



Southern Connecticut
State University

Self-Study Report 2011

*Submitted to the
Commission on Institutions
of Higher Education
New England Association
of Schools and Colleges*

September 1, 2011

Southern Connecticut State University

Self-Study for Reaccreditation

September 2011

Table of Contents

Institutional Characteristics.....	iii
Introduction.....	viii
Institutional Overview	xii
Standard 1: Mission and Purposes	1
Standard 2: Planning and Evaluation.....	4
Standard 3: Organization and Governance.....	12
Standard 4: The Academic Program.....	20
Standard 5: Faculty.....	43
Standard 6: Students.....	56
Standard 7: Library and Other Information Resources	69
Standard 8: Physical and Technological Resources.....	78
Standard 9: Financial Resources	88
Standard 10: Public Disclosure.....	93
Standard 11: Integrity.....	98
E Series Forms.....	102
S Series Forms.....	127
Appendices.....	131
Affirmation of Compliance	
List of Supporting Documents	
Auditor’s Management Letter	

Institutional Characteristics Form Revised September 2009

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

Date September 1, 2011

1. Corporate name of institution: Southern Connecticut State University
2. Date institution was chartered or authorized: 1893
3. Date institution enrolled first students in degree programs: 1937
4. Date institution awarded first degrees: 1941
5. Type of control:
Public
☒ State
☐ City
☐ Other (Specify) _____
Private
☐ Independent, not-for-profit
☐ Religious Group
(Name of Church) _____
☐ Proprietary
☐ Other: (Specify) _____
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? State of Connecticut
7. Level of postsecondary offering (check all that apply)

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

8. Type of undergraduate programs (check all that apply)
- ☐ Occupational training at the crafts/clerical level (certificate or diploma) ☒ Liberal arts and general
- ☐ Occupational training at the technical or semi-professional level (degree) ☒ Teacher preparatory
- ☐ Two-year programs designed for full transfer to a baccalaureate degree ☒ Professional
- ☐ Other _____

9. The calendar system at the institution is:
- ☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

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 credit hours

11. Student population: 11,964

- a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	7,494	1,000	8,494
FTE	7,798	1,730	9,528

- b) Number of students (headcount) in non-credit, short-term courses: 0

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

Program	Agency	Accredited since	Last Reviewed	Next Review
Marriage and Family Therapy (MFT)	American Association for Marriage and Family Therapy (AAMFT)	1980	2008	2014
Chemistry (CHE)	American Chemical Society	1995	2006	NA

Counseling (CSP)	American Counseling Association Council for Accreditation of Counseling and Related Educational Programs (CACREP)	1997		2013
Library Science (ILS)	American Library Association (ALA)	1972	2010	2013
Human Performance (EXS)	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	2008	2008	2013
Athletic Training (EXS)	Commission on Accreditation of Athletic Training Education (CAATE)	1990	2007	2014
Nursing (NUR)	Commission on Collegiate Nursing Education	1973	2002	2012
Computer Science (CSC)	Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)	2004	2010	2012
Communication Disorders (CMD)	Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA)	1989	2003	2018
Public Health (PCH)	Council on Education for Public Health (CEPH)	1998	2009	2016
Social Work (SWK)	Council on Social Work Education	1985	2005	2013
School Psych (CSP)	National Association of School Psychology (NASP)	1997	2008	2013
Teacher prep programs	National Council for Accreditation of Teacher Education (NCATE)	2004	2009	2016

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.

	Full degree	50%-99%	FTE
A. In-state Locations			
East Lyme, Connecticut	M.S.		27
B. Out-of-state Locations			

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
N/A		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, 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
Library Science	MLS	100	133

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
N/A				

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

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:

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

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

- Founded in 1893 as New Haven State Normal School
- Became four-year college in 1937
- First accredited by NEASC in 1952
- Became New Haven State Teachers College in 1954 and added graduate studies
- Expanded to include liberal arts and other professional fields in 1959
- Granted university status within Connecticut State University System in 1983
- Offered first doctoral program in 2002

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Richard J. Balducci	Vice Chair	1995
President/CEO	Stanley F. Battle	Interim President	2010
Executive Vice President	James E. Blake	Executive Vice President of Finance and Administration	1996
Chief Academic Officer	Marianne Kennedy	Interim Provost and Vice President for Academic Affairs	2011
Deans of Schools and Colleges (insert rows as needed)	Ellen Durnin	Dean, School of Business	2010
	DonnaJean Fredeen	Dean, School of Arts and Sciences	1998
	Gregory Paveza	Dean, School of Health and Human Services	2007
	Michael Sampson Holly Crawford	Dean, School of Education Dean, Graduate School	2010 2010
Chief Financial Officer	James E. Blake	Executive Vice President and Vice President of Finance	1996
Chief Student Services Officer	Peter Troiano	Interim Vice President for Student and University Affairs	2011
Institutional Research	Richard Riccardi	Director of Management, Information, and Research	203
Assessment and Planning	Marianne Kennedy	Associate Vice President for Assessment and Planning / Interim Provost/VPAA	2004
Development	Gregg Crerar	Director, Development	2010
Library	Christina Baum	Library Director	2007
Chief Information Officer	Wendy Chang	Chief Technology Officer	2008
Continuing Education	NA		
Grants/Research	Patricia Zibluk	Director, Sponsored Research	2000
Admissions	Paula Kennedy	Associate Director	2010
Registrar	Kim Laing	Interim Registrar	2010
Financial Aid	Gloria Lee	Interim Director of Financial Aid	2010
Public Relations	Patrick Dilger	Director of Public Affairs	1998
Alumni Association	Michelle Johnston	Director, Alumni Affairs	2007
Other –Academic Affairs	Kimberly Crone	Associate Vice President for Academic Student Services	2011

Introduction

Southern Connecticut State University (SCSU) began preparations for a self-study and NEASC reaccreditation in fall 2009. The associate vice president for assessment, planning, and academic programs, Dr. Marianne Kennedy, was appointed to serve as the chairman of the Steering Committee, and committee members were chosen from among members of the administration, faculty, and staff. Committees were formed for each standard, with two to four co-chairmen for each standard. On November 23, 2009, Cheryl J. Norton, then President of SCSU, met with the Steering Committee and charged the group with creating a comprehensive and transparent self-study in preparation for the university's reaccreditation process in fall 2011. Via email announcements and posts on the university's Website and Facebook, the Steering Committee put out a call for volunteers to take part in the process. After seeking wide participation by faculty, staff, and students in December 2009 and January 2010, the committee heard from a number of individuals who expressed interest in helping with the self-study. Those who volunteered to participate spent three semesters working with members of the steering committee on crafting narratives that address the 11 standards. In all, about 84 individuals – faculty, staff, and students – served on the NEASC Standards committees.

Beginning in January 2010, standards committees began gathering material for their Data First forms. Online groups were set up within MySCSU, the university's portal, to enable communication among committee members and the sharing of documents. The Steering Committee met in January to discuss the process of data gathering and to address issues raised in the interim NEASC report from 2006. Standards subcommittees began to meet to discuss what data were needed and how it would be obtained.

In February 2010, the Steering Committee met with Dr. Patricia M. O'Brien, SND, Deputy Director of NEASC, who gave an overview of the self-study process and answered questions. In March 2010, Dr. Kennedy advised members of the Steering Committee that they should be ready to begin the writing process, adding that the first draft of the self-study would be due on September 1. At the May 2010 meeting, the final meeting of the Steering Committee for the 2009-2010 year, members took stock of information collected and planned ahead for a student, faculty, and staff survey for the fall to gather additional information on selected topics. At the start of June 2010, President Cheryl Norton retired and was replaced by Interim President Stanley Battle, who attended the Steering Committee's first meeting of the new academic year in September 2010. Also at this meeting, the Steering Committee made plans for the survey, and for publicizing the self-study and convening focus groups for gathering information. The committee also began to plan for a university-wide town hall meeting to introduce the SCSU community to the self-study in its current form.

In October 2010, the reaccreditation Website was updated with information about the upcoming town hall meeting, scheduled for November 12; the first draft of the self-study; and an email address (neasc@southernct.edu) for feedback on the draft or any other aspect of the self-study or reaccreditation process. A story ran on SCSU's home page, announcing the town hall meeting, and email announcements went out on campus list serves to faculty, staff, and students. The town hall meeting was also announced on SCSU's Facebook and Twitter pages, President Battle's blog, and in *SouthernLife*, the monthly campus newspaper published by the Office of Public Affairs. Steering Committee members led focus groups with various constituencies within

the SCSU community – e.g., the Faculty Senate, Administrative Faculty Senate, Student Government Association, Graduate Student Affairs Committee, Programs Council, commuter students – and asked a set of questions pertaining to the mission statement, where students and faculty find the information about the university that they need, and other related questions. Responses from all focus groups were compiled into a report. Meanwhile, a survey regarding several other issues, including use of library services, information technology on campus, and ethics and integrity, was distributed electronically. Data were collected from 389 faculty and staff members as well as 1,249 students. Results were compiled, analyzed, and shared with the Steering Committee so that the results could be included throughout the self-study where appropriate. At the town hall meeting on November 12, Dr. Kennedy described the self-study process to those in attendance, went over the timeline for reaccreditation, and introduced members of the Steering Committee. Following the town hall, the article about reaccreditation on the SCSU home page was reposted to Facebook and Twitter. Based on feedback gleaned from the focus groups regarding visibility of the mission statement, new plaques and banners with the mission statement printed on them were posted around campus.

In February 2011, Steering Committee members, who had been meeting regularly with their standards' subcommittees, submitted a second draft of their respective standards to Dr. Kennedy, who then presented the complete draft to President Battle and the Cabinet for their review and feedback. During February and March, updating of the drafts continued. A second town hall meeting was held on April 8, 2011, at which the reaccreditation process was discussed in more depth and the results of the focus groups and surveys were shared. The most recent draft (April) of the self-study was posted on the SCSU reaccreditation Website along with the PowerPoint presentation from the town hall. The April draft was also submitted to the NEASC Commission for feedback. Very helpful feedback was received from Dr. Louise Zak, Associate Director of the Commission, and shared with the Steering Committee.

On April 25, 2011, Dr. Selma Botman, President of the University of Southern Maine and chairman of the SCSU site visit committee, visited the SCSU campus to meet with administrators and the Steering Committee. She discussed the site visit process and answered questions. In May 2011, the Steering Committee learned that NEASC had posted newly revised Standards on its Website, and that the SCSU self-study would have to reflect the updates to the Standards. Dr. Kennedy requested that final drafts of Standards be given to her by June 1. In June, Dr. Kennedy assumed the role of interim Provost when the previous Provost, Dr. Selase Williams, left SCSU for a new position elsewhere. However, she continued to work on the self-study draft over the summer of 2011, and in early August convened a small team from among the members of the Steering Committee to review and edit the document before final submission. The team included the interim Provost, the interim Associate Dean of the School of Health and Human Services, an Assistant Director of Public Affairs, the Associate Dean of Arts and Sciences, and an Associate Researcher in the Office of Assessment and Planning. Dr. Kennedy also presented the self-study narrative to the President, the Cabinet, and Deans Council and incorporated their comments and suggestions into the document before submitting it to NEASC in early September 2011.

The self-study process took place during a period of tremendous uncertainty and upheaval – both financial and administrative – for SCSU. Yet the process presented an

opportunity for members of the university community to take stock of where the institution has been and where it is headed. The preparation of the self-study has allowed us to acknowledge our many achievements and identify areas in which we need to grow and improve. Despite very significant challenges, Southern Connecticut State University remains a strong and vibrant learning community committed to our academic mission and vision. With our campus culture of creativity and collegiality, we will continue to move forward even in the face of such challenges.

Members of the NEASC Steering Committee were:

- | | |
|------------|---|
| Standard 1 | Mission and Purposes
DonnaJean Fredeen, Dean, Arts and Sciences
Aaron Washington, Associate Dean, Student Affairs
Peter Madonia, Associate Professor, Educational Leadership |
| Standard 2 | Planning and Evaluation
Marianne Kennedy, Interim Provost and Vice President, Academic Affairs
Nick Edgington, Associate Professor, Biology |
| Standard 3 | Organization and Governance
Jaye Bailey, Associate Vice President, Human Resources |
| Standard 4 | The Academic Program
Bruce Kalk, Associate Dean, Arts and Sciences
Cesarina Thompson, Interim Associate Dean, Health and Human Services
Deborah Weiss, Associate Professor, Communication Disorders
Jane McGinn, Professor, Communication |
| Standard 5 | Faculty
Diane Mazza, Labor Relations and Employment Officer
Bonnie Farley-Lucas, Professor, Communication |
| Standard 6 | Students
Peter Troiano, Interim Vice President, Student and University Affairs
Rosalyn Amenta, Director of Women's Programs
Richard Riccardi, Director of Management Information and Research
Michele Lawler, Counselor |
| Standard 7 | Library and Other Information Resources
Christina Baum, Library Director
Stan Walonoski, Director of Teaching and Learning Technology
Cindy Schofield, Librarian, Library Services
Adam Goldberg, Associate Professor, Education |

- Standard 8 Physical and Technological Resources
Robert Sheeley, Associate Vice President for Capital Budgeting
John Young, Director of Support Services
Lisa Lancor, Professor, Computer Science
James Dolan, Professor, Physics
- Standard 9 Financial Resources
Lise Brule, University Controller
Emmanuel Emenyonu, Professor, Accounting
- Standards 10 Public Disclosure and Integrity
And 11 Betsy Beacom, Assistant Director of Public Affairs
Marcia Smith Glasper, Executive Assistant to the President and Director of
Diversity and Equity
Thuan Vu, Professor, Art
Jerome Hauselt, Professor, Psychology

Institutional Overview

Southern Connecticut State University (SCSU), located in New Haven, Connecticut, is a comprehensive, metropolitan public institution. Founded as New Haven State Normal School in 1893, the school evolved into a four-year college in 1937, and in 1954 became the New Haven State Teachers College, with added responsibility for a program of graduate studies. The school expanded its degree-granting powers to liberal arts and other professional fields as Southern Connecticut State College in 1959. In 1983, the institution was granted university status within the Connecticut State University System. Today, SCSU is a comprehensive university offering 59 undergraduate and 36 master's degree programs as well as nine sixth year professional diploma programs, four graduate certificate programs, and one doctoral program (Ed.D.) in educational leadership.

In fall 2010, the university served 11,964 students. Of those, 8,776 were undergraduate students and 3,188 were graduate students. More than 82% of the students are in the 18 to 29 age group, with 45% falling in the 20 to 24 age bracket. Approximately 65% of the students are female, and 94% are Connecticut residents. Once primarily a local school, SCSU today has students from virtually every town in Connecticut, 27 other states, and 39 countries. SCSU serves a diverse student population, approximately half of whom are the first in their families to graduate from college, and 24% are students of color. More than 30% of undergraduate students and most graduate students work more than 20 hours per week. The university also provides a range of educational support services to approximately 500 students with disabilities, one of the largest such populations at any Connecticut campus, and SCSU's regionally-known Disability Resource Center attracts both in-state and out-of-state students.

The university awarded 2,470 degrees in 2010-11, including 1,581 bachelor's degrees, 705 master's degrees, and three doctoral degrees. Among the largest majors at SCSU are psychology, sociology, history, English, education, business administration, communication, nursing, and social work. The university also awarded 181 sixth year diplomas.

SCSU employs a primarily unionized workforce of approximately 950 full-time individuals. The 433 full-time and more than 650 part-time teaching faculty are all represented by the American Association of University Professors.

SCSU is one of four universities that make up the Connecticut State University System (CSUS). The other universities are: Central Connecticut State University, Eastern Connecticut State University, and Western Connecticut State University. Combined, the four universities serve more than 36,000 graduate and undergraduate students.

At the time of its last comprehensive review in 2001, SCSU was progressing through a period of dramatic change. A review of the 2001 NEASC Self-Study and subsequent progress and interim reports submitted to NEASC indicate that the institution has made significant strides in all areas of evaluation. Over the past 10 years, the university has been transformed physically, through a sustained program of capital improvements; culturally, through a renewed emphasis on shared governance and participatory decision-making; and academically, through the development and/or refinement of programs to better prepare graduates for the personal and professional demands of life in the 21st century. A new senior leadership team – including a new

president and three new vice presidents who assumed their roles between 2004-2006 – championed many of these improvements.

As a first step in furthering the growth and transformation of SCSU, in 2005 then-President Norton began a new strategic planning process to more clearly define the university's vision and mission and identify core values to guide institutional initiatives. The strategic planning process, which included representation from all university stakeholders, was led by then-Provost Williams and facilitated by a steering committee, consisting of faculty, staff, and administrators. The process resulted in the development of the current plan, *Pursuing Excellence, Fostering Leadership, Empowering Communities*, which has driven the design and implementation of strategic initiatives reflective of the university's core values: excellence, access, diversity, student success, life-long learning, and community involvement. In the current plan, the concept of "preeminence," which previously was included in the vision statement, has been replaced by an aspirational goal to become a model center for teaching and learning. This self-study provides evidence of the university's commitment to its mission and core values and demonstrates the institution's progress toward realizing its vision. Among the positive changes that have been implemented at the university over the past 10 years are the institutionalization of assessment and planning as core functions of the university by which decision-making and actions are made; the development and approval of a new Liberal Education Program (LEP) that is in the process of implementation; the implementation of a First-Year Experience (FYE) program to enhance student retention and graduation rates; and the introduction of SCSU's first doctoral program. More details on these and other initiatives are provided in this report.

Over the years, a hallmark of SCSU has been its ability to adapt and thrive despite the challenges it has faced, such as changes in economic circumstances, student demographics, workforce needs, and institutional leadership. The current comprehensive review comes at a time when SCSU is again facing some significant challenges described in detail in this self-study: severe budget cuts due to the state's fiscal crisis, transition among the senior leadership ranks of the institution, and anticipated changes in the governing structure for the entire CSUS as a result of the state legislature's restructuring of public higher education.

In SCSU's 2001 NEASC self-study, the university was encouraged by a more positive and stable financial situation than it had experienced in the 1990s and was hopeful that this funding pattern would continue for some time. Unfortunately, like many other states across the country, Connecticut has been experiencing a significant fiscal crisis which, at this writing, will most likely continue over the next several years. The state's budget crisis has affected and is expected to continue to affect funding to higher education for some time. However, in anticipation of this crisis, SCSU has been preparing for declining fiscal resources and has developed plans to address these challenges while maintaining its commitment to the mission and vision of the institution.

In addition, SCSU is again at a point of transition with respect to the institution's senior leadership. Dr. Stanley F. Battle has been serving as Interim President since the retirement of Dr. Cheryl J. Norton in June 2010. A presidential search has begun with the expectation that a new president will be appointed by January 2012. In June 2011, Provost Williams left the university to pursue another opportunity, and the Vice President for Student and University Affairs, Dr. Ronald Herron, retired. It is expected that searches for these critical positions will commence once a new president is appointed. However, the interim appointment of senior administrators to

these key Cabinet-level positions is facilitating a smooth transition of leadership at the institution. In June 2011, the Connecticut General Assembly approved the Governor's proposed framework to merge the community college system, CSUS, and Charter Oak State College under one Board of Regents. This new governing structure represents a significant change for the institution and the system. Given SCSU's experience and resiliency navigating through times of uncertainty, the institution is confident that it will emerge successfully from the current challenges and continue its journey in advancing the mission and vision of the university. A brief summary highlighting accomplishments with respect to each of the 11 NEASC Standards and the areas for emphasis as noted by the Commission is provided below.

Areas of Emphasis

Completing revisions to the general education curriculum and associated assessment practices, and using assessment results to inform curricular and instructional decisions

Full implementation of SCSU's new and innovative Liberal Education Program (LEP) is under way. The 48-credit program incorporates both an intensive writing curriculum and First-Year Experience program into general education, and it articulates a conception of general education that is new to this institution. The LEP is built on three tiers. Tier 1, all of which must be completed within the first three semesters, emphasizes the development of specific competencies for college readiness, such as quantitative reasoning, critical thinking, and technological fluency. While Tier 2 courses reinforce these competencies, they are primarily oriented around non-discipline specific areas of knowledge, such as Global Awareness, the Creative Drive, and the Natural World. Finally, a capstone experience that revolves around a discussion of values – Aesthetic Sensitivity, Civic Engagement, Environmental Awareness, Ethical Judgment, Human Diversity, and Rational Thought – constitutes Tier 3 of the LEP. The new program emphasizes depth and sequencing of learning throughout the program, representing a significant innovation to SCSU's previous approach to general education. Assessment of student learning is built into the LEP, at both the program and course levels. Each competency (Tier 1), area of knowledge (Tier 2), and values (Tier 3) has identified outcomes. As courses are developed or revised for the program, proposals specify which outcomes are addressed in the course and how student learning with respect to the outcome(s) will be assessed. Each area will have an assessment process to collect and analyze program-level data regarding student learning. To date, three Tier 1 areas have developed assessment measures and have pilot data that are being used as baseline information and to refine the process and associated rubrics. A program director and faculty committee oversee the LEP. More details are provided in Standard 4.

Developing and implementing a comprehensive approach to the assessment of student learning at the institutional level, including the use of data to support institutional planning and decision-making

SCSU has made a significant investment in the assessment of student learning as demonstrated by assessment activities conducted at all levels of the institution. The Office of Assessment and Planning supports assessment activities, and faculty are highly involved in the process. Data to assess student learning are collected at the institutional, program, and course levels. As part of our participation in the Voluntary System of Accountability, the Collegiate Learning Assessment has been administered for the past two years, with results showing that SCSU seniors perform above expected levels. SCSU has participated in the National Survey of

Student Engagement (NSSE) since 2005 and has used these data to gauge the success of new initiatives, such as the FYE program. A new program review process for undergraduate programs, including external review, has been fully implemented. Every seven years, each program completes a self-study, providing evidence that it meets each of 17 standards. Currently on a five-year review cycle, graduate programs also prepare self-studies that respond to 17 standards. In addition, SCSU programs hold accreditation from 13 disciplinary accrediting bodies, including NCATE for all of our teacher preparation programs. More details are provided in Standards 2 and 4.

Overseeing off-campus locations

SCSU currently has one off campus location in East Lyme, Connecticut. A M.S. in Special Education has been offered at this location (and previously in Lisbon, CT) since 1995. SCSU faculty originally designed the program and recently updated it in collaboration with the on-site coordinator. Students enrolled in this cohort program have access to the same resources as on-campus students and are expected to meet the same program requirements. The Assistant to the Dean of the School of Education oversees the program, participates in student orientation and performs on-site advisement. Beginning in fall 2011, graduate programs in educational leadership and reading will also be offered at the site.

Standard 1: Mission and Purpose

The university's current mission was developed during the 18-month strategic planning process initiated in 2005. The resulting document – *Pursuing Excellence, Fostering Leadership, and Empowering Communities* (2007-2012) – has served to guide the university's initiatives and provide a foundation for assessing and improving its effectiveness. Consistent with its core values, SCSU is committed to academic excellence, access, social justice, and service for the public good. As an urban, comprehensive university, the university plays a key role in Connecticut's knowledge economy through the personal and professional development of its students and the development of innovative programs that are responsive to the State's workforce needs. The current strategic plan has served to guide a number of initiatives as documented in this report.

Standard 2: Planning and Evaluation

Since 2001 SCSU has focused on sharpening its planning and evaluation processes; enhancing the coordination of planning, assessment, and evaluation efforts; and improving the integration of these efforts into the budget planning and resource allocation processes. The current strategic plan now serves as the focal point for planning resource allocation decisions across all divisions of the university. In addition, the University Strategic Planning and Review Committee (USPaRC), established in 2008, oversees the implementation of the strategic plan.

Similarly, the institution has made great strides in improving its assessment and evaluation processes at the institutional, divisional, and program levels. Through the establishment of the Office of Assessment and Planning in 2004 and the creation of the position of associate vice president for assessment and planning, the institution has made a commitment to engaging in systematic and regular assessment of its effectiveness and using data to improve performance.

Standard 3: Organization and Governance

Until recently, the overall organizational structure and governance of the university was unchanged from SCSU's last NEASC review. SCSU is led by a president who reports to the chancellor of the CSUS. A single Board of Trustees governs the CSUS and is responsible for the appointment of the chancellor and the four university presidents. This overall governing structure was significantly altered with the recent approval in June 2011 by the Connecticut General Assembly to reorganize public higher education. This new organizational structure became effective July 1, 2011. Under this new structure, CSUS was merged with the Connecticut Community College System and Charter Oak State College. This new "system" will be overseen at first by an interim president who will report to a single Board of Regents. On or after January 1, 2012, the Board must recommend a president. The Governor then will appoint the president, who will be subject to legislative confirmation. At this writing, the operational details of this new structure have yet to be finalized.

Since our last NEASC review, the university experienced changes in its senior leadership, beginning in 2004 with the appointment of Dr. Cheryl J. Norton as president and the subsequent appointments of three new vice presidents, including the appointment of SCSU's first provost in 2005. This new senior leadership team was responsible for introducing many of the initiatives described in this report. Beginning with the retirement of Dr. Norton in May 2010, the university is again experiencing a period of transition in its senior leadership. Dr. Stanley F. Battle has been serving as interim president since June 2010. In August 2010, three new deans were appointed in the Schools of Business, Education, and Graduate Studies. In June 2011, two vice presidents (Dr. Williams, provost and vice president for academic affairs and Dr. Herron, vice president for student and university affairs) announced their resignations. However, two senior administrators in these divisions were appointed on an interim basis to serve in these Cabinet-level positions. Dr. Marianne Kennedy, associate vice president for assessment, planning, and academic programs, was appointed interim provost, and Dr. Peter Troiano, assistant vice president and dean of student affairs, was appointed interim vice president for student and university affairs.

The faculty continue to serve a critical role in ensuring the integrity and excellence of the academic enterprise and to participate in the shared governance of the institution through membership on the Faculty Senate and other leadership groups that have been established over the past several years. Similarly, staff members continue to play a significant role in governance of the institution through participation on the Administrative Faculty Senate and various other committees, such as the Enrollment Management Council.

Standard 4: The Academic Program

Academic programs are organized and offered under four academic schools: Arts and Sciences; Business; Education; and Health and Human Services. In addition, the School of Graduate Studies serves as the administrative office for the oversight of admissions, progression, graduation, and program reviews. Since our last NEASC review, SCSU has focused on strengthening the quality of undergraduate and graduate programs by refining program review processes, making significant strides in assessing student learning at the institution and program levels, and developing new academic programs, including three terminal degree programs: the Ed.D. in educational leadership (2002), Master of Fine Arts in creative writing (2008), and an

online Ed.D. in nursing education, which awaits final approval by the Department of Higher Education.

The divisions of Academic Affairs and Student Affairs have developed a much stronger relationship and collaborated on various endeavors to improve student learning in and out of the classroom. A key outcome of this collaboration has been the development of a First-Year Experience (FYE) program and the development of a three-credit FYE course: INQ 101 that is now required for all entering freshmen. Staff and faculty have been working together to develop, refine, and teach this course since it was first piloted in 2007. As indicated in this report, assessment data show that the implementation of FYE has had a positive impact on our student learning and retention rates.

Since our last review, SCSU has developed and approved a new Liberal Education Program (LEP) that reflects best practices in general education and is aligned with our core values, mission, and vision. As SCSU moves to expand its online offerings, a joint ad hoc committee representing undergraduate and graduate programs has been established to develop criteria for the review and approval of online courses and programs. It is expected that the committee's work will be completed by end of the fall 2011 semester.

Standard 5: Faculty

The challenging economic times have limited SCSU's ability to grow the size of its full-time faculty, necessitating the hiring of more part-time faculty to address the university's teaching needs. However, administrators and faculty have worked together to achieve the full-time to part-time faculty ratio required by the Collective Bargaining Agreement. As a result of retirements and hiring freezes, the actual number of full-time faculty has decreased since 2007. As of fall 2011, there are 433 budgeted full-time faculty positions. Nonetheless, faculty have continued to be highly engaged in their roles as teacher-scholars by developing new courses and programs and being actively involved in scholarly activities.

Internal assessment data suggest that there is room for improvement with respect to our academic advisement process, and faculty are exploring ways to implement improvements in collaboration with career counseling and academic advisement staff.

Standard 6: Students

Since 2001, the university has continued to make consistent progress in improving its admission policies and procedures, creating and/or enhancing programs to increase student retention and graduation rates, and implementing student services that are responsive to students' needs and consistent with the university's mission and vision. Among the many improvements that have been made over the past decade are a "First-Stop" student services center and a completely revamped New Student Orientation that is a prelude to the First-Year Experience program. Both programs have been developed and implemented jointly by the divisions of Student Affairs and Academic Affairs.

A wide range of services support academic success; foster the intellectual, cultural, and social development of students; and promote their wellness and safety. Reorganization within the division of student affairs over the past five years has resulted in streamlining of services and expanded program offerings. For example, a health and wellness cluster has been expanded to

include the Women's Center, the Disability Resource Center and the Interfaith Office. This clustering of services has provided coherence; promoted comprehensive prevention and awareness programs; and provided a forum for collaboration with academic units such as public health, nursing, education, and social work.

The Student Government Association serves as the active voice of all undergraduate students and is involved in virtually all student-centered programming and general activities. The Graduate Student Affairs Committee is the oversight body for the management and distribution of graduate student fees for graduate student-related programs and activities. Members of both groups serve as student representatives on many university-wide committees. Additionally, approximately 2,000 students participate in more than 100 student clubs and organizations. More than 450 student-athletes participate in 19 intercollegiate (NCAA Division II) programs.

All departments within Student and University Affairs recently have begun an assessment process based on the professional standards established by the Council for the Advancement of Standards in Higher Education (CAS). For example, the Residence Life Office has initiated a complete redesign of all programs and services for SCSU's 2,800 residential students, incorporating a student development framework that utilizes CAS Standards and the ongoing development of learning outcomes for application to all areas of the program.

Standard 7: Library and Other Information Resources

The Hilton C. Buley Library serves a central role in the academic programs at SCSU. The library is currently a "work in progress" as the remodeling of the library's original structures continues after a considerable delay as documented in Standard 8. Despite the delays in construction and remodeling and flood damages incurred in 2006, library resources continue to be sufficient to meet the needs of students and faculty. Since SCSU's last accreditation review, the university has continued to expand its collection, particularly with respect to electronic resources, and is now led by a permanent director who joined SCSU in 2007.

In terms of information resources, since 2001 the university has made significant strides in upgrading its infrastructure and management information systems and strengthening information security and personal privacy. To enhance university operations, new systems and software have been and continue to be implemented as resources allow. For example, a deployment of Banner Workflow, which will allow the university to significantly streamline back-office operations, was begun in spring 2011. A new Learning Management System, Blackboard/Learn, is being implemented over the next 18 months and will significantly enhance teaching and learning.

Standard 8: Physical and Technological Resources

Since 2001, the university has continued to enhance its physical facilities through construction and/or remodeling as detailed in Standard 8. Large-scale projects, such as the Engleman Hall remodel, Buley Library, and Adanti Student Center construction have significantly changed the "face" of the campus. Small-scale projects to remodel existing structures have been continually undertaken over the past decade to enhance work environments and learning spaces. Major projects currently under way are a complete renovation of the former student center to house the School of Business; a 1,200-car parking garage; and planning for a

new academic science building. It is expected that library renovations will resume in summer 2012.

Technological resources have been upgraded significantly since 2001, including improvements to the university network as well as an upgrade and expansion of the University Data Center. Since the last NEASC study, all university classrooms and classroom/computer labs have been equipped with permanently mounted projection systems, as well as Internet connectivity. A major project, currently under way, will expand wireless access to all areas of the campus.

Standard 9: Financial Resources

Over the past several years many changes have been made to the university's financial planning processes to enhance transparency, embrace greater participation of key stakeholders such as deans and department heads, connect resource allocation to the university's strategic initiatives, and make data-driven budgetary decisions using established guiding principles. Through adherence to these principles, the university has been able to sustain academic quality and support institutional improvements. Admittedly, the state's current budget crisis does present its challenges. The university has been planning for this projected shortfall in the state's budget and making adjustments as needed. In addition, the restructuring of the state's public higher education system may impact SCSU's current budget situation.

Standard 10: Public Disclosure

Since 2001, SCSU has improved communication with its public through the implementation of a new Website, the main source of information about the university. In addition, SCSU uses a variety of print and social media to communicate with its internal and external constituents. The Website provides a wealth of information related to the university's mission, strategic plan, academic programs, operational policies and procedures, students, faculty, and administration. Information related to various performance measures (e.g., the College Portrait) may also be accessed through the Website. The undergraduate and graduate catalogs are available in print as well as electronic format, allowing for changes to be published and communicated to current and prospective students in a timely manner. To enhance the effectiveness and efficiency of the Website, the university recently contracted with vendors to redesign the site and provide a new content management system.

Standard 11: Integrity

The university continues to advocate for high ethical standards in its interactions with students, faculty, staff, administration, governing board, external organizations, and the general public. Evidence of this commitment is reflected in various documents such as the AAUP Collective Bargaining Agreement, Employee Handbook, Search Procedural Guidelines, Student Handbook, and undergraduate and graduate catalogs. Through its regular review of operational policies and procedures, the university has developed and/or revised documents (e.g., search and grievance procedures) to reflect the highest ethical standards and commitment to maintaining integrity. The university is committed to maintaining open lines of communication and encouraging the exchange of ideas and opinions through forums such as the university dialogues and town hall meetings that are scheduled regularly during the academic year.

Standard 1: Mission and Purposes

Description

Southern Connecticut State University (SCSU), a comprehensive public institution of higher education, is part of the Connecticut State University System (CSUS) and, as such, is governed by the Board of Trustees (BOT) for the CSUS. Other campuses of CSUS are Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic, and Western Connecticut State University in Danbury. However, as described in more detail in Standard 3, the Connecticut General Assembly recently passed a bill that reorganized public higher education. This reorganization, which went into effect on July 1, 2011, will significantly alter the structure of CSUS. The current system structure will remain in place until December 31, 2010 to facilitate the transition.

The most recent mission statement of the university was developed by a representative group of all university stakeholders as part of an 18-month strategic planning process completed in 2007. Overarching goals and strategic initiatives for the period 2007-2012 were identified at that time and serve to guide the university planning and decision-making. The System Office and Board of Trustees reviewed the mission in 2008. Although there was no formal approval at that time, the process for developing an institution mission and purposes was monitored and reviewed by the BOT in conjunction with its governance role and responsibility.

SCSU's mission is as follows:

Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good.

As a student-centered institution, Southern regards student success as its highest priority. We seek to instill in all of our students the value of the liberal arts and sciences as a foundation for professional development and life-long learning. Our students receive exemplary professional training and are inspired by the research, scholarship, and creative activity of our teacher-scholars. Through tradition and innovation, Southern strives to empower every undergraduate and graduate student with the knowledge, skills and perspectives essential for active participation and impassioned, ethical leadership in our rapidly changing global society. Within the Connecticut State University System, Southern leads the way in graduate education and produces the largest number of graduates in Health/Life Sciences, Education; and Social/Public Services.

