Southern Connecticut State University

August 2006

Fifth-Year Interim Accreditation Report

**Prepared for the New England Association of Schools and Colleges
Commission on Institutions of Higher Education**

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I. Statement on Report Preparation

The preparation of this fifth-year report was coordinated and overseen by an *ad hoc* NEASC Interim Report Steering Committee, a broad-based group of faculty and staff appointed by Provost Selase W. Williams in October 2005. Members of the Steering Committee were:

Dr. Marianne Kennedy (Co-Chair), Coordinator of Assessment and Planning
Dr. Todd Rofuth (Co-Chair), Professor and Chair, Department of Social Work
Dr. Ellen Beatty (*ex officio*), Associate Vice-President for Academic Affairs
Mrs. Karen Arborio, Coordinator of University Construction and Facilities Management
Mrs. Denise Bentley-Drobish, Director of Student Life and Student Affairs
Ms. Sharon Brennan, Director of Admissions and Enrollment Management
Mr. Joseph Brignola, Director, Academic Computer Center
Dr. Maria Diamantis, Associate Professor of Education
Mr. Patrick Dilger, Director of Public Affairs
Dr. Bonnie Farley-Lucas, Professor of Communication
Dr. Joseph Fields, Associate Professor of Mathematics
Dr. Terese Gemme, Professor of Music, Director of Honors College
Dr. Edward Harris, Dean, School of Communication, Information, and Library Science
Dr. Paul Holmer, Librarian
Dr. M. Gerald Lesley, Associate Professor of Chemistry
Dr. Cathryn Magno, Assistant Professor of Educational Leadership
Mrs. Barbara Mallick, Director of Financial Planning and Information Support Systems
Mr. Anthony Maltese, Assistant Professor of Social Work
Dr. James Mazur, Professor of Psychology
Dr. Sharon Misasi, Professor of Exercise Science, Assistant to the Dean of the School of
     Education
Dr. Paul Stepanovich, Associate Professor of Management
Mr. Stanley Walonoski, Media and Instructional Services Specialist

The committee met regularly during the academic year. Following an initial organizational meeting and charge from Provost Williams in November 2005, the committee met with Dr. Robert Froh, Associate Director of the Commission on Institutions of Higher Education in December 2005 to discuss the report preparation process. Each committee member was asked to gather specific information and data relevant to his or her area of expertise and to provide draft reports. During this process, committee members met with and interviewed numerous faculty, staff, students, and administrators. In addition, there was a joint meeting with the University Strategic Planning Steering Committee. University documents and publications were reviewed.

After the Steering Committee reviewed several drafts, the report was posted electronically on the university's website to solicit comments from the campus community. Comments were considered in the preparation of the final report submitted to the Commission. The report has been approved by the President and her cabinet.

II. Institutional Overview

Southern Connecticut State University (SCSU), located in New Haven, CT, 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. In 2002, Southern began offering its first doctoral program, the doctor of education (Ed.D.) degree in educational leadership. Today, SCSU is a comprehensive university offering undergraduates 44 majors, 92 specializations, and 51 minors and concentrations. SCSU offers graduate programs in over 50 areas of study in the fields of education, library science and information technology, business, health and human services, and arts and sciences.

SCSU has six primary academic divisions: the School of Arts and Sciences; the School of Business; the School of Communication, Information and Library Science; the School of Education; the School of Health and Human Services; and the School of Graduate Studies. In 2001, SCSU was reaccredited for a ten-year period by the New England Association of Schools and Colleges (NEASC).

In fall 2005, the university served 12,158 students. Of those, 8,309 were undergraduate students and 3,849 were graduate students. Approximately 2,600 students live on campus. Nearly 75% of the students are in the 18 to 29 age group, with more than 39% falling in the 20 to 24 age bracket. Almost 72% of the university's students classify themselves as Caucasian, 10.5% as African-American, 5.6% as Hispanic, and 2.2% as Asian (approximately 10% chose not to identify their ethnicity). More than 65% of the students are female, and 93% are Connecticut residents. Once primarily a local school, SCSU today has students from virtually every town in Connecticut, 41 other states, and 46 countries. SCSU serves a diverse student population, half of whom are the first in their families to graduate from college, and almost 19% 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 460 students with disabilities, one of the largest such populations at any Connecticut campus, and SCSU's regionally-known Disabilities Resource Center attracts both in-state and out-of-state students.

The university awarded 2,209 degrees in 2005-06, including 1,189 bachelor's degrees, 871 master's degrees, and its first two 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 five associate degrees and 142 sixth-year diplomas.

The university employs a primarily unionized workforce of approximately 940 individuals full-time, including 207 professional non-faculty employees; 132 secretarial/clerica1 staff; 36 executive employees; and 162 technical, crafts, and maintenance staff. The 403 full-time and 555 part-time teaching faculty are all represented by the American Association of University Professors.

University facilities include 43 buildings on a 168-acre campus. SCSU is now in the midst of the largest building construction program in its 113-year history. An updated master plan has been developed which will guide construction of new facilities for the next ten years. SCSU's current facilities plan focuses on three buildings that form the core of the university: Hilton C. Buley Library (currently under renovation); Engleman Hall, the main academic building (renovations completed); and the new Adanti Student Center (completed fall 2005). Also recently completed were a 600-car parking garage, a new energy center, a facilities operations and planning building, and a new residence complex with adjoining parking garage.

SCSU is one of four universities that make up the Connecticut State University System. 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. The governance of the CSU System is the responsibility of a single, 18-member Board of Trustees. Fourteen members are appointed by the Governor and confirmed by the General Assembly. Four members are students, elected by their peers.

III. Responses to Areas Identified for Special Emphasis

Response to Areas Identified for Special Emphasis -- #1
Implementing the vision statement and achieving the appropriate balance between being a teaching university and a graduate university including the institution's aspirations to achieve "preeminence."

During the past five years, SCSU has been in a state of transition as a result of changes in most top level administrative posts. President Michael J. Adanti retired in 2003 and was replaced on an interim basis by Vice President for Academic Affairs, Dr. J. Philip Smith. The current President, Dr. Cheryl J. Norton, began in May 2004. Additional administrative changes are described in Standard 3.

A Strategic Plan for 2001 to 2004 was developed by former President Adanti's Cabinet with input from a Strategic Planning Advisory Committee (SPAC) and the university community. This plan was in place during the 2001 self-study for reaccreditation. Since then the university has commenced a new strategic planning development process that is discussed later in this section.

Since 2001, there has been a thoughtful and deliberate reconsideration of SCSU's capacity and role in Connecticut higher education. There has been vigorous discussion on campus regarding the university's mission and vision; in particular, the aspiration of achieving "preeminence" has been widely debated. Achieving a balance between teaching and scholarship has been a significant part of this discussion.

Core Values. Due, in part to the many changes in upper level administration of the university, the University's Strategic Plan was not updated as planned in 2004. Dr. Cheryl Norton, with the support of the campus community, established an agreed upon set of six Core Values to guide

the university while the process for a new university strategic plan was being formulated. These core values which have guided the university as it develops a new strategic plan are:

1. Academic Excellence
2. Life-Long Learning
3. Student Success
4. Diversity
5. Community Involvement
6. Access

Academic Strategic Plan 2004-2009. During the transition period prior to President Norton's appointment, an Academic Strategic Plan was developed through discussions between and among the Vice President for Academic Affairs, the Academic Vice President's Cabinet, the Faculty Academic Strategic Planning Committee, and university input. The Academic Strategic Plan 2004-2009 was endorsed by Faculty Senate resolution in November 2004 and commended by President Norton for its thoughtful identification of a number of key academic goals.

The Academic Strategic Plan established nine goals for advancing the academic mission of SCSU. For each goal, key strategies were identified with corresponding specific objectives and milestones. The academic goals for SCSU are to:

1. Enhance and promote a culture of excellence in scholarship, creativity and teaching;
2. Improve the quality and coherence of all academic programs;
3. Attract, retain, and support a diverse faculty who are strong teachers, scholars and participants in the life of the university and the wider community;
4. Improve the learning experience and achievement of students;
5. Attract and retain a highly qualified, economically and culturally diverse student population;
6. Seek limited growth in enrollments to meet public needs and support continuous improvement of academic quality;
7. Expand and enhance library and information technology resources;
8. Improve all support services to enhance the academic mission and functions of the university;
9. Maintain an attractive, environmentally appropriate campus that enhances the educational experience and encourages social interaction.

University Strategic Planning. Despite the strengths of the Academic Strategic Plan, it was not a replacement for a University Strategic Plan. A University Strategic Plan would require broad input from across the campus and would be shepherded into action by the Vice Presidents of the various divisions. A new University Strategic Plan process began in the fall of 2005 and continues. The new Strategic Plan will be a comprehensive plan that defines the mission, vision and values of the University. It will delineate goals, objectives and priorities from 2007-2012, and will drive the budget for the AY 2007-2008 year with divisional planning to commence in January 2007.

President Norton appointed Provost Williams to head the strategic planning process with assistance from the Pappas Consulting Group, Inc. which has been retained on a multi-year contract to assist in developing, monitoring, and evaluating the strategic planning process. A 24-member Steering Committee representing all university constituencies was appointed in January 2006, with the first meeting in March 2006. Ten strategic planning working groups were created

to identify major issues, collect and analyze data, and identify strategic initiatives for consideration by the Steering Committee. More than 150 faculty, staff, and students are participating as members of the following ten working groups:

1. Teaching, learning, and assessment.
2. Academic program development.
3. Student life and support services.
4. Faculty development, research, scholarship, and creative activity.
5. Community engagement and public relations.
6. External funding (fundraising, grants, and contracts).
7. Information competence, information technology, and library services.
8. Fiscal, human, and facilities resources.
9. Institutional effectiveness.
10. Institutional marketing and niche development.

