	(819,610,685)
Investment in plant, net of accumulated depreciation	293,663,511	293,196,242	332,750,800	237,056,004	22,772,767	-	1,179,439,324	1,193,679,179
Total noncurrent assets	313,296,081	309,242,839	360,804,872	245,151,041	134,837,341	-	1,363,332,174	1,368,286,736
Total assets	$398,186,929	$352,186,734	$445,650,577	$285,655,317	$ 262,812,812	$ (3,517,023)	$ 1,740,975,346	$ 1,686,174,661
Deferred outflows of resources:								
Deferred outflows related to pension	$ -	$ -	$ -	$ -	$ 414,122,365	$ -	$ 414,122,365	$ 165,782,862
Deferred loss on bond refunding	-	-	-	-	396,167	-	396,167	-
Total deferred outflows of resources	$ -	$ -	$ -	$ -	$ 414,518,532	$ -	$ 414,518,532	$ 165,782,862

Connecticut State University System

Supplemental Information – Combining Statement of Net Position

June 30, 2017

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2017	2016
Liabilities								
Current liabilities:								
Accounts payable	$ 4,216,138	$ 863,276	$ 5,745,972	$ 3,124,102	$ 2,454,944	$ -	$ 16,404,432	$ 13,947,383
Accrued salaries and benefits	23,523,496	8,855,453	17,606,713	8,469,492	446,679	-	58,901,833	52,621,334
Accrued compensated absences	1,441,888	533,881	1,556,910	1,021,696	140,128	-	4,694,503	4,412,034
Due to the State of Connecticut	35,570	2,204,148	3,573	1,854,677	-	-	4,097,968	3,527,446
Due to SO and Universities	-	-	100	-	3,516,923	(3,517,023)	-	-
Unearned tuition,fees and grant revenue	8,919,347	3,060,560	10,107,519	2,684,822	19,431	-	24,791,679	39,648,854
Bonds payable	-	-	-	-	20,055,000	-	20,055,000	18,562,547
Accrued bond interest payable	-	-	-	-	2,396,761	-	2,396,761	2,192,515
Other liabilities	727,681	235,995	1,258,395	615,796	232,968	-	3,070,835	3,873,005
Depository accounts	977,935	757,025	2,636,238	-	-	-	4,371,198	4,038,489
Total current liabilities	39,842,055	16,510,338	38,915,420	17,770,585	29,262,834	(3,517,023)	138,784,209	142,823,607
Noncurrent liabilities:								
Accrued compensated absences	19,887,811	10,645,796	17,021,964	9,796,573	1,361,775	-	58,713,919	58,542,525
Bonds payable	-	-	-	-	336,653,241	-	336,653,241	296,006,239
Federal loan program advances	3,136,752	1,459,188	3,549,051	1,632,106	-	-	9,777,097	9,777,097
Deferred compensation	-	-	-	-	203,669	-	203,669	416,223
Pension liability, net	-		-	-	985,039,080	-	985,039,080	664,109,386
Total noncurrent liabilities	23,024,563	12,104,984	20,571,015	11,428,679	1,323,257,765	-	1,390,387,006	1,028,851,470
Total liabilities	$ 62,866,618	$ 28,615,322	$ 59,486,435	$ 29,199,264	$ 1,352,520,599	$ (3,517,023)	$ 1,529,171,215	$ 1,171,675,077
Deferred inflows of resources:								
Deferred inflows related to pension	$ -	$ -	$ -	$ -	$ 1,319,624	$ -	$ 1,319,624	$ 51,974
Total deferred inflows of resources	$ -	$ -	$ -	$ -	$ 1,319,624	$ -	$ 1,319,624	$ 51,974
Net Position								
Invested in capital assets, net of related debt	$ 293,651,758	$ 293,163,602	$ 332,750,800	$ 237,056,004	$ (141,526,556)	$ -	$ 1,015,095,608	$ 1,023,046,681
Restricted:								
Nonexpendable	-	60,000	-	407,116	-	-	467,116	467,116
Expendable	6,342,538	2,965,584	7,797,333	4,830,155	16,690,133	-	38,625,743	18,320,024
Unrestricted	35,326,015	27,382,226	45,616,009	14,162,778	(551,672,456)	-	(429,185,428)	(361,603,349)
Total net position	$ 335,320,311	$ 323,571,412	$ 386,164,142	$ 256,456,053	$ (676,508,879)	$ -	$ 625,003,039	$ 680,230,472

Connecticut State University System

Supplemental Information – Combining Statement of Revenues, Expenses and Changes in Net Position

Year Ended June 30, 2017

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2017	2016
Operating revenues:								
Tuition and fees:								
Tuition and fees, gross	$ 106,913,593	$ 48,620,851	$ 104,459,304	$ 53,865,780	$ 4,287,312	$ -	$ 318,146,840	$ 303,029,788
Less:								
Scholarships allowance	(9,293,236)	(8,526,815)	(7,906,783)	(5,385,590)	-	-	(31,112,424)	(31,475,656)
Waivers	(6,297,299)	(2,924,330)	(4,465,347)	(1,871,107)	-	-	(15,558,083)	(14,890,945)
Debt service fee	(7,143,958)	(3,768,892)	(6,876,173)	(3,749,522)	21,167,791	370,754	-	-
Tuition and fees, net of scholarship allowances and waivers	84,179,100	33,400,814	85,211,001	42,859,561	25,455,103	370,754	271,476,333	256,663,187
Federal grants and contracts	1,521,510	515,590	1,811,900	725,806	-	-	4,574,806	4,727,211
State and local grants and contracts	4,289,288	1,260,537	4,033,775	2,015,390	27,773	-	11,626,763	14,846,852
Nongovernment grants and contracts	1,681,471	473,713	2,841,338	35,000	-	-	5,031,522	4,208,779
Indirect cost recoveries	148,921	14,298	310,396	240	-	-	473,855	283,120
Auxiliary revenues	33,149,079	30,076,568	31,041,936	19,601,718	211,741	(211,741)	113,869,301	117,737,368
Other operating revenues	6,638,345	2,606,195	6,494,953	12,584,702	13,827,478	(20,004,432)	22,147,241	20,027,902
Total operating revenues	131,607,714	68,347,715	131,745,299	77,822,417	39,522,095	(19,845,419)	429,199,821	418,494,419
Operating expenses:								
Salaries and wages	103,510,957	58,753,984	102,576,546	59,475,731	4,330,834	-	328,648,052	334,041,973
Fringe benefits	58,566,008	35,203,380	57,635,429	32,700,494	76,137,222	-	260,242,533	196,319,389
Professional services and fees	5,918,194	3,007,538	7,306,463	3,653,538	3,373,655	-	23,259,388	30,034,822
Educational services and support	34,657,068	14,994,994	32,117,084	17,962,999	5,494	-	99,737,639	97,230,627
Travel expenses	2,733,289	841,385	1,798,018	855,391	139,909	-	6,367,992	6,753,943
Operation of facilities	25,301,681	7,792,547	10,719,984	10,184,681	20,872,070	(20,216,173)	54,654,790	52,856,778
Other operating supplies and expenses	5,152,260	4,336,781	7,858,003	6,765,638	13,871,216	370,754	38,354,652	37,563,493
Depreciation expense	18,262,833	13,868,993	20,009,655	12,239,585	479,486	-	64,860,552	64,131,356
Amortization expense	-	-	54,702	35,882	-	-	90,584	100,059
Total operating expenses	254,102,290	138,799,602	240,075,884	143,873,939	119,209,886	(19,845,419)	876,216,182	819,032,440
Operating loss	$ (122,494,576)	$ (70,451,887)	$(108,330,585)	$ (66,051,522)	$ (79,687,791)	$ -	$ (447,016,361)	$ (400,538,021)