At the same time, the Board of Trustees was presented with and reviewed 11 overarching goals and strategic initiatives that seek to build on the strengths of the university and engage the community in making significant contributions to the intellectual, artistic, cultural and economic growth and vitality of the region.

The 11 Overarching Goals and Strategic Initiatives are:

- Strengthen undergraduate and graduate academic programs

- Integrate community engagement, campus activities, and student services into the academic life of students
- Foster an institutional climate of excellence in teaching, scholarship, and creative activity
- Become a regional leader in the use of technology to support student learning
- Develop an effective plan for student success
- Foster a campus climate that respects and celebrates diversity
- Increase funding from external sources to support the university's mission
- Develop an effective information management system to inform decision-making in all areas of the university
- Strengthen organizational structures and operations to improve institutional effectiveness and communication
- Ensure a campus that is environmentally responsible, safe, attractive, and conducive to learning and high levels of productivity
- Prepare students and faculty for life and work in a global society

Appraisal

The university's mission statement is prominently displayed in major campus buildings (e.g., Engleman Hall, student center, library), administrative offices, and classrooms. It is shared through university publications and communications in both hard copy and electronic media. The mission is published on the [university's Website](#) and is printed in official publications of the university including the [undergraduate](#) and [graduate catalogs](#). During the strategic planning process in 2007, draft versions of the statement were shared in a variety of settings and gatherings, including an online forum and town hall meetings at which comments and input from stakeholders were solicited for purposes of fine-tuning the document. The [University Strategic Plan](#) (USP) in final form was presented to the university community prior to its formal presentation to the community at large. The mission of SCSU addresses the institution's comprehensive program offerings, student demographics, and presence in the New Haven community. It is the basis for setting the institution's priorities and activities.

In preparation for this self-study, focus groups were held with a variety of campus groups, including faculty, staff, and students. One of the topics for discussion was the understanding of the university's mission. These institutional conversations indicated that faculty and administrators are conversant with the concepts and values of the mission and use the statement in setting yearly goals and priorities, although some admitted not knowing the specific wording. The academic program review procedures require that departments address the alignment of each program with the university's mission, and the academic departmental annual reports address the activities of the department from the previous year in light of the mission statement. Non-academic units annually assesses the function of each unit against the mission statement using a standard [budget development process](#). The university's spending plans are set using guiding principles created from the mission statement. All major expenditures and strategic initiatives identified in the annual budget process are linked to the USP.

While most students did not know the university's mission statement, most knew that it could be found on the Website and in the catalog. Students who hold leadership positions were most likely to be conversant with the concepts and values of the mission. The [Student Government](#)

[Association](#) sets annual goals based on both the SCSU mission and the SGA mission. First-year students are first introduced to the mission at [New Student Orientation](#) and encounter the statement again in the First-Year seminar, INQ 101.

Projection

It is evident from the student and faculty surveys that the institution needs to better publicize the university's mission statement to all members of the community. As the institution moves forward, wider publication of the mission statement, as well as communication of the use of the mission statement in decision-making, will occur.

Institutional Effectiveness

The institution periodically reviews and affirms the mission statement of the institution. In fall 2010, the Board of Trustees (BOT) requested that all four institutions in CSUS review their respective mission statements and provide a summary of the statements along with institutional highlights illustrating the distinctive programs that address the mission statement. In September 2010, the BOT approved the existing mission statement along with the following additions, which describe SCSU's distinctiveness within the CSUS:

SCSU Vision

Southern Connecticut State University is Connecticut's public, urban university offering timely and socially responsive graduate programs at the master's and doctoral levels. At the baccalaureate level, the University provides transformative educational opportunities through its model First Year Experience and a diversity of excellent programs in the liberal arts, sciences, and selected professions.

Over the next five years, Southern will

- Enhance its reputation as the leader in graduate and professional programs in the CSUS;
- Strengthen its reputation for excellence in science and mathematics;
- Expand educational and community partnerships for professional advancement and the public good; and
- Achieve national recognition in the study of special education and autism spectrum disorders.

Standard 2: Planning and Evaluation

Planning

Description

Comprehensive and broad-based strategic planning is central to SCSU's planning processes. The [current University Strategic Plan \(2007-2012\)](#) (USP) was the result of an 18-month planning process that involved the participation of more than 150 campus members, representing all facets of the institution. Additionally, input was sought from a wide variety of others through focus groups, e-surveys, and town hall meetings. The university's mission and USP serve as reference points for institutional planning at all levels. Several key committees with broad-based representation are responsible for providing input to the President and Cabinet regarding institutional planning. The President established the [University Strategic Planning Review Committee \(USPaRC\)](#) in 2008 to monitor the progress of the implementation of the USP and make recommendations to the President. The 22-member committee represents all facets of the university, including faculty, staff, and students. The University [Budget and Planning Committee](#) (UBPC) is charged with making recommendations concerning the university's annual funding priorities, annual operating and capital budget requests, and spending plan allocations in a manner consistent with the university's mission and strategic plan. This 14-member committee includes three vice presidents, a dean, faculty, staff, and a student representative. Information regarding planning is broadly available in a variety of venues, including the [university's Website](#), periodic presidential dialogues, and town meetings. These venues also present opportunities for the university community to provide feedback and suggestions.

Since fall 2007, all major expenditures and strategic initiatives have been explicitly tied to the USP. For example, as part of the budgeting process, the function of each unit is assessed against the university's mission and strategic priorities. This alignment is reflected in the [spending plan](#) that is presented to the System Office and the Board of Trustees.

In fall 2008, planning to address the anticipated severe budget cuts as a result of the state's fiscal crisis, the President convened several joint meetings of the USPaRC and the UBPC, charging the group with developing a set of guidelines to be considered when the university would have to make budget cuts. This was to ensure that the university's mission and priorities were reflected in the budgeting process. The result was a set of [guiding principles](#), now used by the President's Cabinet in constructing budget scenarios as we plan for even deeper budget cuts in the next two years.

Facilities master planning is described in detail in Standard 8.

The [Enrollment Management Council \(EMC\)](#), co-chaired by the Provost and Vice President for Student and University Affairs and comprised of major stakeholders in the enrollment process, is a key planning entity. The EMC, first convened in 2006, is charged with setting enrollment and retention goals and overseeing policies and procedures related to student success. The EMC's work is informed by the university's mission, core values, and USP. For example, consistent with the USP focus on student success, the EMC recommended significant changes in the process for awarding financial aid, including allocating a specific amount for

graduate students. Similarly, EMC members developed [A Guide for First-Year Students](#) and [A Guide for Transfer Students](#), which communicate essential information to incoming students.

With the [university mission](#) and USP as guides, planning at the divisional level occurs similarly. For example, in the division of Academic Affairs, the Deans' Council, led by the Provost, is responsible for academic planning, with input from faculty. Currently, a draft [Academic Program Plan](#) identifies areas of potential growth, possible new programs, programs that may need to be discontinued, along with current and future resource needs.

Divisions have developed strategic plans consistent with the USP. For example, the [Office of Information Technology \(OIT\)](#) has developed a three-year strategic plan that comprehensively addresses educational and administrative needs of the institution. The plan covers continuous development and improvement of OIT structure and communication with all campus constituents; technology systems and infrastructure; student, faculty and staff support services; system-wide applications; security and safety measures and disaster recovery; and teaching/learning technology access and applications. An advisory committee with membership determined through shared governance procedures provides feedback.

The [Diversity and Equity Leadership Council \(DELC\)](#), created in 2008, was charged with the task of drafting recommendations to the president for a university-wide [Diversity Action Plan \(DAP\)](#) in accordance with USP Goal F, "Foster a climate that respects and celebrates diversity." The Plan, currently in draft form, focuses on several objectives: developing a shared and inclusive understanding of diversity; creating a welcoming campus climate for all individuals; incorporating diversity into the strategic planning for each academic and support unit; bringing the diversity structure into a stronger relationship with established university government structures; and developing recruitment efforts for groups that remain most underrepresented in all areas of the university. The draft plan has been communicated to the campus community for review; revisions have been made based on feedback. The DELC will resubmit to the campus for adoption in fall 2011.

Appraisal

Southern has a history of having a number of planning groups with broad university-wide participation. However, as was pointed out in our 2001 self-study, these groups were not always well coordinated nor their work well integrated into the budget planning process. Particularly since 2006-07, we have made significant strides in coordinating institutional planning and in integrating this planning with resource allocation. The 2007-2012 USP and mission statement now serve as focal points for planning and resource allocation at the institutional as well as divisional and unit levels. This is exemplified by the [guiding principles](#) for budget development developed by the joint USPARC and Budget and Planning groups as well as by strategic planning at the division and department levels.

USPaRC has struggled somewhat to meet its charge of monitoring the USP. The committee did not have clearly articulated guidelines for exactly how monitoring is to be accomplished, and this created some frustration. Communication to the campus community about the status of the USP has not been systematic, and the strategic planning Website has not been updated on a regular basis.

The status of the USP's major initiatives was updated in April 2010 and April 2011. In May 2011, the joint USPARC and UBPC made recommendations regarding priorities for the upcoming two years. These priorities, accepted by the President and Cabinet, are aligned with the USP and reflect four broad themes: focus on student success through strategic enrollment management; identify and market SCSU's distinctiveness and signature programs; increase revenue-generating activities; maximize use of existing resources through better communication and "cross-fertilization."

The EMC has become an effective planning and policy body. For example, prior to 2006, coordinated enrollment planning was significantly more difficult. The success of the EMC comes from having individuals who are empowered to make decisions "at the table" as well as the cross-department and unit communication that is facilitated at the meetings and the related operations groups.

Despite the budget crisis, OIT has developed and implemented plans and programs to support student access and learning as detailed in its strategic plan (e.g., SMART program to supply students with computers, student email migration to Live@EDU for increased email capacity) and faculty use of technology (e.g., all courses available on eLearning Vista; offered faculty technology training and Technology Innovation Award small grant for faculty). On the administrative side, OIT has developed and implemented security management systems (most up-to-date anti-virus protection for computers and installation of security cameras in telecom closets and parking lots); supports for Phase I of disaster recovery; and new student orientation online application to support enrollment management.

Projections

Given the increasingly difficult budget challenges SCSU faces, it is clear that the university will not be able to accomplish everything in its USP. Thus, it is more important than ever to prioritize and modify the plan as needed to maintain (if not move ahead) the academic enterprise. Rather than embark on a new full-scale strategic planning process for 2012, SCSU needs to "tune" the current USP. USPARC will continue to monitor the current USP and make recommendations for modification. As departments construct their budgets for the next several years, it will be crucial to use the guiding principles for decision-making and resource allocation. Continued joint meetings of USPARC and UBPC will help to maintain the alignment between the USP and resource allocation. USPARC will communicate regularly with the campus community through an updated Website and periodic town hall meetings.

With the magnitude of the anticipated budget cuts and the relatively small amount of the budget that is discretionary (see Standard 9 for details), just decreasing expenditures will not be sufficient to make the required cuts (currently estimated at 15%). Thus, increasing enrollment is one strategy for increasing revenue. The EMC will play a key role in developing and successfully implementing these plans.

The academic program plan will be finalized in fall 2011. In planning for the budget cuts to come, it is especially important to eliminate nonessential programs and operations while promoting programs that will help SCSU increase its enrollment in targeted areas.

OIT will continue to address academic and administrative technology needs as staffing and budgetary constraints allow.

Evaluation

Description

Keeping the USP and its mission in mind, SCSU regularly undertakes a variety of evaluation and assessment activities at the institutional, divisional, and program levels. To highlight the importance of these activities and to signal the university's commitment, the [Office of Assessment and Planning](#) was established in 2004 with a coordinator (faculty member on 75% reassigned time). In 2006, an associate coordinator was added. In 2007, an associate vice president position was created and filled to lead the office. The Office of Assessment and Planning coordinates institutional-level assessment and evaluation; provides technical assistance, support and coordination services to divisions and programs; works closely with Office of Management, Information, and Research (which houses SCSU's IR function); maintains archival assessment and evaluation data; and disseminates assessment and evaluation information to the campus community.

The university participates in the [Voluntary System of Accountability](#) (VSA) and was an "early adopter" of the [College Portrait](#). As part of its participation, SCSU administers the Collegiate Learning Assessment (CLA) (completed second year of administration in spring 2011). Results indicate that SCSU seniors [scored above expected levels](#).

SCSU has participated in the [National Survey of Student Engagement \(NSSE\)](#) annually since 2005. Our response rates have been consistently higher than the national average, so that we have reasonable confidence in our results. As the university has instituted several major initiatives, most notably a comprehensive [First-Year Experience Program](#) in 2007, first-year students' engagement scores have increased in a number of areas. For example, we have noted statistically significant increases in the NSSE benchmark areas of academic challenge, active and collaborative learning, and student-faculty interaction. Analyses of NSSE results are completed by academic school and program (when at least 20 students have completed the survey) and trends over time are studied. An annual comprehensive report that includes the current year's results along with tracking of trends over time as well as departmental and school reports is distributed to deans, academic departments, student affairs directors, the EMC, and Cabinet, and is published on the [Office of Assessment and Planning Website](#). Presentations are made to various student, faculty, and staff groups on request. In addition, special analyses are conducted on specific populations (e.g., students with disabilities, Honors College students) upon request.

The [Beginning College Survey of Student Engagement \(BCSSE\)](#) has been administered to incoming first-year students at New Student Orientation since 2004. These data have provided an important profile of our incoming students' high school experiences along with their expectations for the first year of college. This information has been useful in a number of ways, e.g., providing faculty development (new faculty orientation, annual teaching academy, FYE academy, etc.); providing individual profiles that First-Year seminar instructors use in academic advisement; and providing a baseline for examining the impact of campus initiatives. Using BCSSE, NSSE, and other data, we are following cohorts of students longitudinally to help us

better understand which students are successful at the university (and why) and how we can better identify early on students who may be at risk so that we can intervene.

Locally developed surveys and focus groups are used periodically to collect information when needed. For example, in preparation for this self-study, the steering committee found that it did not have sufficient information on several relevant topics, (e.g., the campus community's perception of the university's mission statement and its use in decision-making, use of and satisfaction with library resources.) Focus groups and short institution-wide surveys were created and administered to collect this information.

The division of Student and University Affairs has adopted the standards of the [Council for the Advancement of Standards in Higher Education](#) (CAS) as the basis for assessing its various units. The CAS standards are consistent with the learning outcomes identified for undergraduate students (see [matrix](#)). In 2009, the division identified the need for developing an assessment process as a priority, and division representatives attended the *CAS National Symposium on Standards, Self-Assessment, and Student Learning Outcomes in Higher Education*. Beginning in January 2010 with a day-long assessment workshop on campus for division staff, a work group was formed to develop student learning outcomes and an overall assessment plan. To support assessment efforts and data collection, in summer 2010, the division contracted with a nation-wide assessment company, [Student Voice](#), gaining access to professional advisers and a comprehensive platform for assessment in higher education.

The implementation phase of the university's undergraduate program review process was initiated fall 2008 following a two-year development and approval process. The plan called for a peer review process using the [Undergraduate Curriculum Forum's Program Review and Assessment Committee \(PRAC\)](#) to review 35 currently existing undergraduate programs in a five-year cycle. A three-year phased-in implementation was used. Departments prepare a self-study that responds to and provides evidence for 17 standards, including the collection and use of student learning outcome data (see Standard 4 for further discussion). During the first year, programs responded to Standards 1-3 (mission, goals/objectives, and measurable/measured student outcomes); during the second year, programs responded to Standards 1-9. Beginning in fall 2010 (third year of implementation), programs responded to all 17 standards. In addition, the self-study process includes an external site visit review. For departments that do not hold disciplinary accreditation, this requirement was effective beginning fall 2010. To date, the departments of theatre, geography, and world languages and literatures have completed external reviews.

From fall 2008 through spring 2011, 20 programs completed program reviews. This represents 42% of undergraduate programs. Seventeen (85%) of these programs were granted continuing approval; three (15%) were granted conditional approval, with 11 months to address needs areas and submit revisions to PRAC.

Graduate programs have had a long-standing [program review process](#) on a five-year cycle overseen by the Academic Standards Committee of the Graduate Council. All graduate programs must submit a self-study that provides evidence of compliance with 17 standards. Between fall 2005 and spring 2010, 39 program reviews were completed by the Academic Standards Committee. Of these, 27 programs received continuing approval from the Graduate Council, 10

programs received conditional approval, and two were not recommended for approval. Programs receiving conditional approval have one year to address deficient areas.

An assessment body that cuts across programs is the Unit Assessment Board (UAB). Comprised of 18 faculty members and three administrators from the Schools of Education and Arts and Sciences, the UAB involves all departments that have teacher certification programs. Evolving from an articulation committee first constituted in 1998 to develop links between Arts and Sciences and Education faculty and a common conceptual framework underlying all teacher preparation programs, the UAB was established in 2004. Geographically, the faculty of the School of Education and Arts and Sciences are split between two academic buildings on opposite ends of the campus. This physical separation sometimes leads to a professional and social separation as well. The UAB meets monthly to plan formative and summative assessments to measure students' academic achievement and progress and to evaluate the outcomes of the planning.

External, disciplinary accreditation is held by SCSU programs from: American Association for Marriage and Family Therapy (AAMFT), American Chemical Society, American Counseling Association Council for Accreditation of Counseling and Related Educational Programs (CACREP), American Library Association (ALA), Commission on Accreditation of Allied Health Education Programs (CAAHEP), Commission on Accreditation of Athletic Training Education (CAATE), Commission on Collegiate Nursing Education, Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA), Council on Education for Public Health (CEPH), Council on Social Work Education, National Association of School Psychology (NASP), and National Council for Accreditation of Teacher Education (NCATE). Several programs are investigating the feasibility of applying for accreditation. The School of Business has developed a multi-year plan focused on gaining accreditation from the Association to Advance Collegiate Schools of Business (AACSB).

Appraisal

Over the past few years, SCSU has developed the infrastructure to meet the university's assessment and evaluation needs with the creation and staffing of the Office of Assessment and Planning. For example, the university has significantly improved its data collection and analysis ability for the assessment of its NCATE-accredited teacher preparation programs. This past year, the university switched from a home-grown database (Oracle-based) to [Tk20](#), a commercial Web-based assessment system for students and faculty. With the previous system, a program coordinator was required to enter in all the student outcome data on behalf of the faculty in the program. Now, faculty members generate their own data by scoring student assignments completed within the Tk20 program. This has significantly increased efficiency and data quality. While there was a steep learning curve for some faculty, the transition was facilitated by the conceptual work on an assessment system prior to Tk20 implementation and the sharing of information at UAB meetings. Other programs (e.g., social work, business) are also looking for technological solutions for assessment. While this is a positive trend and signals SCSU's maturing assessment process, it will put a strain on staff resources.

The UAB took advantage of the switch to a new assessment system to respond to NCATE reviews of unit and program assessments, and to implement changes based on analyses of student outcome data. The UAB's scrutiny of revised and new assessments resulted in assessments that are aligned with national and state standards. New assessments developed by the UAB include an assessment to measure our students' impact on K-12 student learning, a new clinical field experience assessment completed by faculty, a new student teaching evaluation completed by cooperating teachers, and the school context worksheet that requires our students to learn more about the schools and classrooms in which they conduct their field experiences.

In the [most recent NCATE](#) visit to campus (2009), not only did we meet all six NCATE national standards, we received two areas of commendations: our assessment system and the strength of our faculty. The NCATE team was impressed with the faculty's knowledge of assessment, the ways it was integrated into the unit, and the evidence provided regarding how programs have actually used the data to make decisions.

As the undergraduate program review and assessment process has been phased in, it became obvious that there were too many programs reviewed in the timeframe. The university is committed to the peer review process, so it became necessary to modify the review schedule. The timeline as it was initially set out compromised PRAC's obligation for careful and thoughtful program review, and compromised PRAC's ability to be an effective communicator with departments. Thus, the UCF approved a seven-year cycle rather than the five-year review cycle originally envisioned at the start of the process. Additionally, programs with disciplinary accreditation now undergo a modified review by PRAC.

The Graduate Council's process for review is taken seriously by academic programs and administration. However, it does not currently require an external perspective for programs that do not hold disciplinary accreditation. The current standards also do not require programs to be explicit about how they use assessment results to make instructional and curricular changes.

Since January 2010, a portion of each Student Affairs division meeting has been dedicated to discussions on assessment procedures and problems that may arise with data collection. Implementation of assessment processes in the division is currently uneven, with some units having developed strategic plans and student learning outcomes (e.g., Residence Life) and other units being less developed. The purchase of [Student Voice](#) as a tool to facilitate data collection and analysis will be helpful, but there is a learning curve as units need to develop strategies to embed assessment into their operations. Webinars, lectures and conference calls sponsored by Student Voice will assist in the training of directors and their staffs in survey development, rubrics, and data collection methods to assess student learning outcomes.

While all academic programs, and now, Student Affairs areas are participating in regular assessment and evaluation, SCSU does not yet have in place systematic, regular assessment of other functional units. Although there has been periodic assessment of other units (e.g., library services, IT) and SCSU regularly collects satisfaction data from students about a number of areas, the university needs a regular assessment cycle and process for all non-academic units.

Projection

The Graduate Council will strengthen its standard on use of assessment data and require that programs provide evidence that student learning outcome data is used by the department for academic decision-making. Additionally, the Council will add a requirement for external review of programs that do not hold external accreditation. In order to increase efficiency and better deploy scarce resources, graduate programs with external accreditation will prepare a modified self-study for the Graduate Council (format to be determined by the Council).

As program-level assessment efforts become more sophisticated, the need for additional support for Tk20 or another data collection/e-portfolio solution has become increasingly obvious. Given the hiring freeze and budget shortfalls, SCSU will have to develop creative solutions to meet this need.

Implementation of assessment in Student Affairs units on a wide scale, and incorporation of those results into the university's overall planning, is a priority. The interim vice president for student and university affairs, in collaboration with department heads, will implement an annual review of the mission statement and goals of the division beginning in fall 2011. The division will conduct a review of the survey instruments administered by each Student Affairs department to evaluate the quality and relevance of the questions and establish some uniformity where appropriate. The data collection process in individual departments and the utilization of the data to guide changes in each department's operations, budgets and delivery of services will be overseen by the division's recently formed research work group. With the purchase of Student Voice software, data results from BCSSE, NSSE, the two-part [FYE Self-Assessment Survey](#) and the [New Student Orientation Student Survey](#) will be important for review and analysis. Department heads will be expected to assess the data's relevance to the operations and delivery of services by their respective departments, along with recommendations for changes and improvements.

A plan for developing systematic, regularly scheduled assessment of all functional units will be developed during the 2011-2012 year.

Institutional Effectiveness

Planning and evaluation are complementary and interrelated processes that have been embedded into the university's culture over the past several years. The planning, development, and evaluation of the First-Year Experience Program, further described in Standards 4 and 6, provides one example of this cultural shift in the university's operations. With its mission at the center and the strategic plan as its blueprint, the university has built a planning and evaluation infrastructure that will continue to serve it well in the years to come despite the significant budget cuts it is about to face. Communication and transparency are high priorities of SCSU's administration and will continue to be critical for the university to weather the challenges to come. Town hall meetings, presidential dialogues, and other communication venues are important to provide information as well as receive feedback and ideas from the university community. The annual spending plan will continue to be constructed based on the priorities of the university's strategic plan and the guiding principles.

Standard 3: Organization and Governance

Description

For the last decade, the governance and organization of CSUS and SCSU have remained relatively unchanged. However, the recently approved reorganization of public higher education in the State of Connecticut ([H.B. 6651, Sections 210-286](#)) will significantly alter the governance structure of the CSUS. Although the reorganization officially went into effect on July 1, 2011, the Act requires the current CSUS Board of Trustees (BOT) to remain in office until December 31, 2011, to facilitate the transition of duties and responsibilities to the newly created Board of Regents (BOR), which will oversee the CSUS, the Connecticut Community College System, and Charter Oak State College. At this time, it is expected that the existing governance structure at the university level will be maintained. Since SCSU will be operating under the existing CSUS structure through December 31, 2011, a description of this governance structure follows. In addition, a summary of the new approved structure will be provided.

CSUS and SCSU have been governed by a single [Board of Trustees \(BOT\)](#) composed of 18 members, 14 of whom are appointed by the Governor and four of whom are students, one from each of the constituent universities, elected by their fellow students. The BOT has been subject to the policies and regulations of the Board of Governors for Higher Education and the Department of Higher Education pursuant to Connecticut General Statutes 10a-87 *et. seq.*

The BOT has determined the mission, role, and scope for the CSUS and each university, and has established the general policies of the system; appointed the CSUS Chancellor and the President of each university; approved new degree programs and university budget requests; participated in collective bargaining; and determined tuition and fees. The BOT has held regular meetings throughout the year and special meetings as appropriate. Meetings are rotated among the System Office and the four universities and are open to the public. The BOT functions through an Executive Committee that may conduct business between meetings and six standing committees.

The System Office, headed by the CSUS Chancellor, has been the administrative arm of the BOT. Located in Hartford, Connecticut, the System Office is run by senior staff members, each in charge of an area of expertise, including Academic and Student Affairs, Human Resources, Finance, Government Relations, Information Technology, Public Affairs, Strategic Planning and Internal Audit. These offices collaborate with personnel from each of the universities through standing councils: Presidents, Academic Affairs, Finance and Administration, Student Affairs, Employee Relations, Information Technology, and Institutional Research. The Chancellor has authority to establish other system-wide committees on a standing or *ad-hoc* basis and may designate the chairmen of such committees. There is currently one *ad-hoc* committee: Presidential Assessment. Through the standing councils and ad-hoc committees, problems are addressed and policy recommendations are made to the BOT through the Chancellor. The BOT (or designated members) evaluate the Chancellor's performance annually

and priorities are set for the coming year.¹ Prior to the reorganization, the BOT and Chancellor's office had been in the midst of a Strategic Focusing Initiative designed to provide strategic direction to the CSUS for the coming years consistent with the individual strategic plans being implemented at each of the CSUS universities.

SCSU is led by a president, appointed and charged by the BOT with responsibility to administer the university and plan its current and future needs. The President's performance is also evaluated annually following the submission to the Chancellor of the President's annual report. The Chancellor annually issues to the President a Letter of Priority, setting forth goals and objectives for the coming year consistent with policies of the BOT. The President's performance is also evaluated in a quadrennial leadership assessment by an ad-hoc committee of no more than six BOT members appointed by the chairman. This committee works with the Chancellor on the President's quadrennial review. The quadrennial review report is widely circulated to campus constituencies, which are also invited to participate in the review through oral and written commentary on the President's performance.

The President is accountable to the BOT through the Chancellor. The President is responsible for the selection and assignment of university personnel, the quality of academic programs and initiatives, the operation of the campus, and the fiscal and business affairs of the university, consistent with established BOT goals, objectives, and policy statements. The primary institutional operations at SCSU are divided among four vice presidents, each overseeing a major division and reporting directly to the President. The four divisions are: Academic Affairs, Student and University Affairs, Finance and Administration, and Institutional Advancement. Also reporting directly to the President are the: Associate Vice President for Human Resources, Executive Assistant to the President for Diversity and Equity, Chief Information Officer, Director of Public Affairs, and Director of Athletics. (See [organizational chart](#).)

University effectiveness and progress are reported to the BOT through the Chancellor using several means. The President's annual report to the Chancellor describes the progress of the university toward BOT priorities, accomplishments of the university and recommendations for the future. Additionally, the standing collaborative councils consisting of personnel from the System Office and the universities ensure that the BOT is informed of the developments at each campus and that, where required, policies are uniformly implemented and administered. Finally, BOT meetings are open to the public and are often attended by faculty and other SCSU administration and staff.

SCSU's governance is described in several key sources: [BOT bylaws](#); [faculty senate/documents](#); [seven collective bargaining agreements](#); [administrative faculty senate/documents](#). An [employee handbook](#) describes rights and responsibilities not otherwise covered in collective bargaining agreements.

¹ The complete Human Resources policies for the CSUS Chancellor and Presidents is not accessible by the public on the CSUS Website. Access is available to HR personnel at the CSUS office and the universities.

SCSU is an institution in which communication among and between faculty, staff, administrators, and students is highly valued and expected on all major issues affecting the campus. The faculty has a substantial voice in policy, personnel, and academic matters through collective bargaining, faculty senate, and myriad committees and councils. The faculty organizations are in regular communication with the President and Cabinet members. The faculty union, AAUP, meets monthly with the President and Associate Vice President for Human Resources; when necessary, other Cabinet members are invited. The Faculty Leadership Council, consisting of the heads of various faculty interest groups, also meets at least several times per semester directly with the President. The President holds “University Dialogue” sessions two or three times per semester to discuss any issues facing the community. These sessions do not have a set agenda, and all university personnel are invited to attend and participate. University “town hall” meetings are conducted at least twice per year to discuss budget and other issues. The university also relies on a number of communication techniques to foster transparent decision-making and to ensure inclusion of as many members of the campus community as possible. The [university’s Website](#) is updated daily with new information. The President hosts a [blog](#) and the [University Facebook page](#) provides students and staff with information.

Within the Division of Academic Affairs, the Provost is the chief academic officer, working with the deans to provide oversight of academic programs, policies, and standards. There are five schools within Academic Affairs, each headed by a dean: Arts and Sciences; Business; Health and Human Services; Education; and Graduate Studies. The individual academic departments are each led by a chairman, nominated by his or her respective faculty and selected by the appropriate dean. Several academic areas, including Women’s Studies and the MBA Program, are led by program coordinators.

The faculty voices its concerns and opinions on policy matters through the [Faculty Senate](#), its Executive Committee and its various sub-committees. SCSU does not have a university-wide senate body, unlike our sister CSUS institutions. The Faculty Senate is composed of only faculty members, elected proportionately from the academic departments. (Administrative faculty have a separate senate body as described below.) The Faculty Senate communicates directly and frequently with the President and Cabinet members on a variety of issues. This is done through formal proposals and meetings with the President and other members of the Cabinet. Through committee work, the Senate develops governance, policy and practice proposals for debate on the floor. The proposals are forwarded to the President for acceptance or rejection. In AY 2009 – 2010, the Senate presented 15 resolutions to the President; 11 were accepted, one was noted and three were returned with the possibility of resubmission. Of those three, one was resubmitted and approved and two are pending.

Faculty members also serve on other university committees addressing policy and practical issues of the campus, including more than [20 University-wide committees](#) as well as [eight standing committees of the Faculty Senate](#). Again, the university’s use of its Website and other forms of e-communication allow for more and consistent participation by faculty and staff in all levels of the policy-making process.

The SCSU faculty is responsible for curriculum development. [The Undergraduate Curriculum Forum](#) (UCF) is an autonomous standing committee of the Faculty Senate charged

with responsibility for devising and encouraging the improvement of the overall undergraduate curriculum.² The [Graduate Council](#) is an elected representative body of the graduate faculty responsible for developing and maintaining university policies establishing acceptable standards for graduate programs. Proposals are reviewed at the department level and school level before being presented to the UCF or the Graduate Council. These bodies review, approve, and submit proposals to the Provost.

Faculty members participate in personnel decision-making through procedures provided for in the AAUP collective bargaining agreement, [search procedures established by the Offices of Diversity and Equity](#) (ODE) and Human Resources, Board of Trustees' policies and procedures and Faculty Senate procedures. Faculty participates in selecting new faculty members through searches. They also participate in the promotion and tenure process through departmental evaluation committees and the university-wide [Promotion and Tenure Committee](#), using procedures established in the collective bargaining agreement and Faculty Senate documents. Other committees also contribute to personnel decisions, including committees on [Sabbatical Leave](#), Market Pay Adjustment and [Minority Recruitment and Retention](#). Department chairmen must assist in assigning course loads, facilitating resolution to personnel issues, and supervising support staff within their departments. The Faculty Senate has a Personnel Policy Committee.

The administrative and support staff members of the university also participate in the governance of the institution through several means. [Collective bargaining agreements](#) for administrators, clerical staff, medical staff, emergency personnel, and maintenance staff provide procedures for selection of personnel and control many of the working conditions of the members. These agreements in conjunction with established university search procedures also allow for participation of university personnel in selection of new employees and promotion within the organization. (Non-teaching faculty and staff members serve on all search committees except those to select teaching faculty.) Non-faculty staff members participate on the Budget and Planning Committee and USPaRC. A separate governing body, the [Administrative Faculty Senate](#), exists to provide a forum for administrators to express their views and make recommendations to the President.

Through the [Student Government Association \(SGA\)](#), the [Graduate Student Affairs Committee \(GSAC\)](#), and [various student organizations](#), students have a voice in the governance and development of SCSU's academic program and mission. The SGA is responsible for allocating student fees each year. Students residing on campus also have a means of expressing their needs and concerns through the [Inter-Residence Council \(IRC\)](#). Students regularly communicate with the Vice President of Student and University Affairs as well as the Dean of Students on a wide variety of issues and topics. Students can be seen and heard at a variety of forums throughout the year. Students serve on many departmental and university-wide committees, including USPaRC, NEASC work groups, and strategic planning. The student representative on the BOT has been vocal and a real participant in the business of the Board in the last several years.

² The UCF elects its own members although it is part of the Faculty Senate umbrella.

Appraisal

The BOT, through the Chancellor, has regularly attempted to communicate with, and respond to the interests of, SCSU. The established councils ensured a consistent line of communication with senior staff at the university and that the individual universities had a voice in the policy-making process regarding issues including academic program development, budget planning, personnel policies, and physical plant growth. The BOT has supported academic research and excellence through a variety of means and attempted to balance tuition and fees against the rising needs of the universities. However, the BOT did not have a regular system for review and comment on its own performance and effectiveness.

The relationship between SCSU and the BOT and CSU System Office often has been cooperative and positive. The CSUS has contributed substantially to the operations of the university by communicating essential information and provided the lead in collective bargaining with the many unions representing employees at the university. In the past 18 months, however, the relationship has been strained by a change in BOT policy concerning the removal of university presidents and the role of the Chancellor. This change resulted in the retirement of SCSU's President. The BOT appointed Interim President Stanley Battle in June 2010 at the recommendation of then Chancellor Carter. Although the campus has operated very effectively during and beyond the transition, members of the SCSU faculty and staff criticized the BOT and the Chancellor during several open meetings and in the press. The change in policy was also the subject of a televised and contentious legislative hearing in summer 2010, and some attribute the subsequent legislative scrutiny of the CSUS to those events. The approved legislation to reorganize public higher education will certainly result in significant changes in the governance structure of the CSUS. Details regarding the relationship between SCSU and the new Board of Regents have not yet been finalized.