Even broader participation in the strategic planning process is ensured by the orchestration of focus groups, individual interviews, e-surveys, joint meetings with important groups like the NEASC Steering Committee, the Faculty Academic Strategic Planning Committee, and the Graduate Council. Furthermore, an interactive website has been developed that allows for a public review of work-in-progress, the calendar of events associated with the strategic planning effort, and an e-Resource Center, which includes a wide range of reports and other documents that inform the Steering Committee as it works to draft the Plan. For those who are not able to actively participate in an organized group, the Committee has created a "Suggestion Box" on the strategic planning home page. Through these mechanisms, openness, transparency, and inclusiveness is guaranteed.

The Steering Committee has reached consensus on draft mission and vision statements that build upon the concepts in the Academic Strategic Plan and incorporate the institution's Core Values. These statements address the balance between being a teaching university and a graduate university, and, in fact, attempt to define the unique role and character of SCSU faculty as "teacher-scholars." A chart illustrating the consistent themes in university values since 2001 can be found in the Appendix.

The Strategic Planning Steering Committee anticipates completing a preliminary draft of six to ten strategic initiatives, or goals, that will form the core of the Plan by August of 2006. This summer, the Committee is refining the draft document and preparing for a series of town hall meetings in the fall, giving the campus community and external stakeholders, an opportunity to discuss the basic tenets of the Plan and its implications for the future of the university. During the summer and fall of 2006, the Steering Committee will formulate approaches to monitoring and evaluating the Plan. The University Strategic Plan is scheduled to be announced in January of 2007. The Vice Presidents will use the Plan to develop division-level implementation or action plans.

Finding a Balance Between Teaching and Research

Results from the 2004-2005 UCLA Higher Education Research Institute (HERI) Faculty Survey indicate that SCSU faculty are committed to teaching and research. In response to "Do your interests lie primarily in teaching or research?" 24.8% reported "very heavily in teaching,"

55.2% reported "in both, but leaning toward teaching," and 19.4 reported "in both, but leaning toward research."

SCSU professors continue to excel in teaching. For example, a professor of foreign languages was named the national Teacher of the Year for 2002 by the American Association of Teachers of Spanish and Portuguese. SCSU professors have had notable success in their research with articles in many leading journals and with books published by such presses as Oxford, Johns Hopkins, Columbia, North Carolina, SUNY, Louisiana State, Indiana, Nebraska, Praeger, Macmillan, Addison Wesley Longman, HarperCollins, and Harcourt. More than 64% of faculty have had at least one professional publication within the past two years (2004-2005 HERI).

Teaching Resources: SCSU continues to provide resources for full-time and adjunct faculty for technology support and professional development. All faculty have library privileges, and computer and e-mail access. All faculty are eligible for Faculty Development Grants and Curriculum-Related Activity Grants. All faculty are eligible for travel funds, although the funding is not sufficient to support all those who wish to attend professional development conferences; allocations are made on a "first-come, first served" basis. Increased numbers of adjuncts participate in professional development activities such as the Teaching with Writing Workshop, SummerTech, the Faculty Forum, and teaching enhancement workshops. The 2004-2005 HERI survey indicates that 79.1% of SCSU faculty participated in faculty development programs in the past two years.

The J. Philip Smith Award for Outstanding Teaching, which provides public recognition for teaching excellence, is awarded to one full-time faculty and one part-time faculty member each year. In 2006, at the request of the faculty and with the support of the Provost, the President approved an increase in the award amount for each honoree from $500 to $2,500.

In May 2006, SCSU was awarded a Davis Foundation grant to develop a Teaching Innovation Program to support faculty efforts in the Scholarship of Teaching and Learning (SoTL). The program will support pedagogical innovations using technology, provide faculty development opportunities, provide collegial mentorship, and communicate faculty accomplishments in the areas of teaching and learning.

Resources for faculty research, scholarship, and creative activity: Since 2001, initial steps have been taken in addressing the suggestion from the report of the 2001 Evaluation Team that the university find ways to address the graduate teaching load and that the university consider allocating reassigned time more in the area of research and scholarship activities rather than in governance and committee activities.
- The current CSU-AAUP contract continues the practice of mandating a minimum number of credits of research reassigned time (90 credits per semester for SCSU). However, over the past five years, the average number of credits awarded per semester has been 56. There are various reasons for underutilization of reassigned time, including limits on receiving reassigned time in multiple semesters, lack of coverage for the recipient's class, and the need for greater marketing of its availability.
- In 2005, the university established a Junior Faculty Fellowship to give one non-tenured full-time faculty member one semester with a 3-credit teaching load, with the remaining 9 credits of release time to be used for a research project. The first fellowship was awarded

for fall 2005, and the second for fall 2006. The current plan is to award one such fellowship a year.

- In January 2006, the Trustees Research Awards were established. This award grants one award of $1,000 to a faculty member from each of the CSU Universities and a single award of $1,000 to the person who best exemplifies high quality research/creative achievement in the CSU system. A faculty member from SCSU was the first award recipient.
- There has been substantial support from the university in terms of allocation of bond fund money toward the acquisition of new state-of-the-art instrumentation. While historically, the lack of reliable instruments has impeded the ability to complete research in a timely fashion, this should no longer be a factor in the next three years for faculty in chemistry, physics, and biology due to the combination of bond fund allocations and external funding.
- The current CSU-AAUP contract continues to provide CSU research grants to full-time faculty on a competitive basis. Each year faculty members can apply for research grants of up to $5,000. In the past five years, the funding for this program has been enough to award between 47 and 67 grants per year to SCSU faculty.
- SCSU awards 21 sabbatical leaves each year.
- A Faculty Scholar Award is made by the President each year in recognition of scholarly and creative work of exceptional merit by a full-time member of the SCSU faculty. In 2006, at the request of the faculty and with the support of the Provost, the President approved an increase in the award amount from $500 to $2,500.
- The formula for distribution of indirect cost funds from external grants has been changed to offer incentives and opportunities for pursuing external grants. The current formula provides 40% to Administration and Finance, 20% to Academic Affairs, 20% to Sponsored Programs and Research, and 20% to the Dean of the school from which the grant originated. In addition, the President has authorized up to $100,000 per year in cash match resources for grant acquisition.
- The Office of Sponsored Programs and Research (SPAR) has begun using its share of indirect cost funds to support faculty research projects in a number of different ways, such as helping to purchase laboratory equipment or providing modest funding for research that otherwise would not be done.

Growth in grants during last five years: Those SCSU faculty who apply for external grants have been quite successful, and the annual dollar amounts have increased substantially in the last few years. The following table illustrates the growth of grantsmanship over the past few years.

Current Use Grant Dollars	Year	Number of Grants Submitted	Number of Grants Approved	Percent Approved
$1,831,328	FY 2001	66	43	66.7%
$2,735,318	FY 2002	71	44	62.0%
$2,924,325	FY 2003	86	56	65.1%
$3,276,703	FY 2004	76	40	52.6%
$4,032,383	FY 2005	97	80	82.5%

This increase in grants obtained is one more indication of the increasing faculty interest in conducting research and in their ability to realize their goals in this area.

Increased visibility of research on campus: The visibility of research on campus has been enhanced through a variety of specific initiatives. For example, each semester, faculty recipients of research reassigned time present their research initiatives at a Research Colloquium hosted by the Dean of Arts and Sciences. The annual CSU Research Conference highlights research efforts of students and faculty for all disciplines and universities within the CSU system. The CSU Computer Science Conference serves a similar, albeit more focused, approach keeping faculty and students abreast of current advances in information technology as it pertains to applications in various disciplines. The research success of faculty is currently highlighted on the home page of the SCSU website and through various publications and e-mail notifications (Southern in the News, Dialogue, President's Southern Success Stories).

First held in spring 2006, a "Celebration of Tenure and Promotion," hosted by the Provost and President, will become an annual event.

These are all very significant indicators of institutional commitment to teaching and scholarship.

Response to Areas Identified for Special Emphasis -- #2
Developing a systematic, coordinated, and comprehensive program to assess student engagement, satisfaction, and learning and integrating the use of institutional effectiveness evidence into the process of planning and budgeting.

Since the 2001 self-study, significant advances have been made toward the development of a systematic, coordinated, and comprehensive assessment program. SCSU's assessment processes target course, program, and institutional level student learning outcomes. Progress in the area of assessment of student outcomes is demonstrable.

Institutional Level Assessment
Although assessment efforts had been underway at SCSU since 1998, the creation of a new Office of Assessment and Planning in June 2004 by Interim Vice President for Academic Affairs, Dr. Ellen Beatty, formalized the process and signaled the university's commitment to the improvement of student learning through systematic assessment. The staff consists of a Coordinator (a faculty member who receives 75% reassigned time), and an Associate Coordinator who was hired November 2005. Two student workers and a graduate assistant help to support the office. A new physical space was created for this unit, consisting of a suite with two private offices and a front office with a conference area. To assure that assessment receives the attention of the administration, the Coordinator reports directly to the Provost. The purpose of the Office of Assessment and Planning is to coordinate assessment of student learning activities, provide technical assistance for program review, and coordinate institution-wide initiatives that document student learning outcomes. The Coordinator serves as the university's liaison to NEASC. The Associate Coordinator also coordinates assessment activities for the University's NCATE-accredited teacher preparation programs. The office works collaboratively with the Office of Management, Information, and Research to make important data and information available for informed decision making about academic programs. So important has the role of assessment and planning become in a modern institution that the Provost has proposed

the elevation of the Coordinator position to that of Associate Vice President for Academic Affairs. This change is scheduled to take place during the academic year 2006-07.

Assessment of Student Engagement, Satisfaction, and Learning: Since the 2001 self-study, SCSU has undertaken several new university-wide assessment initiatives to assess student engagement, satisfaction, and learning. The university participates in the Beginning College Student Survey of Engagement (BCSSE), the National Survey of Student Engagement (NSSE), the Noel-Levitz Satisfaction Survey (administered to freshmen), and the Noel-Levitz Adult Student Priorities Survey (administered to graduate students). Additionally, locally developed surveys have been used to learn more about students' perceptions of summer and intersession courses, advisement services, and experiences in residence halls.