Connecticut State University System

Supplemental Information – Combining Statement of Revenues, Expenses and Changes in Net Position

Year Ended June 30, 2017

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2017	2016
Nonoperating revenues (expenses)								
State appropriations	$ 84,487,949	$ 53,044,355	$ 79,959,053	$ 51,367,159	$ 7,263,446	$ -	$ 276,121,962	$ 297,430,651
Pell Grant Revenue	13,490,588	6,291,149	13,006,135	7,471,343	-	-	40,259,215	41,340,475
Gifts	2,416,368	522,928	330,405	126,919	-	-	3,396,620	3,818,896
Investment income	568,350	310,489	583,698	233,474	1,533,800	-	3,229,811	1,691,647
Interest expense	(28)	-	-	-	(11,178,752)	-	(11,178,780)	(10,147,405)
State financed plant facilities	-	-	-	-	-	-	-	955,205
Other nonoperating revenues (expenses), net	388,069	306,975	690,492	695,761	(674,041)	-	1,407,256	2,322,347
Transfers to the State of Connecticut	-	-	-	-	-	-	-	(4,100,000)
Net nonoperating revenues (expenses)	101,351,296	60,475,896	94,569,783	59,894,656	(3,055,547)	-	313,236,084	333,311,816
Income (loss) before other changes in net position	(21,143,280)	(9,975,991)	(13,760,802)	(6,156,866)	(82,743,338)	-	(133,780,277)	(67,226,205)
Other changes in net position								
State appropriations restricted for capital purposes	13,752,537	7,193,713	11,146,970	13,493,097	34,128,062	-	79,714,379	81,623,919
Loss on disposal of capital assets	(160,207)	(321,027)	(150,332)	(234,227)	(295,742)	-	(1,161,535)	(783,908)
Interagency transfers	1,045,571	775,920	775,920	775,921	(3,373,332)	-	-	-
Net other changes in net position	14,637,901	7,648,606	11,772,558	14,034,791	30,458,988	-	78,552,844	80,840,011
Net increase in net position	(6,505,379)	(2,327,385)	(1,988,244)	7,877,925	(52,284,350)	-	(55,227,433)	13,613,806
Net Position:								
Net Position - beginning of year	341,825,690	325,898,797	388,152,386	248,578,128	(624,224,529)	-	680,230,472	666,616,666
Net Position - end of year	$335,320,311	$323,571,412	$386,164,142	$256,456,053	$(676,508,879)	$ -	$ 625,003,039	$ 680,230,472

Connecticut State University System

Supplemental Information – Combining Statement of Cash Flows

Year Ended June 30, 2017

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2017	2016
Cash flows from operating activities:								
Tuition and fees	$ 83,585,926	$ 34,886,162	$ 85,523,062	$ 42,760,286	$ 4,287,312	$ 370,754	$ 251,413,502	$ 229,949,051
Grants and contracts	7,546,444	2,039,097	8,687,328	2,585,594	-	-	20,858,463	24,188,231
Auxiliary revenues	29,131,826	28,644,482	29,984,124	17,498,915	211,741	(211,741)	105,259,347	115,763,132
Other operating revenues	10,549,079	3,495,435	6,921,247	12,766,444	13,830,940	(20,004,432)	27,558,713	32,393,105
Payments to employees for salaries and benefits	(157,736,272)	(92,285,593)	(160,353,735)	(90,778,179)	(6,786,633)	-	(507,940,412)	(511,559,867)
Payments to suppliers	(1,830,347)	(1,987,906)	(3,412,911)	(2,943,560)	(80,899)	-	(10,255,623)	(14,316,581)
Professional services and fees	(6,043,714)	(3,042,095)	(7,420,310)	(3,767,529)	(3,220,291)	-	(23,493,939)	(30,375,294)
Educational services and support	(34,657,068)	(14,994,994)	(32,117,084)	(17,962,999)	(5,494)	-	(99,737,639)	(97,230,628)
Travel expenses	(2,733,289)	(841,385)	(1,798,018)	(855,391)	(139,909)	-	(6,367,992)	(6,753,943)
Operation of facilities	(25,301,683)	(7,792,547)	(10,719,985)	(10,184,681)	(16,683,421)	20,216,173	(50,466,144)	(56,083,637)
Other operating supplies and expenses	(3,225,493)	(1,803,096)	(4,230,584)	(1,901,010)	(13,436,462)	(370,754)	(24,967,399)	(26,528,678)
University fee receipts	-	-	-	-	21,167,791	-	21,167,791	20,526,003
Net cash used in operating activities	(100,714,591)	(53,682,440)	(88,936,866)	(52,782,110)	(855,325)	-	(296,971,332)	(320,029,106)
Cash flows from noncapital financing activities:								
State appropriations	84,794,691	53,136,219	80,471,097	49,927,352	7,165,260	-	275,494,619	289,638,794
Gifts for other than capital purposes	2,416,368	522,928	330,405	126,919	-	-	3,396,620	3,818,898
Nonoperating grants and revenue other	13,878,629	6,598,125	13,696,628	8,167,104	-	-	42,340,486	43,662,810
Transfers to the State of Connecticut	-	-	-	-	-	-	-	(4,100,000)
Interagency Transfers	1,045,571	775,920	775,920	775,921	(3,373,332)	-	-	-
Net cash provided by noncapital financing activities	$ 102,135,259	$ 61,033,192	$ 95,274,050	$ 58,997,296	$ 3,791,928	$ -	$ 321,231,725	$333,020,502