President Cheryl J. Norton led the university as President for six years until her retirement in May 2010. Both President Norton's and Interim President Battle's leadership styles are characterized by transparency, inclusion, and a commitment to the core mission of the university. The faculty and staff of SCSU are not hesitant to express their satisfaction or dissatisfaction with the governance and function of the institution. Through University Dialogue, regular committee meetings and other forums, faculty members are always willing to express their opinions. Although President Norton received criticism early in her presidency for certain changes and decisions, she retired in 2010 with a high satisfaction rating from faculty, staff, and students. The Interim President has continued the traditions of open communication and transparent decision-making. During the 2010-2011 academic year, he conducted two University Dialogues and one town hall meeting regarding the budget, initiated a [blog](#), and regularly met with faculty leadership, union representatives, and individual members of the faculty and staff as described above. Interim President Battle has requested and received permission to add more than 50 faculty positions (a combination of tenure track and temporary) across disciplines. He has moved forward with plans to complete the Buley Library construction and renovation project, ensuring funds were reallocated for that purpose. Under his leadership, the Bond Commission approved the remaining funds to construct the new School of Business.

The administrative structure of the university continues to serve the students and to promote the mission of the school in an effective way. The President's Cabinet meets weekly with the President, serves as the initial policy-making body and reports and seeks advice on developments in the divisions. Cabinet members serve on the System Office councils and report to each other weekly on developments. The various university divisions collaborate effectively. For example, the Provost's Office provides training in tandem with the Office of Human Resources and ODE regarding hiring practices and procedures. Similarly, the CIO has worked with all Cabinet members to develop pilot programs and prioritize the IT needs of the campus. Most recently IT has collaborated with the Registrar and Human Resources to develop paperless processes for those areas. Student Services and Academic Affairs partner effectively in the delivery of freshman orientation and the First-Year Experience. The difficult economic atmosphere of recent years has underscored the need for the Executive Vice President in charge of Finance and Administration to be involved in all aspects of governance of the university. For example, the Finance Division reviews all requests for positions before the requests are forwarded to the President for consideration to ensure adequate funding is available and appropriated. Finance and HR together maintain all vacancy reports and organizational charts.

It should be noted that Dr. Selase Williams, formerly the Provost and Vice President for Academic Affairs, left the university in July 2011 to pursue another opportunity, and Dr. Ronald Herron, formerly the Vice President for Student and University Affairs, retired in June 2011. Both positions were filled with the interim appointments of experienced senior-level administrators. Dr. Marianne Kennedy, Associate Vice President for Assessment, Planning, and Academic Programs was appointed Interim Provost, and Dr. Peter Troiano, Assistant Vice President and Dean of Student Affairs, was appointed Interim Vice President for Student and University Affairs. In addition, the position of Vice President for Institutional Advancement is currently vacant; the Director of Development, Mr. Gregg Crerar, is leading the division on an interim basis.

As the administrative heads of their schools, the five deans work as a group with the Provost to fulfill the academic mission of the university within the confines of a public institution budget. Through Deans' Council, which also includes the Associate Vice President for Assessment, Planning, and Academic Programs, the Associate Vice President for Academic Student Services as well as the Library Director, the administration's plans for academic affairs are formulated and communicated. Three of the five deans began in summer 2010 and have each developed a strong presence on the campus in that short time. Faculty and students have expressed support for each of the deans.

Below the Cabinet and Dean levels, the administrative structure has undergone and will continue to undergo changes as consolidations and restructuring that began during President Norton's tenure continue to take shape. In the past, a common criticism of the administrative structure of the University was that mid-level administrators did not often know the parameters of their jobs or the expectations of their positions. Position descriptions and organizational structure have been thoroughly reviewed in all sectors in the past five years, resulting in more awareness of job duties and less overlap and confusion. Administrative positions have been reviewed by all the vice presidents to ensure equity in pay and responsibility as well as title. The Administrative Faculty Senate is the voice of administrators on campus and continues to

function, albeit less visibly and without the stature of the Faculty Senate. The administrators' union, SUOAF, is an effective advocate for its members and works collaboratively when appropriate with the senior administration to achieve equity and balance among administrators.

Shared governance continues to be the cornerstone of nearly all decision-making at SCSU. As stated above, the list is long of committees and groups that contribute to the policy-making process within the university. The desire for inclusiveness in the governance of the institution has resulted in the creation of some redundancy that has been criticized by faculty and administration members. One criticism is that multiple groups can potentially damage the consistent and clear flow of information. For example, while the Faculty Senate provides the ideal forum for receiving and disseminating information to and from faculty, other entities, such as the Council of Academic Chairs and a Faculty Leadership Council³, seem to sometimes compete for a role separate from the Senate. The lack of a university-wide Senate body results in strong policy advocacy on behalf of faculty while an equally strong counterpart does not exist for other members of the community.

Under the current collective bargaining agreement, chairmen in the CSUS have unique roles in that they remain members of the faculty while being expected to provide administrative coverage, with the actual-decision making authority resting with the Dean. More effort geared towards uniformly introducing new chairmen to their duties and providing continued professional development to incumbent chairmen would enhance the effectiveness of chairmen in executing their roles as teacher-scholars and administrators.

The quadrennial review of the President is a good opportunity for changes and initiatives of the President and Cabinet to be reviewed and assessed by the community. During that process, problems and strengths of the governance structure can be discussed. The strong collective bargaining scheme provides constant feedback at all levels of the organization regarding the roles and responsibilities of the entities and individuals on campus. This feedback involves not only supervisory and "authority" challenges, but also input from the union members on structure of the organization and potential changes. Other formal internal forms of evaluation of the organizational structure and governance of the university have occurred at times in the past but not in the last several years. There is currently no formalized manner in which the administration is critiqued by the campus community or in which comments on the structure and governance may be submitted.

As previously mentioned, the entire CSUS structure will change in the coming year, as legislation to replace the BOT with a Board of Regents was passed by the General Assembly and officially went into effect on July 1, 2011. The Governor recently appointed an Interim President of the newly created Board of Regents and made several board appointments. The CSUS Chancellor retired in March 2011 and an Interim Chancellor now leads the system. This position is expected to remain in place until December 31, 2011. The legislation calls for a Vice President to be named by the Board of Regents to oversee the CSUS. Details have not been finalized at this time.

³ The Faculty Leadership Council is comprised of the Presidents of the AAUP and the Faculty Senate, the Chairmen of the UCF and Graduate Council, and the Co-Chairmen of the Council of Academic Chairs.

Projection

As the new organizational structure is finalized and implemented, regular communication to the campus community is crucial. The university administration will continue to provide updated information regularly and clearly through the Website; other electronic communication, such as email; town hall meetings; and other venues.

In spring 2011, [the CSUS office began a national search for a permanent SCSU president.](#) The campus community will be very involved in that search, no matter the form of the new administrative structure at the system level. Searches for a Provost and other Cabinet-level positions that are now filled with interims will follow once a new president is appointed.

A process and timeline for a more formal and regular means of surveying the effectiveness of the structure and function of the university will be developed during the 2011-2012 academic year. A proposal for a university-wide senate body to improve communication among all sectors of the university will be developed for campus-wide discussion. While there is a long history of separate senate bodies, there is support on campus for a single body.

Institutional Effectiveness

SCSU periodically reviews the effectiveness of its organizational structure. Over the past five years, staff position descriptions and reporting lines have been reviewed, resulting in clarification, and, in some cases, realignment of roles and responsibilities as well as reporting lines. For example, the Office of Financial Aid and Scholarships historically reported to the Vice President for Student and University Affairs. This reporting line was moved to the Executive Vice President for Finance and Administration to take better advantage of the fiscally related resources in that area. In recognition of the important role of enrollment services in student success, a new position of Associate Vice President for Academic Student Services was created in 2008 to oversee the areas of admissions, registrar, and academic advisement.

Overall, SCSU's organizational and governance structure has worked well for the institution. Members of the SCSU community take pride in the shared governance model. Despite changes in senior leadership, severe budget challenges, and structural changes at the system and state levels, the institution continues to meet its mission.

Standard Four: The Academic Program

Description

SCSU's academic programs are organized and offered under four academic schools: Arts and Sciences; Business; Education; and Health and Human Services. In addition, the School of Graduate Studies serves as the administrative office for the oversight of admissions, progression, graduation, and program reviews. SCSU offers 59 undergraduate and 38 master's degree programs as well as nine sixth year professional diploma programs, four graduate certificate programs, and one doctoral program (Ed.D.) in educational leadership. Two degree programs are pending approval: an Ed.D. in nursing education (collaborative with Western Connecticut State University) and an M.S. in Applied Physics.

All programs at SCSU are designed to provide "exemplary graduate and undergraduate education in the liberal arts and professional disciplines," the very heart of the [Mission Statement](#). To effectively plan, implement, and evaluate its academic programs, SCSU functions through the model of shared governance between the administration and faculty as previously described. The [Undergraduate Curriculum Forum \(UCF\)](#) and the [Graduate Council](#) are the institution's two faculty bodies evaluating proposals for new and revised courses and programs, guiding curriculum development, and conducting regular reviews of programs as described in the assessment of learning section of Standard Four. These bodies provide the academic oversight of university programs, in conjunction with the division of Academic Affairs led by the Provost.

All undergraduate and graduate programs have established policies and procedures for admission, retention, and graduation that are consistently applied to facilitate the achievement of learning outcomes. The institution has a systematic approach for the assessment of student learning to promote academic excellence and improve academic program quality. Assessment activities are coordinated through the university's [Office of Assessment and Planning](#). The office assists academic units with all aspects of the assessment process, from data gathering to data interpretation, conducts institutional-level assessments, and prepares assessment reports for external constituencies. Further details about the assessment process are provided later in this chapter.

Faculty governance bodies have developed and approved policies and procedures for review of degree programs. Faculty are integrally involved in the development of policies and procedures and ensuring curricular quality through assessment of student learning and program review. Review of undergraduate programs is coordinated by the [Program Review and Assessment Committee](#) (PRAC), a standing committee of the Undergraduate Curriculum Forum (UCF). Review of graduate programs is coordinated by the [Academic Standards Committee](#), a standing committee of the Graduate Council. Policies and procedures for program review have been distributed to academic departments and posted on the committees' Websites. Data from undergraduate and graduate program reviews demonstrate that programs are meeting or exceeding the established standards.

Overall [learning outcomes for undergraduate and graduate programs](#) have been identified and published on the university's Website. In addition, each program has developed and published specific learning outcomes that reflect the knowledge, attitudes, and behaviors

expected of students. Learning goals are appropriate to the level of student and academic discipline or profession. (Links to departmental Websites are provided in the “E series” forms.)

The [Liberal Education Program \(LEP\)](#), described in more detailed elsewhere in this chapter, serves as the framework for the structure of learning experiences at the undergraduate level and provides students with broad knowledge in the liberal arts and sciences as a foundation for more advanced disciplinary or professional coursework. Within each major, the curriculum is similarly organized to expose students to the more fundamental concepts of their discipline/profession in beginning courses and then progress to more specialized courses. For example, at the undergraduate level, students are expected to “Demonstrate an appropriate depth of understanding of at least one academic discipline,” while at the graduate level students are expected to “Demonstrate mastery of knowledge and skills of the discipline.”

Generally, course sequencing is structured so that students progress from more introductory to more advanced content; however, the sequential order of courses varies, depending upon the major. For example, in the sciences or science-based majors, such as chemistry and nursing, course sequencing at the undergraduate and graduate levels is much more structured than in majors such as English, where there is no prescribed sequential order of courses. Many programs at the undergraduate level offer capstone experiences that enable students to synthesize the knowledge and skills acquired throughout the program; for example, the philosophy and geography programs require senior seminars to synthesize major issues in the discipline.

At the graduate level, all programs have a specified plan of study. Most programs have specific core requirements that provide a basis for more in-depth study in the discipline or profession. All programs require students to complete a capstone experience to demonstrate synthesis of learning. Each program determines the capstone experiences available to its students from the following options: comprehensive exams, special project, or thesis. Students select a capstone experience from the available options in their department.

The institution recognizes that the integration of information resources and information technology into academic programs is essential for the personal and professional success of graduates. To ensure that all students demonstrate competency in accessing information resources and using contemporary and emerging technologies, information literacy and technological fluency have been identified as two competencies that undergraduate students must develop as part of the new LEP requirements described in more detail later in this document. More details regarding the availability of resources and the support and training available to students is provided in Standard Seven.

All students completing an undergraduate degree at SCSU have demonstrated college-level skills in English composition and the study of literature in English. Undergraduate students demonstrate college-level composition skills in two ways. First, students must pass the 100-level required English composition course. Second, students are required to complete three “W”-designated courses upon completion of English composition. “W” courses, which can be from any academic discipline, are writing-intensive classes in which students complete a minimum of 20 pages of writing, including revisions. The number of “W” courses required for transfer students varies based on the number of credits students transfer from other institutions as described in the [undergraduate catalog](#). For students completing a graduate degree, the

demonstration of college-level skills in English are embedded into assignments in individual courses, ranging from research papers to lab reports to the completion of a master's thesis.

To enhance its overall planning process, the university is finalizing an [Academic Program Plan](#) to ensure that the addition or deletion of academic programs is consistent with and enhances the university's mission. The draft Academic Program Plan, developed by the Provost and deans, in consultation with department chairmen and faculty, establishes both clear goals for academic programs and priorities for new and existing programs. Academic planning and expenditures are closely aligned with the strategic plan. The [First-Year Experience](#) (FYE) program and, in fact, the entire LEP are part of this planning. Academic planning also takes into account workforce needs (e.g., the proposed Ed.D. in nursing education and proposed M.S. in applied physics, with specializations in optics and nanotechnology).

SCSU has undertaken the initiation of a higher-level degree since its last self-study. The [Ed.D. in Educational Leadership](#) was licensed by the Connecticut Board of Governors for Higher Education in 2002 and accredited in 2006. A substantive change proposal to NEASC was approved in 2003. Another terminal degree, the [M.F.A. in creative writing](#), was approved in 2008. In recognition of the increased demands of graduate programs, SCSU allocates additional resources, including reassigned time for faculty members to oversee the admission and advisement of graduate students and smaller class size for graduate courses. When programs are eliminated, provisions are made to permit all currently enrolled students to complete the program. For example, when the Emergency Management Certificate and M.S. in foreign languages programs were discontinued, appropriate arrangements were made to enable currently enrolled students to complete requirements. In the event that program requirements are changed, currently enrolled students are provided the opportunity to complete their program according to the requirements in place when they initially enrolled in the program.

Undergraduate Degree Programs

Description

Undergraduate programs introduce students to broad areas of human knowledge, their theories, and methods of inquiry through a common core of requirements previously known as the All University Requirements (AUR) and now known as the [Liberal Education Program \(LEP\)](#), which was approved in 2009 via faculty referendum. The LEP replaces the AUR and represents a significantly different model as described later in this document.

The rationale for each program is typically presented in the [Undergraduate Catalog](#), as well as on the department's Website. As part of the university's comprehensive undergraduate program review process, all undergraduate majors have defined student learning outcomes. The details of each major are presented clearly in the Undergraduate Catalog, as well as through access to the [Banner Degree Evaluation](#) form, which provides undergraduates with an online mechanism to obtain current information on their progress in completing degree requirements.

Most undergraduate programs have a major requirement. These majors encompass a minimum of at least 30 credits of intermediate and advanced undergraduate work sometimes clustered in concentrations or cognates. The exceptions to the major requirement are B.A. and B.S. degree programs in liberal studies, which require two and three minors respectively, of 18

credits each. The number of unrestricted electives that students may pursue varies according to the degree programs as follows: B.A. in liberal arts, a minimum of 28 credits; B.S. liberal arts and professional degree, a minimum of 12 credits.

Appraisal

The current undergraduate degree programs, all of which utilize the AUR, provide a sound education for both B.A. and B.S. students. Some drawbacks to the AUR are its overreliance on introductory-level courses with no progression in level of difficulty, as well as its failure to formally integrate the courses into a cohesive program. Curricula for the current AUR were set up in such a manner that students could complete the AUR with all 100-level (introductory) courses with the exception of the literature requirement, which must be at a 200 level or above, and the health requirement for education majors, which is also a 200-level course. While this ensures that students will sample courses with sufficient breadth, it does not ensure that students will attain depth in subjects other than in their chosen major. These weaknesses are addressed in the LEP, which provides a philosophical foundation for general education, a progression in level of difficulty that demands proficiency in one level before another level can be attempted, and the opportunity for students to experience courses that are broad enough to serve as a foundation for more in-depth study in the major.

Currently, curricula for all the majors include substantial intermediate and advanced undergraduate-level requirements with appropriate prerequisites and articulated guidelines for course levels. Curriculum is under the purview of faculty; a comprehensive review process exists through the UCF, the committee that handles all undergraduate curricular issues on campus. The review process is multi-tiered from departments to schools to the UCF and contains appropriate checks and balances, yet is set up in a manner that is practical and efficient in order to facilitate curricular innovations, as well as to monitor and assure the quality of the courses and programs.

The B.A. degree programs allow for a greater selection of free elective courses than the B.S. degree programs due to the greater demands of the latter in course work, internships and professional applications; nonetheless, the B.S. degree programs aim to provide for a minimum of 12 credits of free elective courses. Although the merits of free electives are recognized, it would be impossible to increase the number of free electives in the B.S. programs without substantially increasing the length of time in the programs. In fact, with increased requirements in certain majors, notably nursing, education, and the accounting concentration in business administration, there remains little room for electives. It is planned that when the LEP is fully implemented, the number of free electives will remain approximately the same for most students.

Projection

The Academic Program Plan will be finalized in fall 2011 following review and feedback from faculty. The UCF will address the issues of electives.

General Education

Description

SCSU is in the midst of its most sweeping reform to general education in 40 years. Adopted in the early 1970s, the All-University Requirements (AUR) system was a loose-

distribution model based partially on academic discipline. While the AUR system contained the merit of exposing students to a breadth of content, it lacked a stated, coherent rationale and has only been slightly modified since its development. The AURs consumed between 41 and 46 credits, depending on which health and natural science courses a student was required to take for a particular major. Apart from additions to the menu of courses fulfilling an individual AUR, the only significant modification to the AURs occurred in the mid-1980s, when the university began to require that students take three writing-intensive courses, currently termed “W” courses, as part of their general education.

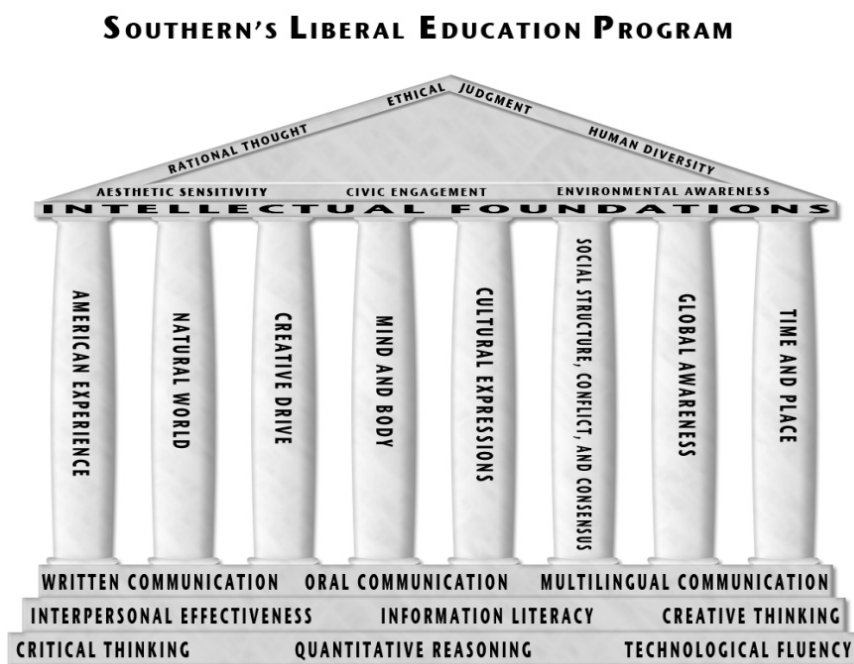
The writing program was again substantially modified to reflect current research and pedagogy. This revised [Writing Across the Curriculum \(WAC\)](#) program, implemented in 2006, represented the first phase of our recent general education reform. A committee of faculty members, the [Writing Across the Curriculum Committee \(WACC\)](#), oversees the writing-intensive program.

In the 1990s, some faculty members began calling for reform of the AUR system. In 1999, the UCF commissioned a study of general education reform at SCSU. This led in 2002 to the formation of a General Education Task Force with two charges: first, to articulate coherent goals for general education, which the faculty ratified in 2005, and second to develop a bold new program that reflected best practices in general education nationwide. The result was the new [Liberal Education Program \(LEP\)](#), which the UCF and Faculty Senate endorsed prior to its approval through a second referendum in spring of 2009. Full implementation of the LEP starts in September 2011 with the entering class of first-time, first-year students and freshmen transferring in fewer than 15 credits. During a transition period lasting until 2015, the university will simultaneously administer the AUR system of general education for undergraduates matriculating prior to September 2011 and the LEP system for students matriculating since September 2011.

Parallel to the development of LEP, the university also developed its [First-Year Experience \(FYE\)](#) program, which represented a collaboration between the divisions of Student Affairs and Academic Affairs. The FYE program is multi-faceted; it is intended to introduce freshmen to intellectual and creative inquiry through a course, INQ 101, and to expand upon new student orientation in that course so that freshmen have a clearer sense of how to navigate the university. FYE instructors serve as academic advisers to their students throughout the freshman year. Peer mentors, selected through the Office of Student Life, also are available to work with FYE instructors in INQ 101 classrooms. The university implemented its FYE program in fall 2007. Institutional assessment findings indicate that the FYE program has contributed significantly to increased retention rates. By fall 2009, first-year retention rates reached an 18-year high of 79.7%. Even two-year retention rates reached 62.6%, the highest rate since SCSU began tracking these numbers nearly a quarter-century ago.

While the 48-credit LEP incorporates both an intensive writing curriculum (WAC) and FYE program into general education, it articulates a conception of general education that is brand new to this institution. The LEP is built on three tiers. Tier 1, all of which must be completed within the first three semesters, emphasizes the development of specific competencies for college readiness, such as quantitative reasoning, critical thinking, and technological fluency. While Tier 2 courses reinforce these competencies, they are primarily oriented around non-discipline specific areas of knowledge, such as Global Awareness, Cultural Expressions, and the

Natural World. Finally, a capstone experience that revolves around a discussion of values – Aesthetic Sensitivity, Civic Engagement, Environmental Awareness, Ethical Judgment, Human Diversity, and Rational Thought – constitutes Tier 3 of the LEP. The new program emphasizes depth and sequencing of learning throughout the program, representing a significant innovation to SCSU’s approach to general education. Additionally, unlike the AUR system, a program director and faculty committee oversee the LEP. Finally, a primary feature of the LEP is the integration of assessment into all aspects of the program.



The Honors College is a four-year program designed for a small group of exceptionally well-prepared students. Students enrolled in the [Honors College](#) complete eight Honors College courses, which together replace the almost all of the all-university/LEP requirements.

Appraisal

All undergraduate programs continue to provide students with a strong foundation in the liberal arts, sciences, and the social sciences and require students to demonstrate competencies in oral and written communication in English, scientific and quantitative reasoning, critical thinking, and information literacy. The implementation of an expanded FYE program has significantly enhanced retention rates.

The LEP framework provides guidelines for the design of all general education courses and includes criteria for its evaluation. The LEP has specifically been designed as a program that will break down the typical barriers in subject matter that exist among departments in higher education. The General Education Task Force recognized this as a weakness in the current AUR Program, in which departments typically had ownership over certain subjects, making it difficult for other faculty members to teach these subjects. A LEP retreat held in June 2010 resulted in the creation of 10-12 new courses in the arts and sciences (e.g., geography, computer science, anthropology, history). Curriculum development also has been supported through grants from the

National Science Foundation (critical thinking in physics), a Curriculum Innovation grant from the Davis Foundation, and a SENCER grant for engaged student learning in the sciences. Currently, 23 new LEP courses have been approved by the UCF, and more than 70 AUR courses have been approved for use during the transition period. Perhaps its greatest strength is that all LEP courses reinforce *Competencies* and focus on at least one contextual *Area of Knowledge* and one *Discussion of Values*, bringing recursiveness to this multi-tiered general education program. The new LEP will be more assessment-driven, enabling data-driven decisions to continuously improve student learning. The LEP director is facilitating the full development, implementation, and evaluation of the LEP program.

All departments have reviewed their programs to determine how the LEP will interface with current requirements and how the programs may need to be modified. The outcome of performing these reviews has resulted in the revision of some programs. In some cases, this has provided the impetus for a program to make changes that have been desired for a period of time while in others it may provide an opportunity for revision and improvement that had not previously been considered.

While there was widespread agreement among faculty regarding the overall goals and framework of the LEP, there was considerable debate and concern regarding the specifics of implementation. In April 2011, these concerns were expressed in a call for a faculty referendum to delay implementation of the program. However, the referendum failed to pass, and implementation is proceeding following some modifications to the program.

Projection

The implementation of the LEP will be challenging, time-consuming, and demanding of resources; however, both SCSU's faculty and administration have demonstrated a commitment to the program. There is a clearly articulated time frame, including a three-year transition period in which both the AUR and the LEP will operate in parallel, sharing some courses on a temporary basis while the new and revised courses are created, approved, and phased in. To meet the needs of students, a sufficient number of second-level LEP courses (Tier 2) will be developed by fall 2012.

Developing appropriate assessments for LEP competencies and areas of knowledge that transcend department boundaries is a challenge. This work will be ongoing; more details are provided later in this chapter.

The Major or Concentration

Description

Undergraduates have the opportunity to develop disciplinary and interdisciplinary knowledge in both introductory and upper-division courses. For the most part, upper-division course sequencing is strictest in the natural sciences, the professional programs, and, to a lesser extent, the fine and performing arts. Typically, upper-division course sequencing in the humanities and social sciences is less structured. The [English major](#), for example, requires students to take course work in a variety of fields, but not in any particular sequential order. The [chemistry major](#), on the other hand, requires students to take courses in a strict, sequential order.

Learning outcomes for programs provide a basis for the curriculum that includes knowledge and methods pertinent to the area of study. Some departments (e.g., education, media studies, psychology, and recreation and leisure studies) offer methods and theory courses for their majors, while others (e.g., philosophy and geography) require senior capstone courses. In some departments (e.g., physics, history, and political science), both methods courses and capstone courses are required. In addition, many majors require undergraduates to take cognate courses in related disciplines. For example, physics majors are required to take Calculus I, II, and III as well as Differential Equations in the Mathematics Department, plus two semesters of General Chemistry.

The professional programs have developed a curriculum that substantially connects the classroom with contemporary clinical practice. In the School of Education, for example, students must perform hundreds of hours of field experience, divided between various courses in the [School of Education](#) and culminating in student-teaching in “a variety of diverse settings,” namely both high-needs and moderate-needs schools as defined by percentage of students eligible for free lunch and other demographic factors. In the [School of Health and Human Services](#), all programs include mandatory fieldwork, practica, or clinical experiences. The [School of Business](#) offers internships as elective courses at this time. A new initiative, the Business Student Resource Center, is being launched in fall 2011, and a priority is the creation and oversight of new mentoring, internship and job placement opportunities for the School’s students, further enhancing the School’s involvement with the regional business community

Appraisal

SCSU offers a wide array of undergraduate programs that afford students the opportunity to develop knowledge and skills in specific disciplinary areas as well as the opportunity to pursue interdisciplinary studies. All degree programs have identified requirements. At the undergraduate level, students have access to program requirements through the [electronic degree evaluation](#), available through Banner.

Projection

Although departments have established learning outcomes, not all departments had made these electronically accessible. As a result, SCSU has taken steps to correct this by requesting that all departments publish their learning outcomes in the catalog and/or department Websites.

Graduate Degree Programs

Description

As noted in the university’s graduate catalog, “the purpose of graduate studies is to provide for advanced and specialized learning under the direction of scholars and practitioners in full command of their disciplines” (SCSU 2011-2012 Graduate Catalog, p. 2). The university currently offers 38 master’s degree programs, ten sixth year professional diploma programs, four certificate programs, and one doctoral program. A second doctoral program (Ed.D.) in nursing education has been developed in collaboration with our sister institution, Western Connecticut State University, to address the critical shortage of nursing faculty. The program proposal has

been approved at both universities and by the CSUS BOT and is currently pending approval by the Connecticut Department of Higher Education.⁴

As outlined in the Graduate Council's [Academic Standards Committee Handbook](#), to be approved for initial and continuing approval, all programs must have a clearly stated mission, philosophy, goals, and student learning outcomes that are appropriate to the degree and clearly reflected in course syllabi and student learning experiences. Student learning objectives/outcomes are primarily focused at the application, analysis, and synthesis levels and reflect more complex and specialized learning than is typically expected at the undergraduate level (see sample graduate program reviews). Program purpose and objectives are included in relevant program publications and also can be accessed electronically through the [School of Graduate Studies](#) Website or directly through the departments' Websites.

The internal criteria used to review proposed or established graduate programs reflect the expectation that the resources available (e.g. faculty, space/equipment, library holdings) and program requirements are appropriate to facilitate graduate learning outcomes. These criteria are outlined in the Graduate Council's Academic Standards Handbook. All new or established graduate programs are reviewed using these criteria and are not recommended for initial or continuing approval if these criteria are not met.

To fulfill the teaching and administrative responsibilities required by graduate programs, resources allocated to these programs exceed those provided to undergraduate programs. For example, all graduate programs have a faculty member who is given reassigned time to serve as the program coordinator. Faculty who direct theses are awarded 0.5 workload credits when the student completes the thesis proposal and 0.5 credits when the student submits the final thesis. Faculty who direct doctoral dissertations receive 1 credit each semester that the student is enrolled in the dissertation seminar (EDL 800). Lower teaching loads have been negotiated by faculty in select graduate programs to enhance the teaching learning experience and/or adhere to national accreditation standards (e.g., computer science and library science). The specific terms negotiated by these select programs are appended to the [CSU-AAUP Collective Bargaining Agreement as Sideletter agreements](#). In addition, smaller class sizes are supported for graduate courses (typical cap for graduate courses is 20 vs. up to 40 for undergraduate courses). In the past three years, average class size for graduate courses has been 12 to 13 in contrast to the average for undergraduate courses, which has been 24 to 26 in lower-division courses and 18 in upper-division courses.

All graduate programs are required to have at least three full-time faculty who regularly teach in the program. Faculty who teach in graduate programs must have a terminal degree or comparable professional experience that qualifies them to teach at the graduate level and be designated as a member of the graduate faculty. In addition, graduate faculty must demonstrate that they are actively engaged in scholarship, service, or practice related to their discipline (see Graduate Faculty CVs).

As noted in the [School of Graduate Studies' catalog](#), minimum standards for acceptance into a graduate program include a bachelor's degree from a regionally accredited institution and

⁴ A substantive change application will be submitted to NEASC upon DHE approval.

a GPA of at least 3.0. Individual programs may have additional admission requirements; these are clearly outlined in the graduate catalog and on the program's Website. Applicants who do not meet the minimum GPA requirement, but who in the opinion of the program faculty demonstrate potential for success in the program, may be conditionally admitted to the graduate school. Over the past five years (2005-2010), admission to the Graduate School has averaged about 1466 students per year. Of these, approximately 6% on average have been admitted on a conditional basis. Students admitted on a conditional basis receive an acceptance letter from the School of Graduate Studies clearly describing the conditions they must meet to remain in the graduate school, and the graduate school tracks their academic progress each semester. In consultation with program faculty, those who do not meet the stated conditions may be dismissed from the graduate school. Over the past five years, an average of 13 students per year were dismissed from the graduate school.

Graduate students develop a plan of study with their academic adviser, typically at the beginning of their program. In addition to meeting specific program requirements, all graduate students must maintain a minimum GPA of 3.0 to earn a degree from the university. The successful completion of a capstone experience is required in all graduate programs. Students choose one capstone experience from the options available in their department (departments may offer one or all three of the following options: comprehensive examination, special project, or thesis). Comprehensive examinations are administered and evaluated by the program faculty. Special projects and theses are directed by graduate faculty, approved at the department level, and then submitted to the School of Graduate Studies for review and final approval by the dean of graduate studies.

Graduate programs are designed to provide students with advanced knowledge and skills in their chosen discipline or profession. Students are required to demonstrate mastery of a specialized area of knowledge, apply the theory and methodology of their fields, and understand the role of research in advancing the discipline. The learning objectives and program requirements challenge students to expand their knowledge base beyond that acquired at the undergraduate level. For example, at the undergraduate level students are expected to acquire broad-based knowledge of the liberal arts and sciences, demonstrate understanding of at least one academic discipline, and develop skills in communication, critical thinking, and quantitative reasoning (see [Undergraduate Learning Outcomes](#)). In contrast, at the graduate level students are expected to demonstrate mastery of disciplinary knowledge and make contributions to their chosen discipline through scholarly inquiry (see [Graduate Learning Outcomes](#)).

Degree requirements reflect program purposes, goals, objectives, and outcomes. For example, disciplinary master's degree programs, such as the Master of Arts in English and Master of Arts in Psychology, are designed for individuals who intend to pursue doctoral studies in the discipline (see Graduate Catalog, p. 183). These programs typically include core courses related to the fundamental concepts and theories of the discipline as well as courses related to research methods. For example, students in the [Master of Arts in Psychology](#) program are expected to demonstrate an understanding of research methods in the discipline of psychology and demonstrate the ability to conduct psychological research by completing a thesis.

The university offers a number of professional or practice-oriented master's programs, sixth year professional diploma programs, and one doctoral level program (Ed.D.) program in

educational leadership. Professional or practice-oriented master's programs in business, education, and health and human services include the core knowledge, concepts, and theories of the respective fields, and research methods appropriate to the field, as well as an emphasis on the application of that knowledge through fieldwork, internships, or clinical experiences. The sixth year professional diploma program in educational leadership is designed to prepare organizational leaders. The program provides students with classroom and focused internship opportunities that will qualify them, upon successful completion of the program, to become certified as intermediate administrators. [The sixth year professional diploma in school psychology](#) provides advanced professional study and training in school psychological services and prepares graduates for certification as a school psychologist. The Ed.D. program is designed to prepare reflective educational leaders who possess in-depth knowledge of educational theories and practices and have a mastery of application-oriented research methodology to inform their practice and lead reforms to advance the profession. Specific requirements of professional programs can be found in the [Graduate Catalog](#).

Graduate programs that include both research activities and professional practice provide students with an appropriate balance of discipline-specific content, research activities, and practice opportunities through fieldwork, internships, and clinical experiences. These requirements are clearly evident in program objectives and incorporated in individual course syllabi. For example, students in the [graduate nursing program](#) are expected to conduct and/or use research that contributes to the development of the discipline and also provide leadership in the practice setting to improve patient care. Students in the family nurse practitioner track must complete at least 660 hours of clinical practice and complete either a master's thesis or special project related to a nursing practice issue. In addition, students are expected to synthesize, analyze, and incorporate research findings in planning, implementing, and evaluating patient care.

A differentiation in student learning outcomes exists in programs that offer both undergraduate and graduate degrees. For example, undergraduate students in the [social work](#) program are expected to demonstrate knowledge and application of social policy to address particular problems. In contrast, graduate students in social work are expected to demonstrate leadership ability within an agency and professional context of practice. The [Center for Communication Disorders](#) (CCD), an on-campus, full-service speech and hearing clinic managed by the [Department of Communication Disorders](#) provides direct client experiences for undergraduate and graduate CMD students. In addition to providing services for the community, the primary purpose of the center is to serve as a training mechanism by which graduate students obtain clinical clock hours (hands-on clinical training). Undergraduate students obtain a minimum of 25 observation hours but are not directly involved in providing diagnostic or therapeutic clinical services. The relationship and interdependence of undergraduate and graduate programs in disciplines that offer both is assessed as part of the program review process required for every program.