Results of National Survey of Student Engagement for Undergraduate Students: The following section summarizes some of the findings from the 2005 National Survey of Student Engagement (NSSE). The survey was completed by more than 800 first year and senior students.

- Student Satisfaction: Eighty-two percent of first-year students and 76% of seniors rated the quality of their overall SCSU experience as "good" or "excellent." Seventy-six percent of first-year students and 68% of seniors indicated that they would "probably" or "definitely" choose SCSU again if they were starting over.
- Institutional Environment: SCSU students rated their relationships with other students and faculty similar to students at peer institutions. Students rated their relationships with administrative personnel and offices significantly lower than students from selected peer schools as well as all other NSSE participating schools.
- Effective Educational Practices: Students rated SCSU's emphasis on various effective educational practices (e.g., collaborative learning, diversity experiences) similar to students at peer institutions, although lower than students at all other Master's I schools.
- SCSU's Impact on Learning: Second semester seniors (N=369) evaluated SCSU's impact on their learning in 16 general areas of knowledge, skill, and personal development. More than two-thirds rated SCSU's impact as substantial in nine out of 16 learning areas.

The NSSE survey results have provided us with a rich source of information about our students which we are using to inform the strategic planning process as well as initiatives focused on student success as defined by increased retention and graduation rates. Additional analyses are helping us to understand the relationship between GPA and student engagement (as defined by NSSE results); the relationships among number of hours worked, academic achievement, and student engagement; as well as the experiences of first generation college students, transfer students, residential and commuter students. In addition, we are following a cohort of 350 students who entered SCSU in the fall of 2004. These students completed the Beginning College Student Survey (BCSSE) during their New Student Orientation and subsequently completed the NSSE during the spring of 2005. This study will help us to better understand our students' experiences, ultimately helping us to develop and implement more effective student success programs. We will be receiving our 2006 NSSE results shortly.

Graduate Student Satisfaction: The School of Graduate Studies has administered the Noel-Levitz Adult Student Priorities Survey to candidates for graduation for the past four years. The results of the survey are shared with the university community. Results and discussions resulting from them provide an ongoing mechanism for gauging graduate student consumer satisfaction

and for formulating new mechanisms and initiatives to address the issues identified in the survey. In spring 2005, 390 of 694 surveys sent out were returned, a 56% response rate and the highest rate yet at SCSU. Graduate students identified 17 strengths of the institution, with the top five strengths related to academic quality:

- The content of courses within my major is valuable.
- Nearly all faculty are knowledgeable in their field.
- The quality of instruction I receive in most classes is excellent
- My academic advisor is knowledgeable about requirements in my major.
- Classes are scheduled at times that are convenient for me.

The students identified a number of challenges, which primarily involved important auxiliary and support services and logistics. The most frequently mentioned challenge areas included efficient, courteous registration services; convenient class scheduling that facilitates on-time graduation; adequate and safe parking areas; and obtaining accurate and complete information both by phone and in-person on campus. Since access is a core value of the institution, these concerns will be addressed in the strategic plan as well as by other initiatives (e.g., see discussion about enrollment management in Standard 2.). The 2006 surveys are currently being tabulated, and the results will serve as a foundation for improving the quality of service and instruction at SCSU.

New Peer Institutions: In 2005, SCSU identified a new group of ten institutions for benchmarking. The selection process attempted to identify institutions more in line with SCSU in terms of critical characteristics of the student population served and institutional resources. Characteristics considered included size (students and faculty, full-time versus part-time), urban location, graduate programs, diversity, and SAT scores. The peer institutions have been used as comparison groups to help interpret our results on national surveys such as the BCSSE, NSSE, and HERI. We are also using these institutions to benchmark areas of interest and importance. For example, a recently completed assessment of our Office of Sponsored Programs and Research included a benchmark study of policies, procedures, and constitution of grants offices at the ten institutions. The SCSU peer institutions include Northern Kentucky University, Youngstown State University, State University of West Georgia, William Paterson University of New Jersey, University of Nebraska at Omaha, Kean University/New Jersey, Montclair State University, North Carolina A&T, California State University/Dominguez Hills, and University of Wisconsin Oshkosh.

Program Level Assessment
In 2004, the Office of Academic Affairs instituted a uniform reporting system through an Annual Report format for departments to document student learning outcomes and assessment measures. Data document an increase in the number of academic programs that have identified student learning outcomes, are using assessment measures, and are demonstrating the use of assessment results for program improvement. At the end of the 2004-2005 academic year:

- 60% of academic programs (27 of 45) have identified program-based student learning outcomes for their majors; an additional 29% have commenced work to identify program-based student outcomes.
- 38% of the programs have clearly identified assessment measures at the program level; an additional 33% have commenced work on identifying program level measures.
- 20% of programs have provided evidence that they are actively using assessment results for program improvement; an additional 22% have provided plans for doing so.

The following figure compares the status of academic programs utilizing student learning outcomes in 2003-2004 as compared to 2004-2005. Data for the 2005-2006 academic year are currently being collected.

Program-Based Learning Outcomes
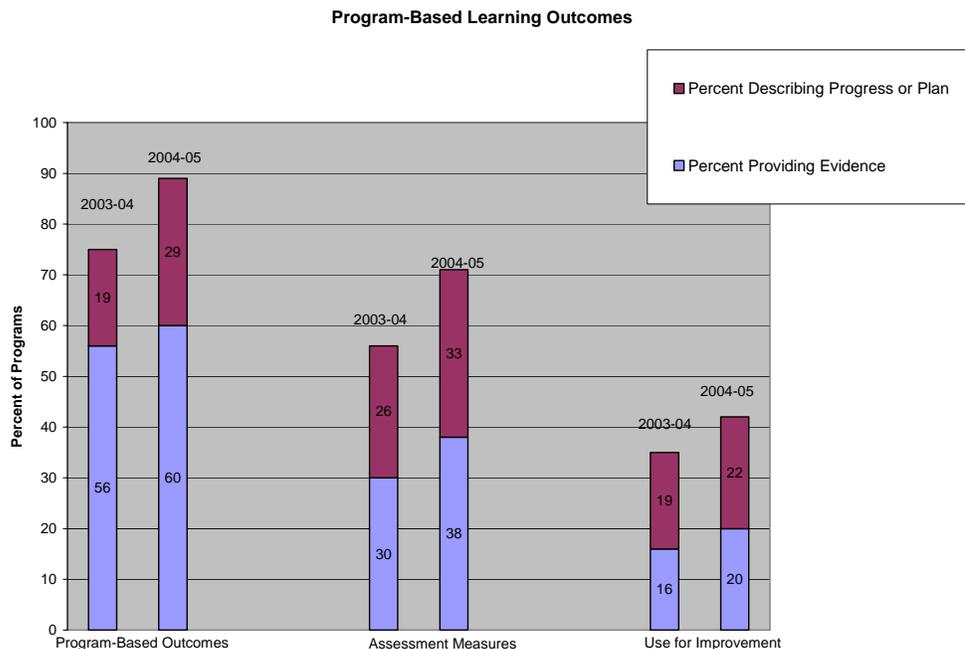
Assessment of Student Learning in Teacher Preparation Programs: In 2000 the School of Education launched a self-study that led to NCATE accreditation. One notable outcome of the self-study was a research-based conceptual framework to align the work of the departments and programs in the "Unit." The Unit refers to all areas that provide certification and includes programs within the following schools: Education; Arts and Sciences; Health and Human Services; and Communication, Information, and Library Science. The Unit offers initial undergraduate and post-baccalaureate teacher certification programs; advanced programs in early childhood, elementary, and secondary education; and advanced specialty programs in reading, school counseling, school psychology, and educational leadership including a doctoral program. Every candidate in the Unit is now assessed using the same indicators. These indicators are known by their acronym: SAILS (Scholarship, Attitudes and Dispositions, Integrity, Leadership, Service).

The Unit developed a student assessment plan that consists of four distinct transition points or gates. At each gate, every candidate receives a score on each of the SAILS indicators.
- Gate 1: entry to the program
- Gate 2: midway point
- Gate 3: completion of required courses
- Gate 4: completion of clinical practice

During the 2004–2005 academic year, the Unit collected, for the first time, data on candidates' progress along the SAILS indicators. Two primary decisions were made based on this dataset: to establish the Unit Assessment Board (UAB) and to implement the data collection system known as *Candidate Information Management and Assessment System* (CIMAS).

Among the central roles of the UAB, whose membership consists of faculty representatives from the Schools of Education and Arts and Sciences, were to more closely link performance indicators with the SAILS conceptual framework, develop gate-specific assessments, and monitor implementation of the assessment system. Each program now has approved specific performance indicators that are aligned with the Conceptual Framework (SAILS), and has developed scoring rubrics for each indicator. These rubrics are currently being used to collect unit- and program-level data. These data are currently being entered into our electronic database-*Candidate Information Management and Assessment System* (CIMAS) for aggregation and analysis by candidate, program, department, and unit.

As CIMAS implementation progresses, the School of Education will be able to assess candidates' progress over time, standardize data collection procedures, provide ongoing feedback to programs based on data regarding the quality of the rubrics, and provide feedback for program enhancement and improvement. CIMAS will allow the School of Education to predict the number of sections of courses needed, identify the attrition rate, and pinpoint the programs and gates that have the highest levels of attrition.

In parallel, the Unit's Center for Community and School Action Research (CCSAR) employs both quantitative and qualitative research methodologies to identify areas of the teacher education program that require modification. For example, CCSAR staff has administered and analyzed the results of a *Clinical Field Experience Student Survey.* This survey is given annually to school principals and cooperating teachers for the purpose of assessing the extent to which employers are satisfied with our teacher candidates and graduates.