Connecticut State University System

Supplemental Information – Combining Statement of Cash Flows

Year Ended June 30, 2017

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2017	2016
Cash flows from investing activities:								
Proceeds from sales and maturities of investments	$ -	$ -	$ -	$ -	$ 78,299,680	$ -	$ 78,299,680	$ 74,993,158
Purchases of investments	-	-	-	-	(124,354,954)	-	(124,354,954)	(35,963,347)
Interest and dividends received on investments	568,349	310,489	467,116	233,474	1,506,626	-	3,086,054	1,626,636
Net cash (used) provided by investing activities	568,349	310,489	467,116	233,474	(44,548,648)	-	(42,969,220)	40,656,447
Cash flows from capital and related financing activities:								
Cash paid for capital assets	(15,650,882)	(10,018,296)	(9,747,344)	(18,567,923)	(719,654)	-	(54,704,099)	(98,388,896)
State capital appropriations received	13,752,537	7,193,713	8,014,587	13,493,097	14,146,053	-	56,599,987	87,841,704
Proceeds from new bond issuance	-	-	-	-	61,854,803	-	61,854,803	-
Proceeds from refunding bonds	-	-	-	-	20,438,088	-	20,438,088	-
Repayments of capital debt and leases	-	-	-	-	(7,492,547)	-	(7,492,547)	(20,247,455)
Interest paid on capital debt and leases	-	-	-	-	(13,467,221)	-	(13,467,221)	(12,157,834)
Payments to refunded bond escrow agent	-	-	-	-	(31,345,489)	-	(31,345,489)	-
Bond Issuance Payments	-	-	-	-	(674,045)	-	(674,045)	-
Net cash provided by (used in) capital and related financing activities	(1,898,345)	(2,824,583)	(1,732,757)	(5,074,826)	42,739,988	-	31,209,477	(42,952,481)
Net increase in cash and cash equivalents	90,672	4,836,658	5,071,543	1,373,834	1,127,943	-	12,500,650	10,695,362
Cash and cash equivalents, beginning of year	81,046,398	42,074,281	82,772,792	30,260,987	105,231,074	-	341,385,536	330,690,174
Cash and cash equivalents, end of year	$ 81,137,070	$ 46,910,939	$ 87,844,335	$ 31,634,821	$ 106,359,017	$ -	$ 353,886,186	$ 341,385,536

Connecticut State University System

Supplemental Information – Combining Statement of Cash Flows

Year Ended June 30, 2017

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2017	2016
Reconciliation of operating income (loss) to net cash provided by (used in) operating activities:								
Operating loss	$ (122,494,576)	$ (70,451,887)	$ (108,330,585)	$ (66,051,522)	$ (79,687,791)	$ -	$ (447,016,361)	$ (400,538,021)
Adjustments to reconcile operating income (loss) to net cash provided by (used in) operating activities:								
Depreciation expense	18,262,833	13,868,993	20,009,655	12,239,585	479,486	-	64,860,552	64,131,356
Amortization	-	-	54,702	35,883	-	-	90,585	100,059
Changes in assets and liabilities:								
Receivables	7,645	1,495,015	833,989	485,096	-	-	2,821,745	1,139,793
Prepaid expenses and other	(82,910)	(127,028)	70,397	(80,283)	(653,226)	-	(873,050)	(1,269,656)
Accounts payable	126,237	642,860	498,213	2,221,203	1,762,771	-	5,251,284	(3,285,587)
Accrued salaries and benefits	3,935,062	1,072,619	325,054	941,771	5,993	-	6,280,499	4,191,317
Other liabilities	123,311	29,949	(354,103)	(219,852)	(200,916)	-	(621,611)	(1,436,921)
Due to/from State of Connecticut	(7,503)	569,086	(302,095)	311,034	-	-	570,522	(603,840)
Due to/from Universities	(124,766)	(40,447)	(1,529,755)	(2,095,735)	3,790,703	-	-	-
Unearned tuition, fees and grant revenues	(802,838)	(858,184)	(364,028)	(714,531)	(27,775)	-	(2,767,356)	1,765,362
Deferred compensation	-	-	-	-	(212,554)	-	(212,554)	(150,727)
Depository accounts	(70,219)	86,519	316,409	-	-	-	332,709	563,014
Accrued compensated absences	413,133	30,065	(164,719)	145,241	30,143	-	453,863	2,537,281
Pension Liability	-	-	-	-	320,929,694	-	320,929,694	76,492,502
Changes in deferred outflows and inflows of resources:								
Deferred pension contribution	-	-	-	-	(248,339,503)	-	(248,339,503)	(42,228,687)
Deferred penson asset gains	-	-	-	-	1,267,650	-	1,267,650	(21,436,351)
Net cash used in operating activities	$ (100,714,591)	$ (53,682,440)	$ (88,936,866)	$ (52,782,110)	$ (855,325)	$ -	$ (296,971,332)	$ (320,029,106)
Noncash investing, noncapital financing and capital and related financing transactions:								
Fixed assets included in accounts payable	$ 1,297,523	$ 158,542	$ 2,631,998	$ 18,388	$ 10,779	$ -	$ 4,117,230	$ 5,252,684
State financed plant facilities	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 955,205
Reconciliation of cash and cash equivalents to the combined statements of net assets:								
Cash and cash equivalents classified as current assets	$ 64,164,311	$ 31,813,698	$ 62,456,429	$ 25,278,558	$ 28,987,714	$ -	$ 212,700,710	$207,246,334
Cash and cash equivalents classified as noncurrent assets	16,972,759	15,097,241	25,387,906	6,356,263	77,371,307	-	141,185,476	134,139,202
	$ 81,137,070	$ 46,910,939	$ 87,844,335	$ 31,634,821	$ 106,359,021	$ -	$ 353,886,186	$ 341,385,536

1. Basis of Presentation of Supplemental Information

The supplementary schedules are presented to provide information from the stand-alone books and records of the universities and system office. The supplementary schedules exclude certain eliminating entries necessary to prepare the consolidated financial statements of CSUS. The supplementary schedules also do not include the impact of the adoption of GASB 68, *Pensions*, on the individual universities as reported in the financial statements of CSUS because the liability has not been allocated to the universities but rather is reflected only at the CSUS system level in the financial statements.