Program faculty use data obtained through the assessment process to implement curriculum changes as needed. For example, as a result of assessing the curriculum in the [school counseling](#) field experience course, faculty implemented a field project requirement. The field project is a measurable, data-based initiative that is generated from an identifiable need within the school community at the field site: for example not enough students taking advantage of scholarship monies for post-secondary education, or, a significant increase in bullying behavior

within a middle school grade. The practicum student then creates an initiative to address this issue, collects pre-data, implements the initiative, collects post-data, and evaluates the project. The project must be something that is sustainable after the practicum student leaves so that the school is left with the project in place for the future. In the master of arts in psychology program, the time frame for completing all sections of the comprehensive exam was altered based upon examination of student work and feedback. In addition, a new thesis seminar course was developed to create a thesis cohort and provide students more structured guidance and support through the thesis writing process.

To successfully complete a graduate program, students are required to demonstrate achievement of program objectives through a variety of assessment and evaluation methods used throughout their program of study and to complete a capstone experience (i.e., comprehensive exams, special project, thesis) that demonstrates mastery of content and skills in their discipline. All programs have established methods of evaluating student performance and measuring overall program outcomes.

Appraisal

The university offers rigorous academic programs that advance the students' knowledge and skills beyond that acquired at the undergraduate level. A wide array of graduate programs is offered, each providing students with the opportunity to develop specialized knowledge and skills in a particular discipline or professional field. Professional graduate programs are [nationally accredited](#) with most being recognized as the leading programs in SCSU's geographical area. Individuals admitted to graduate programs are qualified for advanced academic study. As noted above, almost all students admitted meet the minimum admission criteria, with few being admitted on a conditional basis.

Resource needs are carefully reviewed whenever a new program is proposed to ensure quality. As part of the state's new program licensure and accreditation process, adequacy of resources, including faculty, administrative support, technology, library, and space are carefully considered.

Based on the existing Collective Bargaining Agreement, there is no differentiation at the university between undergraduate and graduate faculty. All faculty are expected to demonstrate competence in teaching, engage in creative activities, and participate in university and community/professional service. Faculty are selected to the graduate faculty by their academic department, and their selection is forwarded to the Graduate Council along with the faculty's CV. The Council reviews the departmental selections to ensure that the faculty's credentials meet the established criteria. Over the past three years, 80 faculty have been added to the graduate faculty roster for a current total of 322 in 2010, representing 75% of the full-time faculty.

Degree requirements include specific learning experiences and outcomes appropriate to the discipline or profession. Students are expected to demonstrate mastery of a specialized area of knowledge through coursework and capstone experiences. Although faculty in programs that offer both undergraduate and graduate degrees are expected to assess the interdependence of the two programs as part of their graduate program review, this assessment is not consistently done across all programs. Although systematic processes to assess undergraduate and graduate

programs have been developed and used regularly to review programs, existing graduate program review criteria do not include the expectation that programs demonstrate how assessment data are used to improve programs. In addition, graduate program review criteria do not call for external reviewers as is the case with undergraduate program reviews.

Projection

To ensure that programs receive sufficient resources, program needs will be identified on an individual basis as needed. Policies and procedures will also be developed to ensure that the Graduate Council and PRAC meet regularly to discuss program review information and to formulate recommendations for improvement. This process will allow for better assessment of the relationship and interdependence of undergraduate and graduate degree programs across the institution and assist programs and SCSU to use the data to improve programs.

The graduate program review criteria will be revised in fall 2011 to require evidence that data are being used to improve programs. Criteria and procedures for external review of non-accredited programs will be developed in fall 2011. In addition, by spring 2013, the Graduate Council will address the issue of differentiated expectations for course work at the graduate level.

Integrity in the Award of Academic Credit

Description

SCSU offers the following degree programs: B.A., B.S., B.S. (required for certification), M.A., M.F.A., M.S., M.S. (with certification), M.B.A., M.L.S., M.S.N., M.P.H., M.S.W., M.F.T., sixth year professional diploma, sixth year professional diploma (with certification), and Ed.D. SCSU's certificate programs are appropriately named. Degree programs follow conventions used at most American universities and are consistent with the NEASC policy on credits and degrees. Like many undergraduate programs across the country, the B.A. and B.S. degree programs require a minimum of 120 credits and should be completed within four years if students beginning their programs do not need substantial developmental course work. Although credit requirements for master's degree programs vary by discipline, SCSU's graduate programs conform to practices common among American institutions of higher education. For example, the M.S.W. degree requires 60 credits, the same number as the M.S.W. program at the University of Connecticut. Similarly, the Master of Library Science program is a 36-credit degree; in comparison, the University of Alabama's M.L.S. program is also a 36-credit program. No graduate program at SCSU requires fewer than 30 credits.

The university's catalogs and its Website are publicly available and describe all required and elective courses. Each school within the university has a course rotation plan designed to guarantee that courses will be offered with sufficient availability to enable students to graduate in a timely manner. Some academic departments, however, do not strictly follow their rotation plans to the letter. Departments are in the process of updating their rotation plans.

The UCF's [Program Review and Assessment Committee](#) (PRAC) evaluates programs' self-studies, which include site visits from external evaluators, on a seven-year cycle. Externally accredited programs submit a modified self-study. The Graduate Council plays a similar role in evaluating graduate programs, but currently graduate program review is conducted on a five-year

cycle. As a way to ensure the quality of the instructional programs, faculty are regularly evaluated. The [CBA](#) outlines faculty evaluation guidelines for reappointment, promotion, tenure, and professional assessment (post-tenure review). These guidelines are further explicated in [Faculty Senate Documents](#).

The Associate Vice President for Academic Student Services, supported by the Enrollment Management Council, oversees the admission, advisement, registration, and retention of students, as well as evaluation of transfer credits and other previous learning. The Associate Vice President for Assessment, Planning, and Academic Programs also oversees the aggregate assessment of student learning. Although SCSU does not yet offer any joint degree programs with other institutions, the CSUS BOT has approved the proposed collaborative Ed.D. in nursing education with Western Connecticut State University. The program is pending approval.

The UCF and the Graduate Council formulate and oversee policies regarding the award of academic credit, subject to the approval of the Provost. Established criteria exist for the award of credit earned through coursework at the university, study abroad, internships, and experiential learning activities. Study abroad programs entail either an SCSU faculty member leading a class in another country or students enrolling in classes at an overseas university under the auspices of the Office of International Programs. Students earn credits directly from SCSU if the study abroad is led by SCSU faculty or the credits are transferred in from the sponsoring institution. SCSU also has a robust internship program in many disciplines. Academic departments and programs sponsor internships with a pre-determined amount of faculty supervision. In political science, for example, all majors are required to take between 6-15 credits of supervised internship. Many of these students work as legislative aides in the state capitol. Both supervision by a faculty adviser and scrutiny of internship requests by the relevant department chairman/program director and academic dean ensure that these experiences are comparable to more conventional classroom educational experiences and merit the award of academic credit. While some programs in the School of Health and Human Services include service learning opportunities, the university has no central clearinghouse for the review of service learning.

The university offers remedial course work (i.e., pre-collegiate) in English composition and mathematics, namely ENG 097 “Tutorial in Basic English” and MAT 095, “Elementary Algebra.” ENG 097 is a non-credit course. Credits from MAT 095 count toward the determination of GPA, but not towards graduation. Neither of these courses counts toward either all-university requirements or toward any major.

Students can earn credit for prior experiential or non-collegiate sponsored learning in a variety of ways. In addition to earning at least a “3” or “4” (depending on the academic discipline) on Advanced Placement exams, students may waive a course and earn credit through the [College Level Exam Program](#) (CLEP). Veterans may earn credit for military experience through the Registrar’s Office. Students may earn up to 12 credits through the cooperative education program, which integrates academics with workplace experience. Some academic departments accept credit for life/work experience awarded by [Charter Oak State College’s Portfolio Assessment Center](#). These policies and procedures are clearly outlined in both the catalog and on the SCSU Website.

The catalog explains the conditions under which students may continue in its academic programs as well as the conditions for termination. Undergraduates may continue to be

matriculated at the university provided they maintain a 2.0 GPA. Some majors, such as nursing, social work, psychology, and sociology, have higher minimum GPA requirements for admission to and/or continuation in their particular programs. Undergraduates whose GPA falls below a 2.0 are either placed on academic probation or removed from full-time status, depending on the number of total credit hours the student has earned. Students may apply for re-admission if they were in good academic standing when they withdrew from the university. Students who were academically dismissed, however, need to attain probationary status at a minimum before the university will consider admitting them for full-time status. For undergraduates who had a weak academic beginning, the university offers the Fresh Start Option, under which SCSU re-admits students and does not take their previous record into consideration in determining GPA.

The undergraduate and graduate catalogs explain requirements to continue in and graduate from all programs. Undergraduates can also access an online degree evaluation to determine what courses they need to take in order to graduate. No online degree evaluation exists for graduate students at this time. Graduate students whose GPA is below a 3.0 are placed on academic probation. If after taking nine more credits a graduate student's GPA remains below 3.0, the student is dismissed from the program. A dismissed graduate student may reapply for admission after a period of one semester.

As the CBA states, “the determination of grades is the responsibility of the instructor of the course” (Article 4.2.2.2). In the event of a demonstrable “palpable injustice,” a faculty member's grade can be overturned by the Department's Grade Appeal Committee (DGAC) or, if the department chairperson does not convene the DGAC, the University-wide Grade Appeal Committee (UGAC). If either the student or affected faculty member appeals the decision of a DGAC, the UGAC will make a final decision.

Of the 23 specific offenses mentioned in the student [Code of Conduct](#), the very first mentioned are “acts of dishonesty,” including “academic misconduct, including all forms of cheating and plagiarism.” The university endeavors to educate students about the problems of cheating and plagiarism through the [Student Handbook](#) and the First-Year Experience program. The Director of Judicial Affairs, who reports to the Dean of Student Affairs, administers the judicial procedures that ensue from an alleged violation of the Code of Conduct. A newly proposed academic misconduct policy calls for a database to be maintained by the Office of Judicial Affairs to document all allegations of academic misconduct and to document multiple offenses by a student. This new policy will also clarify the appeal policy.

SCSU offers courses in a compressed format during three summer sessions, a four-week winter session, and a spring break session. The university schedules occasional eight-week courses during the regular fall or spring semester. Academic deans and the Registrar's Office ensure that the amount of contact time in such courses is consistent with standard classes.

Some deans require documentation to demonstrate that specialized courses, particularly writing-intensive courses, meet the university's stated expectations for such classes. Course evaluations are not consistently administered during abbreviated sessions. Faculty members teaching shorter courses use a variety of methods to enable students to reflect on their learning and analyze subject matter. For example, some faculty notify students in advance about course reading in order to provide students with the needed time to master works that could not readily be digested in an abbreviated session.

SCSU currently has one off campus location in [East Lyme, Connecticut](#). A M.S. in Special Education has been offered at this location (and previously in Lisbon, CT) since 1995. SCSU faculty originally designed the program and recently updated it in collaboration with the on-site coordinator. Students enrolled in this cohort program have access to the same resources as on-campus students and are expected to meet the same program requirements. The Assistant to the Dean of the School of Education, who is also a special education department faculty member, oversees the program, participates in student orientation and performs on-site advisement. Beginning in fall 2011, graduate programs in educational leadership and reading will also be offered at the site.

Although SCSU currently offers only one fully online degree program (the MLS), a number of programs regularly offer online and/or hybrid courses. An analysis in fall 2010, however, revealed that only 108 of the approximately 2,124 sections (5.1%) university-wide were either online or hybrid sections. Nearly all of these online or hybrid sections were in eight programs: Information and Library Science, Management, MIS, School Health, Social Work, Special Education, Sociology, and Theatre. To ensure that students who register for online/hybrid courses are actually completing the course requirements, usernames and passwords are required to log into e-learning Vista, our current learning management system (LMS).

Evening and weekend courses are treated no differently than traditional weekday courses. SCSU strives to ensure that most programs offer courses in the evenings in order to serve students who have daytime commitments.

The university sponsors graduate certificate programs in the following areas: family nurse practitioner, nurse educator, clinical nurse leader, and women's studies. The department of Nursing and the Women's Studies program oversee and ensure the coherence and academic rigor of all of these programs. Certificate programs, as all graduate programs, are reviewed and approved by the Graduate Council prior to their implementation to ensure that they adhere to requirements for graduate curriculum.

SCSU has two transfer articulation agreements with Connecticut's community colleges to help ensure smooth transition from the two- to the four-year institution. One agreement guarantees admission and at least 60 credits in transfer to students with earned associate degrees. The other, called the [Transfer Compact](#), allows students to be enrolled at any of the 12 Connecticut community colleges to be dually admitted and academically advised by staff at both the community college and the university. Additionally, a number of individual program-level articulation agreements are also in place, for example in nursing and early childhood education.

Undergraduates are permitted to earn no more than 90 of the required 120 overall credits at other institutions. The Office of Admissions oversees the integrity of undergraduate transfer credits, although a student may petition a department chairman if he or she believes a course taken elsewhere is equivalent to a course at SCSU. The acceptance of transfer credits does not reduce the amount of upper-division coursework required. Students are able to access information on course transfer equivalencies at SCSU on the university Website on the [Transfer Articulation Request](#) page, which enables students and faculty to search to determine whether or not a course taken at a feeder institution during a particular semester can be counted in lieu of a particular course at SCSU. This online database includes all 12 Connecticut community colleges, the other three CSUS universities, and nine other nearby institutions of higher learning.

The university imposes a far stricter limit on the proportion of credits a graduate student may transfer into a program than an undergraduate. While undergraduates may take up to three-quarters of their 120 credits at other institutions, graduate students may transfer no more than one-quarter of their credits to SCSU.

Appraisal

The university offers a wide array of undergraduate and graduate degree programs that conform to common practices in American institutions of higher education in terms of length and name of degree. All degree programs and requirements are described in the appropriate catalog, and each school has a planned rotation of courses. However, even if courses are planned to be offered on a pre-determined schedule, this does not guarantee that SCSU will necessarily have sufficient seats to accommodate student need in any given term. The university is in the process of finding ways to accommodate student need for seats, particularly in closed sections of courses that meet all-university requirements. In addition, not all departments follow their published course rotation plan, which may prevent students from completing a program within the expected time frame.

The university has taken steps to assure its compliance with the credit hour requirements. In spring 2011, the UCF and the Graduate Council each passed guidelines for syllabi language that specifies to students that the course will require at least two hours of work outside of class for each hour spent in class. A review of 998 course syllabi revealed that 74% of courses clearly demanded at least two hours of work outside of class. However, only 4% explicitly detailed to students that there would be a significant amount of work to be performed outside of class.

Clear policies exist for the award of credit through traditional courses, internships, independent study, and study abroad. These policies are developed and overseen collaboratively by faculty and academic administration. Although students may earn credit for some pre-collegiate level or remedial courses (MAT 095) and the grade earned in this course is used to calculate the GPA, credits for this course are not counted toward the degree.

Although an online degree evaluation for undergraduate programs is available through Banner, the current version has several limitations. The degree evaluations explicitly state, “This is NOT an official evaluation” (original emphasis) and that “Transfers of Exercise Science and W Courses for Transfer Credits are not reflected in the online degree evaluation.” The university will work to refine the degree evaluation so that it is accurate and comprehensive. Online degree evaluations for graduate students would also be useful.

The requirements for admission, continuation, termination or readmission to academic programs are clearly described in the university’s catalogs and on program Websites. Faculty are responsible for evaluating student work and awarding grades. As stated in the graduate catalog, “the integrity of scholarship is the cornerstone of the academic and social structure of the university;” (p. 38) as such, the university makes every effort through its published policies and course requirements to prevent cheating and plagiarism. Based on established policies, it is the responsibility of the faculty to address instances of cheating and/or plagiarism with students and determine a course of action. It is also up to the faculty to report instances of cheating and plagiarism to the appropriate personnel. A new proposed policy on academic misconduct will bring consistency to the reporting and appeal process. Although the university has improved

policies and procedures to deal with academic dishonesty, it is agreed that the focus should be on prevention rather than punishment. Thus, academic honesty is addressed with students beginning with the FYE and New Student Orientation programs. Additional details are provided in Standards 5.

Off-campus and online courses are bound by the same academic standards as courses offered on campus. To ensure that online courses reflect best practices in online education, *an ad hoc* committee consisting of representatives from the UCF and Graduate Council has been established to create guidelines for online course development to be used by faculty and curriculum review bodies.

While evening courses adhere to the same academic standards as others, instructional support is more limited during the evening and weekend hours, although efforts have been made to expand support. For example, IT Help Desk hours have been expanded Monday to Thursday to better serve the needs of students and faculty engaged in evening classes. Due to recent severe budget cuts, further expansion of services may not be feasible at this time. Clerical support is also limited at night or on weekends, as are academic student services, such as Academic Advising.

Through articulation agreements among SCSU, community colleges, and other Connecticut institutions, students are able to transfer many courses completed at these other institutions to satisfy program requirements. Transfer equivalency information is available online and is updated regularly. The current transfer system calls for admissions staff to determine course equivalency based on information submitted by academic departments; students may appeal to the department chairperson. This process has sometimes led to students failing to receive appropriate credit. With the advent of the new LEP, more of this responsibility will rest with the Academic Advisement Center, and petitions will be directed to the director of the LEP rather than department chairmen.

Projection

To maintain and enhance the academic integrity of the degrees awarded, SCSU will improve its academic advisement processes; enhance its processes to monitor and prevent academic dishonesty; and ensure that courses offered in abbreviated sessions are comparable to those offered during the traditional academic semester. All departments will develop up-to-date course rotation plans and follow them closely so that students can plan their schedules and faculty can provide students with accurate academic advisement. The academic deans will ensure that such plans are developed, implemented, and regularly reviewed /revised to better meet student demand. To ensure that condensed courses (summer, winter session, spring break) are comparable to traditional offerings, faculty will compare course syllabi regularly, and evaluation of these courses will be conducted consistently. Compliance with the credit hour requirement will be monitored through syllabi reviews and faculty and student feedback.

To meet the needs of our students, the university intends to increase the number of online and weekend offerings. Thus, appropriate and adequate support for these areas is critical. SCSU plans to enhance the level of instructional support for evening and weekend classes, particularly in the area of information technology. Discussions are underway as to how best to accomplish

this given the current resource limitations. The *ad hoc* committee studying best practices in online pedagogy will present its recommendations at the end of the 2011 fall semester.

The catalog will be corrected to include information on transfer equivalency, especially with respect to the new LEP, and how to appeal decisions related to transfer of credits. The undergraduate Admissions Office will ensure that transfer equivalency and LEP information is provided to community college students by working more closely with community college personnel. To strengthen the undergraduate academic advisement process, the Registrar will review and revise the online degree evaluation by fall 2013 so that it is accurate and comprehensive.

Assessment of Student Learning

Description

SCSU has a systematic approach to the assessment of student learning to promote academic excellence and improve academic program quality. Assessment is guided by clear statements of student learning outcomes, and assessment activities are coordinated through the university's [Office of Assessment and Planning](#). The office assists academic units with all aspects of the assessment process, from data gathering to data interpretation, conducts institutional-level assessments, and prepares assessment reports for external constituencies. A variety of quantitative and qualitative as well as indirect and direct methods are used to measure student learning experiences and outcomes at the institutional, program, and course levels.

At the institutional level, SCSU participates in national initiatives such as the National Survey of Student Engagement (NSSE) and the Voluntary System of Accountability (VSA). Institutional-level assessment also includes the university's new [First-Year Experience \(FYE\) program](#). Results of these and other institutional level assessments can be found on the Office of Assessment and Planning Website. Results of these assessments are analyzed and used to improve the quality of education across the institution. [The Office of Assessment](#) and Planning regularly provides the university community with the results of these assessments, and the implications of results are discussed at the institutional and program levels. For example, since 2007, SCSU has made a number of changes to the FYE program, all of which are based on analyses of the assessment data. Significant changes have also been made to New Student Orientation based on student survey data and faculty and staff feedback. A Peer Mentoring Program for the INQ courses has been developed, and a Common Read program instituted for all first-year students. Since 2008, all first-year students have been in learning communities, but in 2010, more intentional linkages were made between the courses in those communities. For instance, five of those communities were themed on environmental and sustainability issues, and the students and faculty in those communities worked with related projects across the campus.

Assessment of student learning is built into the LEP, at both the program and course levels. Each competency (Tier 1), area of knowledge (Tier 2), and discussion of values (Tier 3) has identified outcomes. New and revised course proposals for the LEP are submitted to the UCF for approval and must specify which outcomes are addressed in the course and how student learning with respect to the outcome (s) will be assessed. Each area will have an assessment process to collect and analyze program-level data regarding student learning. To date, Tier 1 areas of Written Communication, Quantitative Reasoning, and Multilingual Communication

have developed assessment measures and have collected pilot data to use as baseline information and to refine the process and associated rubrics. Written Communication and Quantitative Reasoning have developed course-embedded assignments/tests with accompanying rubrics while Multilingual Communication is using a standardized assessment for student demonstration of world language proficiency.

At the program level, faculty governance bodies are responsible for ensuring curricular quality and are integrally involved in assessment of student learning and program review. A new process for [undergraduate program review](#) was initiated in fall 2008 that is coordinated by the institution's Program Review and Assessment Committee (PRAC), a standing committee of the university's UCF. Each undergraduate program is reviewed on a seven-year cycle using a set of 17 standards to assess program quality. Standards 3 and 4 specifically focus on assessment of student learning and the use of data for program improvement activities.

Graduate programs are reviewed by the [Academic Standards Committee](#) (ASC), a standing committee of the university's Graduate Council. Each graduate program is reviewed on a five-year cycle using a set of 17 criteria. Criteria 2 specifically relates to the identification of learning outcomes and methods of assessment.

Assessment of student learning at the undergraduate and graduate levels is faculty driven. Program faculty develop assessment measures, collect assessment data, and implement strategies to improve programs. Faculty play key roles in preparing self-study documents for the internal review of programs that includes assessment of student learning. The institution supports the program review process by providing departments with reassigned time credits to conduct assessment activities and technical support to collect and analyze assessment data. Departments are provided .5 workload credits per semester for undergraduate program review and assessment activities. These credits may be assigned each semester to a faculty member or accumulated over several semesters to be used for preparing the program's self-study. Assessment at the graduate program level is supported by providing each department with reassigned time for a graduate program coordinator. In terms of technical support, Tk-20 software was purchased to assist the School of Education in its assessment efforts and will be made available to other programs for assessment and accreditation data collection and analysis.

Program reviews at the undergraduate and graduate levels require that feedback be obtained from students, faculty, and alumni to provide program faculty with multiple perspectives regarding student learning. Some programs (e.g., Public Health, Computer Science, Communication Disorders) use advisory boards for additional external perspectives. Admittedly, the level of feedback received from alumni varies across programs. Nonetheless, efforts are made to gather and use information from multiple internal and external stakeholders.

At the course level, all syllabi include student learning outcomes and methods to evaluate these outcomes. A review of 998 course syllabi confirmed that faculty use a variety of quantitative and qualitative methods to measure learning outcomes, including exams, papers, group projects, presentations, field and practicum experiences.

The institution is committed to using appropriate methods and procedures to assess student learning and to using assessment data to improve programs and services. To that end, the university uses multiple points of assessment to determine the effectiveness of programs. For

example, when assessing the FYE program, the institution uses self-assessment surveys administered to students at multiple points during the semester and NSSE survey data.

Appraisal

The institution has made a significant investment in the assessment of student learning as evidenced by assessment activities conducted at the institutional and program levels. The Office of Assessment and Planning supports assessment activities, and faculty are highly involved in the process. Data to assess student learning are collected at the institutional, program, and course levels. Given that a new process to review undergraduate programs was implemented in fall 2008, programs are at various stages in the process of using assessment data to make program improvements. However, the institution continues to make significant gains in this area.

All programs are reviewed regularly based on an established schedule. Currently, undergraduate programs are reviewed every seven years, while graduate programs are reviewed every five years. There has been discussion among faculty to extend the review of graduate programs to a seven-year cycle to more effectively use resources needed for programs to conduct internal assessment reviews as well as national accreditation reviews required for most of our professional programs. Although all graduate programs provide learning outcomes and methods of assessment as part of their five-year review, current review criteria do not explicitly require programs to describe how assessment data are used for improvement. However, many of the programs do include this type of data in their self-studies.

In addition to reporting assessment findings in self-studies for program review, each department completes an annual “[Assessment Update](#)” that summarizes the department’s assessment activities and progress for the year, including any changes in learning outcomes or assessment methods, data collected and analyzed, and examples of how data were used in program-level decision making. An [annual assessment report](#) is submitted to the BOT and published on the SCSU Website. As documented in the “e series” forms, all undergraduate and graduate programs have clearly defined student learning outcomes that reflect the university’s mission and are appropriate for the academic program. In addition, all undergraduate and graduate programs have developed methods to assess learning outcomes. Currently, 73% of programs have provided evidence of using assessment data to improve programs. For example, assessment data collected in the Geography Department resulted in more emphasis being placed on designing research and collecting data in two courses. In the Theatre Department, more emphasis was placed on genre, style, and literature and less on physical forms as a result of collecting and analyzing assessment data.

Assessment of learning outcomes includes surveying alumni and employers (for some programs), but the quality and quantity of data gathered from these sources has been uneven across programs. Externally accredited professional programs have been more successful in surveying alumni and employers; however, lack of a centralized university employer database makes this quite difficult for individual programs, especially in the arts and sciences, as their alumni may be employed in a wide variety of business and agency types.

A meta-analysis of alumni surveys administered over the past two years (undergraduate N=88; graduate N=119) indicated that the majority of alumni were very satisfied with their educational experience at SCSU. In terms of their interactions with faculty, the vast majority of

students agreed or strongly agreed that faculty showed interest in their professional development, encouraged open discussion, used a variety of teaching and evaluation strategies, and were up-to-date in their field. With respect to program expectations, the vast majority of respondents agreed or strongly agreed that program requirements were made clear and that their program of study was well organized. However, approximately 30% of respondents (about equally divided between undergraduate and graduate students), disagreed or strongly disagreed that a sufficient number of courses were scheduled each semester to permit them to follow their plan of study.

The assessment process for the new LEP still needs to be fully developed and implemented. Although student learning outcomes have been established and built into program development, specific data collection methods and scoring protocols have not yet been finalized for all areas. Composition and selection of assessment committees for each Tier needs to be completed. Although some Tier 1 competency demonstrations have been established (for Written Communication, Multilingual Communication, and Quantitative Reasoning); others have yet to be done (e.g. Critical Thinking and Technological Fluency). Rubrics need to be developed for assessment in Tiers 2 and 3, as well as guidelines for composition and selection of faculty to collect student work. Results will be reported by course instructors or committees of instructors to the LEP Committee and LEP Director. Improvements will be made as needed by faculty committees in each Tier, Competency Coordinators in Critical Thinking and Technological Fluency, in consultation with the LEP Committee and the LEP Director.

Projection

To ensure that all graduate programs are using assessment data to improve student learning, program review criteria will be reviewed and revised as appropriate to reflect this requirement. A process and timeline for the implementation of external reviews for non-accredited programs will be developed by the Graduate Council this academic year. To streamline the program review process, the review cycle for graduate programs will be revised to be consistent with the undergraduate program review schedule. In addition, the institution will develop and implement strategies to enhance the collection of assessment data from alumni and employers.

As previously stated, all departments will develop up-to-date course rotation plans and follow them closely so that students can plan their schedules and faculty can provide students with accurate academic advisement. The academic deans will ensure that such plans are developed, implemented, and regularly reviewed /revised to better meet student demand.

Assessment processes for the remainder of Tier 1 competencies will be finalized by the end of fall 2011 and piloted during the spring 2012 semester. Data collection methods and rubrics for Tier 2 areas will be developed by fall 2012 and piloted during spring 2013.

The *ad hoc* joint committee of the Graduate Council and UCF on online education will develop guidelines for review of online courses/programs which will be incorporated in program reviews by end of fall 2012.

Institutional Effectiveness

As indicated in the undergraduate and graduate program review criteria, the primary purposes for conducting periodic evaluations is to ensure that quality, integrity, and effectiveness

of academic programs are maintained or enhanced. As mentioned in the assessment of student learning section, graduate program review criteria currently do not include criteria related to program effectiveness; however, the criteria will be revised to include this expectation. Given that periodic review of undergraduate programs began in the fall of 2008 and is being phased in systematically, evidence that assessment data are being used to improve programs is not available yet for all programs. At the institutional level, the university has made a significant commitment to regularly assessing student learning and analyzing data to improve programs such as the First-Year Experience and the Liberal Education Program. At the program level, review criteria will be revised to ensure that departments are using evaluation data to improve their programs. At the undergraduate level, program improvement will be monitored regularly as the program review process is fully implemented.

Standard 5: Faculty

Description

SCSU employs full-time and part-time faculty to fulfill its teaching mission. As of fall 2010, SCSU employed 427 full-time teaching faculty and 607 part-time faculty; all are members of the American Association of University Professors (AAUP) and covered by its [Collective Bargaining Agreement](#) (CBA). Of full-time faculty, 75% earned Ph.D.s, and 23% earned master's degrees, many of which are terminal degrees in areas such as English and art. A high percentage of faculty (86%) are tenured at the associate or professor ranks, reflecting both years of experience and peer-ranked quality through the [Promotion and Tenure](#) process. In 2010, 322 faculty were listed as "Graduate Faculty," a designation set forth by the Graduate Council.

Part-time faculty are hired on a per-course basis each semester to teach a limit of two courses or 8 credits per semester. Part-time faculty qualify for contractual protection and compensation increases based on the number of credits taught. Over 90% of part-time faculty have a master's degree (68%) or a Ph.D. (23%), with a small number of other, professionally certified instructors.⁵

Despite a recent decrease in the number of faculty due to a state-sponsored early retirement incentive and the current state budget crisis that has affected recruitment and hiring of faculty and staff, the number of faculty remains sufficient to carry out SCSU's central [mission](#). In fall 2006, SCSU had 394 full-time faculty. Due largely to a strategy enacted by the former Provost and Vice President for Academic Affairs that converted a number of part-time positions to full-time positions, the total number of full-time faculty employed in fall 2007 rose dramatically to 436. As of fall 2010, this number had decreased to 427, including one-year emergency appointments. To maintain compliance with the CBA, which calls for the percentage of part-time instructional faculty load credits to be no more than 21%, an additional 39 temporary, one semester, full-time appointments were made in spring 2011, increasing the number of full-time faculty to 466. Due to the state's budgetary crisis, as of fall 2011, SCSU has 433 budgeted full-time faculty positions.

Faculty are bound by four priorities: teaching, creative activity, productive service to department and university, and professional attendance and participation. These priorities are weighted accordingly in the [Promotion and Tenure](#) process. Under the CBA, full-time faculty appointments fall within four ranks: instructor, assistant professor, associate professor, and professor.⁶ Each rank has certain standards that must be met for full-time appointment. As described in Standard 3, teaching faculty engage in a variety of activities as part of our commitment to shared governance, such as curriculum development at the course and program level and serving on departmental and university-wide committees and task forces. Participation in student advisement and academic planning processes are also expected. Faculty are also expected to engage in creative activity and scholarship that complements their discipline and teaching goals. The process for evaluation of faculty, including promotion and tenure, is detailed

⁵ SCSU uses the terms "part-time faculty" and "adjunct faculty" interchangeably.

⁶ The CBA includes librarians, counselors, and athletic coaches. However, the information in this chapter relates to teaching faculty unless otherwise noted.

in the CBA (Article 4) and [Faculty Senate documents](#). Full-time faculty are evaluated annually prior to the award of tenure. A post-tenure professional assessment is required every six years.

SCSU staunchly defends academic freedom for all faculty. The CBA, Article 4.2, sets forth the principles of academic freedom, the procedure concerning claims of violations of academic freedom, including the Academic Freedom Panel and the Academic Freedom Committee procedures and members.

For full-time faculty, the teaching load is 12 credits per semester, which generally equates to about four courses per semester. In some programs, teaching loads may differ according to disciplinary standards. Faculty in the departments of Information and Library Science and Computer Science have reduced teaching loads, as authorized by side-letters to the CBA. Doctoral courses in the Educational Leadership Department, currently the only department offering a doctoral degree program, carry six load credits, and faculty receive one credit per registered student per semester for dissertation advisement.

The offices of Human Resources and Diversity and Equity have created and implemented search procedure guidelines for hiring full-time faculty. Faculty participate in the search process as outlined in the university's [faculty search procedures](#). With diversity as a core value of the university, all search committees are expected to aggressively recruit and give full consideration to a diverse pool of applicants to achieve the university's diversity initiatives and to comply with all affirmative action regulations, especially Sections 46a-68-31 through 46a-68-74 of the [Connecticut General Statutes](#), as detailed in the [SCSU Affirmative Action Plan](#). The work of the [Minority Recruitment and Retention Committee](#) augments the recruitment and retention efforts.

In accordance with Article 4.7 of the CBA, the terms and conditions of every full-time faculty appointment are contained in the letter of appointment, which states the terms of the initial appointment and any special conditions of appointment pertaining to obtaining degrees and other credentials and explanation of work assignments. and the CBA stipulates minimum and maximum salaries for each rank. Through the CBA, a process also exists for the university to recognize market pay adjustments in faculty salaries based on compelling reasons.

Faculty are supported in their advising, administrative, and research roles. The CBA (Article 10.6.1) provides for load credits for administrative roles, such as department chairperson., Reassigned time for curriculum development, faculty development, and instructional enhancement is also available at the discretion of the President or his designee (typically the dean and/or provost). According to the CBA (10.6.5), SCSU must allocate a minimum of 132 workload credits per semester to these activities. A minimum of 108 credits per semester are awarded for reassigned time for research (10.6.4). In addition, as per the CBA, each year, funds are set aside for faculty travel as well as for grants for faculty development, curriculum related activities, and research on a competitive basis.

Due to the nature of their disciplines and their prominence in general education courses, some departments, including English, mathematics, and world languages and literatures, continue to rely heavily on part-time faculty. Professional departments, including nursing, public health, marriage and family therapy, and business administration continue to benefit from practitioners teaching part-time. Departments with numerous part-time faculty utilize adjunct coordinators and course coordinators to train, mentor, assess performance, and ensure quality

instruction. The English Department, with 89 part-time faculty (the highest number in the university), has an exemplary process for recruitment, training, peer evaluation, mentoring, and assessment of part-time faculty. Part-time English faculty participate in orientations and training sessions, where they are provided full exposure to course learning objectives, a syllabus template, and rubrics for evaluating student work. The English Department's course on Teaching College English has become a training ground for excellent part-time faculty.