The results from the Unit's ongoing assessments document that the School of Education is effectively preparing candidates to become successful educators. Data have been used by the Unit to make improvements in the program, for example, by providing
- Training to prepare candidates for Praxis I and Praxis II examinations
- Workshops on "Conferencing with parents" and legal issues related to teaching.
- Techniques to effectively teach all students in the general education classroom, including students qualified for special services.
- More opportunities for candidates to work in settings with diverse student populations.
- Information that led to the development of new courses.

Assessment Training for Faculty and Staff
A CSU system-wide initiative to increase the participation of faculty in assessment for the improvement of student learning has resulted in the establishment of an annual Assessment Conference and an annual small grant competition for faculty projects related to the assessment of student learning. SCSU was instrumental in the development of these programs and hosted the first Four-Campus Assessment Conference in 2004.

Evidence of growing interest in assessment includes the high level of involvement by SCSU faculty in the CSU assessment grant program. Seventy-seven faculty members have received grant funding through this program since its inception in 2004.

The Program Review and Assessment Committee (PRAC) of the Undergraduate Curriculum Forum has sponsored a series of seminars and workshops concerning best practice in the

assessment of student learning. This effort has introduced many faculty leaders to assessment methodologies and has been widely and enthusiastically received.

SCSU has also supported professional development and travel for faculty on assessment topics. For example, during the 2005-06 academic year, the Office of Academic Affairs provided support for more than 20 faculty to attend local, regional, and national conferences and training seminars on assessment. In addition, SCSU has brought to campus consultants who have helped individual departments with their assessment plans. In 2003 and 2004, Dr. Barbara Wright was a consultant working with four different departments (Economics and Finance, Earth Science, Communication, and Journalism). The Office of Faculty Development has also provided several assessment workshops and training at the University.

Fiscal Planning

SCSU's financial planning process has been evolving over the past five years into a tighter yet decentralized approach. Senior management has embraced this process which allows deans, chairpersons and department heads to be more engaged in the allocation of discretionary funds. Specifically, more input from these groups has been solicited for the development of the Spending Plan, which is the University's yearly aggregate budget submitted to the System Office and Board of Trustees for approval. While the Spending Plan's aggregate total is determined by factors such as state funding, tuition rates, and projected enrollment, the way in which the dollars are expended has become more the result of internal input, from the "bottom up."

Program Priorities: Over $700,000 in FY 2006 and $500,000 in FY 2007 were earmarked to fund strategic initiatives to support SCSU's mission. Prioritization of initiatives was determined by (1) mission/vision of the institution; (2) support of core values, especially student success; and (3) support for university's data needs. Specifically, requests were solicited at the department level and had to meet at least one of the following criteria:
- A strategic priority in the Academic Strategic Plan (FY 2006).
- Strengthen or enhance one of the university's core values (FY 2007).
- Accommodate enrollment demand.
- Enhance enrollment services to our students.
- Protect the health and safety of students or University personnel.
- Address internal control issues related to sound fiscal operations.

Finally, after review by the Vice Presidents, Provost, and President, the prioritized initiatives were incorporated into the Spending Plan. The Spending Plan then reflects approved requests for discretionary resources as a result of departmental input. For example, the FY2007 budget included provisions for an additional 14 positions. Departments submitted their position requests to their deans/department heads who in turn presented their recommendations to their respective Vice Presidents. The positions were then distributed based on Cabinet prioritization of these requests.

Timeline: The budget request process now begins prior to the preparation of the corresponding fiscal year's Spending Plan.

In summary, SCSU has begun to truly embrace assessment and planning in its daily operations, making them valuable aspects of the campus culture. Integrating assessment and planning into all decision-making processes will greatly enhance SCSU's institutional effectiveness.

Response to Areas Identified for Special Emphasis -- #3
Reviewing and revising the general education program, including developing an institutional plan for understanding what students have learned as a result of the program.

Following the report of the NEASC Evaluation Team in 2001, the General Education Subcommittee of University-Wide Impact Committee (UWIC) of the Undergraduate Curriculum Forum (UCF) issued its final report in May 2002. The report examined the history of General Education at SCSU, provided analyses of general education reform at other institutions, outlined the challenges faced by SCSU in reforming its General Education program, and recommended the creation of a General Education Task Force "charged with first proposing a set of goals, objectives and outcomes for a coherent general education program that will be approved and accepted for a UCF vote and faculty referendum" to be followed by the design and implementation of "a self-assessing, coherent general education program that meets the approved goals, objectives and outcomes." The UCF ratified this proposal and established a General Education Task Force which began its work in the spring 2003 semester. The Task Force presently consists of 12 faculty members representing a broad spectrum of disciplines from all schools, one student representative, and an *ex-officio* administration representative (Dean of the School of Arts and Sciences). Because of the importance of this initiative, members are encouraged to remain on the task force until a new program is implemented, but in the event of attrition, new members are appointed by the UCF with the intent of maintaining representation from across the disciplines.

In the first phase of its work, the Task Force created a document ("The Liberal Education Program—SCSU") outlining the guiding principles, characteristics, and goals of a revised general education curriculum. In the fall 2004 and spring 2005 semesters, the committee held open forums and met with almost all of the departments in the university to gather input on the document. In May 2005, the final revisions were completed, and the document was sent to UCF for a faculty referendum. The document was overwhelmingly approved by a vote of 265-24, with six abstentions. The strong support for this document is viewed as an early indication of the desire on the part of the faculty to reform the current general education model. This document is available in Appendix B.

This Liberal Education document addresses the concerns of the NEASC team that the current program "lacks an organizing rationale of either purpose or outcomes." The new proposal centers on student learning by creating a "goal-driven model that transcends traditional disciplinary boundaries and articulates a logical coherence for both faculty and students" (Characteristics). The "Goals" section is further delineated into three categories: Competencies, Areas of Knowledge and Experience, and Values. The next step in the work of the Task Force will entail the development of specific program models that incorporate these three areas in a logical and coherent fashion and the creation of course guidelines. The approved document also stipulates that "continual assessment constitutes a critical element, along with regular opportunities for modifying the program to continue improving student learning and to reflect our evolving understanding of the changing world."

NEASC's concern that the program does not include diversity issues and, therefore, is not in line with the CSU mission of "serving a diverse community" is addressed in the "Goals" section under "Areas of Knowledge and Experience" and "Values." Nine "Areas of Knowledge" will be

incorporated into the Liberal Education program, many of which include the potential for including diversity issues, and one which will explicitly address these issues ("Global Awareness"). In addition, one of the values which will be included in the curriculum ("Human Diversity") addresses the topic of diversity.

During the spring 2006 semester, the General Education Task Force convened several retreats that included faculty members from across the university who were interested in defining the "goals" section of the document. Four members of the General Education Task Force are meeting during the summer to collate this information and create a document based on the work completed at these retreats. The next academic year will be spent assembling possible curricular models for the program. The Task Force currently anticipates scheduling a vote on the completed program revision in fall 2007, with an implementation date of fall 2008.

Response to Areas Identified for Special Emphasis -- #4
That the institution also give particular emphasis to the success of steps taken to address issues related to the role and relationship of OnlineCSU and the system campuses as well as the financial sustainability of the growing program.

Since 2001 there have been a number of changes in the technical infrastructure and relationships with computer contractors supporting Online CSU. In addition, there have been changes in the administration of online education, the budget, the methods for offering online courses, training of faculty to teach online, and planning and evaluation.

Technical Infrastructure and Contractual Relationships: To provide a more reliable integrated course management system and customized portal to support the delivery of fully on-line services to OnlineCSU students, staff, and faculty, a new technical infrastructure was implemented in 2003. The Systems and Computer Technology Software and Resource Management Corporation (SCT), WebCT, Campus Pipeline, and Eduprise utilized their existing strategic alliance and software co-development agreement to facilitate integration of software and services in order to provide a solution incorporating the following components:

- A customized portal that provides students a full suite of e-services, including an integrated, web-based email and calendar; group tools for online communities; personalized messaging and content; flexible interface for easy content publishing; and real-time integration with Banner data.
- 7X24 support for all system users (students, staff, and faculty).
- Instructional support for faculty.
- Instructional design expertise through Help Desk support for building and delivering quality courses online.
- A reliable, integrated course management system.

By 2006, the 2003 configuration had been upgraded to more advanced generations of product. The comparative configurations are:

Object	2003	2006
Database	Banner	Banner
Signal Brokering	Mercury Message Broker	Luminis Data Integration Suite
Portal	Campus Pipeline	Luminis III
eCourse Management	WebCT Campus Edition	WebCT Vista III

For SCSU's non-OnlineCSU web-based course activity, the above comparison is also true, except that in 2003, SCSU did not own a signal brokering software and, therefore, performed data exchanges between Banner and WebCT Campus Edition manually. These labor intensive processes also provided a prospectively greater margin of error that is eliminated in the new 2006 configuration. SCSU also has a multimedia video streaming server now that did not exist prior to 2003.

Administration of Online courses: The administration of online courses is currently undergoing a transition from total control of OnlineCSU at the System Office to control by each of the four universities in the CSU system. Dr. Edward Harris, the Dean of the School of Communication, Information, and Library Science is our primary representative to the System Office for OnlineCSU. An assistant registrar is the university's designated contact for ensuring course sections and student registrations are properly uploaded from SCSU's Banner database to OnlineCSU and also serves as the students' on-campus point-of-contact for OnlineCSU issues. The university's scheduling officer is responsible for coding all course sections in Banner so that SCSU's OnlineCSU courses can be synchronized to the OnlineCSU system. To support the new Vista platform, the System Office has hired a database administrator and a UNIX system administrator and is in the process of hiring a Vista administrator and an applications programmer. Since 2003, a system-wide group called OCELOT (OnlineCSU eLearning Operations Team) meets at least semi-annually to provide oversight of the OnlineCSU enterprise.