Required Communications to the Audit Committee of the Board of Regents of **the Connecticut State Colleges and Universities** in connection with the audit of fiscal year ended June 30, 2017

December 12, 2017

Grant Thornton

Audit Scope & Results

Status as of December 6, 2017

- All entities
  - Attorney general legal confirmation update
  - Management representation letter
  - Final draft of financial statements
- CSU
  - System Office Foundation financial statements
- CCC
  - Capital Community College Foundation financial statements
- Charter Oak
  - Foundation financial statements

This is a "representative list" of the significant items; there are additional open items that are less significant but still necessary to address. Upon finalization of these items, GT will perform updating inquiries with management prior to issuance. If items come to our attention in connection with addressing the remaining open items that are required to be communicated to the Audit Committee, an addendum to this document will be provided.

Significant risks and other areas of focus

Areas of focus	Procedures performed and results
Tuition & fee revenue (including CTDLC fees) and related receivables/deferred revenue	• Performed detailed transaction testing over tuition revenue (including tuition fees, room & board) • Tested a selection of student receivable balances • Reviewed management's allowance for doubtful accounts **CSU: Two auditor identified adjustments related to recording deferred revenue and AR for amounts that have been billed but not paid as of year end (Exhibit A.1, #3) and a reclassification adjustment of student health insurance from tuition and fees to auxiliary revenue (Exhibit A.1, #4).** **CCC: One auditor identified adjustment related to recording deferred revenue and AR for amounts that have been billed but not paid as of year end (Exhibit A.1, Adjustment #1)** **COSC: One auditor identified adjustment related to recording deferred revenues for CTDLC (Exhibit A.2, #1)** **No other exceptions noted.**
Grant revenue and accounts receivable	• Tested a selection of grant receivable and grant deferred revenue balances • Performed detailed transaction testing over grant revenue **No exceptions noted**

Significant risks and other areas of focus (continued)

Areas of focus	Procedures performed and results
Net Pension Liability (and related deferred inflows/outflows and pension expense)	• Reviewed management's methodology and journal entries to record GASB 68 FY17 activity • Reviewed the reports issued by the Auditors of Public Accounts **No exceptions identified**
State and Capital Appropriations	• Reconciled amounts to the GL, including confirmation of certain amounts with the State **No exceptions identified**
Capital Assets	• Tested a roll forward of capital asset balances and recalculated depreciation expense **No exceptions identified**
Cash and cash equivalents, Investments, and Bonds Payable	• Confirmed all material cash balances, and reconciled confirmed balances to the GL • Confirmed all arrangements with third party institutions and validated the arrangements were adequately disclosed in the financial statements. • For debt, performed a recalculation of interest expense. • For the debt refunding related to the Series P-2 bond issuance during the current period, we reviewed all key agreements, and performed a recalculation of the deferred loss on refunding validating it was appropriately accounted for by management. **No exceptions identified**

Significant risks and other areas of focus (continued)

Areas of focus	Procedures performed and results
Net position and presentation of revenues within net position classes	• Obtained the roll forward at the campus and entity level and performed testing over activity to ensure accuracy of the classifications within net position **No exceptions identified**
Adoption of new accounting pronouncements	• Obtained management's analysis of Statement No. 80 of the GASB, *Blending Requirements for Certain Component Units,* and determined that the conclusion that CSCU is not the sole corporate member of any of the discretely presented component units such that blended presentation was required. Therefore, there has been no change as a result of this guidance. • Discussed with management the impact of Statement No. 82 of the GASB, *Pension Issues,* and determined that it had no impact on the disclosures as the covered payroll previously presented by the System was consistent with the new guidance. As a result there has been no change as a result of this guidance. • No other guidance was issued and required to adopt in current period with a scope relevant to the System. **No exceptions identified**

Use of the Work of Others

Other Auditors

Foundations: GT noted that each of the Foundations at the Universities, Charter Oak and Community Colleges have a separate auditor. In our auditor's report on each entity's financial statements, we make reference to the audits performed by the other unaffiliated auditors.

Net Pension Liability: Management engages the State Auditor of Connecticut to perform the audit of the valuation schedules prepared by Cavanagh Macdonald as part of recording the Net Pension Liability and related deferred inflows/outflows and pension expense.

Specialists

Tax – The audit team includes a Not for Profit Tax Specialist to review any unrelated business income, uncertain tax positions, as well as the financial statements of the entities to ensure their tax structure is adequately presented.

IT – The audit team includes IT specialists who performed design effectiveness testing of Banner at Eastern, Banner at System office (including CCC), as well as Jenzabar at Charter Oak.

Summary of adjustments

Recorded adjustments

Refer to Exhibit A.1 for the list of adjustments identified by the audit team and recorded by management in the financial statements.

Unrecorded adjustments

Refer to Exhibit A.2 for the list of unrecorded adjustments identified by management or Grant Thornton which are not reflected in the financial statements.

The unrecorded adjustments have been evaluated by management of the System to determine whether the financial statements are materially accurate as presented. Management has concluded these errors are immaterial.

Disclosure adjustments

There were no adjustments to disclosures identified during the audit that were made by the System.

Omitted disclosures

There were no omitted or incomplete disclosures identified during the audit that were not made by the System.

Internal Control Matters

Our responsibility

- Obtain reasonable assurance about whether the financial statements are free of material misstatement
- Our audit included consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the System's internal control
- We express no opinion on the effectiveness of internal control
- Control deficiencies that are of a lesser magnitude than a significant deficiency will be communicated to management.

Definitions

- A deficiency in internal control ("control deficiency") exists when the design or operation of a control does not allow management or employees - in the normal course of performing their assigned functions - to prevent, or detect and correct, misstatements on a timely basis.
- A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.
- A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entities financial statements will not be prevented, or detected and corrected, on a timely basis.