Other programs support part-time faculty and help ensure quality instruction and integration into the university community. Instituted in 2005, the annual Part-time Faculty Reception and Orientation recognizes the contributions of adjuncts, introduces SCSU leadership and available supports for faculty and students, and provides brief workshops on pedagogy and technology. Since 2007, 134 part-time faculty have participated in the event. Part-time faculty are invited to all faculty development events, including a Teaching Academy, FYE Academy, and SummerTech. As AAUP members, part-time faculty are eligible for travel funds (\$750 per year for 2011-2012) and for Faculty Development Advisory Committee funds. They are represented in Faculty Senate and university-wide committees, and SCSU has an annual Outstanding Teaching Award for a part-time faculty member.

SCSU employs two groups of graduate assistants: those that are funded through a competitive process supported by the School of Graduate Studies and those that are funded at the departmental level. The graduate school provides funding each year for 10 graduate assistants and 10 research fellowships. A total of \$250,000 is available to support the program, which has been in existence since 2007. Eligibility requirements and selection procedures for the [research fellowships](#) and the [graduate assistantships](#) are published on the School of Graduate Studies Website. Procedures for training and evaluating graduate assistants and graduate research fellows selected through this competitive process are delineated by the department sponsoring the applicant and vary based on the student's stated goals. Graduate assistants who are funded at the department level are trained and evaluated by faculty within the department in which they work.

Orientation guides for full-time faculty and part-time faculty are distributed during new faculty orientations and are also available on the [Faculty Development](#) Website. All faculty are provided a hard copy of the CBA, which is also available online. The [Faculty Handbook](#), distributed to new faculty during orientation, is updated yearly and is available on the Faculty Development Website. The SCSU [Employee Handbook](#) is provided to all employees and is also available online. SCSU expects that all employees demonstrate ethical behavior as defined in university policies. Ethics statements can be found in the Employee Handbook and in the AAUP's CBA, Article 4 on Professional Rights and Responsibilities of Faculty.

SCSU has a participative, all-university process in place for ensuring the quality of all new and revised courses and programs. As previously described in Standard 4, faculty play key roles on department and university committees in developing, reviewing, and approving courses and programs to ensure a high quality of instruction and continuous improvement. The offices of Assessment and Planning and Faculty Development provide professional development opportunities regarding the assessment of student learning and course and program-level assessment strategies. In addition to on-campus events, faculty participate in the yearly [CSUS Learning, Teaching, and Assessment Conference](#) and regional workshops/conferences sponsored by the [New England Educational Assessment Network \(NEEAN\)](#).

A significant number of faculty have invested their talents into developing the FYE program, which has led to marked increases in student retention, academic achievement, and engagement, as measured by a comprehensive assessment process. In the past three years, a great deal of time and effort has also been invested in the new Liberal Education Program (LEP). Several faculty groups and departmental committees are currently in the process of creating new courses or modifying existing courses to meet LEP goals and objectives, primarily for Tier I courses in Critical Thinking and Technological Fluency and for Tier 2 areas of knowledge.

SCSU faculty are supported by a robust offering of professional development opportunities, internal grants, and awards for outstanding teaching and scholarship. A list of the various resources available for professional development can be found on the [Office of Faculty Development's](#) home page. Useful information related to teaching and learning is also posted on the Office of Faculty Development Website. In fall 2010, the [Magna series, 20-Minute Mentor](#), was added to the Website. Here, faculty enter their Banner ID information and may access 12 different programs. Each program lasts less than 20 minutes, yet in each one nationally recognized experts provide specific suggestions on topics such as using groups effectively, learning students names, and employing collaborative teaching approaches.

Since 2007, an annual 2-3 day [Teaching Academy](#) has been held in early June with a focus on best practices in pedagogy. The program, with an average annual attendance of 76, includes a nationally/internationally known keynote and a series of breakout sessions on various topics presented by our own outstanding faculty. A similar 2-day FYE Academy is designed for faculty teaching first-year students. This year's FYE Academy in early August attracted 35 faculty participants.

Faculty are provided with other professional development opportunities as well. In May 2010, four faculty members attended Dee Fink's three-day training on "Creating Significant Learning Experiences" in Chicago. Subsequently, a one-day workshop based on Fink's design was held on campus in June 2010, with nearly 35 faculty participating. In anticipation of LEP-building, Teaching Academies for 2009 and 2010 focused significantly on assessment of student learning, collaborative learning approaches, critical thinking across the curriculum, WAC, and interdisciplinary collaboration. Teaching Academy 2011 included a day-long workshop on curriculum design by Dee Fink, which was attended by 75 faculty.

The Teaching Innovation Program (TIP) (2006-2009) funded by a Davis Educational Grant (\$265,00) sparked a positive culture change by highlighting excellence in pedagogy and creating an infrastructure for exchanging innovative technology and methods. The TIP offered fellowships, travel funds, workshops, and resource sharing. Fifteen faculty fellows completed nine projects, ranging from assessing the impact of classroom response systems (clickers) to meeting the needs of diverse learners through universal design. A total of 33 faculty were awarded TIP Travel funds to attend conferences that focused specifically on pedagogical practices; 19 presented their teaching innovations at these conferences, and 13 presented at international conferences.

The Curriculum Innovation Program, funded by a Davis Education Foundation Grant for \$270,000 over 3 years (2010-2013), provides faculty support and training in assessment, curriculum design, and the creation of significant learning activities. Each year eight

competitively selected faculty fellows will be awarded \$2000 to create model courses and mentor other faculty in curriculum design. In addition, workshops focusing on curriculum design, mapping, assessment, and student engagement will be held each year. To support further collaboration and resource sharing, a Curriculum Innovation Exchange will be held each semester and related information will be posted on the Faculty Development Website.

Appraisal

Despite the loss of a significant number of full-time faculty due to retirements and hiring freezes, the university has implemented strategies as described above to maintain an adequate number of faculty necessary to support its mission and goals. Although tenure track hires have been minimal since the beginning of the hiring freeze in 2008, SCSU has been able to maintain numbers of full-time faculty by employing approximately 50 temporary emergency hires (special appointments for up to two years), and, this year, the university was able to advocate to the System Office for exceptions to the hiring freeze, filling 24 tenure track lines for fall 2011.

SCSU provides numerous opportunities for faculty to enhance their teaching and scholarly activities and achieve their professional development goals. As per the CBA, \$ 701,336 has been set aside to fund these activities during the 2011-2012 academic year. Additionally, SCSU typically exceeds the minimum number of research reassigned credits required by the CBA. For example, over the past three years, 240, 261.5, and 227.5 credits respectively, were awarded for research reassigned time; 216 was the minimum specified in the CBA.

Over the past three years, the Office of Faculty Development has sponsored an average of 35 professional development events per year. The average annual attendance has been approximately 430 faculty, with individual faculty attending an average of 7 hours of on-campus professional development. Additionally, faculty attend more than 600 state, regional, national, and international conferences and trainings annually.

According to the AAUP annual salary survey, SCSU salaries remain competitive in the region in most disciplines, with the exception of hard-to-hire areas such as business, nursing, and communication disorders. Part-time faculty also find SCSU's wages to be higher than those at many other colleges in the state, contributing to the successful recruitment and retention of a relatively stable group of faculty. Most are in higher pay grades merited through highest degree earned, previous experience, and longevity at SCSU.

Faculty responsibilities and expectations for promotion, tenure, and evaluation are clearly communicated in [Faculty Senate documents](#) available to faculty via the SCSU Website. The AAUP sponsors yearly workshops on both the promotion and tenure process and the sabbatical leave process. To further delineate and clarify faculty role expectations based on specific professional or discipline standards, a strategic initiative emanating from the Provost and Vice President for Academic Affairs calls for all academic departments to have a formalized, explicit guide for evaluating faculty and determining the standards required at each professional rank. These guidelines are currently under development and are expected to be completed by fall 2012. An exemplary document that outlines discipline and departmental expectations, as well as expectations for mentoring and assessment by departmental colleagues, is provided by the Communication Department, which completed its document in fall 2010 after more than 12 months of departmental and discipline-wide input. Another strategic initiative originating from

the Provost and Associate Vice President of Academic Affairs calls for each academic department to formalize a system for training, assessing, and integrating part-time faculty.

[Faculty Annual Activity Reports](#) (FAAR) for the past three years reflect consistent innovations to courses as a direct result of assessment efforts. In 2009-2010, 230 faculty reported innovating at least one course based upon assessment, with a total of 596 courses changed.

Diversity measures indicate some progress in gender equity and in recruiting more faculty from groups traditionally underrepresented in higher education. SCSU benefits from a fairly even gender distribution among faculty. At the professor rank, the higher proportion of males reflects national trends, yet indicates that females should be targeted and encouraged to apply for promotion. In terms of racial and ethnic diversity, as of fall 2010, 16.6% of full-time faculty were from traditionally underrepresented groups, a modest increase over the past four years. During the 2010-2011 academic year, about 11% of part-time faculty were from underrepresented groups.

Projection

The state's economic outlook will most likely continue to affect SCSU's ability to hire full-time, tenure track faculty. The administration will continue to advocate for filling as many tenure track lines as budget will allow and work to maintain the contractual full-time to part-time ratio. To maintain the quality of instruction, all involved in the hiring process will continue to focus on hiring part-time faculty with a minimum of a master's degree.

Teaching and Advising

Description

SCSU faculty employ a variety of instructional techniques, including technology, that support the quality of teaching and learning and meet the needs of a diverse student population. A review of course syllabi indicates that, faculty use a myriad of strategies such as lecture, discussion, laboratory experiences, group activities, internships and clinical experiences, and capstone projects (including theses) to facilitate students' achievement of learning outcomes. Selection of strategies also is based on disciplinary needs and expectations. For example, in professional programs such as nursing and social work, classroom teaching is augmented by clinical practice or field placement experiences that enable students to apply theoretical content to actual client situations. In the arts, strategies focus on teaching students to create artistic work or demonstrate competency through performance (e.g. theatre productions or music performances).

To continuously enhance their teaching efforts, faculty are supported by the Office of Faculty Development and the [Office of Information Technology](#). A list of all resources and programs to enhance teaching can be found on the Office of Faculty Development home page. In addition, faculty are supported in the area of instructional technology and are encouraged to implement new technology in their teaching. SCSU uses [e-Learning Vista](#) and [MySCSU](#), our community e-portal, and faculty are encouraged to use technology for collaborative learning in the classroom, and for engaging students in learning outside of the classroom. To enhance their skills in using instructional technology, faculty receive assistance from the staff of the [Teaching and Learning Technologies Group](#), under the umbrella of the Office of Information Technology.

Annually, 20-25 faculty participate in a week-long SummerTech workshop, which provides intensive hands-on training in e-Learning Vista and a wide variety of effective instructional tools. Faculty development workshops also support instructional technology use. In spring 2009, an anonymous donor established a yearly “Technological Teacher of the Year Award” to reward innovation and excellence in instructional technology.

FAAR data for the past three years reflect consistent implementation of new technologies to enhance teaching. In 2009-2010, 198 faculty reported implementing new technology in at least one course, with a total of 570 courses impacted by new technologies. In 2008-2009, 164 faculty reported implementing new technology in at least one course, with a total of 398 courses impacted by new technology. In 2007-2008, 129 reported implementing new technology in at least one course, with a total of 542 courses impacted by new technology.

Faculty-student collaborative research is apparent at the master’s and Ed.D. level, but less so at the undergraduate level. FAAR data indicate that faculty are actively engaged as thesis or dissertation major advisers or committee members. FAAR data also indicate that the number of faculty-student collaborations has increased slightly each year since 2007. In 2009-2010, 40 faculty reported co-authoring or co-presenting with students and 7 co-exhibited an artistic exhibition or performance with students. In 2008-2009, 39 faculty co-presented or co-authored with students, and 4 co-exhibited an artistic exhibition or performance. In 2007-2008, 35 faculty co-authored or co-presented with students and 4 co-exhibited an artistic exhibition or performance with students. Since 2007, 71 Honors College students completed honors theses. Departmental Honors, mostly granted for the completion of undergraduate theses or creative projects, were granted to 111 students, representing only a small percentage of our undergraduates.

Faculty are committed to improving their quality of instruction and receive regular feedback on instruction primarily via student-generated teaching evaluations and feedback from department evaluation committee members and department chairmen. Written course and teaching evaluations by students are required at the end of each semester, and faculty are encouraged to gather mid-semester feedback. The written evaluations are summarized by the Office of Management, Information, and Research, and then forwarded to department chairmen, who are expected to review the evaluation and then communicate with individual faculty members regarding their evaluations. Each semester, all online courses are evaluated anonymously using a web-based application designed for that purpose. Students are sent a password by email that is good for one evaluation per course and then disabled. Consistent with the paper evaluation process, results are sent to department chairmen and faculty following the posting of grades. Teaching evaluations are required materials to be considered during renewal, promotion, tenure, and professional assessment procedures. Given our focus on teaching, the quality of teaching is given the greatest weight in reviewing faculty for promotion and tenure. In fall 2010, based on institutional data and in collaboration with the Faculty Senate and AAUP, a revised teaching evaluation form was introduced to increase focus on student learning outcomes.

FAAR data for the past three years reflect numerous, consistent innovations made to courses as a direct result of assessment efforts. In 2009-2010, 230 faculty reported innovating at least one course based upon assessment, with a total of 596 courses changed based upon assessment. In 2008-2009, 234 faculty reported innovating at least one course based upon

assessment, with a total of 564 courses changed based upon assessment. In 2007-2008, 238 reported innovating at least one course, with a total of 583 courses changed based on assessment.

Academic advisement for students, particularly first-year students, has improved dramatically in the past three years, providing better services for students and freeing up more faculty time for other student-faculty exchanges. The restructuring of the [Academic Advising Center](#) and the institutionalization of online Banner Web features, including degree evaluations that allow for viewing unofficial student transcripts and “what-if scenarios” for potential academic changes, contribute to more effective and efficient student advising. New Student Orientation now includes sessions on academic advising, so students are better prepared to find the tools and resources needed for self-advising and the time that faculty spend advising students each semester is more focused and effective. The FYE Program component in which INQ faculty serve as official advisers during students’ first year (or until a major is selected), has contributed to higher student retention rates and to students connecting with academic departments to declare majors earlier in their academic careers. Over the past few years, the Academic Advising Center moved from peer and professional advising to purely professional advising. The Center also advises Liberal Studies majors and assists with group advising for Business, Education, and Nursing students. Each semester the Academic Advisement Center and Faculty Development team up to offer at least two workshops on best practices in Academic Advising.

FAAR data indicate that some faculty are more actively engaged in advising students than others, both formally and informally. In 2009-2010, for example, 244 faculty reported formally advising at least one undergraduate, and 105 reported formally advising at least one graduate student. Additionally, 256 faculty informally advised at least one undergraduate student, and 148 reported informally advising at least one graduate student.

As a way to emphasize the importance of academic advising, starting in spring 2011, an annual award for Outstanding Academic Advising by a faculty member was instituted. The awardee receives a \$500 stipend and a plaque bestowed during the Reception for Outstanding Teaching held during the annual Teaching Academy. The process for selecting the awardee mirrors our Outstanding Teaching Award in that it is driven primarily by student nominations obtained via our main campus website and coordinated with input from the Outstanding Teaching Award Committee. This award provides recognition and motivation for those faculty providing excellent academic advising.

SCSU faculty and administration support an environment of academic integrity. Since a great deal of plagiarism is committed due to students’ lack of knowledge of proper source citation, plagiarism is addressed directly in New Student Orientation and in all FYE/INQ courses. Workshops for faculty on plagiarism prevention and designing learning activities and writing assignments that require independent, original scholarship are offered on a regular basis through the [Writing Across the Curriculum Program](#) and through Faculty Development. “SafeAssign,” a plagiarism detection tool, is a built-in feature of e-Learning Vista and available to students and faculty. In accordance with the Student Handbook, faculty respond to plagiarism according to the severity of the act, including failure for the assignment, failure for the course, or, in extreme cases, expulsion from the university. A process for reporting instances of plagiarism to assist in tracking multiple offenses is described in the new draft academic misconduct policy.

Appraisal

One of SCSU's strengths is our heavy investment in professional development, particularly in the areas of pedagogy and curriculum development. A survey conducted in spring 2010 by the Teaching and Learning Technologies Group helped identify training needs and preferred methods of delivery. Results are being used to enhance professional development and instructional technology. An additional staff position was added in November 2010, primarily to support faculty teaching in afternoon and evening hours.

The quality of teaching continues to be strong as evidenced by the results of [Student Opinion Surveys](#) over the past five years. Although the format of the survey was changed slightly for 2010-2011, a review of items specifically addressing pedagogy indicates that most students, 85% or above, agree or strongly agree that the quality of instruction is high across courses.

The ever-changing terrain and increasing demands for online instruction require continued focus on infrastructure building and faculty development. Given extensive research indicating that hybrid teaching models combining on-campus instruction with online learning lead to increased student engagement in learning, and given student demand for more online courses, a great need for resources for faculty development in online course development and assessment is anticipated in the next several years.

Internal data suggest that, despite overall improvement in academic advising, there is room for additional improvement in advising from various academic departments. NSSE results indicated that in 2007, 63% of first-year students and 56% of seniors rated the quality of academic advising as either good or excellent. In 2010, those numbers increased, with 76% of first-year students and 63% of students reporting good or excellent academic advising. Nonetheless, 2009 NSSE data indicated that 18% of first-year students and 29% of seniors reported a "lack of academic advising" as one of the factors preventing them from making as much progress as they would like on their academic goals. While Banner Web has helped to institute a uniform process, student advising procedures vary across departments, with some using group or peer advising, and some devoting ½-hour to 1-hour appointments to each student.

As the new LEP is launched, timely and accurate advisement will be even more crucial to keep students progressing academically. A new guide to the LEP has been developed for faculty and advisers and is being distributed currently. Training has been and will continue to be available.

Projection

SCSU will continue to provide an array of faculty development opportunities to maintain and enhance teaching and advising, especially around the LEP. Over the next academic year, a more thorough assessment of advising practices, department-by-department, will be completed through collaborative discussions among faculty and academic advisement professionals. Based on findings, further faculty development on best practices in academic advising will be developed.

Scholarship, Research, and Creative Activity

Description

SCSU faculty strive for a teacher-scholar model that encourages integration of theory, knowledge, skills, and effective pedagogy. Despite the 12-credit teaching load, advising, and committee work, the majority of SCSU faculty have remained productive in their research and creative activities. Faculty Activity Annual Reports (FAAR) for the past 3 years provide a snapshot of faculty scholarly productivity. In 2009-2010, 321 of the total 405 full-time faculty contributed to the FAAR data collection process, for an 80% response rate. The table below summarizes faculty scholarly activity for the past three years.

Faculty Activity Annual Report: Scholarly Activity		
	# of Faculty	# of Scholarly Productivity
2009 – 2010	181	482 Publications
	213	575 Peer Review & Invited Presentations
	20	110 Artistic Exhibitions or Performances
2008 - 2009	175	499 Publications
	193	519 Peer Review & Invited Presentations
	18	69 Artistic Exhibitions or Performances
2007 - 2008	161	416 Publications
	175	495 Peer Review & Invited Presentations
	13	39 Artistic Exhibitions or Performances

CSUS research grants continue to support and recognize faculty research and creative activity as illustrated below.

CSU Research Grants		
	# of Faculty	\$ Totals
2008 - 2009	60	\$238,000
2009 - 2010	68	\$265,000
2010 - 2011	66	\$282,000
Totals	194	\$785,000

In response to a strategic planning initiative and strong faculty support, a Faculty Senate Resolution creating a Faculty Creative Activity Fund was approved by then-President Norton in April 2010. In addition to the CBA mandated research funds, the university pledged 0.1% of the university's operating budget⁷ to support faculty research and creative activity. The funds are

⁷ The resolution further stated that the goal was to increase the amount to .3% within five years, budget permitting.

deployed in equal part to supplement CBA funding for travel and for research grants (up to \$2500) on a competitive basis. In FY11, \$170,000 was awarded to faculty through this fund.

In cooperation with Yale University, SCSU awards a limited number of faculty borrowing privileges for all Yale libraries for three months of access. Focus groups conducted with faculty previously awarded access report that the library holdings were essential to their scholarly activities. Yale's holdings, particularly their historical documents and rare books collections have assisted faculty in many disciplines, especially English literature, history, art history, and anthropology. The total cost of the program for 2007-2010 is \$20,530. Over the past three years 33 faculty on average have been awarded borrowing privileges.

External grant activity is encouraged and supported by the [Office of Sponsored Programs and Research](#). In the past three years faculty have garnered over ten million dollars in funds, including grants for the Center for Excellence in Autism Research, a National Science Foundation Materials Research Science and Engineering Center, a state-wide coalition of 16 colleges and universities to prevent violence against women on campus, and scholarships for students in Education, Health Sciences and STEM Disciplines. Instrumentation grants added new equipment to laboratories, and the Davis Educational Foundation enlarged faculty resources. A summary of external grants received for the past three years is shown below.

Awarded External Grants Summary			
	# of submitted	# of awarded	\$ Totals
2007 - 2008	77	60	\$ 2,839,995
2008 - 2009	68	58	\$ 3,353,063
2009 - 2010	85	63	\$ 4,049,024
Totals	230	181	\$ 10,242,082

SCSU is a Carnegie Affiliate, with a small, but active group dedicated to the Scholarship of Teaching and Learning (SoTL). Attention to systematic, evidence-based enhancement of teaching and learning is reflected in the published articles, professional presentations and workshops, and internal workshops faculty create related to pedagogy. Our annual Teaching Academy averages 12-15 presentations by our master teachers, who serve as instructors, role models and mentors for their colleagues. A session held on SoTL during the 2011 Teaching Academy resulted in a large group of faculty planning to form a new SoTL Learning Community across campus starting in fall 2011.

An annual celebration of research and creativity event, co-sponsored by the Office of Sponsored Research and Faculty Development, invites faculty to present posters or interactive sessions related to their funded research. All new faculty are invited to present on their current research. An average of 12 presenters and 60-80 faculty and administrators participate each year. In October 2010, a record number of 22 faculty presented research, and faculty attendance surpassed 120. SCSU faculty regularly participate and present at the CSUS Research Conference, held each spring at one of the CSUS campuses.

Each year, the [Sabbatical Leave Committee](#) selects 24 faculty for either one semester at full salary or one year at half-salary. Sabbaticals are provided as per the CBA and remain an excellent reward as well as incentive for faculty to focus more intensely on completing scholarly

and creative projects, which, in turn, reinvigorate and augment pedagogy. As shown below, faculty have been successful in receiving sabbaticals over the past three years.

Sabbatical Applications and Awards			
	Applied	Granted	Percentage
2008-2009	34	24	71%
2009-2010	36	24	67%
2010-2011	24	24	100%

The [Research and Scholarship Advisory Committee](#) (RSAC), a continuing advisory body to the Provost, is charged to articulate the research mission of SCSU; provide a forum for exchange of perspectives and experiences among the community of researchers; identify standards and benchmarks of good practice in research, identify desirable resources, practices, and policies for further enhancement of the research and creative climate at the university; and review and report annually on the effectiveness of university policies and practices regarding research. Each of SCSU's schools is represented via appointment by the Provost. RSAC proposed and helped implement the Junior Faculty Fellowship program, which provides 75% research release time to a junior faculty member on a competitive basis.

SCSU's [Research Protection Program](#) helps ensure ethical research designs and ethical treatment of research participants. More details are provided in Standard 11. The IRB is comprised of a committee representative of faculty and administrators across campus. In order to apply for IRB approval, all researchers must submit a certificate of completion for the online training course, "Protecting Human Research Participants" administered by the National Institute of Health Office of Extramural Research. Over the past three years, over 700 submissions have been reviewed. While several departments across campus engage in research that does not involve human subjects, the submissions reflect a commitment to ethical research standards. As a further measure, the Research Protection Program reviews any reports of academic dishonesty or unethical research behavior committed by faculty or students.

Appraisal

Despite a 12-credit teaching load and economic pressures, faculty productivity has increased over the past few years. Faculty continue to be engaged in scholarly activities that are consistent with SCSU's expectations and enhance their role as teacher-scholars. Faculty also have been successful in securing internal and external funding for research and other creative activities, but resources and support will be even more crucial in the next few years. Our strategic plan (2007-2012) suggests increasing the pool of reassigned time for research and for reducing the teaching load that faculty carry. Given wide-scale budget cuts, neither of these is predicted for the next few years. However, the university has committed to providing additional funding for scholarship and creative activity (0.1% of the operating budget).

Although the level of faculty creative and scholarly activity has increased significantly over the past decade, more emphasis should be placed on engaging students in such activities. According to the 2011 NSSE, only 14% of seniors have done research with a faculty member,

while 36% of seniors reported that, “providing students with more opportunities to undertake research with faculty” is an important component to enhancing their out-of-class learning.

Projection

Support for research and creative activity will continue through the CBA formula and the additional Creative Activity Fund. During the 2011-2012 academic year, RSAC will engage faculty in conversations to identify ways to increase faculty-student research collaborations. Based on a SoTL workshop held during the 2011 Teaching Academy, a faculty group will be forming a new SoTL Learning Community starting in fall 2011.

Institutional Effectiveness

The university regularly evaluates the effectiveness of its faculty support programs. The Faculty Development Advisory Committee, an elected faculty group representing all schools, regularly consults on programs, events, and needs for development. Focus groups are held as needed to evaluate program effectiveness. Since 2007, enhancements have been made to the new faculty orientation process, the new faculty mentoring program, the Teaching Academy, SummerTech, and the Yale Library Card program as a result of focus group input. All faculty development programs are evaluated using written forms that indicate change in knowledge, program quality, whether or not the program met stated objectives, and suggestions for future events or topics. The Office of Assessment and Planning provides data analysis, in most cases documenting statistically significant, positive impact on faculty. Data are used to inform planning and programming decisions.

A survey conducted in spring 2010 by the Teaching and Learning Technologies Group helped identify training needs and preferred methods of delivery. Results will be used to enhance professional development and instructional technology. An additional staff position was added in spring 2011, primarily to support faculty teaching in afternoon and evening hours.

Standard 6: Students

Admissions

Description

SCSU is a mid-sized institution, with a total enrollment of approximately 12,000 students. Undergraduates represent 73.3% of the university's total enrollment, with 26.7% graduate enrollment. The majority of the university's undergraduate students (85%) are enrolled full time, while the majority of the graduate students (69%) are enrolled part-time. SCSU's student body is culturally, geographically, ethnically, and racially diverse, receiving applications from and enrolling students from all 169 cities and towns in Connecticut, as well as 36 states and 39 foreign countries. SCSU is a public institution dedicated to serving the citizens of Connecticut, and as such its enrollment comprises 94% in-state residents, 6% out-of-state residents (including approximately .6% international students). Because 90% of SCSU's graduates live and work in Connecticut, the university plays a significant role in developing the state's workforce.

SCSU is currently implementing a holistic enrollment planning and management program. Undergraduate and graduate enrollment goals are established by the [Enrollment Management Council](#) (EMC), a committee representing offices and departments directly responsible for recruiting, enrolling, and retaining students. The EMC develops, implements, and assesses strategies, and monitors progress toward meeting retention and new student enrollment goals. The President and Cabinet review and approve proposed enrollment goals, which include both undergraduate and graduate projections for continuing and new student enrollment.

Undergraduate Admission

In keeping with SCSU's mission, undergraduate admission policies and procedures are designed to ensure that the new student population is ethnically, economically, and geographically diverse. The Admissions Office implements a comprehensive recruitment program focused on both providing access and attracting students from varying backgrounds who have demonstrated a range of talents, aspirations, and abilities that will enhance and enrich the university community.

Although the number of undergraduate students has grown by about 18% over the past decade, the gender mix has remained essentially the same, with approximately 65% female and 35% male students. The percentage of undergraduate students from underrepresented groups – about 19% – was essentially the same from 2005-2009. However, under the new IPEDS definition for this category that was used in 2010, this student population increased to 24%.

SCSU encourages all interested students to apply for admission. The undergraduate Admissions Office makes admission decisions on requests for full- and part-time admission based on a standard set of criteria, with a focus on the applicant's academic preparation and readiness. Set academic criteria include evidence of academic success in a challenging college preparation high school curriculum; rank in senior class; and standardized test scores such as SAT or ACT (international applicants submit the TOEFL to demonstrate proficiency in English). Transfer students must submit prior college transcripts to be considered for transfer admission. The application process is described in the [Viewbook](#), the [undergraduate catalog](#), and the

[university Website](#). Students may apply for admission online via the Website. Undergraduate applications are reviewed on a rolling basis two semesters per year (fall and spring). The application process for each student is usually completed within two weeks of receipt of all required admission materials.

The university's undergraduate admission program includes a tier rating system that categorizes applicants into one of three tiers based on standardized test scores and high school GPA. Tier I applicants represent students with the strongest academic credentials. Tier III applicants may need additional academic support in order to be successful at SCSU.

Each year, approximately 120 students are conditionally admitted to the university contingent on their successful completion of a summer "bridging" experience that improves their mathematical and English composition skills and bolsters their confidence to do college-level work. SCSU has two summer enrichment programs to accommodate students who do not meet the academic criteria for standard admission, but show potential to graduate. The [Summer Educational Opportunity \(SEOP\)](#) and [Connecticut College Access and Success \(ConnCAS\)](#) programs each enroll about 60 students per year and run for four weeks during the summer.

SCSU is also an active member of the national "[Access to Success Initiative](#)," a collaboration between the National Association of System Heads (NASH) and the Education Trust. This initiative was conceived to address the documented gaps in the admission and achievement of African American, Native American, Latino and low-income students in relation to their European American and more affluent counterparts. SCSU has committed to this initiative and has established an action plan that provides positive academic intervention to struggling and underrepresented minority students. Collected data reveal that SCSU has a 6% gap between the percentage of non-minority high school graduates gaining admission to college (26%) and the percentage of underrepresented minority high school graduates gaining admission (20%). Through employing "Access to Success" program strategies and other support initiatives, SCSU aims to reduce this gap by 50% by 2015. In absolute numbers, this means increasing the number of underrepresented minority students by at least 38. To address the needs of Latino and Native American students, SCSU established a Latino and Native American Student Advancement Task Force, which in June 2011 presented to the Provost its [recommendations](#) for strategies to enhance the recruitment and retention of these underrepresented student populations.

The [undergraduate](#) and [graduate](#) catalogs, distributed to every new student and posted on the university Website, clearly indicate what is required of students to remain in good academic standing and the steps that will be taken if students do not satisfactorily complete their coursework. Information of this type is also made available to prospective students upon request.

Graduate Admission

As the flagship of graduate education in the CSUS, SCSU prides itself on the size and quality of its graduate programs and admits a large number of students who become leaders in a variety of professions, particularly in the health and human services (i.e., nursing, communication disorders, public health, social work, and marriage and family therapy) and education. In fall 2010, 1,000 new full-time graduate students were enrolled at SCSU, an increase of 20 students over the previous year, and 2,188 part-time students were enrolled. Although full-time graduate enrollment has grown significantly over the past decade (by

approximately 20%), part-time enrollment has seen an equally significant decrease (approximately 30%) over the same time period, resulting in an overall 20% decrease in graduate student enrollment. The diversity of the graduate student population remained at about 12% from 2005-2009. In 2010, the percentage of students from underrepresented groups increased to about 15% as a result of the new IPEDS definition for this category.

Following the standard graduate admission process adopted by the vast majority of institutions across the country, the university uses a two-stage process that is clearly delineated in the [Graduate Catalog](#). Students initially submit their applications to the School of Graduate Studies, where their documents are reviewed in terms of meeting the minimal requirements for entrance into a graduate program (i.e., undergraduate GPA of 3.0 or higher, completion of an undergraduate degree from a regionally accredited institution in an appropriate major, GRE scores in selected disciplines). Once their files are complete, they are forwarded to the graduate admissions committee for the discipline into which they have requested entrance. Although the criteria that these committees use for evaluating students' applications varies significantly, all committees must review each completed file and make a recommendation to the graduate school as to whether or not the student should be admitted into the program. Then the graduate school notifies students of their official admission into the program. More information is provided in the "Graduate Degree Programs" section of Standard 4.

Appraisal

Providing access and opportunity to prospective students who demonstrate college readiness and preparation and view SCSU as a top-choice institution will continue to be a driving force in the admission process, along with the commitment to attract a diverse student body. SEOP and ConnCAS have yielded positive results in breaking down admissions barriers; offers of admission into these programs increased 14.4% in 2010 from the previous year. SEOP and ConnCAS were enhanced in summer 2011 through Temporary Assistance for Needy Families (TANF) money provided by the federal government. The programs were expanded to include a science and technology component, additional tutoring support, and additional counselors for personal counseling.

Undergraduate enrollment continues to grow, with a 2.1% increase in 2010. While the number of applications, offers of admission, and enrollment yield rates of full-time undergraduate students have increased in recent years, part-time undergraduate and graduate enrollments have been less stable but are essential elements of SCSU's holistic enrollment management program. Embracing the holistic enrollment management program has helped the university focus on initiatives and resources and will allow for more effective budget planning.

The university is currently engaged in a review of the recruitment and admission practices and policies for graduate studies. A comprehensive plan focusing on recruitment, admission, and yield strategies is being developed. In addition, the old graduate admission decision process, in which both the graduate school and department staff contacted students, has been revamped to avoid confusion and miscommunication. The new process promotes greater collaboration between the graduate school and the departments.

Projection

SCSU's enrollment planning and management process allows for the university to set realistic and attainable enrollment goals. Even in these uncertain economic times, the university forecasts that its undergraduate enrollment will remain stable and will likely realize modest 1 to 2% yearly increases as a result of its focus on improving student retention. While part-time undergraduate and graduate enrollments will remain essential components of the enrollment management program, these areas are not expected to increase significantly. Graduate enrollment goals set by the EMC and approved by the Cabinet will be realized through the comprehensive review of current admission policies and practices, the implementation of effective incentive strategies to attract and retain graduate students, and the addition of online and on-ground program offerings. In addition, the School of Graduate Studies, in collaboration with the EMC, will develop a plan to enhance the diversity of its student population.

Retention and Graduation

Description

With the pervasive theme, "student success is our highest priority," which grew out of the [strategic planning process](#), the university community began in 2006 to re-engineer the entire first-year experience for undergraduate students with an eye toward increasing retention and graduation rates, which had remained essentially static for several years. The three essential components, identified and developed by the divisions of Academic and Student Affairs, included: 1) a restructured [New Student Orientation](#) (NSO); 2) a sustainable [First-Year Experience Program](#) (FYE); and 3) a [FYE Academy](#) for faculty who devote a significant amount of their time to teaching and advising first-year undergraduate students

During the two-day [NSO](#), students receive an overview of the university's academic values and expectations and the many opportunities to become engaged members of the SCSU community. Students meet with faculty and advisement center professionals, attend a resource fair to learn about the university's programs and services, and participate in a mock college class led by SCSU faculty. During [Parent Orientation](#), held on the first day of NSO, administrators, faculty, and staff members engage parents in discussions focused on the university's expectations of their children, strategies for supporting their children, and financing their children's education. Feedback received from 142 parents who attended the 2011 orientation sessions indicates that 93% were satisfied with the content and delivery of the sessions.