Planning for Online Education: There is no system-wide strategic plan for electronically offered courses. A business plan was drafted and circulated but never approved. OnlineCSU has been implemented through a series of Board of Trustee Resolutions. With the transfer of more authority of online education to SCSU, the University will develop goals and objectives for online education as part of its current strategic planning process.

Budget for Online Education: Tuition has been increasing for the Online program, and SCSU is retaining a larger share of the tuition. The Master of Library Science (MLS) Program, which offers the majority of online courses at SCSU, charges a higher tuition rate than most other SCSU graduate programs.

The following chart compares MLS rates to regular graduate tuition rates in FY 2004, the first year for differential tuition, to FY 2006, and FY 2007.

	FY 2004[1]	FY 2006	FY 2007
MLS P/T per credit	$ 388	$ 435	$ 457
MLS F/T per semester (in-state)	3,305	3,665	3,887
MLS F/T per semester (out-of-state)	6,796	7,545	7,994
Regular Graduate P/T per credit	315	387	406
Regular Graduate per semester (in-state)	2,792	3,241	3,426
Regular Graduate per semester (out-of-state)	6,271	7,193	7,568

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[1] This differential rate represents a 38.5% and 34.0% tuition increase for in-state part-time and full-time tuition from FY 2003 to FY 2004; this increase follows a 12.9% and 41.1% increase for in-state and out-of-state tuition, respectively, between FY 2002 and FY 2003.

The MLS program continues to generate adequate revenue to cover the costs of University level administrative support of the program. The University pays the System Office $78.00 per credit for System Office Support ($47.00) and Vendor Support ($31.00). Additionally, SCSU negotiated with the System Office the elimination of the $50 administrative per credit charge paid to the System Office.

Online Program Services: SCSU now offers different levels of online education and has classified courses taught through this eLearning format into three categories, (1) onground with minimal online presence, (2) onground enhanced with a significant percentage of online instruction, and (3) fully online. To ensure effective coordination and support of all eLearning paradigms within the university, the President has authorized creation of an eLearning Technology Administrator position, which is scheduled to be filled before the start of the fall 2006 semester.

Programs and Instruction: The number of faculty teaching online courses has increased since 2001, even though SCSU has not provided additional compensation for faculty to develop new online courses as it once did. During the 2006 calendar year, 37 SCSU faculty taught, or are scheduled to teach, courses via OnlineCSU.

The Master of Library Science continues to be the only completely online degree program offered at SCSU. The online MLS program represents 60% of all library science courses taught and 70% of library science enrollments at SCSU. The MLS program requires 12 courses, and 30 courses are offered online out of 54 total courses. All MLS faculty except one teach online. Last year about half of the onground courses were cancelled, due to students enrolling in the online courses instead.

Faculty Training for Online Courses: Since 2001, support for faculty who teach online has increased. Formerly, instructors of fully online (i.e. OnlineCSU) courses were required to travel to Hartford for training. In the newly evolving delivery system, all eLearning training for faculty is available on the SCSU campus, with the support of OnlineCSU when appropriate. Furthermore, as part of the Vista implementation, faculty training in online tools and pedagogy that are developed and offered by one state university for its faculty are made available to faculty at the sister universities. SCSU has also begun to provide workshops on instructional design for MLS and will offer these workshops to other department faculty who teach online. One benefit of SCSU's transitions from WebCT to Vista is that we have the opportunity to review course structure and design and make changes. In early 2006 we began offering Vista training. SCSU has one staff person who provides all the Vista training. This summer, an additional trainer has been provided by the System Office two days per week, thus increasing our training capacity by four training sessions per week. Additionally, since July 2006, a Vista Administrator/Trainer works two days per week at our campus.

SCSU implemented a Vista pilot project during the spring 2006 semester. Nine faculty offered courses completely online using the new platform. As a result of this pilot, several problems needing resolution were identified. For example, if a faculty member is using MSN instead of Explorer as a browser, certain transactions will be troublesome. Some instructors experienced trouble uploading the test book from the test banks provided by publishers. Some students also had trouble uploading papers. These problems are being addressed. Recommendations from pilot teachers were collected and will be disseminated to faculty who plan to teach online.

During the summer of 2006, the System Office is conducting an OnlineCSU pilot for all four universities. Beginning fall 2006, all of OnlineCSU and all web courses are scheduled to be using Vista.

Finally, several issues identified in the MLS 2001 report to NEASC are no longer relevant because the teaching of online courses and onground courses now have the same requirements relating to workload, compensation, and ownership of intellectual property. Although the name and numbering of a course belongs to CSU, course content belongs to the faculty member.

Response to Areas Identified for Special Emphasis -- #5
That the institution also provide evidence of its continued success in addressing the matters identified for emphasis in the 2005 report (**Ed.D program**).

The university has offered a doctoral program in Educational Leadership since 2002. The NEASC Commission on Institutions of Higher Education approved the extension of SCSU's accreditation to include the Doctor of Education degree in Educational Leadership in 2003. SCSU submitted a progress report to NEASC in October 2005 that included an institutional overview and background of the program, developments since 2003, and future program plans. President Norton received an approval letter from NEASC, dated November 30, 2005 stating that the report satisfactorily addressed the issues raised in previous NEASC letters and commended the university for its "considerable progress" in building its doctoral program. The Connecticut Department of Higher Education approved the program in February 2006.

The program utilizes a cohort model in which students enter the program and progress through the courses as a group. There are currently three cohorts in process in the program, with another cohort of 12 students admitted for September 2006. As of September 2004, 65 students had been admitted into the program in three cohorts (2002 – 25; 2003 - 25; 2004 - 15). Currently, 34 students remain actively enrolled in the program, five are on leaves of absence, and 20 dropped out of the program for various reasons. The first group of six students successfully completed program requirements in spring 2006 and participated in the Graduate Commencement in May 2006. (Two degrees were posted in May, and it is anticipated that the remaining four will be posted in August 2006 pending final dissertation approvals.)

All students complete a minimum of 63 credits for the Ed.D. The model is composed of 5 core elements: Leadership and Organization Core (21 credits); Data-Based Decision Making Tools Core (12 credits); Advanced Topics (18 credits); Doctoral Inquiry Seminars (6 credits), and Dissertation (6 credits). The content of all the courses in the doctoral program is aligned with the standards of the Educational Leadership Constituent Council (ELCC) which is sanctioned by the National Council for Accreditation of Teacher Education (NCATE) as the standards in the area of Educational Leadership.

The doctoral program, aligned with the performance outcomes for the School of Education and NCATE standards, has four assessment points to ensure that upon entry and throughout the program, every measure is taken to assist students in meeting the competencies at each of the curricular-driven checkpoints. The four assessment points are *Admission, Matriculation, Candidacy,* and *Graduation.*

Faculty members completed a thorough review and revision of the curriculum scope and sequence during the Spring 2006 semester in preparation for the entering cohort in September 2006. This revision, based on lessons learned from the first three cohorts of doctoral students, is in alignment with NCATE standards. A new faculty member with experience in the supervision of doctoral students will begin duties in September 2006.

IV. Narrative

Standard One: Mission and Purposes

The current mission statement of the university was presented to NEASC in the August 2001 Self Study. This mission statement was officially approved by the Connecticut Board of Governors in January 2001 and the State legislature in May 2001.

The Report of the Evaluation Team representing the Commission on Institutions of Higher Education of NEASC suggested that SCSU should "periodically assess the effectiveness of mission implementation at least once every five years and use the outcome in updating the strategic plans and resource allocation decisions." With a new administration in place at SCSU beginning with the President in 2004 and Provost in 2005, the university has begun the development of a new strategic plan which will incorporate a new mission and vision statement. The new mission statement is not expected to alter, but rather to refine and clarify the focus of the institution. However, during the last five years the university has been operating under the current mission statement and has established its priorities and educational goals accordingly. As discussed in an earlier section, the Academic Strategic Plan, developed between 2002-2004, was meant to supplement the University Strategic Plan. The vision and mission statements of the Academic Strategic Plan build on SCSU's current Strategic Plan mission statement. Please refer to the Appendix for a comparison of past and future mission and vision statements. The Academic Strategic Plan will continue to be reviewed and developed to maintain alignment with the emerging University Strategic Plan.

Accomplishments related to the university's mission: Over the last five years, SCSU has produced a number of accomplishments that relate to our mission and goals. The faculty and students have excelled in a number of areas as have academic programs. SCSU programs, faculty and staff have positively impacted the community in a number of areas. We have sponsored events that have reflected on the cultural and ethnic mix of the campus. Additionally, the University has obtained approval for expansion of the physical plant. Examples are provided throughout this report.

Standard Two: Planning and Evaluation

As described in the earlier sections, SCSU is in the midst of a broad-based university strategic planning process that will guide the university's operations for the next five years. Other initiatives related to planning and evaluation are discussed in this section.

Enrollment Management. The Provost has convened an Enrollment Management Council to address a variety of issues related to enrollment, including recruitment, retention, graduation, and

the role of summer and winter sessions in furthering student success and using campus resources to their best advantage. The Council's membership includes the Provost, Vice Presidents, Academic Deans, Directors of units involved with enrollment services, the President of the Faculty Senate (or designee), and a student trustee. From the Council's initial discussions, several work groups have emerged to address high priority issues, including the development and implementation of an integrated student services center ("one-stop shopping"), addressing the needs of pre-sophomore students in academic jeopardy, and improving the way we communicate with students about financial matters.

Evaluation and Assessment

Periodic Program Review. SCSU's Graduate Council continues its well-established and successful process of academic program review for each graduate program every five years. Since the 2001 self-study, 39 programs have gone through the review process. Standards for graduate programs have been revised to increase the focus on student learning outcomes and documentation of assessment measures. This is discussed in more detail in Standard 4. Many graduate programs are accredited by external organizations.