Internal Control Matters (continued)

As part of our 2016 audits, we communicated certain matters to you that we concluded were significant deficiencies or material weaknesses. In response to these findings, management implemented compensating processes and controls. Based on procedures performed to date, there have been no internal control matters identified that we believe are either significant deficiencies or material weaknesses. We have identified certain deficiencies of lesser magnitude, and have communicated these matters to management.

Our consideration of internal control was not designed to identify all deficiencies in internal control that, individually or in combination, that might be significant deficiencies. Therefore, significant deficiencies may exist that were not identified. The table below provides an update to prior year items reported.

Prior-year internal control matter	Prior Year Evaluation	Management Action	Current Year Evaluation
Errors in applying accounting pronouncements (GASB 68, presentation of Pell revenue, presentation of bond premiums and discounts, and accounting for loss on refunding of bond obligations)	Material Weakness ("MW")	Added individual with deep knowledge of US GAAP to perform review of technical accounting matters	Remediated.
COSC's Director of Finance and Administration posted journal entries in the GL, which is a responsibility that should not vest with senior management/financial reporting personnel	Significant Deficiency ("SD")	Newly-hired CFO performs detailed review of account reconciliations, which includes a review of all manual journal entries. Further enhancement of controls related to segregation of duties, policy memorialization, and system access are underway.	Considering this compensating control, we have concluded that this internal control matter is partially remediated and does not rise to the level of SD.
There is no formal review and approval process established over manual journal entries posted to the GL system.	Significant Deficiency ("SD")	See above.	Considering this compensating control, we have concluded that this internal control matter is partially remediated and does not rise to the level of SD.

Internal Control Matters (continued)

We identified certain control deficiencies of a lesser magnitude, which have been communicated to management. The areas that these control deficiencies related to are as follows:

- Manual consolidation process
- Consistency over Financial Reporting across the University campuses
- Information Technology Environment

Other Required Communications

Disagreements with management and significant difficulties encountered during the audit

We had no disagreements with management nor were any significant difficulties encountered.

Management's consultations with other accountants

There were no consultations with other accountants other than the accountants engaged to audit certain related entities and valuation's performed by Cavanagh Macdonald as discussed on page 7 of this presentation.

Significant issues discussed with management

No significant issues that were discussed with management.

Related parties and related party transactions

No transactions outside the ordinary course of business were identified.

Other findings or issues

Refer to previous slides for discussion of internal control matter – no other findings or issues noted.

Modifications to the auditor's report

None noted.

Quality of Accounting Practices and Alternative Treatments

Quality of Accounting Practices and Alternative Treatments

Accounting policies

- There were no significant changes in the accounting policies utilized by the System during the period other than the correction of certain errors in accounting from prior year related to accounting for debt refundings, classification of PELL and student health insurance, as well as accounting for amounts billed to students prior to year end but not collected.

Significant accounting estimates

- Net pension liability and related deferred inflows/outflows
- Fair value of investments
- Liability for compensated absences
- Assumptions used in worker's compensation accrual
- Useful lives of depreciable assets
- Allocation of expenses among functional expense classifications

Disclosures

- All required disclosures are presented within the financial statements in a clear and concise manner

Other Matters

GASB Statement 75, *Accounting and Financial Reporting for Postemployment Benefits Other than Pensions*

Summary	Potential Impact
• GASB 75 replaces the requirements related to OPEB accounting and reporting currently provided in GASB 45 and 57 • State and local governments providing defined benefit OPEB plans administered through a trust meeting certain criteria must report a net OPEB liability on the face of their financial statements, similar to the requirement to report the net pension liability in accordance with GASB 68 • Requires more extensive disclosure and required supplementary information • Effective for fiscal years beginning after June 15, 2017 (**effective for CSCU for FY18)**. Retrospective adoption is required.	Institutions with OPEB plans will most likely need to reflect an obligation related to their proportionate share of the unfunded liability related to OPEB, similar to the recognition of a pension liability in connection with the adoption of GASB 68. As with GASB 68, extensive planning and discussions among all parties (System management, state contacts, and others) is critical to a successful adoption. Institutions should begin to evaluate the information needed to adopt the guidance as a significant portion of that information may come from state or other related entities. Because many plans are "pay as you go," the impact of recording this liability could be significantly greater than the recognition of a pension liability, where they may have been existing plan assets to partially offset the liability. Management of CSCU is in the process of evaluating the impact of adoption for FY18.

Grant Thornton LLPs Client Service Cycle

Grant Thornton LLP's Client Service Cycle is our model for delivering high quality, personalized service. Our commitment to this recurring process helps us ascertain that you receive the full benefits of working with us, year after year.

- What's important to you?
- How would you rate the team's overall service delivery?
- Would you refer Grant Thornton LLP to a friend or colleague?

CSCU
Summary of Misstatements
June 30, 2017

Exhibit A.1

Entity		Description	Increase (Decrease) to: Assets	Liabilities	Net Position	Change in Net Position	Operating Expenses	Nonoperating
Recorded adjustments - auditor identified								
CCC	1	Deferred Revenue		(37,924,772)				
		Student Accounts Receivable	(37,924,772)					
		To decrease A/R and Deferred Revenue for future period revenues and inappropriate gross up of A/R						
CCC	2	State Appropriations Revenue				(1,334,305)		
		Due to/from State	(1,334,305)					
		To decrease appropriations revenue and due from state amounts to reflect decrease in fringe benefits at year end.						
CSUS (Western)	3	Deferred Revenue		(30,989,894)				
		Student Accounts Receivable	(30,989,894)					
		To decrease A/R and Deferred Revenue for future period revenues and inappropriate gross up of A/R						
CSUS (Western)	4	Tuition and Fee Revenue				(1,174,983)		
		Auxiliary Revenue				1,174,983		
		To reclassify student health insurance revenue from T&F to auxiliary						
COSC	5	Educational and general expense				(144,296)		
		Prepaid Asset	(144,296)					
		To properly account for prepaid expenses that were being amortized over an incorrect life.						