Building upon the foundation created at NSO, the [First-Year Experience Program](#) (FYE) helps new students transition to college life by continuing to educate them regarding academic programs, campus resources, and involvement opportunities. Students connect with fellow students and academic advisers through participation in the required first-year course, INQ 101 and in learning communities.

The FYE Academy was created in 2007 to meet the professional development needs of faculty who teach and advise first-year students. Due to strong collaboration between Student Affairs and Academic Affairs professionals, the FYE/INQ Program is firmly established, and the FYE Academy has become an annual event with follow-up sessions throughout the year. Faculty

teaching FYE/INQ courses and Honors College courses, and those teaching linked FYE learning communities, are prime participants.

The FYE Academy provides faculty with training, support, and recognition for their roles as teachers and mentors. A climate of support and teaching excellence is cultivated as participants engage in a two-day workshop that focuses on the unique needs of first-year students, effective pedagogy, team-building exercises, and assisted course preparation time. Faculty convene to share syllabi, assignments, and strategies. In addition to an overview of FYE course objectives and potential assignments, key topics include: university resources, learning theory and developmental stages, facilitating student engagement, teaching with writing and evaluating written assignments, maximizing oral communication and reading assignments, and library support and student research basics.

The three elements – NSO, FYE, and FYE Academy – have contributed to significant gains in [retention](#). SCSU will monitor these data closely over time to determine the impact of these programs on graduation rates. The most recent cohort for which complete data are available (2003-04) shows some improvement over past years.

Appraisal

A common thread of initiatives in the current USP is to improve retention and graduation rates. While SCSU has made institutional progress in improving retention rates (an increase in six-year graduation rates from 37.6% for the 2001 cohort to 42% for the 2004 cohort), the university's four- and six-year [graduation rates](#) for first-time full-time freshmen lag behind those of its regional and system peers. SCSU's focus has been on improving retention, especially underrepresented minorities, as there is evidence that these initiatives are working. For example, preliminary analysis of retention rates for ConnCAS shows that, over a 10-year period, the retention rates of ConnCAS students were higher than those of the general student population (first to second year: 79.1% ConnCAS vs. 74.8% overall; second to third year: 58.1% ConnCAS vs. 56.4% overall).

When the FYE program was launched in 2007, the institution could only accommodate about half of the entering 1,200 students in the Inquiry 101 course, fortuitously resulting in an almost perfect experimental model, with an experimental and a control group. Assessing these two populations showed that those in the INQ classes had a first-to-second year retention rate of 80%, while the control group experienced a retention rate on par with the historical average for the institution, 74.7%. Comparison of the two groups also showed that a smaller percentage of students in the INQ course were placed on academic probation at the end of the term, and they reported feeling more engaged in their own learning as shown by increases in their NSSE scores. Beginning fall 2008 and every following year, the retention rate from first year to second year has remained just below 80%. The retention rates from second year to third year and third year to fourth year have also shown significant gains, roughly 4.5% in each of those two years.

The Office of Assessment and Planning conducts assessments of students in the INQ course at midterm and at the end of the term to determine achievement of key outcomes. Data from the 2010-2011 assessment showed that students' scores on three criteria – time management and study skills, knowledge and use of academic and social support services, and academic habits of the mind – all increased significantly from the previous year.

Through the Access to Success Program, the university has identified goals for closing the achievement gap for underrepresented minorities. The first-year to second-year retention rate for African American students is on par with non-minority counterparts. However, there is a 7% gap for Latino students.

The restructuring of NSO has provided incoming students with more time to get acquainted with SCSU prior to the start of their freshmen year and has enabled the university to devote the months of July and August to the recruitment and enrollment of transfer students. Data from a variety of sources (e.g., NSSE, summer session surveys, program review surveys) have indicated that transfer students may experience difficulty navigating university resources.

SCSU has not systematically collected and evaluated data on graduate student progress toward degree completion. Approximately two-thirds of the graduate students at SCSU are part-time students. Many of them are working parents with many responsibilities, causing them to delay program completion. However, the most recent data demonstrate that from 2003 to 2008, about 55% of master's and 70% of sixth-year diploma students completed their programs.

Projection

The recommendations of the special task force established to identify the challenges and impediments for Latino and Native American students will be implemented. For example, a "Senior Prep" program is being formulated to address some of the obstacles that may contribute to delayed graduation for these students. Students will be closely mentored and will be informed of internship opportunities that may lead to jobs, or summer research opportunities that may lead to a graduate assistantship, or simply be coached on the process for applying to the best graduate schools.

By spring 2012, the School of Graduate Studies, in collaboration with the EMC, will develop an admission and retention plan for graduate students.

In fall 2011, the Provost and Vice President for Student and University Affairs will convene a task force to develop and implement a support program for transfer students, including more intensive orientation, robust academic advisement, and increased social supports for better enculturation onto the SCSU community.

Student Services

Description

The mission of the Division of Student and University Affairs is to empower students to reach their full potential by fostering a safe, healthy, and respectful environment, providing programs and services that nurture the intellectual, psychological, physical, cultural, and social development of students, and promoting initiatives that develop citizens who are engaged and effective leaders in the community and the region.

The goals of the Division of Student and University Affairs and all of its programs and services are to enhance the recruitment and retention of students by offering educational, career, and academic support services that aid students' academic achievement and success. The division's activities and programs complement the academic mission by providing opportunities

for experiences that promote leadership, civic engagement and community activism; professional and academic commitment through discipline-specific activities; professional enrichment and personal growth through conference attendance and presentations of research; and exposure to intellectual life and cultural opportunities beyond the classroom.

Student engagement provides the foundation for co-curricular learning at SCSU. Students are encouraged to participate fully in the academic and non-academic offerings of the university to create a diverse and well-rounded college experience. In recent years, the term co-curricular has begun to work its way into the culture of the campus, replacing the term extra-curricular in university publications and campus vernacular. This change represents an appreciation on the part of students, faculty, and staff for the importance of a seamless learning environment designed to facilitate student learning and development.

To assess its effectiveness and alignment with the university's mission, attaining the goals of the Division and meeting the learning needs of the student population, all departments within Student and University Affairs recently have begun an assessment process based on the professional standards established by the [Council for the Advancement of Standards in Higher Education](#) (CAS). As described in Standard 2, in preparation for the assessment process, division representatives attended the CAS National Symposium in fall 2009 and hosted a day-long assessment workshop in January 2010 featuring Dr. Richard Keeling of Keeling and Associates, LLC. Following the workshop, a work group was formed within the Division to guide and inform the development of student learning outcomes and an overall assessment plan. To further support the assessment process, in the summer of 2010, the Division contracted with a nationwide assessment company, [Student Voice](#), gaining access to professional advisers and a comprehensive platform for assessment in higher education. The development and implementation of a comprehensive assessment plan across the Division is a work in progress that will be continuously monitored and improved.

One of the most important resources undergraduate and graduate students receive during orientation programs is the [Student Handbook](#). This publication provides a comprehensive directory of student services. The handbook also contains important information on the rights and responsibilities of all SCSU students, including complaint and appeal procedures, policies regarding maintenance and retention of university records, and information on ways to connect to campus life. A wide range of services support academic success; foster the intellectual, cultural, and social development of students; and promote their wellness and safety. The [Student and University Affairs](#) Website provides a comprehensive list and description of all services provided. Among the many services available to students are the Disability Resource Center (DRC) and the Tutorial and Writing Centers, housed in the [Office of Student Support Services](#). Students regularly access the academic support services of the Tutorial and Writing Centers and Office of Study Skills Enrichment. In 2009-2010, over 6,000 tutoring/writing sessions were provided to more than 1,400 SCSU students, and nearly 800 students received study skills support in the form of advisement, individual assessment sessions, and workshops. Students with visual, physical, and learning disabilities also have access to assistive computer technology and training through the [Center for Adaptive Technology](#) (CAT) to help them achieve their academic goals. Out of the more than 500 students with documented disabilities at SCSU, 200 students have registered with the CAT lab, which has actively served 100 this past academic year.

SCSU offers a variety of co-curricular and community engagement opportunities for students, encourages students to join various service projects, and promotes local, regional, national, and international collaborations. The university provides more than 120,000 hours of student service to the community per year through voluntary participation, internships, and practica. These efforts have been recognized in the [U.S. President's Higher Education Community Service Honor Roll](#) for the past three years (2007-2010), reaffirming SCSU's commitment to community service.

The [Office of Student Life](#) oversees the activities of all [student clubs and organizations](#), including Greek life, club sports, and social or personal focused groups. Since 2003, the number of SCSU clubs and organizations has increased from 78 to 116. Total membership in all clubs and organizations has grown from 1,289 students to about 2,000 students during the 2009-2010 year. A service office within Student Life also was recently created to support and engage [commuter students](#), who make up the largest percentage of SCSU's student population.

Through regular programming in the residence halls and a rigorous training program for staff members, campus student engagement is strongly encouraged by the Residence Life Program, which provides housing for 2,800 primarily undergraduate students. In the past three years, the [Residence Life Office](#) has initiated a complete redesign of all its programs and services. The redesign has incorporated a student development framework that utilizes CAS Standards and the ongoing development of learning outcomes for application to all areas of the program. This framework has proven to be invaluable in the development of more intentionally structured staffing, programming, housing assignments, training, and services to students.

In response to national data on the emerging needs of college-bound students in the areas of health, wellness, and safety, several student services areas within Student and University Affairs have become more closely aligned in recent years. With the arrival of a new Vice President for Student and University Affairs in March 2006, and new Assistant Vice-President and Dean of Student Affairs in July 2008, the concept of a health and wellness cluster was expanded to include the Women's Center, the Disability Resource Center and the Interfaith Office. This clustering of services provides coherence; promotes comprehensive prevention and awareness programs; and provides a forum for collaboration with academic units such as public health, nursing, education, and social work. In addition, this reorganization assures the university's compliance with all relevant state and federal health-related mandates and expands university health education offerings to target audiences such as nontraditional, graduate, women, gay/lesbian/bisexual/transgender, international, and commuter students, and athletes.

Safety continues to be a cause for increased concern among college students and their families. At SCSU, the [University Police Department](#) operates under the auspices of the Connecticut State Police using a community policing model. University Police are responsible for crime reports including the [Clery Report](#) and have a "[Silent Witness](#)" reporting system online. In addition to policing work, the department provides a number of services, including the Law Enforcement and Resident Network (LEARN) program, the Rape Aggression Defense (RAD) Women's Self Defense Program, and the Walking Escort Program.

The Women's Center has recently launched two important initiatives. In 2007, it established a Sexual Assault Response Team (S.A.R.T.) to support student victims of sexual or domestic violence. In 2009, it launched The Men's Initiative, which gives men the opportunity to

speak out and act in opposition to sexual assault, dating violence, and emotional/verbal abuse. In addition, the Women's Center was awarded a three-year \$498,000 consortium grant funded by the Department of Justice/Office of Violence Against Women (OVW). SCSU is the lead institution, overseeing the successful implementation of the nine-campus, statewide consortium project to end violence against women on college campuses.

For the more than 450 students who are athletes, 19 intercollegiate programs exist through SCSU's Athletic Department, a member of the National Collegiate Athletic Association (NCAA) Division II. In addition, 16 club sports, each created in response to student interest and run by students, allow students to participate in athletic competition without the demands of playing at the varsity level⁸. In collaboration with the Disability Resource Center and FYE, the Athletic Academic Support Program is committed to the academic development of student athletes. In addition, this program assists student athletes in meeting and maintaining NCAA eligibility standards, which often are higher than university requirements. For the fourth consecutive year, the Academic Support Program is able to report new highs in both measures of success, namely grade point average and study table attendance. In fact, the average GPA of student athletes has risen from 2.77 in 2007 to 2.93 in 2011, with a goal to increase the average GPA to 3.0. During 2010-2011, SCSU's student-athletes engaged in over 3,000 hours of community service. In addition, the achievements of our student athletes have continued to be recognized locally and nationally. For example, two student athletes recently won the prestigious CSUS Henry Barnard Award, 161 received conference and national academic awards, 24 were named All-Americans, and one was named a national champion in swimming.

The [Student Government Association](#) (SGA) serves as the active voice of all undergraduate students and is involved in virtually all student-centered programming and general activities. The 25-member board promotes the welfare of the undergraduate student body, functioning as a liaison to faculty, staff, and administration and recommending changes in administrative policies for the betterment of students. The [Graduate Student Affairs Committee](#) (GSAC), comprised of 20 graduate student officers elected by graduate student representatives from each academic school, is the oversight body for the management and distribution of graduate student fees for graduate student-related programs and activities. In the spirit of shared governance, SGA and GSAC members serve as student body representatives on many university-wide committees.

Student leaders have opportunities to grow and develop their skills through training workshops and leadership conferences held twice a year. In fall 2010, several new undergraduate student scholarships were created by SGA in collaboration with Student and University Affairs to encourage and reward campus leadership, student engagement, and community service.

Departments that deliver programs and support services to students are led by professionals who are well qualified through formal training and work experience to represent and address the needs of students. The Division of Student and University Affairs strongly encourages professional development through attendance at conferences and participation in student affairs Webinars and conference calls, as well as university-wide events that address the unique characteristics and learning needs of the current student population.

⁸ Club sports do not need to conform to NCAA rules.

SCSU has a comprehensive policy pertaining to the many types of student records that exist within the university. As a state agency, SCSU falls under the record management of the State of Connecticut, Office of the Public Records Administrator, Schedule 5. SCSU's [Office of Records and Information Management](#) (ORIM) is responsible for safeguarding the university's official records and informational assets by governing the secure management, access, retention, storage, protection, and disposition of those records.

The [Office of Financial Aid and Scholarship](#) (OFAS) administers federal, state, and institutional programs including grants, scholarships, loans, employment, and veterans' benefits to facilitate an affordable education for SCSU students. OFAS conducts business in accordance with a comprehensive procedures manual maintained in the office. Procedures are consistent with guidelines and authority of the CSUS, and guidelines of the National Association of Student Financial Aid Administrators. Financial aid information is delineated on the OFAS Website and in the undergraduate and graduate catalogs. Financial aid documents are available online and in print. Students have access to their financial aid information through their BannerWeb account.

Appraisal

SCSU's wide range of services meets the diverse needs of students. Over the past decade, a number of changes and new initiatives have been implemented to enhance the delivery and quality of services. Several recently completed Master Plan projects have brought physical and technological enhancements to the delivery of student services, including the new Michael J. Adanti Student Center, a facility that houses many student services offices and provides space for student organizations and daily programming events for students; the renovation and expansion of Engleman Hall, the main academic building, where key Student Affairs offices are centrally located, and where New Student Orientation and outreach programming for students regularly take place; and the redesigning of office space within the Wintergreen Building to facilitate the "[First-Stop](#)" registration process.

Although facilities renovations and technology upgrades have kept pace with the changing needs of students, several projects that were a part of the university master plan have been put on hold due to budget constraints. These include a new Health and Wellness Center, the Buley Library expansion project, residence hall renovations, and a new student parking garage. More details are available in Standard 8.

Because of the increasing financial needs of our graduate student population, in 2008-2009 SCSU began awarding institutional financial aid in the form of CSUS grants to full-time graduate students. In 2011-2012 SCSU began awarding CSUS grants to half-time graduate students as well. As a result, two initiatives have been implemented: 1) financial aid totaling \$600,000 was set aside for graduate students, including those who are half-time; and 2) graduate assistantships were increased up to the maximum allowable by BOT resolution (\$9600).

In response to student feedback regarding the registration process, all registration-related offices redesigned their workflow to improve the process, and two new guides were produced to orient students step by step through the process, one for [first-year students](#) and one for [transfer students](#). Concomitantly, all registration-related offices were relocated to a centralized area in the Wintergreen building. To welcome students and provide answers to their general questions about the university and its support services, the [First-Stop](#) information desk was established near the

entrance of the Wintergreen building. In an effort to improve services and better meet the diverse needs of students, satisfaction surveys were distributed to commuter students during spring 2011. Results are being used to expand and improve services and programming for the upcoming year.

In 2008, [Career Services](#) launched [JOBSs](#): Job Opportunities Benefiting Southern Students, a comprehensive online job posting and recruitment system. JOBS currently has 34,000 students and alumni registered and 2,300 employers registered. The SCSU Career Fair expanded to a two-day event with the Nursing and Education Career Fair held separately from the General Career Fair. The fairs attract more than 120 employers and 800 students.

In spite of recent budget reductions and a three-year freeze on non-essential new hires, Student Affairs has developed a plan to conduct more assessment of student satisfaction and student learning outcomes; reorganize staffing patterns to streamline the delivery of service to students; and extend hours of operation to better accommodate the diverse needs of students. For example, in October 2008, a new Director of Health Services was hired and a comprehensive program review was conducted by the newly hired director and the Assistant Vice President and Dean of Student Affairs. As a result, a new staffing plan was proposed and a new plan for delivery of student health services was developed. The Health Center continues to operate on an appointment basis; however, urgent walk-ins are accommodated with proper triage. Services are available to students regardless of the type of insurance they carry. As part of the Health Services staffing plan, the Wellness Center was relocated to the Health Center in the summer of 2009.

With the hiring of a new Director of Counseling Services in July 2010, a review of services has been initiated with several changes in the planning or implementation phase. For example, an on-call counselor system is being refined to provide more urgent care and faster response time for students in crisis. A counselor is also now available in the residence halls during early evening hours to provide counseling support to students. In May 2011, a new director of the DRC was hired, and the position was upgraded from coordinator to director to make it equal in rank, qualifications, and salary to the director positions in Counseling Services and Health Services. A review of all programs and services provided by the DRC was launched in summer 2011 to assess the quality of service provided to student with disabilities in one-on-one appointments and to examine the effectiveness of existing systems to deliver reasonable accommodations to students with disabilities.

In January 2009, the Dean of Students formed the Suicide Prevention and Education Task Force to examine prevention, intervention, and post-vention strategies related to student suicide. Areas of need identified by the committee include: more gatekeeper training designed to assist faculty and staff in identifying students at risk; a coherent protocol for response following a student suicide; and more research regarding student attitudes related to suicide and other mental health issues. The Dean of Students Office also published, [Helping Students in Distress](#), a guide that informs faculty and staff of warning signs that a student may be in distress and directs them to the appropriate campus resources for help.

SCSU recently modified policies and procedures for enforcement of the university alcohol policy. Underage drinking and binge drinking continue to be issues of concern on college campuses. Through a contract with [Outside the Classroom](#), all entering students will be required to complete an online assessment and training programs (AlcoholEdu and Sexual AssaultEdu)

during the month of August, prior to the start of the fall semester. Discussion of the online experience will be built into the INQ 101 curriculum for fall 2011.

University Police led SCSU's three-year effort to install a campus-wide public address system, completed in October 2010. In April 2010, a security and risk management study was conducted by Security Risk Management Consultants. This audit is assisting the university in developing a master safety and security plan. The LEARN Program has created positive communications with residential students. Incidents of theft in residence halls and on the entire campus dropped by about 50% from 2008 to 2009. Participation in the RAD program has increased, and additional instructors are being trained, while a men's program is under consideration. University Police have received recognition for the past three years from the Connecticut Chief's Association and the State Department of Transportation Highway Safety Division. University Police also has been instrumental in publishing and maintaining a [Crisis Management Plan](#) and the campus' [Emergency Response Quick Reference Guide](#).

Projection

Based on student feedback, the university has identified the need to enhance the information, referrals, and services offered through the First-Stop Center. Improved coordination among relevant offices and cross-training of staff will improve services to students. For example, First-Stop Center staff will receive additional training so they can better address student questions related to payment and financial aid issues. The Associate Vice President for Academic Student Services will coordinate the development of a plan to improve communication and staff cross-training.

The [Academic Advisement Center](#) (ACC) will conduct more outreach and intrusive advisement for students who are struggling academically. The AAC will expand to all students on academic probation the First-Year Success Program, currently a mandatory intervention for first-year students on academic probation. In addition, the AAC will provide proactive intervention for students whose current GPA is not at the required level for their designated majors. The AAC will utilize online chats, Facebook, text messaging, and online WebEx advising to facilitate more efficient and timely advisement.

The Health Center and the Wellness Center will work with IT staff to improve systems for tracking student health compliance. In fall 2011, a student advisory board will be formed to seek more direct input from the student body regarding recent changes and to determine future program needs.

Recognizing the importance of a student's co-curricular involvement, the Student Life Office is in the process of implementing co-curricular transcripts and expects to begin a pilot program in January 2012, with full implementation by fall 2012. Software purchased from [Collegiate Link](#) will enable SCSU to track student participation and service hours, document co-curricular learning via transcripts, centralize and better engage new students, and promote involvement opportunities.

Institutional Effectiveness

SCSU has made great strides in improving its institutional assessment processes and recognizes the need to continue to enhance its evaluation processes with respect to admission and retention of students. The EMC has improved the overall coordination of these efforts significantly by bringing key individuals and offices together to discuss overall admission and retention strategies. EMC's efforts during the past several years have focused largely on the retention of undergraduate students. Although some progress has been made in this area, a more systematic plan is under development to address admission, retention, and graduation rates of both undergraduate and graduate students. Through the work of the EMC, the university will identify more specific goals for admission, retention, and graduation of all students, systematically evaluate outcomes, and use data to improve its processes.

Despite economic conditions and the hiring freeze, SCSU has improved its services, supports, and programs for students over the past five years. Student Affairs has adopted the CAS standards as the basis for assessing its units, reorganized staffing patterns to streamline service delivery, and expanded program offerings and hours of operation to better accommodate the diverse needs of our student body.

Standard 7: Library and Other Information Resources

Description

Resources and Access. The library and other information resources are essential to the achievement of SCSU's mission to provide "exemplary graduate and undergraduate education in the liberal arts and professional disciplines." Consistent with this mission, the library's mission is "to provide resources, instruction, services, and facilities to support and enhance the teaching, learning, scholarship, and research..." [Hilton C. Buley Library](#) stands at the center of SCSU's campus as a "work in progress" and plays a central role in the academic program at the university. The [University Strategic Plan](#) (USP) includes references that support the development of the library, information resources, and technology. Specific goals and initiatives of the library's strategic plan focus on developing the library's information literacy program, positioning Buley Library as the academic hub of the campus and allocating the library materials budget in accordance with academic programs' stated requirements, enrollment figures, and curricular priorities. Librarians serve on every major university committee, including the Faculty Senate, ensuring full participation in university planning and evaluation processes that will impact the library. The library is an integral part of new student and new faculty orientations – both at the planning and execution stages. Library faculty and administration have been pivotal participants in the First-Year Experience by advancing the Common Read concept and supplying the book as a gift to the incoming freshman class.

Similarly, services provided through the [Office of Information Technology](#) (OIT), are key to fulfilling the mission. OIT oversees services that facilitate the use of information technology such as Help Desk; user services; desktop/laptop support; telecommunication; and wired and wireless networking; and provides training and support for instructional technologies; technology trainings; high-tech classrooms; central Web hosting; university portal; and Banner Enterprise Resource Planning (ERP). As indicated in the USP, SCSU's overarching goals include enhancing the use of technology to support student learning and developing an effective information management system to inform decision-making in all areas of the university.

Through financial planning and resource allocation, the university has supported the operations of the library and invested in other information resources to enhance the teaching and learning environment. A consistently funded materials budget of \$2,125,000 has been allocated to the library over the past four years, but while the budget has remained constant, library purchasing power has dropped. Inflationary changes and the rising costs of databases and electronic subscriptions have resulted in falling book and multi-media budgets. Unfortunately, we are anticipating budget cuts for FY12 which have not been finalized at this time. The library does, however, benefit from statewide and CSUS consortial database purchases as well as the 18 databases provided through [ICONN](#), the Connecticut Digital Library Program. In addition, a formal "Friends of the Library" group has been established to provide opportunities for fundraising, service, and outreach. The group has partnered with Development and Alumni Affairs to position the library as a recipient of allocated giving.

In 2009, OIT released a five-year [Information Technology Strategic Plan](#). The plan lists 10 major goals. In the past two years, the university has funded 11 initiatives in support of the IT

Strategic Plan. The special funding has allowed OIT to completely upgrade network infrastructure, expand wireless network coverage, implement document imaging and workflow system to automatic back office operations and reduce handling of paper forms, increase network storage, and re-engineer print infrastructure to support mobile printing.

The functions of OIT are supported by professionally qualified personnel consisting of 39 full-time and 50 part-time staff members spread across five divisions: 1) Telecom and Operation Services, 2) Enterprise Applications, 3) Support Services, 4) Systems and Infrastructure, and 5) Teaching and Learning Technologies. OIT supports several mission critical systems. The Banner ERP System is used to manage all finances, student records, and admissions information. Faculty and staff use the Outlook email system for day-to-day communications. The university portal, [MySCSU](#), provides an integrated interface to all services. All newly admitted students use the [Guide for First-Year Students](#) to complete the enrollment process. Transfer students use the [Guide for Transfer Students](#). SCSU is a wireless campus with wireless service available in all academic buildings and the Student Center.

The Learning Management System (LMS), [eLearning Vista](#), is hosted centrally by the [CSUS System Office](#). However, OIT provides local administrative support and training. All courses are loaded into eLearning Vista. Since 2009, the university has made a concerted effort to promote the use of the LMS. The usage has since grown steadily with an estimate of 70% of faculty members using some features of LMS for their classes. SCSU now has the highest LMS usage within the CSUS.

OIT also manages over 2,000 desktop/laptop computers that spread across approximately 50 public and departmental computer labs. There are 78 general-purpose classrooms, all equipped with the latest classroom technologies. OIT operates three service centers that are open 70 hours per week. OIT operates the only Center for Adaptive Technology (CAT) in Connecticut. CAT provides assistive technology service to disabled students throughout the state. The demand for this service has steadily increased yearly. The Faculty Technology Center established in 2009 provides a designated space for faculty support and training.

Professionally qualified and committed personnel administer Buley Library. The library staff includes one administrator, 15.8 (FTE) M.L.S. library faculty members (belonging to AAUP), and 12 support staff. In addition to librarians on regular appointment, there are six adjunct M.L.S. librarians who provide reference services in the evenings and on weekends and two full-time M.L.S. librarians on one-year temporary appointments. Faculty and staff are offered various opportunities to further their skill and knowledge base and to keep current in their field. These opportunities exist in various forms: support for national and regional conference attendance; cooperative workshops and presentations with sister libraries; Webinars and in-house sharing of research and expertise; and vendor presentations. Budget cuts have resulted in the loss of two university assistants and the inability to replace some full-time positions. One Technical Services paraprofessional has been reassigned to Access Services as a result of a staff retirement and part-time staff cuts.

Buley Library strives to provide a balance of print and electronic resources to support the university's teaching, learning, scholarship, and research needs. Library resources are procured in alignment with the library's [Collection Development Policy](#). The collection currently includes

425,204 monograph books; 59,264 bound periodical volumes; 9,840 non-print media items; 40,957 micro-format titles; 3,786 e-books; and 180 databases that provide access to almost 77,000 unique electronic journal and book titles. Total volume count stands at 543,082, excluding access to electronic aggregator resources. This reflects modest growth in the circulating and reference book collections since 2001 and a decrease in bound periodicals as they are replaced with digitized back-files. The area of electronic resources has shown the most growth in recent years. Print electronic resources can be accessed through [CONSULS](#), the shared catalog of the CSUS and the Connecticut State Library. [Electronic resources](#), including full-text periodical articles, online reference resources, databases, etc., are also accessible through the [library's home page](#). All of these resources can be accessed remotely 24/7. The [Buley Bulletin](#) highlights new or special library features and services and is available online and in print format.

Access to course readings is facilitated through electronic reserves which students can procure online from anywhere and at any time. Access to the collections of other libraries in the CSUS is facilitated through an intra-consortium loan program. Books requested from any of the other three CSUS campuses are usually available for pick-up within two or three working days. A newly instituted interlibrary loan platform gives students and faculty access to the traditional collections of local, regional, national, as well as international libraries and provides digital delivery of journal articles from around the globe.

The library is open 85 hours a week when classes are in session. The reference desk is open for service 78 hours a week. Librarians stay abreast of the changing nature of student research and the emergence of new forms of digital information. They provide reference service using email and mobile technologies such as [Text-a-Librarian](#), to reach students at their point of need, in addition to the traditional methods of answering reference questions in person and via telephone. Text-a-Librarian is an easy, patron-accessible program that expands the walls of the library.

For several years librarians have been serving as library mentors in the graduate research fellows program, providing in-depth research assistance to graduate students. The coordinator for distance learning functions as a contact/liaison for students and faculty involved in online/hybrid courses. The library works with Faculty Development and the Office of Information Technology to promote the use of library services and online content (both library subscriptions and open Web educational resources) across the campus.

Information and Technological Literacy. Although the use of information technology is embedded in many academic programs, either through required courses and/or learning experiences, as part of the new Liberal Education Program all students will be required to attain [technological fluency](#) (one of the Tier 1 Core Competencies). Students will be expected to demonstrate competency in solving problems, accessing information, and communicating information using appropriate technologies (see also Standard 4). The library's instruction program plays a crucial role in developing the lifelong learning habits and critical thinking skills of students. The use of information resources is expected in all academic programs as evidenced in course syllabi. To enhance students' use of information resources, librarians serve as liaisons to one or more academic departments and as such are responsible for providing subject and course specific instruction. An important component of instruction is the subject-specific online

research guides ([LibGuides](#)). Students may also meet with a subject librarian for individualized instruction or a research consultation. More than 300 of these individualized sessions took place in the 2009-2010 year. Professors may schedule [formal instruction](#) in the library's computer classroom; 187 of these sessions were conducted in 2009-2010. A self-paced [interactive tutorial](#), which students may access from wherever they are, helps them learn more about the library and its services. In addition, library tours are offered during the first two weeks of each semester.

Faculty and staff are provided support and training through workshops, one-on-one training sessions, or through Web-based tutorials. Feedback received by OIT indicates that faculty prefer one-on-one training sessions to workshops, particularly as it relates to training in LMS. OIT continues to provide workshops when software and operating systems are updated. For example, workshops are planned for fall 2011 on the new operating system and Microsoft Office 2010 software. Web-based tutorials on various computer applications are also available to faculty, staff, and students by accessing the [instructional resources](#) on the OIT Website.

Appraisal

Hilton C. Buley Library offers a level of service and a breadth of collection that compares favorably to peer institutions but faces challenges in the areas of personnel and materials budgets. The reference staff conducted user surveys in 2002, 2003, and 2004 to determine library users' degree of satisfaction with collections and services. The surveys indicated very favorable results, with an overwhelming majority very satisfied with the services provided and with the electronic and print reference resources in the library. The library also conducted a [LibQual Survey](#) in 2006. Users expressed satisfaction with the services provided by the library, but many identified lack of space as a major issue. Results from the SCSU faculty and student surveys for university accreditation showed similar findings. Faculty expressed satisfaction in collections to support research and teaching needs, except in the areas of e-books and media, where the majority of responders had no opinion; students found resources to be adequate for completing assignments. Comments addressed the need for both increased space and adequate hours for quiet study in the library. An informal student survey conducted in February 2010 as part of [Connecticut Library Snapshot Day](#) resulted in responses indicating that the library was valued as a place to come for independent and group study and that online resources were preferred for meeting research needs.

Expenditures for books have decreased over the past four years but recent surveys indicate that spending across all formats continues to support adequately the needs of university curricular and research interests. The library has begun to highlight unique collections digitally using the Content DM platform and is working to achieve functionality of the Electronic Resource Management module of the Integrated Library System for improved tracking of e-resource expenditures and use. The library is also in the process of updating its collection development policy to include references to standards in collection assessment. The [Library Liaison Program](#) is well developed, with every academic area matched to a librarian who is responsible for collaborative collection development and bibliographic instruction as requested. A fall 2010 survey of department liaisons to the library showed a high level of satisfaction with the attentiveness of the librarian liaisons, their subject knowledge, and the quality of the collection in their respective subject areas.

Four questions to measure the impact of library instruction were added to the [FYE Self-Assessment Survey](#) given to students who have participated in the First-Year Experience (FYE) program. Results of the initial rounds of surveys indicate that students who received library instruction were more aware of the librarians' availability to help them develop research plans and better able to navigate the library Website, and felt that the training and support they had received prepared them to make "effective use of library and information services."

The library has experienced leadership changes since 2001 that included a part-time interim director for over two years before the appointment of the current library director in the fall of 2007. Changes in administration took place while a new facility was being planned and built. The director from 1999-2004 headed the program planning process for a building renovation and expansion but had left by the time construction began in 2005. A major flood in November 2006 caused a temporary disruption to construction and resulted in library material losses valued at over \$6 million. In May 2008, the library moved into a combination of permanent and temporary spaces in the newly constructed addition. In March 2009, construction was halted on renovation of the original building when funding was depleted. However, it is now expected that renovations will resume in summer 2012 (see Standard 8). Final plans call for primarily stack and reading areas in the addition; current use includes library faculty offices in their intended configuration, administrative and special collections offices in intended group study rooms, and a bibliographic instruction room in an intended conference room.

Special collections are temporarily housed in a former student dining area across campus. All service points – reference and information desks, circulation and reserves areas, and media viewing locations – are temporary, as is the library's main entrance. Total library operations are currently housed in space that was built as a library addition, with the expectation that the original library would be renovated. Since it has been over 10 years from the completion of the original program plan, the 2001 Library Building Plan was reviewed and adjusted in the fall of 2010 with library consultant Jay Lucker providing [an assessment of the current plan and recommendations](#) for changes. The library is now poised to expand services and collections, anticipating partnerships with relevant campus offices such as IT, FYE, the Ethnic Heritage Center, the Center for Adaptive Technology, and other appropriate collaborations. Partnerships with IT for space and service are being forged and will be finalized as building plans progress. Included in these plans is the development of a learning commons that combines library and IT services.

Information services librarians are continually assessing the reference collection with comparisons to the core lists *Books for College Libraries*, its successor *Resources for College Libraries*, and peer library holdings. E-book collections like the Gale Virtual Reference Library, Safari Tech books, Nursing Reference Center, Netlibrary, Credo, and Oxford Reference have made the collections more accessible and visible through the catalog and via the library Website. Print reference items will be replaced with electronic books and databases whenever possible, and a weeding project is underway as recommended in the 2010 Lucker Report.

Searches for two full-time tenure-track librarian positions have been successfully concluded. One new librarian will coordinate the library's extensive instruction program and participation in SCSU's FYE initiative.

Since the last accreditation, the problem of off-campus access to databases and resources due to the proxy server has been resolved. Printing from computers has improved and the printing fee instituted this past summer has cut down on paper waste. Wireless access is now available throughout the library building. However, there are not enough computers for student use in the reference area. This problem will be resolved only when the old library building is totally renovated and refurbished, but that prospect is still a few years away.