An undergraduate program review cycle was part of the university's overall assessment process which was in place at the time of the 2001 self-study. However, the program review process, as it existed at that time, was discontinued in 2003. Due to significant budget cuts to the university as a result of a statewide budget crisis, funding to support release time for faculty involved in program review, as well as funding for external site visitors, were discontinued. It also became clear that there was a significant need for training and consultation to help programs focus on assessment of student learning. Given limited resources, the decision was made to focus on the development of student learning outcomes, implementation of assessment measures, and the integration of assessment results into department and program improvement plans. We have made significant progress in this area as discussed earlier in this report.

Plans are underway to reinstate a significantly revised program review process for undergraduate programs. A five-year cycle that coincides with the graduate program review cycle has already been approved by the academic deans. A university-wide committee will oversee the program review process and make recommendations to the appropriate dean and Provost. Using the Graduate Council process as a model, the committee will develop standards and procedures for the undergraduate review.

Institutional Effectiveness

The new strategic plan, to be implemented in 2007, will have a significant focus on institutional effectiveness. Currently, a strategic planning work group on institutional effectiveness is developing strategic initiatives with corresponding action steps and metrics to ensure that the plan will enhance our effectiveness and efficiency. The plan will link planning, budgeting, and assessment. Measurable indicators of success will be aligned with the revised mission and vision statements. Implementation of the strategic plan will be monitored and evaluated.

Additionally, strategic planning work groups are developing initiatives that address academic program effectiveness, improvement of the mechanisms to create and review university policies and procedures, and enhancing data management to inform institutional decision-making.

Standard Three: Organization and Governance

SCSU has maintained a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. With recent changes in organizational design and governance structure, we continue to support an environment that encourages teaching, learning, service, and scholarship.

Since 2001, there have been significant changes in key leadership positions at SCSU and at the Connecticut State University. A new chancellor of the Connecticut State University system, Dr. David Carter, was appointed February 2006. New cabinet-level leadership at SCSU includes:

- President, Dr. Cheryl Norton, appointed May, 2004.
- Provost and Vice President for Academic Affairs, Dr. Selase Williams, appointed September 2005. (The Provost is a new position.)
- Vice President for Student and University Affairs, Dr. Ronald Herron, appointed December 2005.
- Vice President for Institutional Advancement, Ms. Megan Rock, appointed May 2005.
- Associate Vice President for Human Resources, Mr. Cecil Murphy, appointed March 2004.
- Executive Assistant to the President for Diversity and Equity, Dr. Marcia Smith-Glasper, appointed December 2005.
- Director of Athletics, Ms. Patricia Nicol, appointed April 2005.

As the chief executive officer of the university, the President supervises all of the above SCSU administrators, the Executive Vice President for Finance and Administration, and the Chief Information Officer. A major change in the university's structure is that a Provost now oversees the division of Academic Affairs including five academic schools; the School of Graduate Studies; Admissions and Enrollment Management; Library Services; Sponsored Programs and Research; International Programs; Faculty Development; Assessment and Planning; and, Management, Information, and Research. The primary responsibility of the Provost is to provide university-wide educational leadership in order to plan, develop, and administer all aspects of the university's programs, activities, personnel, and budget in the instructional and support areas; assure continuing accreditation of programs and develop effective institutional and program assessment; represent the University to appropriate system offices, external agencies, and organizations regarding academic programs and standards; and represent the University externally with the community, region, and state, as appropriate. The Provost is the final recommending authority for all personnel and budgetary matters for all units within his sphere of responsibilities.

The other members of the President's cabinet have the following responsibilities:

- The Executive Vice President for Finance and Administration oversees administrative support services, the controller, and facilities operations.
- The Vice President for Institutional Advancement oversees alumni affairs, development and public affairs.
- The Vice President for Student and University Affairs oversees student affairs, residence life, the Lyman Center for the Performing Arts, and the university police department.
- The Associate Vice President for Human Resources oversees human resources, employee and labor relations.

- The Executive Assistant to the President for Diversity and Equity oversees the Office of Diversity and Equity programs.

Several organizational changes have been implemented since 2001 in order to improve services to students and the university community. The following summarizes these changes:
- An Associate Vice President for Academic Affairs position was created in 2002 in order to oversee faculty development, student issues and assessment.
- The Office of Management, Information, and Research (OMIR) was created in 2003 to oversee the university's administrative information system, including the Banner information system office, the Banner training office, and institutional research.
- Although SCSU has a long-standing history of assessment of student learning, a separate Office of Assessment and Planning was created in September 2004 to highlight the importance of assessment to the university.
- In February, 2005 the Office of Extended Learning was closed, and the functions of the office were reassigned to other units. The primary purpose of the restructuring was to consolidate advisement services in the Academic Advisement Center in order to improve advisement services to all students. Other functions previously housed in the Extended Learning office were transferred to other offices, including the Registrar, Arts and Sciences (Liberal Studies program), and the Office of Assessment and Planning (coordination of summer and winter sessions).
- The Office of Information Technology was moved from the division of Academic Affairs to a direct report to the President to broaden the focus to university technology needs.
- Responsibility for the Office of Sponsored Programs and Research was moved from the division of Institutional Advancement to the division of Academic Affairs in fall 2004. This change underscores the relevance of grantsmanship to faculty and provides clearer delineation between grants and fundraising activities.
- The Office of Financial Aid was moved from the Division of Student and University Affairs to the Division of Finance and Administration (fall 2005) to better align financial services for students.
- The University Quality Council which was operational during the 2001 self study was disbanded.
- A new Strategic Planning Steering Committee is now working to develop a new Strategic Plan.

The Faculty Senate continues to play a leadership role at the University and has been involved in a variety of activities that have taken place in the last five years that impact organization and governance:
- The Faculty Survey and Staff Satisfaction Surveys which provide information on faculty and staff views on the administration will be collapsed into one survey and will be administered during the fall 2006 semester.
- The Undergraduate Curriculum Forum (UCF) Constitution was reviewed and approved by the Senate. The UCF is the body that approves all undergraduate curriculum changes.
- The Presidential Dialogues which are sponsored by the President's Office and the Faculty Senate have continued and increased in number.

Besides playing an active role in governance at the department level, department Chairpersons also participate in the Chairpersons' Institute once per semester. The Institute provides a

combination of professional development, networking, and information sharing. The Office of Faculty Development coordinates the Institute.

New Centers Approved: Two new centers have been approved by the Board of Trustees since 2001:
- The Louis and Joan M. Sirico Center for Elders and Families became an official center of SCSU and the CSU system in September 2005.
- The Center for Coastal and Marine Studies (CCMS) has been officially recognized as a Center by the Connecticut State University System and is currently housed within the Center for the Environment at SCSU.

Standard Four: Programs and Instruction

Since 2001, significant effort has been directed toward the assurance of academic quality and student success. A number of initiatives have addressed the improvement of student learning, the development of student learning outcomes, assessment of student learning, and the use of evidence-based academic decision-making. General education reform, described earlier in this report, stands out as a major initiative.

Accreditations: A major achievement was the accreditation of our teacher preparation programs by NCATE in 2004. SCSU began the process seeking NCATE accreditation in 2000, with the precondition report submitted in 2001. Our NCATE site visit was February 2004 with NCATE granting accreditation in October 2004.

As part of gaining NCATE accreditation, the majority of the programs at SCSU with teacher preparation components have received national recognition from their Specialty Program Associations. These programs include: School Counseling, Early Childhood, Educational Leadership, Elementary Education, English, Exercise Science, Mathematics, Reading, School Health, School Psychology, and Special Education. Additionally, Library Science and Communication Disorders have long-standing accreditation by the American Library Association and the American Speech-Language-Hearing Association, respectively. Science (Biology, Chemistry, Physics, Earth Science, and General Science) and Social Studies are in the process of completing their Program Review to gain Specialty Program Association recognition.

The undergraduate program in Computer Science program achieved accreditation by ABET for the first time in 2004. Other programs successfully completing reaffirmation of accreditation since 2001 include Communication Disorders, Nursing, Social Work, Marriage and Family Therapy, Library Science, Public Health, and Counseling.

Academic Program Changes: Since 2001, Southern has received approval from the Connecticut Department of Higher Education for the granting of several new programs: the Ed.D. in Educational Leadership (2006), the B.A. in Media Studies (2005), and the BA/BS in Anthropology (2003). Media Studies was previously a concentration in the Communication program, and Anthropology was previously a concentration housed in the Sociology department. Currently, a proposal for the B.S. in Athletic Training is pending. Athletic training currently exists as a concentration in the Exercise Science program; however, new accreditation criteria require a freestanding major in the near future.

The Nursing Department's RN/ BSN program transitioned to a primarily online format in the fall 2004. Students continue to take general education requirements and prerequisite courses on ground, but all nursing courses in this program are now online. There were eight students in the first cohort. A second cohort started in September 2005 with 18 students. There are seven courses in the program; two courses are offered each semester.

Several new programs in the School of Education have been initiated to increase the number of highly qualified teachers, particularly in urban areas. These include

- **Pathways to Teaching**, a program to facilitate a smooth transition from a Connecticut Community College to SCSU for students pursuing their undergraduate degree in teaching. Special emphasis is placed on current and projected teacher shortage areas as defined by the State Department of Education.
- **Paraprofessional Certification in Special Education Program,** A $2.25 million federal grant-funded program aimed at addressing the shortage of special education teachers. Paraprofessionals (120) in Bridgeport, New Haven, Hartford, and Waterbury will become certified special education teachers in urban districts.
- **Accelerated Certification for Educators (ACE) Program,** a one-year post-baccalaureate program responding to the ongoing teacher shortages in math, science and special education. Using federal flowthrough monies to the CSU system, the program supported candidates, most of whom where engaged in professional careers outside the field of education. In June 2006, 24 candidates successfully completed certification in one of the three areas, and all have been hired for the next school year by the urban districts in which they worked.