CSCU
Summary of Misstatements
June 30, 2017

Exhibit A.2

Entity		Description	Increase (Decrease) to: Assets	Deferred Outflows	Liabilities	Beg. Net Position	Net Position	Operating Revenue	Operating Expenses	Nonoperating Revenue	Nonoperating Expenses
Unrecorded adjustments - auditor identified											
COSC	1	CTDLC Revenue						(15,403)			
		Deferred Revenue			15,403						
		To adjust for CTDLC fees improperly recorded as FY17 revenues									
		Total FY17 Unrecorded Misstatements	-	-	15,403	-	-	(15,403)	-		-
		Per F/S (rounded)	6,610,000	7,409,000	16,222,000	(2,970,000)	(4,419,000)	10,428,000	18,740,000	6,625,000	-
		% Impact	0%	0%	0%	0%	0%	0%	0%	0%	0%
CSUS	1	Loss on Refunding		4,384,486							
		Interest Expense									(536,767)
		Beginning Net Position				4,921,253					
		To record loss on refunding remaining at 6/30/2017 for prior period refundings									
		Total FY17 Unrecorded Misstatements	-	4,384,486	-	4,921,253	-	-	-		(536,767)
		Per F/S (rounded)	1,740,975,000	414,122,000	1,529,171,000	680,230,000	625,003,000	429,199,000	876,216,000	404,126,000	12,339,000
		% Impact	0%	1%	0%	1%	0%	0%	0%	0%	-4%

SUMMARY OF WORKROOM EXHIBITS & SUPPORTING DOCUMENTATION

STANDARD ONE

- Exhibit 1.A.1 – Connecticut Tuition and Fees

STANDARD TWO

- Exhibit 2.D.1 – CSRDE Transfer Report
- Exhibit 2.D.2 – Legislative Staff Report – Governor's Bill – Finance & Infrastructure 2014
- Exhibit 2.D.3 – CCSU Enrollment Goals
- Exhibit 2.D.4 – AAC Response Letter for Accounting for B.S 2017
- Exhibit 2.D.5 – Criminology Program Review Feedback Letter
- Exhibit 2.D.6 – SOB Advisory Board Charter 2016
- Exhibit 2.D.7 – Advising Survey
- Exhibit 2.D.8 – Developmental Courses
- Exhibit 2.D.9 – DFW Report
- Exhibit 2.D.10 – Degrees awarded and enrollments using ConnSCU standards F2016 updated
- Exhibit 2.A.1 – Retention Rates needed to Support Enrollment Goals
- Exhibit 2.A.2 – CSCU Fall 2017 Census Enrollment
- Exhibit 2.A.3 – 2010 Cohort survey on why students left – Summary
- Exhibit 2.A.4 – DNAP Self Study for Fall 2018 on-site visit – June 7, 2018 (3)
- Exhibit 2.P.1 – NEASC letter to CSCU April 2018

STANDARD THREE

- Exhibit 3.D.1 – CSCU Councils, Membership, & Schedules
- Exhibit 3.D.2 – CCSU Digest of Administrative Reports 2014
- Exhibit 3.D.3 – CCSU Digest of Administrative Reports 2015
- Exhibit 3.D.4 – CCSU Digest of Administrative Reports 2016
- Exhibit 3.D.5 – Reflecting on the Past and Renewing Momentum
- Exhibit 3.D.6 – Risk Assessment Matrix
- Exhibit 3.D.7 – ExComm Org Chart

STANDARD FOUR

- Exhibit 4.D.1 – Jamaica Programs
- Exhibit 4.A.1 – FTFT vs Transfer Performance

STANDARD FIVE

- Exhibit 5.D.1 – CCSU Catchment School Districts
- Exhibit 5.D.2 – EOP Overview
- Exhibit 5.D.3 – All Students served by Financial Aid
- Exhibit 5.D.4 – Undergraduate Student Services Centers
- Exhibit 5.D.5 – CCSU Gender Inclusive Housing Proposal Final May 2016
- Exhibit 5.A.1 – NCES HS Enrollment Projections
- Exhibit 5.A.2 – FTFT Retention & 6YRGR by Gender, R&E

SUMMARY OF WORKROOM EXHIBITS & SUPPORTING DOCUMENTATION

(continued)

- Exhibit 5.A.3 – Transfer Retention & 6YRGR by Gender, R&E
- Exhibit 5.A.4 – SALD Student Engagement Club Members Retention Graduation Comparison
- Exhibit 5.A.5 – SALD Diversity and Social Skills for 2016
- Exhibit 5.A.6 – Averaged Combined Four-Year LLC Data
- Exhibit 5.A.7 – Comparison of Orientation Surveys
- Exhibit 5.A.8 – 2017 Orientation Survey Results
- Exhibit 5.A.9 – NCAA APR Reports, 2010-11 to 2015-16
- Exhibit 5.A.10 – SEPS Survey Responses as of 11.03.17.
- Exhibit 5.A.11 – ASAP User Statistics for June 2014 through November 2017
- Exhibit 5.A.12 – Financial Aid Provisional Status
- Exhibit 5.A.13 – CCSU Office Assessment – Desk Audit
- Exhibit 5.A.14 – TLC Activity and Survey Results
- Exhibit 5.A.15 – FTFT Grad Rates for EOP
- Exhibit 5.A.16 – EOP_Survey_2016
- Exhibit 5.A.17 – Registrar's Office Survey July 2016
- Exhibit 5.A.18 – ResLife Skyfactor Assessment Survey

STANDARD SIX

- Exhibit 6.D.1 – IPEDS Student to Faculty Ratio
- Exhibit 6.D.2 – Faculty Workload Summary 2016-2017 Final
- Exhibit 6.D.3 – Justification for Faculty without Terminal Degree
- Exhibit 6.A.1 – FT Faculty Demographics, IPEDS
- Exhibit 6.A.2 – CCSU Staff Demographic Trend
- Exhibit 6.A.3 – Online Course Count
- Exhibit 6.A.4 – Student Satisfaction Inventory Trend

STANDARD SEVEN

- Exhibit 7.D.1 – Internal Controls to Preserve Integrity of Finances
- Exhibit 7.D.2 – Library Circulation
- Exhibit 7.A.1 – IPEDS Staffing Ratios

STANDARD EIGHT

- Exhibit 8.D.1 – Academic Assessment Committee Rubric
- Exhibit 8.D.2 – AAC Feedback Letters
- Exhibit 8.D.3 – CSRDE FTFT Report
- Exhibit 8.D.4 – 2016-17_CSRDE_STEM_Retention_Report
- Exhibit 8.A.1 – AAC Assessment Review Summary
- Exhibit 8.A.2 – Civic Engagement Info Packet
- Exhibit 8.A.3 – ResLife Skyfactor Assessment Summary