Although students have reported that they use the library primarily as a “quiet study space” where they can focus (data from Library Snapshot Day), the current space is often filled to capacity, lacks soft seating areas, and does not provide adequate group study space. There is also no adequate classroom or presentation space, or exhibit areas to highlight library collections, activities, or programs. No lounge or meal preparation area exists for staff, and there are no vending or café areas. These concerns have been raised to the building committee, and it is expected that they will be addressed in the adjusted building renovation plans. Student comments on the fall 2010 survey for university reaccreditation also indicate a desire for longer evening and weekend hours, with 10 out of 25 comments expressing dissatisfaction with hours of operation. A spring 2011 semester infusion of additional funds has allowed hours to be expanded.

The temporary location and layout of the library service desks are not very welcoming. The reference and circulation desks are not easily visible to students entering the library, and librarians are seated with their backs to those approaching the reference desk. Ways to reorganize the desks to better serve patrons are being considered in order to improve the temporary location until the full building renovation is complete and the service desks can be permanently relocated.

Lack of adequate space remains an issue as the facility has been moved from an inadequate building to an inadequate addition. Until the planned renovation of the original structure is completed, there will be no net gain of space. The new library addition appears to be spacious and inviting and is equipped with state-of-the-art technology but is short of library instruction classrooms and group study rooms. Most of the group study rooms and the only instruction classroom in the new building are currently being used as office space. A temporary instruction classroom is not suitable for large group instruction. In spite of physical limitations in teaching space, over 50% of the faculty members whose classes received library instruction reported that they believed it had a positive impact on their students. The loss of over 30,000 volumes in the November 2006 flood remains a concern; to date, only the issue of SCSU theses has been addressed.

A significant focus of OIT over the past few years has been to enhance information security and privacy. The identity management initiative, launched in 2009, has resulted in the establishment of an account management policy, the integration of multiple account authentication sources into one, and the implementation of a self-service password reset utility. SCSU also established an institutional policy regarding proper use of data as well as a data steward committee that oversees the acquisition, storage, retrieval, presentation, and

dissemination of the information throughout its lifecycle. All security policies and procedures can be found at the [OIT Website](#).

SCSU has only seven SmartBoards in the high-tech classrooms and lacks a formally adopted platform for the use of Instant Response Systems (clickers) in large classrooms. Hence, students may be required to purchase more than one device for their classes. While only a small number of faculty currently use clickers, efforts to standardize the use of clickers will allow us to better support the faculty and reduce the burden on the students to purchase compliant devices.

The CSUS has licensed WebEX for use by all four universities. This Web browser-based software provides a platform for synchronous online meetings and collaboration, including telepresence, audio, chat, and document sharing. This application can be used to enhance teaching, as appropriate, as well as faculty and staff academic work. This service will be in place at the start of the fall 2011 semester.

OIT has been diligent in defining policies and procedures that address illegal and inappropriate uses of technology by all users. All university laptop computers can be scanned with a program called Identity Finder to locate files that may possibly include Class A data. The university servers have been scanned to remove any Class A data and publicly available Web servers have been isolated from the rest of the network to prevent unauthorized access.

The SCT Banner version 8 comes with additional security and efficiency enhancement features such as role-based access control and mass registration. The university has begun implementation of Banner Document Suite (BDMS), which allows users to capture and link hard-copy documents to information in Banner. BDMS has already been deployed on a pilot basis to the Office of Financial Aid and School of Graduate Studies, and it is expected that all offices will go live by December 2011. The university also has begun deployment of Banner Workflow to direct the flow of information through the enterprise. With Banner Workflow, administrators, staff, and faculty can access and complete/approve customized forms through a standard Web browser. These projects allow SCSU to streamline significantly its back-office operations. It is expected that about 15-20 forms per year will be automated to enhance the efficiency of operations.

IT at SCSU has had four changes in leadership since 2001, including two part-time interim terms by the dean of the former School of Communication, Information, and Library Science and the CIO of Western Connecticut State University. The current CIO, Wendy Chang, joined SCSU in December 2008, following the eight-year tenure of former CIO, Al Chai. In October 2010, Dr. Chang took on additional responsibility as the CIO of the CSUS. She has since split her time between SCSU and the System Office. The IT staffing level at SCSU is far below the national average and is the lowest within the CSUS. Although the university has added eight new positions to IT since 2009, unexpected turnovers and retirements have resulted in little change of staffing level. Several key positions have recently become vacant. The fiscal uncertainty has made it difficult to recruit and retain talent. Maintaining a stable IT workforce will be a major challenge for the coming year.

Projections

The collection development policy will soon be updated to reflect current needs and provide guidelines for the acquisition of library resources. The process is being led by the Collection Development Librarian, and the document will be completed in fall 2011. The library will work closely with the Development Office to pursue funding for special projects and continue to develop a plan to collaborate with appropriate partner institutions to make digital collections available that will enhance the scholarship opportunities of the SCSU community. Two collaborations currently being developed are with the Connecticut Women's Hall of Fame (CWHF) and the Connecticut Library Association (CLA). The CLA newsletter digitization will be completed in the fall of 2011; a pilot project for the CWHF collaboration has been completed with a formal project and continuing relationship to commence in the spring of 2012. Technical Services librarians and support staff are responsible for these projects. In addition, discussion is under way between the Library Director and the Dean of the School of Graduate Studies to develop guidelines for library access to online thesis and special project submissions. Librarians responsible for digital collections will make recommendations for expanding digital collections to include an institutional digital repository to be established in FY2012.

Two full-time librarian retirements are anticipated in fall 2011, and it is anticipated that one full-time temporary emergency hire will be approved for a fall semester start. Retirements and attrition have led to overall staff losses over the past two years, and realignment of responsibilities will continue through 2012 by the director, with input from the director's advisory council (area Division Heads).

An effort to better track use of electronic resources through the recently activated ERM and the Serials Solutions journal locator product has begun and will be under way within the year. Full implementation of these tools will allow in-depth examination of use statistics and resource cost comparisons that will be used to justify purchase decisions and budgeting strategies in fiscal years 2012 and 2013 and beyond.

Although one of the university's goals is to expand its online educational offerings, the criteria for approving and evaluating online courses are not clearly defined. To ensure that online course content and learning outcomes compare favorably with on-ground versions of the same course, and that instructional technology resources are optimally integrated into courses, an *ad hoc* committee of faculty and information technologists has been formed to develop a set of standards and measurements. It is anticipated that the committee will formulate recommendations by end of fall 2011.

Mobile devices are not currently supported by the eLearning Vista, and Vista lacks a number of features provided by Web 2.0 interactivity. These will likely be resolved when a new course management system is deployed in 2012. Since most students have and use mobile devices like smartphones and tablets, having access to course materials in compatible formats is an important consideration.

To continuously enhance teaching and learning through the use of appropriate information technology, CSUS has just concluded an evaluation of Learning Management

Systems to replace Blackboard Vista 8, which will not be vendor-supported beyond January 2013. Blackboard/Learn was chosen by the review committee. Piloting will begin in fall 2011. The course migration will officially begin in spring 2012 and conclude by the end of spring 2013. Similarly, the Teaching and Learning Technology Committee is evaluating Instant Response Systems to recommend a standard vendor for use in the university. A recommendation for the Provost is expected by end of fall 2011.

The university is acutely aware of the threats to our data security and the potential for misuse of all technologies and will continue to modify our policies, practices, and procedures to insure compliance with federal and state laws and regulations. OIT is audited three times a year (PWC, CSUS internal audit, and Connecticut state audit) in security and privacy. We will continue to address audit findings to insure compliance.

Institutional Effectiveness

Both the library and instructional technology offices have undertaken assessment initiatives that are intended to inform routine decision making as well as long-term planning. Availability of usage statistics for online resources has become a prerequisite to purchase, and the implementation of the electronic resource module of the Integrated Library System will allow ongoing tracking of use and cost efficiencies. IT uses combinations of user surveys and automated feedback to assess effective use and gauge the growth of trends and their implications for network development.

The CIO regularly seeks input from the Faculty Senate Technology Committee and Student Government Association. Since 2010, OIT has administered two surveys per year. The Teaching and Learning Technologies survey is conducted in the spring and surveys all faculty members on services related to teaching and learning. The IT User Satisfaction Survey is conducted in the fall and surveys all members of campus community. The [survey results](#) are shared with faculty and campus community and are used to guide future IT efforts.

The library and IT are critical to the academic and administrative functions of the institution. The library will continue to pursue various strategies for developing a collection of scholarly materials in all formats to support the curriculum and research interests of the university. IT is poised to be agile, responsive, and effective in responding to the technology needs of the university with emerging solutions. Both of the areas are dependent upon university priorities that provide stable budgets and committed leadership to move these integral areas forward as standard bearers for the entire university program.

Standard 8: Physical and Technological Resources

Description

Physical Resources. SCSU's campus of 172 acres lies in the New Haven neighborhoods of Beaver Hills and West Rock with a small portion extending over the city line into the town of Hamden. This is an area in which urban streets in both New Haven and Hamden gradually transition towards the west to lower density and more suburban environs.

There are 43 buildings on campus, two parking garages, several small utility buildings, plus enclosed structures connected to athletic fields. Academic programs and classes take place in 15 of the buildings, a reduction from the number used for academics a decade ago due to demolition of several temporary buildings. Included in the academic and administrative count are the main exercise science, athletics, and recreation building (Moore Field House) and the smaller Pelz Gymnasium. Nine large residence halls and four smaller townhouse buildings accommodate 2,800 students. Administrative offices and operations are distributed throughout the buildings, but many are located in Engleman Hall, the Wintergreen Building, and Facilities Operations. Total building space is currently 2,541,488 sq. ft., gross (GSF). SCSU rents space at one off-campus location in East Lyme, Connecticut, for a graduate program in Special Education.

Primary source documents for the university's facilities planning include the [Connecticut State University System 2020 Plan](#) (CSU 2020), an act approved in 2007 that authorized up to \$950 million for this system-wide capital improvement plan. It authorizes funds through 2018 that will provide three critical new academic buildings, large-scale renovations in several major buildings, and code compliance efforts and infrastructure improvements in many areas of campus. Total funding for SCSU is \$250,435,500.

Campus sustainability is a priority for the university and many of its students. In 2007, SCSU became a charter signatory of the [American College and University Presidents Climate Commitment](#) (PCC). This commitment means that SCSU will reduce its carbon footprint to zero by 2050 or sooner. Currently, planned new buildings will be designed for [LEED Silver Certification](#). In 2009, a [Master Plan Amendment](#) was approved following an [Environmental Impact Evaluation](#) prepared by Fuss and O'Neill, Inc.

The first version of the university's Master Plan was developed in 1993 by Dober, Lidsky and Craig and had been revised by the [2004 Campus Plan Update](#), done by Symmes, Maini & McKee Assoc. (SMMA). The Update drew upon the [Program for the Master Plan](#), prepared by Paulien Assoc. in 2003 and a [2002 Facilities Condition Assessment by VFA](#), Inc. The [Instructional Space Utilization Analysis](#) was submitted by Rickes Associates, Inc. as part of the New Academic and Laboratory Building Pre-Design Final Report by Centerbrook Architects and Planners, submitted in January 2011. These documents supplied most of the descriptive data reported here and normative information on which our appraisal is based. They identify 2015 as the target year for certain projections, such as expanded enrollments and the facilities that will be needed to serve a larger student population. Program and/or design documents also exist for the buildings for which renovations are under way or pending approvals at the state level.

A utilization study was part of the [program for the Master Plan](#) done by Paulien in 2003. The Paulien Study however, did not examine various aspects of curriculum and instruction that affect how SCSU's specific needs could be most efficiently met. The recent Rickes Associates

study examined general-purpose classroom/lecture hall utilization and specialized space utilization associated with the natural sciences, since the first of the new CSU 2020 buildings is the Academic Laboratory Building. The study included intensive and reflective discussions with faculty and administrators regarding curriculum needs and current and projected larger enrollments in 2015.

SCSU has 78 general-purpose classrooms defined as having less than 74 seats, with a combined capacity of 2,712 and 48,406 net sq. ft. Seven lecture halls range in capacity from 74 to 350, with a combined capacity of 1,111 in a total of 13,691 net sq. ft. Thus, classrooms and lecture halls together provide a capacity of 3,823 in 62,097 net sq. ft. Engleman Hall contains just over half of all general-purpose instructional space on campus, along with offices for many academic/administrative functions and for 165 of the university's current 433 full-time faculty. Approximately 30% of the general-purpose classroom and lecture hall space is split between Davis and Morrill Halls. Davis also houses several departments of the School of Education and instructional and clinical facilities for the Communication Disorders department and Marriage and Family Therapy program. Science laboratories are primarily housed in Jennings Hall, along with nursing and computer science labs, with additional computer science facilities and earth science laboratories in Morrill Hall. Nursing also has a new 5,000 sq. ft. building built with federal funding. The art and music departments are housed in Earl Hall and the Theatre Department in Lyman Center. Seabury Hall contains the offices of the School of Business. Other academic departments and classrooms are located in Temporary Buildings 6 and 8, Office Building 1, Buley Library, Lang House, Orlando House, Moore Field House, and Pelz Gymnasium.

Major renovation projects are planned or are in progress for several buildings. The Buley Library renovation project is most critical (see Standard 7). An addition to the original Buley building was completed as part of the first phase of the original Campus Master Plan. Larger than the original building, the addition now houses all library functions. The completion of the new wing added 135,430 GSF, resulting in a significant net gain in academic space. Although the renovation of the older building, a \$31.6 million project, was delayed for some time due to lack of funding, the university recently obtained approval to redirect \$18.5 million from downsized or lower-priority projects to complete the work. It is expected that renovations will resume in summer 2012.

A complete renovation of the former Student Center building will convert the structure to a new home for the School of Business, which currently enrolls 1,266 students (undergraduate and graduate). The state Bond Commission has approved granting SCSU \$3.8 million for the renovation, the final allocation needed for the \$6.6 million project to begin. Previous allocations from the Bond Commission and CSUS 2020 also have contributed to the total budget. The building will encompass about 23,000 sq. ft. and will house business faculty offices, classrooms, meeting rooms, and workshop space. It will enable faculty to relocate from the dilapidated Seabury Hall, built in 1956. Plans call for Seabury, a former dormitory, to be demolished after the renovations are completed. The renovation began in spring 2011 and is estimated to be completed in a year.

A new 1,200-car parking garage is to be built on the current site of Parking Lot 7, adjoining Moore Field House. Construction began in August 2011 with an estimated cost of \$15,400,000.

Pre-design has been completed for the new Academic Laboratory Building to be built between Jennings Hall, the main science building on campus, and Fitch St. The 98,449 GSF building will provide 58,249 assignable sq. ft. (ASF) for biology, chemistry, earth science, environmental studies, and physics and will house the proposed CSUS Nanotechnology Center and the Center for Coastal and Marine Studies. The building's estimated construction cost is \$49,475,727, including site costs, telecommunications and fixed equipment. All introductory-level course labs will remain in Jennings and Morrill halls, as will many intermediate and upper-level course labs and research space in a number of specific subfields. The new building will provide dramatically improved space for advanced courses, research training and original discovery in fields for which the older buildings were not designed. In common with other university space planning, much of the program was guided by faculty input through a Science Building Advisory Committee, with representatives selected by each of the five science departments. The new building will emphasize upper-level course labs and support spaces for faculty and student research in which both undergraduate and graduate students contribute directly to original work in critical areas of scientific investigation. The labs will meet all contemporary requirements such as advanced vibration isolation for nanotechnology instrumentation. The new building will also advance the university's scientific equipment base, already a strength. Construction is expected to begin in late 2012 or early 2013, pending the Governor's approval to fund CSU 2020 next year.

Smaller scale renovation projects are continually undertaken across campus to correct identified problems, increase access, modernize spaces, and adapt to changing requirements associated with new or evolving programs, enrollment shifts, or other needs. Individual departments and other units may submit project requests for such improvements with their dean's (or appropriate manager's) approval. The request is then considered by the University Space Committee, a representative body of faculty members chosen through a university-wide election process, as well as a wide array of administrative. Recommended projects then proceed through a series of planning and budgeting stages with design and construction either done by commercial firms or less frequently by facilities personnel. Although these projects tend to be on a limited scale and often with budgets of under \$100,000, they have proven to be extremely important to many departments in making their space more suitable for their activities and allowing them to adapt older spaces to new needs.

Two additional academic building projects in CSU 2020 are expected to rectify deficiencies in the quantity and suitability of specialized departmental spaces. The first will be for the School of Health and Human Services; the total project authorization including construction of this building near the new Academic Laboratory Building is \$60,412,000 in Phase III of CSU 2020 (2015-2018). A Fine Arts Instructional Center that will replace Earl Hall will follow; the total project is authorized at \$70,929,000.

SCSU adheres to the letter and spirit of key civil rights laws such as the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act. SCSU monitors and makes reasonable modifications in policies, practices, procedures, and facilities to accommodate students with disabilities. The [Disability Resource Center](#) (DRC) acts to ensure educational equity for students with disabilities. Only one classroom on campus (Davis Hall 102) is inaccessible to persons with mobility limitations. If a student who requires an accessible classroom has a class scheduled there, DRC arranges to relocate the class. A campus-based lift-

equipped shuttle provides transportation on campus for students with mobility impairments or other disabilities that limit their ability to get around campus. Accessible parking is provided near the entrances of all buildings. The only major building on campus with inaccessible upper floors is Seabury, for which replacement and demolition is planned for late 2012.

The [Center for Adaptive Technology](#) (CAT) helps students with disabilities learn to use assistive technology. The CAT arranges for technology-based accommodations, both in and out of the classroom. Adaptive technology has been installed in several locations on campus.

The SCSU [Emergency Management Plan](#) provides a programmed response to emergency situations so that the life and health of the campus community and the operations of the university are protected. Proposed changes in the Plan are considered by the Joint Labor Management Health and Safety Committee. SCSU's [Emergency Notification System, SCSUALERT](#), conveys important information to the campus community in the event of an emergency, weather-related closing/delay, or other potentially hazardous situation.

In the past decade, faculty and students have made use of some special remote locations that, while not holdings of the university, have formal agreements for providing access for research led by SCSU faculty. Anthropology Professor Michael Rogers, his colleagues, and students have made significant findings of hominid remains and artifacts at the summer field school in Tanzania, located at Laetoli and Olduvai Gorge. Earth Science Professor Thomas Fleming has done extensive research with his students at National Science Foundation facilities in Antarctica. Physics Professor Elliott Horch has utilized the Hubble Space Telescope, on which he was awarded guaranteed observing time for binary star studies. In each of the projects at these distant sites and in others from disciplines across the university, undergraduate students were active participants, expanding their college experience far beyond the campus.

Technological Resources. The [Office of Information Technology](#) (OIT) currently consists of five departments, located in four buildings across campus. In August 2009, a new OIT building opened, housing the CIO and associated support staff, the main IT Help Desk, the Network and Telecommunications Department, and the Enterprise Applications Department. In addition, the User Services area moved to a temporary location in Buley Library. These departments were moved from a temporary building, where they were located for several years.

In fall 2009, an upgrade and expansion of the University Data Center was completed. This expansion added approximately 1,200 square feet to the Data Center footprint, and totally upgraded the electrical infrastructure, UPS (uninterrupted power supply) system, and HVAC (heating, ventilation, and air conditioning) systems. While this expansion was necessary to support current needs, it is only considered to be a temporary solution.

During fall 2009, the Department of Teaching and Learning moved into an upgraded space in the basement of Engleman Hall. This space includes staff offices, a training lab, and AV/TV storage space. In addition, the Adaptive Technology Department is located on the lower level of Engleman Hall and provides a convenient space for students with special technology needs. OIT also occupies a large warehouse-type storage center, several small storage rooms, and over 100 network closets that spread across the campus. The two public-access computer labs in Jennings Hall and Buley Library also house satellite service centers.

The responsibility for the campus network has been transitioned to a team including the Systems and Infrastructure group within OIT. They are responsible for analysis, capacity planning, and implementation of all network changes. The campus network has been re-engineered using a multiple-tiered model (access, distribution, core, the wide area network). Each layer of the network has been designed to be fault-tolerant and redundant. The importance of the campus network cannot be understated, as the Internet and shared campus computing resources are fundamental tools for teaching and learning. All efforts have been made to ensure reliable, secure, and adequate access and bandwidth. In addition, a project is currently under way to significantly upgrade and expand the campus wireless network.

Eighty-four classrooms (general classrooms and lecture halls) have an instructor station with a workstation, a network connection, and video projection equipment. Certain seminar rooms and non-computer labs have network connections, but no projection equipment, although a video projector can be delivered on a cart. Eight classrooms function as computer lab/classrooms, with workstations for each student. Seven classrooms are equipped with smart boards. In addition, the Teaching and Learning Group within OIT has a training facility in Engleman B025 with 13 seats.

Appraisal

Significant new construction and major renovations have increased or enhanced space in almost all elements of the university over the last 10 years. The campus grounds have been greatly improved and the old unattractive temporary structures in the heart of campus are gone. Ten years ago it was difficult to imagine that the campus would garner spontaneous compliments from students and visitors. At that time, Phase I of the original Master Plan was expected to be a major step toward a physical transformation of the university. This has been achieved even with the final Phase I project – the renovation of Buley Library – not yet complete. While there is a widespread sense of urgency from students to the President that Buley must be finished as rapidly as possible, it is seen as an exception to a broad pattern of positive change.

The most critical of the decade's projects was expansion of existing wings, total renovation throughout, and addition of a new wing to the university's main academic and administrative building, Engleman Hall. Over 64,300 GSF were added to Engleman, bringing it to 224,599 GSF. Striking enlargement and improvements in academic, administrative, and student services space resulted from completion of this project. With the exception of a few stairways and entrances, the interior of the building is almost unrecognizable when compared to its prior condition. Academic departments within the humanities and social sciences as well as mathematics are located in Engleman, all of which now have dramatically enhanced space. Engleman classrooms are now attractive learning spaces with ample technology to support instruction. Only a few classrooms and meeting rooms were added, but a large number of faculty offices, offices for adjunct instructors, improved and expanded department offices, psychology and anthropology labs, and study areas for students solved long-standing deficiencies. Faculty offices in Engleman now provide 150 sq. ft. for each full-time member. The executive offices were consolidated on the top floor of the expanded A-wing. New professionally appointed office suites were created for such critical administrative centers as the Dean of Students Office, Sponsored Programs and Research, the Research Protection Program, the Disability Resource Center, and many others. Numerous student services and support functions such as the Tutorial and Writing centers also gained dramatically better facilities. Throughout Engleman, the design

provided for a high degree of accessibility. A new student lounge with coffee shop, patio seating, and vending area is heavily used.

An entirely new 129,607 GSF Student Center, named for former President Michel J. Adanti, was also completed, replacing the former 43,550 GSF Student Center. The new center provides a much expanded food court, a fitness center, numerous meeting rooms, Student Activities and other Student Services offices, theater, bookstore, credit union branch, computer lab, and student lounge. An important space is the center's large ballroom, the site of a wide range of events, including conferences hosted by academic programs and campus organizations, university-wide meetings, annual admissions open houses, advisement fairs, and receptions.

A new 16,580 GSF Energy Center facility was built at the west edge of campus, replacing an aging steam plant, making room for planned new construction. In addition, a massive replacement program for steam distribution lines and other sub-surface utilities was completed, raising energy efficiency and reliability throughout the campus.

Residence hall capacity, attractiveness and choice were elevated with the construction of the 112,722 GSF West Campus Residence Complex, housing 350 students in a combination of suites and double or triple rooms. The complex is the university's first LEED-certified residence hall. Along with the new residence hall, the 148,098 GSF West Campus garage was built, adding 450 new parking spaces for on-campus student vehicles.

Three other new buildings were constructed to address specific academic and administrative program needs. A new 5,000 GSF building near Davis Hall provides additional space for the nursing program, in response to increased enrollments and statewide demand for more registered nurses. Office Building 1, with 12,000 GSF, is situated across from the Wintergreen building and houses two academic departments and OIT. Temporary Building 6 was built next to Office Building 1 and houses academic departmental and faculty offices in 6,128 GSF. When the bookstore opened in the Adanti Student Center, the 4,961 GSF modular building it had occupied was converted to classroom space, adding five classrooms and one seminar room to the university's instructional space in close proximity to the School of Business.

The recent Instructional Space Utilization Analysis by Rickes Assoc. found that there remains at present a total shortfall in combined classroom and lecture hall space of 13,854 net ASF. Assuming 5% aggregate enrollment growth by 2015 and no change in the instructional space inventory, this deficiency would grow to 16,054 ASF. As described in the Projections to follow, currently anticipated building projects will address this deficiency, but execution of these building plans will extend to approximately 2015 as well. In the interim, departments will continue to face tight constraints on times and locations for their class schedules and little or no flexibility will exist for the most heavily used time blocks. Cramped seating is common, with the average number of assignable square feet per student approximately 19% below recommendation in classrooms and almost 31% in lecture halls. High utilization rates of many rooms complicate scheduling of routine maintenance and repair, and the lack of spare classrooms during peak periods makes it difficult or impossible to take rooms offline for renovations. The university's plans for addressing this issue must remain a high priority.

Qualitative classroom problems also exist in various buildings, ranging from deterioration due to the age of certain buildings to low ceilings in some areas that make viewing

projection screens more difficult. Acoustics and lighting are issues in some lecture halls. Buildings designed decades ago do not meet the more sophisticated requirements of the current curriculum and level of faculty and student research and creative activity. Generally, specialized instructional spaces for upper-level courses and projects lack essential characteristics that are considered standard for academic buildings today. This problem is acute in the sciences and arts, with all earth science laboratories in Morrill Hall, many upper-level and most research laboratories in Jennings, art studios and music spaces in Earl, and Theatre Department facilities in Lyman Center being poorly matched to the work now conducted in those fields. In response to these and other considerations, future construction projects will address these needs.

Extensive qualitative concerns exist for many buildings that have not yet been renovated on a large scale. In 2003, the Facilities Condition Assessment by VFA, Inc. closely examined 26 buildings with known faults that had not yet been scheduled for major renovation or replacement. The buildings ranged from 5,566 GSF Orlando House to the North Campus Residence Complex at 152,360 GSF. Costs for needed improvements were estimated for each of the structures and compared against their replacement values to generate recommended courses of actions for each. Several of the buildings subsequently underwent extensive improvements that have addressed many of the problems, but many others remain unresolved. Of buildings devoted to academics and administration, Earl and Jennings were found to have the largest absolute renovation costs, and over \$5 million has been provided by the state for electrical and mechanical upgrades that are getting under way. Numerous smaller renovation projects have very much enhanced the suitability of the specific facilities to support individual programs.

The VFA study revealed the most costly buildings to renovate were residence halls, with six of the nine large complexes in need of over \$4 million each, representing large fractions of those buildings' replacement values. The amended Master Plan calls for systematic replacement of several of those buildings with new residence halls, but the process of bonding through the Connecticut Health and Educational Facilities Authority (CHEFA) and subsequent construction will extend over a number of years. In the interim, the cost of repairs and incremental improvements will continue to represent a significant expense.

Technology. The location of OIT departments in disparate parts of the campus has had a negative impact on the efficiency of the department in the past. While it is still far from its goal of a centralized location for all of its core services, OIT has seen some consolidation of workspace, and its office and work space has seen significant improvement. The main OIT location in Office Building 1 is the central hub for all Help Desk and call center issues which service the entire campus. In addition, satellite service centers in the Jennings computer lab and Buley Library computer lab have created more convenient locations for faculty, staff, and students to seek in-person assistance. The move of the Teaching and Learning Department to Engleman has provided a convenient centralized location for faculty seeking assistance with teaching and research technology. This location includes upgraded workspace for multimedia production and a 10-station facility for faculty and staff training. Recently, the networking team has been merged with the server teams to create an Enterprise Systems and Infrastructure group, now located near the Data Center in Jennings Hall.

OIT supports three public access computer labs and over 40 departmental computer labs. Since the last NEASC study, all university classrooms and classroom/computer labs have been equipped with permanently mounted projection systems, as well as Internet connectivity.

Faculty members have been encouraged to choose laptop computers, which can easily be carried to class and connected to the network and projection facilities.

Significant improvements were made to the university network since the previous NEASC study. Current uplinks to the core and distribution layers are 2 Gbps (gigabits per second) with plans to move to 10 Gbps in the near future. Current links to the desktop are rated at 1 Gbps to faculty and staff and 100 Mbps to residence halls. The commodity Internet link is 200 Mbps. Also, firewall and packet shaping rules were simplified to improve performance.

Projection

The state of the economy and the resulting pressures on the State budget impact assumptions about funding for the major academic building and renovation projects planned for the coming years. While recognizing that these external economic factors may impose delays on some of these projects, the university projects that once Buley Library and the former Student Center are renovated and the Academic Laboratory Building is constructed, large longstanding shortfalls in general-purpose classrooms and scientific laboratories will have been effectively addressed. For the first time in decades, there will be suitable library space and resources and problems with academic and administrative offices and computing infrastructure will be minimized. Plans call for these projects to finish during or before 2015, the near-term target year for the university's Master Plan; barring economic setbacks to the state, we find that timeline to be realistic.

The critical near-term projects identified above will not address the university's needs for specialized instructional and other discipline-specific space outside the sciences and library-related programs. However, the Fine Arts Instructional and the School of Health and Human Services buildings authorized in Phase III of the CSU 2020 legislation will do so effectively. When that sequence of projects is completed (~2020), the university will meet all outstanding and anticipated standards for these types of spaces and for diverse styles of instruction. In addition to having sufficient assignable area, SCSU will then have academic and support facilities and technology that meet its full range of contemporary needs and are sufficient for a growing undergraduate and graduate student body. A projected fall 2012 completion of the renovations to the former Student Center will enable the School of Business to move to its new home. Seabury Hall will subsequently be demolished to free land for future construction of the Fine Arts Instructional Center.

Renovation of Buley Library will have far-reaching impact. With the library complex enlarged to nearly 250,000 GSF, it will be in keeping with norms associated with SCSU's mission and enrollment. Technology resources will be greatly advanced. Operational activities and student study will have more suitable settings. Two new 1,000 ASF classrooms will be a step towards reducing the shortage of general-purpose teaching space. The large student computer lab and the university's Data Center, now located in Jennings, will be transferred to space in Buley, although this plan is expected to take four to five years to fully realize. When the transfer is complete, 5431 sq. ft will become available to renovate into classrooms.

The Academic Laboratory Building will bring to SCSU for the first time scientific laboratories designed to support advanced work in critical areas of current and emerging interest. The building's research labs are being designed to fully integrate student research training and

participation with faculty scholarship. The facility thus enables more students to experience fully the professional practice of science. As one example, the CSUS Nanotechnology Center (NTC) and physics faculty-led labs will include rooms with high levels of vibration and magnetic field isolation for high-performance scanning and transmission electron microscopes, multiple atomic force microscopes, a focused ion beam system, and sub-diffraction limited optical imaging. Ample seating in the labs and support spaces will give students abundant opportunities to participate. An NTC multi-purpose lab will have space for workshops and classes to learn the newest techniques with which NTC's investigations are pursued.

Space in the new building for the Department of Science Education and Environmental Studies, including the Center for Coastal and Marine Studies, will add 6,916 ASF to only 2,386 ASF now occupied by the department in Jennings. Earth Science will more than double its total space, but more significant will be the high degree of suitability of the new space to its program and scientific pursuits, given the cramped, outdated condition of its current rooms in Morrill. The Biology Department will continue to occupy substantial space in Jennings, with the new building adding several thousand square feet to house the department's most lab-intensive research endeavors. Chemistry space will increase by over 22%. As a result, many technical limitations of various labs imposed by outdated designs and room layouts in Jennings will be overcome. The Laboratory Building also will house two 50-seat general-purpose classrooms totaling 2,178 ASF. Relocation of labs and offices to the new building will free over 10,000 ASF in Jennings and Morrill, including 7,099 ASF identified for conversion to general-purpose classrooms and seminar rooms.

Combined space totaling 16,708 ASF will become available for general-purpose classroom assignment as a result of the Buley renovation and construction of the new Laboratory Building. This may be compared with Rickes Associates' 2015 optimum need recommendation for general-purpose instructional space, assuming 5% aggregate enrollment growth, which is 16,054 ASF. Thus completion of Buley Library renovations and the new Laboratory Building will meet the projected need for general-purpose classrooms and lecture halls by the Master Plan target year of 2015. As program-specific classrooms and seminar rooms are added, the demand for general-purpose rooms by way of the university scheduling officer can be further alleviated. Additional teaching spaces will be included in the CSU 2020 Phase III buildings, insuring that once the shortfall has been removed by near-term projects, it does not re-emerge.

These same projects will also create exciting changes in the campus' appearance. The former Student Center conversion will positively alter the face of the university that one sees when driving into SCSU's main entrance on Crescent Street. Buley's "under construction" state badly detracts from the appearance of the academic quad, and simply removing the signs of demolition would be welcome; however, the project will include updating the building's exterior, which visually commands the entire area. The new Laboratory Building will form one side and Jennings and Morrill the opposite side of an attractive Science Quad that will replace a parking lot and nondescript temporary building, TE-7 (a parking structure will be built to replace the lost parking space). The new building for the School of Health and Human Services will later join these buildings. The creation of this Science Quad will cluster related fields in a coherent group of buildings around an appealing pedestrian setting. This arrangement will encourage interdisciplinary interactions and facilitate student traffic among the buildings in which most of their classes, labs, and interactions with faculty occur.

Ten years ago, SCSU's physical resources, pervasively inadequate in quantity and condition, posed serious impediments to most of the endeavors of its students, faculty, and administration. Today that is no longer the case, a testament to the sustained intense effort of the leadership of Facilities Planning and Operations and the commitments made by every level of the university, CSUS, and the State. SCSU projects that this upward trajectory will continue, and 10 years from now, the university's physical resources will be one of its major assets.

Technology. The renovation of Buley Library will bring a significant increase in OIT-designated space. Current plans call for 40 office and work areas. In addition, 5000 square feet of space will be set aside for the construction of a new state-of-the art University Data Center, which will be critical to support the hardware required for new and current academic and administrative projects. As part of the move to the new Buley space, the OIT-supported public computer labs will be migrated to a new Learning Commons environment, which will not only provide public access computers, similar to the current labs, but will also provide workspace for students with their own laptops, as well as private, technology-equipped spaces for collaborative learning. A mobile printing service and a variety of conveniently located self-service print stations will be available on campus.

Network upgrades will continue on a cyclical basis. A six-year life-cycle plan for capacity planning, funding, and technical implementation of network equipment will be finalized. A major project, currently underway to expand wireless access to all areas of the campus, will be completed, upgrading wireless service from 802.11g, which is rated at 54 Mbps to 802.11n, which supports 100 Mbps. Phase 1 of the project, upgrading academic and administrative buildings has been completed. Phase 2, for residence halls, will begin in fall 2011. A plan calls for upgrading technology equipment in seven classrooms per year, based on age of equipment.