Academic Oversight: Through the system of shared governance, faculty play a key role in academic oversight, including the design, implementation, and monitoring of courses and programs. Proposals for all curricular changes are reviewed by curriculum committees at the department and school level and then receive further review at either the Undergraduate Curriculum Forum (UCF) or the Graduate Council. The administration's oversight includes review by the school dean and a final review by the Office of Academic Affairs (the Provost).

Undergraduate Degree Programs
Proficiency Policy: In 2003, the Connecticut State University Board of Trustees passed a resolution establishing a proficiency policy for undergraduate students. As a result of a proficiency assessment, any entering student who places into the non-credit bearing courses Elementary Algebra (MAT 095) and/or Composition Writing Lab (ENG 097) must complete those courses within the first 24 load credits of university work. If a student fails to complete these courses within the allotted time period, the student will not be allowed to register for courses at any Connecticut State University. Requiring students to obtain a strong foundation in writing and quantitative reasoning at the beginning of their academic careers strengthens their preparation for college work, so the implementation of the proficiency policy should help to address student retention. The proficiency policy also requires students to address any academic deficiencies. To implement the policy, several curricular changes have been made:

- Developmental and introductory courses in English and mathematics have been renumbered, and, in some cases, revised to reflect content more accurately and assist students more effectively in meeting the proficiency requirements.
- Additional course sections have been offered to ensure seat accessibility in these classes.

- Prerequisites to writing intensive courses have been strengthened to make it more likely that students will complete their proficiency courses as well as succeed in their writing courses.
- Progress has been made in implementing the Writing Across the Curriculum program approved by the Undergraduate Curriculum Forum (UCF). Full implementation of the program is scheduled for January 2007.

Initiatives in Mathematics and Writing: The Academic Affairs unit has implemented several important initiatives with a special emphasis on reading/writing skills and mathematics. The efforts reflect the University's close working relationship with the state and regional school districts, and its commitment to cooperatively pilot, refine, and then expand effective programs in SCSU's top ten feeder schools. Examples of several recent projects illustrate the university's commitment.

- The chair of the Department of Mathematics and the Director Admissions piloted a project during spring 2005 to help high school students better prepare for their college math courses. The mathematics placement exam was administered to 106 high school juniors in two top feeder high schools in Milford. These juniors had expressed a strong interest in learning more about the CSU system. The purpose was to identify students needing remediation to help them make improvement before reaching college, and to promote SCSU as a viable college option. The students were advised to register for appropriate math courses that would maintain and improve their skills during their senior year. The students who apply to SCSU for fall 2006 during their senior year will be retested. This academic year, the project has been expanded to include Stratford.
- In October 2005, two members of the Council of Writing Program Administrator's Board of Consultant-Evaluators reviewed SCSU's writing program and recommended a redesigned system of placement into first-year writing; development of outcomes-based curriculum for the first-year requirement and writing intensive courses; establishment of a Writing Center and writing lab space; support for faculty development and a system of faculty rewards; and provision of course credits for administrative duties related to composition. Many of these recommendations have been implemented.
- In fall 2005, a partnership between SCSU's English Department and Hillhouse High School (New Haven) was strengthened to improve English placement and assist the secondary school's writing teachers in supporting students' goals of success in college writing. Early in 2006, two SCSU English professors administered an English composition placement exam to 26 Hillhouse juniors and seniors (who are participants in the Minority Teacher Preparation Program) as a pre-test of their college writing ability. Analysis of the results allow students and Hillhouse faculty to determine the skills these students need to address prior to coming to SCSU, and will improve placement in writing classes upon admission. Students were asked to reflect on their writing histories, their strengths and weaknesses, and place themselves with reasonable accuracy, a process called "Directed Self-Placement" (DSP). This method is consistent with recommendations of the Writing Assessment Consultants. In the fall 2006 seats in the English 519 (Teaching College Writing) will be reserved for interested Hillhouse faculty to help them gear their senior writing courses toward preparation for college composition.
- In January 2006, a First-Year Composition Assessment Committee was formed and began its work to address several recommendations of the Writing Assessment Consultants. During spring 2006, the committee completed a review process that

included: rewriting the department goals and objectives for English 112; developing and piloting the use of an English 112 final portfolio rubric that names and assesses measurable outcomes; and reporting the results of English 112 final portfolio assessments using the rubric.

Undergraduate Curriculum Forum (UCF): The UCF, a standing committee of the Faculty Senate, has become an increasingly potent force for curricular improvements in the last five years. It is charged with the responsibility of devising and encouraging the means for improving the overall undergraduate curriculum and quality of instruction, including all matters that impinge on the quality of instruction. The UCF's activities can be broadly divided into two arenas: ongoing, routine revisions to the undergraduate curriculum and innovations. In the former category, approximately 500 curricular proposals for new and revised courses and 100 proposals of a programmatic nature have been processed by UCF in the past five years. This represents a rate of innovation far greater than has been experienced at SCSU in the past.

A revised UCF constitution was endorsed by the Faculty Senate, representing an essential step in legitimizing the UCF's subsequent work. In the process of moving the UCF's constitution through the Senate, a major policy initiative was approved. Members of the Senate Rules Committee recommended that the UCF codify the standards by which curricular proposals are judged. In 2005, the UCF created an *ad hoc* committee which is currently in the process of creating a document whose tentative title is "Standards for Undergraduate Curriculum Proposals." Among other things, this document will deal realistically with the inclusion of student learning outcomes in course outlines.

Associate Degree: The Associate degree is being phased out. No new students have been admitted. Currently, two students remain in the program.

Graduate Degree Programs
The Graduate Council, a representative, elected body of faculty from all of Southern's graduate programs, with the Dean of the School of Graduate Studies as an *ex officio* member, continues to provide oversight for graduate programs. The Council reviews all new and revised courses and programs, conducts periodic reviews of existing graduate programs on a five-year cycle, and approves faculty applications for graduate faculty status.

In September 2002, the composition of the Graduate Council was modified to increase representation from each department/program. Every department/program now has at least one councilor. Programs receive one additional councilor for each additional 1,500 credit hours of productivity.

Academic Standards: The Academic Standards Committee of the Graduate Council revised the standards for graduate programs in May 2002. The revised standards include
- Increased attention to alignment of program goals with the mission statements of the School of Graduate Studies and SCSU.
- A new standard requiring clearly stated expected student learning outcomes and discussion of methods for measurement.
- A discussion of the relationship between undergraduate and graduate courses (if the department offers programs at both levels).

- An expansion of the action plan to include consideration of survey results from students, faculty, and employers, as well as a discussion of the status of the action plan from the previous review.

The issue of cross-listed courses has been closely monitored by the Academic Standards Committee requiring discrete indications of the difference in the curricular requirements between undergraduate and graduate students. Where possible, the removal of cross-listed courses has been implemented in concert with the School Dean.

The Academic Standards Committee has revised the "Minimum Elements of a Graduate Syllabus" to include course objectives/learner outcomes and assessment, a course outline detailing a schedule of readings and/or class topics, and an accommodation statement for students with disabilities. This revision was accepted in May 2005.

Since 2001, the Academic Standards Committee has reviewed a total of 39 programs, of which 27 (69%) received continuing approval, and 12 (31%) received conditional approval to revise and ensure the standards were rigorously met. Seven of the 12 programs receiving conditional approval have submitted subsequent reports for review, and five are pending further review in the upcoming academic year. Of the seven reports submitted, five have received continuing approval in the subsequent review. Masters programs in LEARNscience and Educational Foundations have been denied continuing approval. The LEARNscience program offered the M.S. program with an emphasis on elementary educators. Emphasis has now been placed on the M.S. in Education for secondary school teachers with the recent hire of full-time tenure track positions in Physics Education, Biology Education, Environmental Education, and a current search for Chemistry Education. The program in Educational Foundations has undergone significant revision to meet the current standards and was submitted and approved as a revised 6th year Certificate in Educational Foundations in the following year. These revisions did not affect the continuous enrollment of students in the program.

Curriculum: A total of 106 new courses have been reviewed by the Curriculum Committee of the Graduate Council in the period from January 2001 – May 2006. Of these, 31 (29%) were approved as written, and 41 (39%) were approved with minor revisions. A total of 34 (32%) new course proposals were tabled for more significant revision prior to approval. During this period, program revisions in Chemistry, Counseling and School Psychology, and Nursing Education have been submitted to the Curriculum Committee and approved by the Graduate Council.

The Curriculum Committee developed new dual-degree guidelines (May 2004) and guidelines for interdisciplinary programs (May 2005). In addition to the approval of the Ed.D. in Educational Leadership (2002), the Curriculum Committee has approved a dual-degree Program for Social Work and Women's Studies (May 2005) and a new concentration in Autism Spectrum Disorders and Other Developmental Disabilities in the Master of Science Special Education program (February 2006).

Support for Graduate Students: The School of Graduate Studies continues to offer ten $8,000 research fellowships each year on a competitive basis. This successful program is now in its seventh year. In the 2002-03 academic year, additional annual awards for ten $16,000 Graduate School Graduate Assistantships (GSGA) were implemented to encourage applications from

exceptional graduate students. These competitive assistantships are now available annually for research, teaching, or administrative assistantships.

In addition, 16 two-year graduate internships are available each year. Interns work full- or part-time in key student service areas which are directly related to their graduate programs, e.g., public health, counseling, recreation and leisure studies, and business.

Although tuition waivers for graduate assistants are not permitted in the CSU system, graduate assistants do receive substantial fee waivers of state and general fees. For example, for the fall 2006 semester, this waiver will amount to $1,303 for a Connecticut resident, or 38% of the tuition and fees for the semester. Part-time graduate students are not eligible to apply for assistantships or fellowships; this issue has not been addressed since the 2001 self-study.

Integrity in the Award of Academic Credit

All degrees, both graduate and undergraduate, are appropriately approved by individual specialty areas. Individual courses and degree programs are vetted by: faculty, departmental curriculum committees, school curriculum committees, either the UCF or Graduate Council, and the Office of Academic Affairs. New programs must be approved by the Council of Vice Presidents of the CSU system, the Board of Trustees and ultimately the Connecticut State Department of Higher Education.