SUMMARY OF WORKROOM EXHIBITS & SUPPORTING DOCUMENTATION

(continued)

STANDARD NINE

- Exhibit 9.D.1 – Student Athlete Code of Conduct
- Exhibit 9.A.1 – Dear Central Family

SUPPORTING DOCUMENTATION FOR DATA FIRST FORMS

- Data First Form Standard Two: Center for Africana Studies
- Data First Form Standard Two: Center for Education, Research, and Outreach at Outer Island
- Data First Form Standard Two: Center for International Education
- Data First Form Standard Two: Latin American, Latino, and Caribbean Center
- Data First Form Standard Two: Center for Public Policy and Social Research
- Data First Form Standard Two: Center for Multicultural Research and Education

OTHER SUPPORTING DOCUMENTS

PROGRAM ASSESSMENT

1. Program Review
    - o Self-study
    - o Feedback letter form external reviewer
2. Discipline specific accreditation letters
3. Academic Assessment Committee – required annual reports
    - o Self-study (electronic and print)
    - o Feedback letter from Academic Assessment committee

SYLLABI

1. Collection of syllabi, available electronically and print

CATALOG OF STUDIES

1. 2018-2019 Undergraduate/Graduate Catalog (print and electronic)

ACADEMIC MAPS

1. Collection of Academic Maps, available electronically and print

NEASC SELF-STUDY LIST OF ACRONYMS

STANDARD 1

AASCU	American Association of State Colleges and University
BOR	Connecticut Board of Regents for Higher Education
CBA	Collective Bargaining Agreement
CCSU	Central Connecticut State University
CIE	The George R. Muirhead Center for International Education
CSU-AAUP	Connecticut State University American Association of University Professors
CSCU	Connecticut State Colleges & Universities
DFF	Data First Form
FSP	Former Strategic Plan
GenEd	General Education
IMRP	Institute for Municipal and Regional Policy
ISP	Interim Strategic Plan
Senate	Faculty Senate
UPBC	University Planning and Budget Committee

STANDARD 2

AAC	Academic Assessment Committee
AACSB	Association to Advance Collegiate Schools of Business
AAC&U	Association of American Colleges & Universities
ABET	Accreditation Board for Engineering and Technology
BCSSE	Beginning College Survey on Student Engagement
CAEP	Council for the Accreditation of Educator Preparation
CCSU	Central Connecticut State University
CESS	College Employee Satisfaction Survey
CFO	Chief Financial Officer
CHEFA	Connecticut Health and Educational Facilities Authority
CLASS	College of Liberal Arts & Social Sciences
COA	Council on Accreditation
CSRDE	Consortium for Student Retention Data Exchange
CSUS	Connecticut State University System
CSUS 2020	Connecticut State University System 2020 Plan
DFF	Data First Forms
DNAP	Doctorate of Nurse Anesthesia Practice
EMC	Enrollment Management Council
ExComm	Executive Committee
FSP	Former Strategic Plan
GenEd	General Education
IBM	Integrated Budget Model
IPC	Integrated Planning Council
IPEDS	Integrated Post-Secondary Education Data System
ISP	Interim Strategic Plan
MSC	Multi-State Collaborative to Advance Learning Outcomes Assessment

NEASC SELF-STUDY LIST OF ACRONYMS *(continued)*

NCATE	National Council for Accreditation of Teacher Education
NSSE	National Survey on Student Engagement
OIRA	Office of Institutional Research and Assessment
PR	Program Review
SAM	Student Achievement Measures
SEPS	School of Education & Professional Studies
SEST	School of Engineering, Science, and Technology
SHEEO	State Higher Education Executive Officers Association
SOB	School of Business
SP	Strategic Plan
SSI	Student Satisfaction Survey
SST	Student Success Team
UPBC	.University Planning and Budget Committee
VSA	Voluntary System of Accountability

STANDARD 3

AAUP	American Association of University Professors
BOR	Connecticut Board of Regents for Higher Education
CBA	Collective Bargaining Agreement
CCSU	Central Connecticut State University
CDS	CCSU Common Data Set
CESS	College Employee Satisfaction Survey
CFO	Chief Financial Officer
CIO	Chief Information Officer
CGS	Connecticut General Statutes
CSCU	Connecticut State Colleges & Universities
CSU/CSUS	Connecticut State University System
DFF	Data First Form
ExComm	Executive Committee
FSP	Former Strategic Plan
GenEd	General Education
GSA	Graduate Student Association
HR	Human Resources
IPC	Integrated Planning Council
SGA	Student Government Association
SUOAF	State University Organization of Administrative Faculty
TAP	CSCU Transfer and Articulation Program
UPBC	University Planning and Budget Committee

STANDARD 4

THE ACADEMIC PROGRAM

AAC	Academic Assessment Committee
AAUP	American Association of University Professors

NEASC SELF-STUDY LIST OF ACRONYMS *(continued)*

CLASS	College of Liberal Arts &Social Sciences
CSCU	Connecticut State Colleges & Universities
CSU	Connecticut State University
DFF	Data First Form
DNAP	Doctorate of Nurse Anesthesia Practice
GenEd	General Education
OIRA	Office of Institutional Research & Assessment
MOU	Memorandum of Understanding
MSC	Multi-State Collaborative
SEPS	School of Education & Professional Studies
SEST	School of Engineering, Science, and Technology
TAP	CSCU Transfer and Articulation Program
VALUE	Valid Assessment of Learning in Undergraduate Education

ASSURING ACADEMIC QUALITY

AAC	Academic Assessment Committee
AACSB	Association to Advance Collegiate Schools of Business
AAC&U	Association of American Colleges & Universities
ABET	Accreditation Board for Engineering and Technology
BOR	Board of Regents
CAEP	Council for the Accreditation of Educator Preparation
CLASS	College of Liberal Arts &Social Sciences
CSCU	Connecticut State Colleges & Universities
CFO	Chief Financial Officer
IPC	Integrated Planning Council
MSC	Multi-State Collaborative
PR	Program Review
Senate	Faculty Senate
SEPS	School of Education & Professional Studies
SEST	School of Engineering, Science, and Technology
TOEFL	Test of English as a Foreign Language
VALUE	Valid Assessment of Learning in Undergraduate Education