Institutional Effectiveness

The university conducts a review of its Master Facilities Plan every five to seven years, and more frequently if needed. As part of the ongoing evaluation, a full program review is conducted of all academic programs to assess and plan for future facility needs. The identified program needs become the driving force in the development/revision of the Master Facilities Plan, and budgetary allocations are determined according to the identified needs. SCSU, working with the CSU System Office, continuously evaluates and upgrades its technology infrastructure including network, telecommunication, and data centers. The CSUS conducts a comprehensive review of system-wide technology infrastructure every three years, and more frequently if needed. All of SCSU's network equipment is on a five-year refreshment cycle. The data center is part of the university's Master Facilities Plan and is reviewed every five to seven years. The university follows best practices to ensure a state-of-the-art data center that supports the ever-increasing demands in technology.

Standard 9: Financial Resources

Description

The management of financial resources is driven by the university's mission to provide students with a quality education and to facilitate their success. Despite the State's current economic conditions, SCSU continues to operate on a fairly financially stable basis. The university is serious about its responsibility to be a careful steward of the public's money. As a result of its prudent fiscal management, at a minimum, the institution maintains its capacity to continue program activities at quality levels consistent with the past.

Evidence of the university's financial stability can be found in the most recent statement of revenue, expense and changes in net assets for the fiscal year ending June 30, 2010, where the increase in net assets within the Current Unrestricted Fund between FY2010 and FY2009 was \$12.4 million dollars. This fund balance growth will allow some flexibility in dealing with the next two to three years of predicted economic distress. Decisions to allocate or reallocate institutional resources to meet existing demands or planned new initiatives are made by senior administrators at the university after consultation with constituents and consideration of alignment with the [USP](#) and [guiding principles](#).

Statement of Revenues, Expenses and Changes in Net Assets – 4-year data point comparisons

Operating Revenues	FY2010	FY2006	FY2002
Net Tuition & Fees	\$ 73,601,295	\$ 56,743,136	\$ 34,676,591
Federal Grant & Contracts	\$ 11,095,770	\$ 7,618,901	\$ 4,391,479
Ancillary Revenues	\$ 22,668,606	\$ 17,941,265	\$ 14,076,639
Total Operating Revenues	\$ 118,992,912	\$ 103,303,437	\$ 60,257,287
Non-Operating Revenues			
State Appropriations-Operating	\$ 71,414,341	\$ 65,410,099	\$ 59,458,473
State Appropriations-Capital	\$ 1,464,582	\$ 7,143,150	\$ 6,384,129
Operating Expenses			
Personal Services & Fringe Benefits	\$ 119,908,115	\$ 107,974,240	\$ 92,052,312
Educational Services & Support	\$ 25,374,001	\$ 17,636,772	\$ 12,616,598
Operation of Facilities	\$ 12,457,705	\$ 16,514,319	\$ 10,119,551
Total Operating Expenses	\$188,447,416	\$ 167,582,860	\$ 130,652,394
Net Assets-End of Year	\$ 262,202,130	\$ 245,219,499	\$ 100,834,395

Between FY2002 and FY2010, tuition and fees increased from 27.67% to 39.25% of operating revenue, while state appropriations decreased from 47.45% to 38.08%. The university completed an extrapolation of FY2011 tuition and fees and state appropriation estimates into FY2012-2015 and compared those resources to anticipated operating expenditures. Based on trends and the current information available (i.e., state appropriations will continue to decline), the university will need to continue to look for creative ways to maintain academic and programmatic support.

The annual budget planning process typically begins in February/March with budget guidelines and policies for budget development issued to each CSUS institution by the Chancellor following consultation with the BOT. Based on these guidelines, the USP strategic initiatives, and ongoing operational needs, a [proposed spending plan](#) is developed in consultation with division heads and senior staff. The proposed plan is communicated to the university community and feedback is collected, primarily through [USPaRC](#) and the [University Budget and Planning Committee](#). In May, the university presents the spending plan to the BOT for review. Typically, the BOT formally approves the plan at its July meeting, and a mid-year review takes place at the February BOT meeting. At this writing, however, due to the delay in the approval of union concessions and the state budget, the university has not received final approval of its budget for FY 2012. It is anticipated that the spending plan will be approved at the September BOT meeting. With the changes in the state level organization of higher education, there may be changes forthcoming with respect to the budget approval process.

The university's senior administration has regular Cabinet meetings where overarching planning ideas are formed and tailored into priorities for the institution's operational and educational objectives. Joint meetings of USPaRC and the University Budget and Planning Committee ensures that issues related to the advancement of the overall educational mission are identified and discussed, and strategies formulated to achieve desired outcomes. Approximately 65-70% of the university's operational expenditures are directly related to academic programs and purpose. This percentage allocation has remained consistent for more than 10 years. This is illustrated in the [Summary of Fiscal Years 1999-2010](#) document.

The university's [Enrollment Management Council \(EMC\)](#) reviews financial aid policies and procedures to assist in attracting and retaining a diverse student population. At the CSUS and BOT level, a board committee is involved in suggesting changes and consistent policies for financial aid throughout all four universities. Since the committee's work has not been fully completed and implemented, testing the effectiveness will be based initially on comparisons to peer institutions and their assessments of success.

The [SCSU Foundation](#) was established in 1972 to solicit, receive, and administer gifts and financial resources from private sources for the benefit of all programs at SCSU. The Division of Institutional Advancement (IA) handles the frontline aspects of friend-raising (Alumni Relations), fundraising (Development) and donor stewardship (Advancement Services). The IA staff is kept apprised of university priorities and initiatives. It is the role of the development officer to ascertain the interests of potential donors and match those with the university's needs when soliciting gifts. It is the responsibility of the Foundation Board to manage those gifts once received. IA operates under [policies and procedures](#) established by the SCSU Foundation. In addition, staff members adhere to CASE (Council for Advancement and Support of Education) reporting standards and management guidelines in accepting, receipting, and reporting gifts. A [Donor Bill of Rights](#) ensures that donor intentions are understood and adhered to. A yearly personal endowment report informs the donor of the fund's status and any distributions from it.

As a state agency, the university is subject to multiple audits. State auditors conduct an extensive internal control audit every two years. The state auditors also perform audits of grant

funding and financial aid from the U.S. Government. The State and the BOT require the university to comply with generally accepted auditing standards and to implement any conclusions resulting from the audits. In addition, the university employs PriceWaterhouseCoopers (PWC) to perform annual external financial and information technology audits. SCSU adopts the recommendations from all auditing entities regarding improvements in budgeting and financial reporting. During the last two fiscal years, no new management letter comments related to the financial aspect of the university's annual external audit have resulted.

Appraisal

Considering the state's bleak financial outlook and its impact on the state appropriation provided, the university community has engaged in candid conversations on how to continue to support our academic and/or programmatic services with as little negative impact on students as possible. One of the outcomes from FY09 was a series of university town hall meetings in which it was agreed by the university community that budget decisions would adhere to a set of [guiding principles](#). By making budget decisions that are driven by facts, data and reasonable projections and considering the core values as identified in the [USP](#), the university seeks to maintain high-quality academic and student service programming.

The table below illustrates the university's continuous commitment to academic programs and direct student support (highlighted).

Function Expenditures-Current Unrestricted and Restricted Funds – 4-Year data point comparisons

Expenditures	FY2010	FY2006	FY2002
Instructional	\$ 65,433,274	\$ 59,640,350	\$ 47,442,234
Research & Sponsored Programs	\$ 2,452,351	\$ 2,598,717	\$ 1,854,568
Public Service	\$ 398,262	\$ 222,035	\$ 298,708
Academic Support	\$ 13,394,786	\$ 13,521,148	\$ 9,147,873
Student Services	\$18,171,584	\$ 16,731,144	\$ 13,531,251
Institutional Support	\$ 21,813,091	\$ 19,338,193	\$ 18,105,830
Operations & Maintenance-Plant	\$ 14,308,981	\$ 13,170,792	\$ 17,973,558
Scholarships & Fellowships	\$ 15,127,121	\$ 13,243,479	\$ 10,344,880
Auxiliary Enterprises	\$ 21,577,793	\$ 16,091,211	\$ 11,030,703
Total	\$ 172,677,243	\$ 154,557,069	\$ 129,729,605

Source: Annual Functional Classifications - Current Unrestricted and Restricted Funds

Over the last few years, as a result of many changes to the operation of the university to increase efficiencies, significant budgetary savings have been achieved. Budgetary realignment will continue to occur resulting in many difficult decisions. As a result of open university-wide discussions, the SCSU community has a better understanding of why these changes are needed. Also, through various monthly/semi-annual reports for internal and external constituents, the university's senior management is apprised of the current financial situation as well as strategies developed to discuss and implement new policies and procedures required to address financial

decisions, risk assessment, and/or internal control issues.

The university continues to advance its mission and to achieve strategic goals in spite of significant statewide budget reduction measures. The State's Retirement Incentive Program (RIP) resulted in the largest number of retirees in the CSUS with 85 faculty, staff, and administrators leaving SCSU in 2009. Despite this decrease, the university accepted more students and the FTE increased by 2.9%. The dramatic number of vacancies required the institution to create a refill plan that addressed the most severe needs while maintaining a significant vacancy cushion to guard against mid-year or year-end rescissions. The outcome of this plan was to focus on mitigating the effect on the academic side by filling faculty vacancies and leaving more administrative vacancies open, only filling those administrative positions that had an impact on health and safety, such as police officers and counselors. By reallocating faculty and staff resources as well as taking other cost-saving measures such as revising job descriptions and organizational units in student life, information technology, School of Education, computer science and facilities operations, the university has been able to shift and rebalance dwindling resources to accommodate the academic programs and services provided.

Rather than impacting academic programs, the university has focused on reducing expenditures by looking at areas such as accounts receivable management, in-house student payment plan, travel expenditures, energy conservation, and creation of an online ["swap shop"](#) for departments to exchange supplies prior to purchasing them from our third party vendor. All of these cost savings are reviewed by senior management to ascertain that the impact of these changes attain the desired effect of utilizing our limited resources.

The State and/or CSUS determine many of the [university's fiscal policies](#). The university enforces all existing financial policies. Although many fiscal policies are available either online through the [university's Website](#) or within the area responsible for oversight, a comprehensive compendium of all fiscal policies is still in process. The internal controls adhered to and maintained by the finance area departments are noted in the Finance module of the Banner System through strict delineation of roles and access as well as policies and procedures. Annual/semi-annual and monthly reporting to senior management is accomplished through a variety of reports; among these are monthly budget to actual comparisons, periodic spending plan reviews, and ongoing review of cash and reserve requirements. Through training, proper segregation of duties within each area, and sufficient oversight by area managers, exemplary fiduciary responsibility is maintained and fostered.

As part of the annual financial audit conducted by PWC and the State Auditors, questionnaires and interviews regarding ethics and other areas of concern are required for various key financial managers and senior management. Since 2006-07, the university has also required all employees to participate in online training exercises, of which one pertains to ethical behavior standards.

Auditing procedures have become more rigorous over time. This increased scrutiny and the university's interest in adopting sound financial practices have introduced greater fiscal discipline. These improvements are a significant advantage both in daily operation and in long-term financial planning for the university.

Over the last ten years, fundraising has become increasingly crucial to supplementing the financial resources of the university. Programmatic support has had a significant impact on the university, with major contributions earmarked for music, marine studies, and athletics, to name a few, and most recently through the establishment of the university's first endowed chair. Each year many gifts are designated to endowed scholarships, providing direct financial assistance to SCSU students. An [annual report](#) is published and provides relevant details. Over the past ten years, annual fundraising results have varied with an average of \$ 1.7 million per year and a range from \$1.45 million (FY 2008) to \$2.74 million (FY 2010).

Projection

As part of ongoing enhancements to financial resources management, SCSU is looking to increase use of workflow for administrative department processes. This shift would reduce paper usage and staff time and increase efficiency; however, implementing it requires sufficient staff time to complete an analysis and to work through the logistics, along with IT support. Given limitations of staff and other resources, such a process currently presents a challenge. Another project is moving the entire university to electronic timesheets, replacing our current paper-intensive system, to be completed by 2013.

Considering the ongoing fiscal crises within the state, the university continues to plan and address budget constraints through continued discussions and feedback from the university community. One means of achieving transparency and discussion is the continued use of town hall meetings. The first meeting for FY 2012 is expected to occur in September/October 2011, with a second meeting scheduled for March/April 2012. The President will use his blog as a venue for this type of information as well. Information will also be presented to smaller groups (e.g., union leaders, faculty leadership) as a way to provide a platform for discussion and economic status updates.

The university is committed to developing a compendium of fiscal policies into a comprehensive database. The establishment of a comprehensive project plan to address a complete "encyclopedia" of fiscal policies will be undertaken in the upcoming year.

The fundraising goal for FY 2012 is \$1.1 million. The annual fund's focus is unrestricted dollars for university priorities and new initiatives. The development staff will continue to steward existing donors to maintain/increase their support and will utilize its enhanced resources to identify and begin the cultivation process with new prospects. The staff will focus its efforts on fundraising for the new School of Business, needs related to the science programs in the School of Arts and Sciences, and the Southern Academy.

Institutional Effectiveness

Through the various auditing entities – internal audit, the State Auditors of Public Accounts, PWC – along with solid policies and procedures, the fiscal condition and fiscal integrity of the university is maintained and enhanced throughout each fiscal year. In the past five years, major audit comments have diminished. In order to sustain this, the university will continue to review diligently its financial processes for efficiencies and effectiveness.

Standard 10: Public Disclosure

Description

SCSU presents itself to students, faculty, staff and the public through the [university's Website](#); advertising; [Facebook](#); [Twitter](#); [news features in local newspapers](#); [Undergraduate and Graduate Catalogs](#); [Financial Aid publications](#); the [Student Handbook](#); the [University Fact Book](#); the [Admissions Office Viewbook](#); [Southern Alumni Magazine](#) and [Southern Life](#) (the campus newspaper); and departmental brochures and Websites. The [SCSU College Portrait](#), part of the Voluntary System of Accountability (VSA), is linked from the SCSU Website, and provides extensive information about the university's programs, students, faculty, campus life, admissions policies, costs, and more. The [results of the National Survey of Student Engagement \(NSSE\) from the last five years](#) are also posted on the university's Website. SCSU acknowledges its [current NEASC accreditation](#) on the Website and in its printed/online catalogs.

The offices of Public Affairs and Admissions are the main resources for print publications. In addition, each of these offices directs inquiries to the appropriate Website, department, or office. The Office of Public Affairs also oversees the university Website and creates an array of informational and marketing materials and distributes them to campus constituencies to provide to the public.

The [university's mission statement](#) is located on the Website, in the [University's Strategic Plan, Pursuing Excellence, Fostering Leadership, Empowering Communities](#), (USP) and in both the undergraduate and graduate catalogs. Undergraduate and graduate catalogs are accessible on the university's Website and in print. The university's core values are stated in the USP and also appear in the Undergraduate Catalog. An analogous statement about the purpose and nature of graduate study appears in the Graduate Catalog. Information about admission, academic program and degree requirements, student fees and charges, financial aid, refund and withdrawal policies, and transfer credit procedures is included in both catalogs. Each catalog contains a list and a description of the courses offered by each program and department. Catalogs list current full-time faculty, their department or program affiliation, and their degrees and degree-granting institutions. Faculty emeriti are listed in the Undergraduate Catalog. Adjunct faculty are not listed in the catalogs, although several academic departments' Websites include names and contact information for their adjunct faculty. The catalogs also include the names and titles of the senior members of the administration and their degrees. The names of the members of the Connecticut State University System Board of Trustees (BOT) are also listed.

The print version of the Undergraduate Catalog is published every two years. Between catalog printings, [significant updates to the Undergraduate Catalog](#) are posted on the university's Website. The print and online versions of the Graduate Catalog are updated annually. The [schedule of classes](#) is available online, with a link from the university's home page and from [MySCSU](#), the institution's portal. All courses offered during the present and upcoming semester are listed, as well as those from the past 10 years, with the names of instructors.

Financial aid information is published not only in the catalogs and Viewbook but also in the [Undergraduate Search Publication](#) and the Office of Admissions publication, ["Transfer to Southern."](#) The latter two documents also outline transfer credit policies. [The College Portrait](#)

[contains information about costs of attendance and financial aid](#) as well as [statements about undergraduate student success and progress](#).

Rules for student conduct are listed in the Student Handbook, which is updated annually and is accessible via the Website. The handbook also includes information about university student services, academic affairs, student-university relations, nondiscrimination policies, student activities, and residence life. In addition, [“A Guide for First-Year Students”](#) and [“A Guide for Transfer Students”](#) – extensive workbooks of university information designed to aid new students in their transition to life at SCSU – are updated annually and distributed to students at orientation. The booklet [“Living On Campus”](#) describes options for on-campus housing. [The Website of the Disability Resource Center](#) provides extensive information about SCSU’s services and accommodations available for students with disabilities, as well as information for faculty on how to accommodate students with disabilities.

Each September, the Public Affairs Office publishes a revised version of the Undergraduate Admissions Viewbook. The Viewbook is sent to all who inquire about undergraduate admissions and is distributed to secondary school counselors, students, and parents. The Graduate School sends copies of the Graduate Catalog and individual master’s and sixth year program brochures to prospective students, who are also referred to the [Graduate School’s Website](#).

Information on educational services and co-curricular and non-academic programs can be found in the print and online versions of the Undergraduate Catalog, the Viewbook and other admissions publications. This information is also included in departmental brochures and Websites of various offices, among them [Student Affairs](#), [Career Services](#), [Counseling Services](#), [Academic Advisement](#), [Multicultural Center](#), the Student Handbook, and the [Women’s Center/Men’s Initiative brochure](#). SCSU’s College Portrait presents information regarding retention, undergraduate success and progress rate, student characteristics, and student learning experiences and satisfaction. The [Distance Learning Website](#) and [Part-Time Study Website](#) include extensive information on these educational options.

The current USP, available both in print and online, contains general institutional expectations about educational outcomes. The Undergraduate Catalog, particularly individual school sections, also contains a number of statements that describe expected educational outcomes. Statements about student learning outcomes also appear on individual department Websites. For accredited academic programs, information about program excellence and learning outcomes can be found in accreditation reports. On a rotating basis, each undergraduate program completes a self-study every seven years and provides evidence that it meets the expected standards. The [program review results](#) and the [program self-study reports](#) are available on the Undergraduate Curriculum Forum Website. The Academic Standard Committee of the Graduate Council assesses graduate program quality every five years; information about these assessments is provided on the [Graduate Council Website](#).

The Office of Alumni Relations maintains information on the placement of those graduates who have contacted the alumni office. Anecdotal success of graduates is reported in Southern Alumni Magazine, published two times per year, along with a printed newsletter, [Owl Sightings](#); regular email newsletters, archived on the [Alumni Website](#), and the [SCSU Alumni Facebook page](#).

The university Website presents a [guide to emergency preparedness](#) for the campus community and an annual [Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Report](#), both of which also exist as print publications. Under the [SCSUAlert system](#), the university community may sign up online to receive emergency notifications via text message and/or cell phone. Also accessible on the Website are [current job postings](#) and [union contracts](#), as well as the [Employee Handbook](#). The institution's most recent audited financial statement is available from the controller. There is no public notice of the availability of the statement, but the controller will make available a photocopy of the SCSU portion of the system-wide audit to interested parties. [The CSU System's combined financial statement is available online.](#)

In print and radio advertisements promoting the institution or its programs, the Office of Public Affairs includes telephone numbers and/or the URL for SCSU's Website. The annual print administrative/faculty directory contains toll-free and direct phone numbers for the university, numbers for academic and administrative departments, and numbers and email addresses for staff and faculty, including adjunct faculty and part-time staff. The university Website has a searchable [phone and email directory](#), updated as needed, that includes adjunct faculty and university assistants. The main telephone number for the university connects callers to an automated message system that directs them to specific offices, providing an option to speak to a campus representative between the hours of 8:30 a.m. and 11:00 p.m. Monday-Friday, from 8 a.m.-5:30 p.m. on Saturday, and from 2-10 p.m. on Sunday, during academic semesters.

Announcements about campus events or news are posted on the university's home page, Facebook and Twitter pages, and disseminated via the university's listservs, one each for students, faculty, and faculty/staff. A daily email announcement of upcoming campus events is sent out on these list servs. Campus clubs and organizations can also publicize their activities on [Collegiate Link](#). The current Website was built with a content management system (CMS) that enables members of individual departments, with minimal training, to maintain their own sites. The CMS-based site addressed the university's need for additional Web staffing and allows the Website to be as up-to-date as possible.

The university portal, MySCSU, is only accessible through login to students, faculty, and staff. The portal also contains calendars, announcements and various other applications.

Appraisal

Since 2001, SCSU has implemented a new Website that has greatly improved communication to the university's constituencies. This Website is now a main source of information about the university and is a comprehensive resource for current and prospective students, parents, faculty and staff, alumni, and members of the larger community. Information made available to the public and the campus community via this Website is more clear, consistent, and correct than on the previous Website. While the wide variety of information in such categories as academics, student life, human resources, health and safety, finance and administration, and assessment, is regularly updated by the individuals who edit these sites, there is no general overall review of the university's Website.

Much information available on the Website is also available in printed form, although the move has been towards digital presentation of information. Information in print publications

coordinates with online versions whenever possible. The Website and print publications contain clear evidence of the university mission statement, vision statement, obligations for student behavior, and standards germane to academic responsibilities, admissions, purpose, and non-discrimination policies. Clear statements and descriptions also exist regarding faculty, campus facilities, services, and university centers. Both the undergraduate and graduate catalogs represent and portray the university, its role, and mission accurately.

Among students responding to the SCSU Student Survey for University Accreditation, 56% felt that the university's Website provides sufficient information to make informed decisions about their education, although 28% of respondents reported difficulties in navigating the site. When inconsistencies in information are identified, such as conflicting calendar dates, the university is quick to correct information, through Website updates, e-mail, Twitter, and Facebook, usually through the Office of Public Affairs. That office has taken steps to assure consistency in information, especially through its oversight of the university Website.

Departments are trained by Public Affairs staff to enter and edit content on their respective Websites, but some departments' Websites are more frequently updated and contain more information than others. For instance, the [Department of Public Health site](#) contains information not only about academic majors and faculty but also about special programs. In comparison, the [Political Science Department's site](#) is somewhat basic. No guidelines have been formally established for the content of department sites, although most provide similar categories of information, such as program offerings and faculty and staff contact information. The Office of Public Affairs has a content editor who maintains the home page and may edit sites for consistency and correctness. All new sites must be approved by the content editor before they go live. Once a site is live, changes on each department Website can only be authorized by the designated Web editor for that department or by the Office of Public Affairs content editor. The CMS does not provide a mechanism for the content editor to track changes made by designated department editors, often leading to a lack of quality control and inconsistency from site to site. Most official university publications are available on the Website; thus if changes or errors occur, these versions can be updated quickly. A direct link to the Webmaster's email is included on each Web page for feedback.

MySCSU, the university's internal portal, links to campus calendars, but contains little additional information about campus news and events. At present, students do not need to log into MySCSU to access their student email, and in a focus group with the Student Government Association, students reported using MySCSU only for Banner-related tasks such as course registration and account management. They also reported difficulties with logging in because of confusion over various passwords.

Projections

Although the Website contains a wealth of information, feedback in the NEASC Self-Study Survey indicates that many users find accessing information difficult. A committee comprised of members of the Office of Public Affairs, the Office of Information Technology, and the School of Graduate Studies has chosen vendors to redesign the Website and provide a new CMS. The Website redesign and new CMS will enable Public Affairs to provide an efficient, clear and thorough dissemination of information to multiple audiences, taking into account high standards of integrity, public disclosure, reliability, accessibility, cost, and

branding. The Office of Public Affairs will solicit suggestions for improving the site's user-friendliness through campus focus groups representing faculty, staff, and students. The Office of Public Affairs, working in concert with the Provost, deans, and other stakeholders will develop guidelines to ensure consistency of content within and across the site. New online strategies – such as social media, video, and chatting – for featuring and updating information will be implemented in the new Website. The new site, which is expected to go online in spring 2012, will include a means of tracking changes made to departmental Websites, as well as a financial aid calculator, required by the Higher Education Opportunity Act as of Oct. 29, 2011.

The new university Website will include information on adjunct faculty; an online updatable semester-by-semester list would be useful. The controller will provide contact information online for those interested in obtaining a photocopy of the SCSU portion of the CSU System's audited consolidated financial statement.

The Office of Alumni Relations plans to survey graduates regarding their current location and employment information, data that will enhance marketing efforts. In addition to maintaining and improving alumni and employer surveys, individual academic departments will also include accreditation reports and their Graduate Council report on their Websites, thus adding important data for institutional and program effectiveness.

Institutional Effectiveness

As the office in charge of the university Website, the Office of Public Affairs reviews most publications involving the university as they are produced and published on the Web. The content of each Web page is periodically reviewed by its author or content editor to ensure that information is accurate, available, complete, and current. The Office of Public Affairs makes every effort to ensure the Website is current and accurate.

As the office also responsible for producing most official print publications for the university, the Office of Public Affairs reviews these publications as they are developed and produced. Prior to printing, each publication's content is reviewed by its author and an editor from Public Affairs to ensure that information is accurate, available, complete, and current.

The Website is the main source of information about the university for its many constituents. Although the site is limited in its ability to track changes, the Public Affairs staff uses the site appropriately to accurately represent the university and its academic programs and mission and communicate campus news and events. The campus community is also kept apprised of news, events, and important information via email, Facebook, Twitter, and the campus newspaper, SouthernLife. Information made available via these media are also accessible to the general public and assist in promoting the university's presence and accurately communicating its missions and programs to the wider community.

Standard 11: Integrity

Description

SCSU continues to advocate high ethical standards in the management of its dealings with students, faculty, staff, governing board, external organizations and the general public. The university expresses in public statements and in published documents this commitment to high ethical standards. The information presented to [prospective students](#) is honest and forthright. Codes of conduct for faculty, found in the [AAUP Collective Bargaining Agreement](#) (AAUP CBA) and [Faculty Handbook](#); for staff, found in the Employee Handbook; and students, found in the [Student Handbook](#) are freely available to the university and public through the university Website. Ethical growth is supported by continued training, such as the electronic training in data security and affirmative action provided by Human Resources for faculty and staff. Institutional leadership has promoted an open door policy by which issues of integrity can be addressed, mainly through town hall meetings, held on a regular and frequent basis each semester, and email communication. The [Research Protection Program](#) (RPP) promotes and assures integrity and ethical behavior in areas of research. The [Office of Research Integrity](#) (ORI) promotes and monitors the responsible conduct of research for all SCSU human and non-human research, and acts on substantive allegations of research misconduct. The [Institutional Review Board](#) (IRB) is charged with reviewing research for integrity before data is collected and requires all researchers to provide documentation of education regarding research ethics. The [Institutional Animal Care and Use Committee](#) (IACUC) oversees the proper care and welfare of vertebrate animals used in research and teaching.

SCSU is committed to principles of intellectual honesty and academic freedom, diversity and respect for every person, due process for all members of the community, and the highest ethical standards in its policies, practices, publications, and operations. Academic honesty statements, along with procedures for dealing with allegations, are clearly spelled out and can be found in the Student Handbook, [Graduate Catalog](#), [Undergraduate Catalog](#), and [AAUP Collective Bargaining Agreement \(CBA\)](#). These publications are regularly updated. The Student Handbook details the academic rights and responsibilities for students. Procedures for adjudication of academic misconduct cases are currently being reviewed by the Faculty Senate as required by a recently adopted Board of Trustees (BOT) policy. Academic freedom has been a pillar of academic life at SCSU and continues to be an important part of the academic culture. Detailed statements of academic freedom are found in the AAUP CBA, the Faculty Handbook, and the Student Handbook.

The university is authorized to issue undergraduate and graduate degrees by [Section 10a of the Connecticut General Statutes](#), which guides the [Board of Trustees](#) (BOT) in setting the policies and procedures under which SCSU functions. SCSU is also bound, as a state agency, to the state [Code of Ethics](#) and [Freedom of Information Act](#), and as a public agency, the [Family Educational Rights and Privacy Act](#) protecting the privacy of students. The Office of the Connecticut State Attorney General represents the university in legal actions and serves as a source of legal advice, such as on contracts. The Office of the State Attorney General also approves all contracts, which are available to the public through Connecticut's open records laws. The university also complies with all federal regulations regarding research integrity and the use of human participants and nonhuman vertebrate animals in research. SCSU strives to observe all applicable legal requirements. In 2010, a BOT policy allowing the Chancellor to

dismiss a university president was challenged by faculty, and later found to be in violation of State law by the Connecticut State Attorney General. The BOT rectified the policy.

SCSU has made significant strides in improving the search processes for faculty, management confidential, administrative faculty, and classified positions. Human Resources and the [Office of Diversity & Equity](#) (ODE) revised the [search procedures](#) and published them online for the campus to access. In faculty searches, particular attention has been paid to recruitment plans that provide a blue print for the efforts made to attract a diverse population of candidates. Directed training sessions are also instrumental in communicating the need to hire more women and candidates of color. SCSU has added additional oversight with respect to Equal Employment Opportunity (EEO) guidelines and procedures in faculty and staff searches. The university continues its long-standing commitment to affirmative action, equal employment, and diversity. The ODE advises and supports the university community on hiring practices and procedures, affirmative action plans, equity policies and other employment, and student legal issues. The office is also responsible for ensuring the university's compliance with all state and federal laws pertaining to diversity and equity. These include Title VII and Title IX of the Civil Rights Act, state and federal equal opportunity, sexual harassment laws and regulations, and the Americans with Disabilities Act. The ODE has focused effort on retention and creating a healthy work environment by continuing training efforts for managers on sexual harassment and workplace diversity. The [grievance procedures](#) and the [policy for sexual harassment prevention and discrimination](#) were revised and published by the ODE. The policy and procedures were communicated to the community via online training. Grievance procedures to protect faculty, students and staff against violations of academic freedom or any other alleged infringement of institutional policies or procedures are clearly published in the [AAUP CBA](#), the [Faculty Handbook](#), the [Student Handbook](#) and the [SUOAF-AFSCME CBA](#).

The university collaborates with associations and organizations, such as Special Olympics, that share the same mission and support the disciplines offered at the university. Outside entities that wish to use campus resources must follow [university facility usage policies](#). SCSU has consistently demonstrated a commitment to conduct itself with integrity and honesty in all its dealings with the NEASC Commission. Each year since the Commission's site visit in 2001, SCSU has filed reports to facilitate the Commission's monitoring of its accreditation and to keep the Commission informed of any substantive changes within the reporting period.

Appraisal

Integrity is the basis for trust, and no university can be successful and grow if the parties involved – faculty, administration, staff, and students – do not trust one another. There are high expectations for the members of the university community, including the board, administration, faculty, staff, and students, for responsibility and integrity. A survey conducted as part of the NEASC self-study found that 70% of respondents believed that SCSU adheres to high ethical standards. Evidence that there are high expectations for integrity can be seen in the objections raised by the Faculty Senate about the BOT's personnel policy change regarding university presidents, as well as in the BOT's subsequent [amendment of the policy](#) as requested by the Connecticut State Attorney General.

Employee and faculty satisfaction surveys have been utilized in the past, but the results were mixed and the process costly, so these were abandoned. However, as an alternative

mechanism to obtain employee feedback, town hall meetings and university dialogues were instituted and serve as forums for communication and understanding. The university publishes institutional policies regarding research integrity to faculty and students through the Website and RPP newsletter, and through about a dozen classroom presentations per year. The ethical review process for research has ensured that all applicable federal regulations regarding human and nonhuman vertebrate animals have been followed. Neither the ORI nor the IRB have encountered any falsification of research data or mistreatment of research participants. Email has also been used successfully to disseminate the need for other types of ethical training by HR to faculty and staff. The ethical use of computer technology, hardly SCSU's problem alone, deserves attention. Faculty, administration, students, and staff have been made aware of the potential problems related to protection of privacy and intellectual property that accompany the access to one another and to the Internet (See Standard 7).

The issue of plagiarism is a serious one, particularly as online resources become more common, and the current work of the Faculty Senate on revising the academic misconduct policy is addressing this issue. The commitment to academic honesty is crucial to a vibrant university and the codifying of the academic freedom of faculty and staff in Collective Bargaining Agreements demonstrates the strength of the commitment to these principles at SCSU. The description and procedures for academic freedom are comprehensive, and as a contractual obligation, have been reached through collaboration with administration and faculty. Data from a survey of faculty and students indicate that a majority agreed that SCSU assured faculty and students the freedom to teach and to study. With freedom comes responsibility, and the principles of academic integrity and honesty for both faculty and students are clearly delineated, and fair processes for resolving issues exist. A majority of the university community indicated that they believed that SCSU values and promotes academic freedom, equitably applies educational policies and procedures to all students, and promotes policies and procedures for the fair resolution of grievances.

To foster an atmosphere that respects and supports people of diverse characteristics and backgrounds, the [Diversity and Equity Leadership Council](#) (DELC) was charged with the task of drafting [a Diversity Action Plan](#). A draft Diversity Action Plan was first communicated to the entire campus in May 2010. The President and the Cabinet respond quickly to any acts of intolerance with clear messages that such acts are unacceptable. The Minority Recruitment and Retention Committee and the Minority Recruitment and Mentoring Committee collaborate to increase diversity and tolerance on campus. The self-study survey found that the majority of respondents believed that SCSU adheres to non-discriminatory policies and practices, fosters an atmosphere of respect, and supports respect for the free expression of diverse viewpoints.

The comments and opinions of the Commission have been valued and followed. The [Liberal Education Program](#) is the university's response to Commission comments in the last review that the undergraduate general education requirements needed strengthening. Furthermore, the institution has sought to [educate all community members](#) as to the importance and value of the accreditation process. The reaccreditation steering committee is drawn from all campus constituencies, and an open call was made for committee members.

Projection

Integrity is a matter of perception, and having a broad sense of the campus climate regarding integrity should be reconsidered. The commitment to integrity will be made evident through a centralized Website or “clearinghouse” for ethical information and required training that will increase the ability of students, faculty and staff to learn about maintaining integrity in their professional behavior. This site, to be developed during the 2011-2012 academic year as the new university Website is implemented, will aggregate university policies on ethical behavior and integrity, provide links to appropriate campus resources, and increase the ability of all involved to know of and comply with the existing policies. A new policy that will allow the university to better address and track student academic misconduct through the Judicial Affairs Office is currently under review and is expected to be implemented during the coming academic year. Different mechanisms exist to deal with academic freedom/honesty issues for faculty. Yearly announcements and reminders by the Provost or President regarding academic freedom and the procedures to be followed when academic freedom has been violated will underscore the university’s commitment to integrity, and raise awareness about reporting.

Advancing integrity requires ongoing attention. As a step toward becoming a campus that reflects the diversity of the larger community, the DELC will finalize and begin implementation of the Diversity Action Plan over the 2011-2012 academic year. In addition, compliance with research regulations will be maintained.

Institutional Effectiveness

Southern Connecticut State University has demonstrated commitment to integrity through the continued application of resources. Constituent groups report beliefs in the integrity of the institution and fairness in the application of policies. The ongoing pursuit of institutional integrity is supported through education, communication, collaboration, training, and continuous examination of policies and procedures.



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