UNDERGRADUATE DEGREE PROGRAMS

AACSB	Association to Advance Collegiate Schools of Business
BSN	Bachelor of Science Nursing
CAEP	Council for the Accreditation of Educator Preparation
CLASS	College of Liberal Arts &Social Sciences
GenEd	General Education
HON	Honors Courses
MSC	Multi-State Collaborative
NCATE	National Council for Accreditation of Teacher Education, now CAEP
SEPS	School of Education & Professional Studies
SEST	School of Engineering, Science, and Technology

NEASC SELF-STUDY LIST OF ACRONYMS *(continued)*

SOB	School of Business
VALUE	Valid Assessment of Learning in Undergraduate Education

GENERAL EDUCATION

AAC	Academic Assessment Committee
AAC&U	Association of American Colleges & Universities
CT	Critical Thinking
GenEd	General Education
HON	Honors Course
IPC	Integrated Planning Council
MSC	Multi-State Collaborative
QR	Quantitative Reasoning
VALUE	Valid Assessment of Learning in Undergraduate Education
WC	Written Communication

GRADUATE DEGREE PROGRAMS

BOR	Connecticut Board of Regents for Higher Education
CSCU	Connecticut State Colleges & Universities
CSU-AAUP	Connecticut State University American Association of University Professors
DNAP	Doctorate of Nurse Anesthesia Practice
SGS	School of Graduate Studies
SUST	Sustainability Courses

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

AAUP	American Association of University Professors
BOR	Connecticut Board of Regents for Higher Education
CLEP	College Level Examination Program
CSCU	Connecticut State Colleges & Universities
CSU	Connecticut State Universities
DFF	Data First Forms
MOU	Memorandum of Understanding
OIRA	Office of Institutional Research and Assessment
TAP	CSCU Transfer and Articulation Program

STANDARD 5

AAUP	American Association of University Professors
APR	Academic Progress Rate
BCSSE	Beginning College Survey of Student Engagement
BOR	Connecticut Board of Regents for Higher Education
CACE	Center for Advising and Career Exploration
CIE	The Center for International Education
CIRP	Cooperative Institutional Research Program
CSCU	Connecticut State Colleges & Universities
DFF	Data First Form
EBI	Educational Benchmarking

NEASC SELF-STUDY LIST OF ACRONYMS *(continued)*

EOP	Educational Opportunity Program
FA	Financial Aid Office
FAFSA	Federal Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
FSP	Former Strategic Plan
FTFT	First-time, full-time students
GSA	Graduate Student Association
IRC	Inter-Residence Council
ISP	Interim Strategic Plan
LEADS	Leadership Experiences Aimed at Developing Students
LGBTQIA	Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, and Ally
LLC	Living Learning Communities
NACAC	National Association of College Admissions Counseling
NEC	Northeast Conference
NSSE	National Survey of Student Engagement
OIRA	Office of Institutional Research and Assessment
RECentral	Recreation, Intramurals, and Club Sports
SAAC	Student Athlete Advisory Committee
SA/LD	Student Activities & Leadership Development
SDS	The Office of Student Disability Services
Senate	Faculty Senate
SGA	Student Government Association
SGS	School of Graduate Studies
SSI	Student Satisfaction Inventory
SWS	Student Wellness Services
TLC	The Learning Center
UPR	University of Puerto Rico
VA	Department of Veterans Affairs

STANDARD 6

AAUP	American Association of University Professors
ASAP	Arts and Sciences Advising Place
BOR	Connecticut Board of Regents for Higher Education
CAA	Committee on Academic Advising
***CACE**	Center for Advising and Career Exploration
CBA	Collective Bargaining Agreement
CCSU	Central Connecticut State University
CSU	Connecticut State Universities
CTFD	Center for Teaching and Faculty Development
DEC	Department Evaluation Committee
DNAP	Doctorate of Nurse Anesthesia Practice
IDTRC	Instructional Technology, Instructional Design, and Technology Resource Center
IPC	Integrated Planning Council

NEASC SELF-STUDY LIST OF ACRONYMS *(continued)*

NEMNET	National Employment Minority Network
NSSE	National Survey of Student Engagement
OIRA	Office of Institutional Research and Assessment
SSI	Student Satisfaction Inventory
SUOAF	State University Organization of Administrative Faculty
UPBC	University Planning and Budget Committee

STANDARD 7

BCT	Banner Coordinating Team
BOR	Connecticut Board of Regents for Higher Education
CCALD	Council of Connecticut Academic Library Directors
CHEFA	Connecticut Health and Education Financing Authority
CUPA	College and University Professional Association for Human Resources
CSU-AAUP	Connecticut State University American Association of University Professors
DAS	Department of Administrative Services
DEC	Department Evaluation Committee
DFF	Data First Form
ERP	Enterprise Resources System
FERPA	Family Educational Rights and Privacy Act
IDTRC	Instructional Design & Teaching Resource Center
IPEDS	Integrated Post-Secondary Education Data System
IT	Information Technology
ITC	Information Technology Committee
LEED	Leadership in Energy and Environmental Design
SEBAC	State Employees Bargaining Agent Coalition
UPBC	University Planning and Budget Committee

STANDARD 8

AAC	Academic Assessment Committee
AAC&U	Association of American Colleges and Universities
A2S	Access to Success
CSRDE	Consortium for Student Retention
FYE	First-Year Experience
MSC	Multi-State Collaborative
NSSE	National Survey of Student Engagement
OIRA	Office of Institutional Research and Assessment
SA/LD	Student Activities & Leadership Development
SAM	Student Achievement Measure
SHEEO	State Higher Education Executive Officers Association
SSI	Student Satisfaction Inventory
TLC	The Learning Center
UPBC	University Planning and Budget Committee
VALUE	Valid Assessment of Learning in Undergraduate Education

NEASC SELF-STUDY LIST OF ACRONYMS *(continued)*

STANDARD 9	
AAUP	American Association of University Professors
ADA	Americans with Disabilities Act
BOR	Connecticut Board of Regents for Higher Education
CBA	Collective Bargaining Agreement
FERPA	Family Educational Rights and Privacy Act
IACUC	Institutional Animal Care and Use Committee
MarComm	Marketing & Communications
SARA	State Authorization Reciprocity Agreement
SUOAF	State University Organization of Administrative Faculty