In 2002, the UCF approved guidelines that clarify the levels of course numbers for undergraduate courses. This policy was disseminated to academic departments and is published on the university's website.

SCSU's policies for transferring credit are published in the undergraduate and graduate catalogs and on the university's website. For the doctoral program, up to 9 transfer credits can be applied to the doctoral program. These courses must have been taken at the doctoral level.

The university continues to have articulation agreements with Connecticut community colleges to facilitate students' transfers.

Assessment of Student Learning

SCSU's assessment processes target course, program, and institutional-level student learning outcomes. Institutional and program level assessment initiatives were discussed in an earlier section.

Course Level Assessment: Students continue to complete Course Information Surveys at the end of each semester for each course and instructor. The Collective Bargaining Agreement (Articles 4.11.7 and 4.11.8) specifies that full-time faculty survey students. On average, 76 % of courses are surveyed each semester using this instrument. Instructors are free to use additional course-level assessments. During the 2005-2006 year, the Academic Policy Committee of the Faculty Senate established an *ad hoc* committee to revise the Course Information Survey to update the form to include more relevant assessment information. This revision is due to be completed in fall 2006. Online survey administration is also being explored in order to provide more immediate feedback to instructors and to allow students taking online courses to complete the surveys.

Standard Five: Faculty

As of spring 2006, SCSU employs 403 full-time teaching faculty (the AAUP full-time membership is 443, but this includes librarians, counselors, coaches and athletic trainers) and a cadre of 555 part-time teaching faculty. In 2001 we employed 401 full-time faculty and 406 part-time faculty, an increase of .5% in full-time faculty and 38% in part-time faculty. (The increase in part-time faculty reflects a difference in the way data are recorded rather than an actual increase in the number of adjunct teaching faculty.) Most full-time faculty have many years of experience, as evidenced by the high percentage holding the rank of Professor (37%) and Associate Professor (38%). Since 2002, 55 faculty have retired (in addition to attrition for other reasons), and 90 new faculty have been hired. Further, since 2002, 92% of the 98 faculty applying for tenure were granted tenure. Since 2001, 143 faculty have received the designation of "Graduate Faculty," bringing the current total to 266.

Part-Time or Adjunct Faculty: All CSU faculty, part-time and full-time, are covered by the Collective Bargaining Agreement. Part-time faculty have voting membership in the Faculty Senate, and they are represented by four members elected from their ranks.

As of the spring 2006 semester, according to the AAUP contractual formula, the number of adjuncts teaching all sections of courses at the university was approximately 20.43%. With the fall 2005 semester rate of 18.22%, the yearly rate was 19.32% for the year. This adjunct teaching load percentage is in line with the AAUP contract percentage of 20%.

Part-time faculty are integral to meeting SCSU's teaching mission, particularly in All-University Required courses. In addition, part-time faculty in the professional schools bring a unique community based experience to the classroom.

Faculty Diversity: SCSU strives to meet its stated goal for the hiring of a diverse faculty and staff. As part of the University's aggressive recruitment, ads which emphasize SCSU's commitment to diversity are placed in newspapers and journals such as Diverse Issues in Higher Education, and Hispanic Outlook. Outreach efforts have targeted professional, graduate, and community organizations – locally and nationally – to assist in the diversity recruitment process. Faculty attend conferences and visit universities to personally recruit and interview candidates. The University's Minority Recruitment and Retention Committee (MRRC) assists search committees in their recruitment of people of color and other protected groups, as well as supports departments in the retention of said individuals.

Currently, 45% of the faculty are women, and 15% are people of color. During the five years since the 2001 self study, the overall percentage of minority faculty has increased from 12.7% to 15%. Most of this increase is a result of the increase in African American faculty (an increase of 23% from 2001 to 2005). The Office of Diversity and Equity Programs is responsible for overseeing affirmative action and equal employment opportunity at SCSU. This Office advises and supports the University community on hiring practices and procedures, affirmative action plans, equity policies, and other employment issues. The office coordinates diversity training and collaborates with other departments' sponsorship of diversity programs. The Office is also responsible for ensuring the University's compliance with all state and federal laws pertaining to equity and diversity. The newly hired Executive Assistant for Diversity and Equity is also working with search committees to expand and enhance diverse candidate pools.

Faculty Workload: Faculty workload remains at 12 credits per semester as regulated by the Collective Bargaining Agreement. The likelihood of a contractual reduction in the near future seems remote. Teaching loads for most faculty who teach in graduate programs remain 12 credits a semester with the exception of those programs with sideletters to the AAUP contract or other exceptions (Library Science, Computer Science, MBA). In the doctoral program, a faculty member teaching a doctoral-level course receives a three-credit release during that semester.

Academic Advising: The Academic Advisement Center (AAC) is now a full service center that serves approximately 3,000 students a year and is staffed by four experienced advisors and supplemented by trained student workers and graduate student interns. The Advisement Center's primary objective is to assist new students, incoming transfer students and undeclared majors in choosing courses required by SCSU general education and core curriculum. During the spring 2006 semester, for example, 862 students received advising at the Center. Each semester, the AAC distributes procedural updates and guidelines to all SCSU faculty.

Students with declared majors are advised by faculty within their respective areas of study. The processes for selecting or assigning advisors, along with advising procedures, are determined by each department. Most typically, students meet with faculty for advising, receive guidance on their academic and career goals, and are then given their Personal Identification Number (PIN) code so they can register for classes online. Time demands for faculty can be markedly increased during the last portion of the semester, with advising appointments averaging 30-45 minutes each. Results from the 2004-2005 HERI Faculty Survey indicated that 43.8% of SCSU faculty reported spending between one to four hours per week on advising and counseling students, 41.2% reported spending five to eight hours per week, and 10.5% reported spending between nine and 12 hours per week advising and counseling students.

On the 2005 NSSE, 64% of first-year students and 60% of seniors rated academic advisement as "good" or "excellent." To improve the advisement process, SCSU has undertaken a number of initiatives, including increasing faculty development activities related to academic advisement. Academic advisement will also be addressed as part of the development of an integrated student service center.

Implementation of Banner Curriculum Advising Program Planning (CAPP): An important initiative for undergraduate students and their faculty advisors has been the transformation (completed in time for the fall 2005 registration) from a paper Cumulative Program Record (CPR) process to the implementation of the Banner computerized Curriculum Advising Program Planning (CAPP) program. Students can check their status/progress towards the All-University Requirements (AUR), major program, writing intensive courses, and electives. In addition, students can perform a "what if" analysis – meaning they can select a different major and identify what requirements they have met and still need to meet. The Registrar's office is able to track use of the program. During peak registration times there are as many as 2,000 requests per day. During non-registration times, there are anywhere from 500 to 1,000 hits. Feedback from staff and faculty has been very positive.

Standard Six: Student Services

Undergraduate Admissions

Admissions population changes: Prior to 2001, the first-year student class consisted of approximately 50% first generation college students; however, by 2006, approximately 20-30% of our first-year students are the first in their family to attend college. As an institution of access, we must continue to respond to the needs of first generation applicants and their families who require extra assistance with the admission process, enrollment, and financial advisement. We also must meet the information needs of our other potential students and families. With two very different and separate populations, the university must focus on how to enroll and keep both groups engaged and successful.

Standards for admissions have changed since 2001: As the applicant pool increased almost 10% a year over the last five years, SCSU has become more selective. At one point prior to 2001, we were admitting about 74% of the 18-year-old applicant pool. During fall 2005, we accepted 54% of the applicant pool. The large pool of 18-year-olds in Connecticut will end in 2008 and another sharp drop will begin. This population drop may have an impact on freshman numbers over time. The Enrollment Management initiative begun by the Provost is addressing future enrollment needs.

Student with special needs: SCSU offers premier services for students with disabilities. The Disability Recourse Center (DRC) serves students with learning, physical, and emotional disabilities. More information is provided about the DRC later in this section.

The Summer Educational Opportunity Program (SEOP) is a summer program for students who are typically from high schools in urban/metropolitan areas, first-generation college students and in need of enhanced support to make the adjustment to college. Students who are not accepted to the University through the Admissions Office may apply for admission to SEOP. Out of more than 300 applications, 50 are selected for this free five-week program. The students live on campus and are involved in academic classes, tutorials and extracurricular activities. Successful completion of the program leads to admission for the fall at SCSU.

The Connecticut College Access and Success Program (ConnCAS) operates in a similar manner but does not provide on-campus housing. This is a four-week summer program; students are selected from a list of denied freshman. Candidates must be first-generation college students and from high schools that have a population of students from lower socioeconomic backgrounds. ConnCAS accommodates 35 students each summer. Successful completion of the program guarantees admission to SCSU.

Upon enrollment, students completing the SEOP and ConnCAS modules participate in the Educational Opportunity Program (EOP) which supports and monitor their progress during their four years at the university.

Retention and Graduation

Graduation and Retention Rates: The current one-year retention rate, based on a new freshmen cohort, is 74.9%; and the current six-year graduation rate, based on a new freshmen cohort, is 35.7%. The average length of study for the fall 1999 cohort to graduate was 5.33 academic years or 10.66 semesters. Improvement in retention and graduation rates is a high

priority of the university. Plans for a Freshmen Year Experience Program for the fall 2007 are underway as a key to retention efforts. Also, the FY 07 budget includes the creation of an Associate Vice President position for enrollment management. Finally, the newly convened Enrollment Council is addressing this issue as discussed in the section on Standard 2.

We are participating in the University of Oklahoma Consortium for Student Retention Data Exchange (CSRDE). This information allows us to benchmark SCSU with other institutions and set appropriate retention goals.

Student Services
There have been a great number of changes and improvements in student services since 2001.

Commuter students: Since 2001, the university has expanded efforts to better serve and better integrate the commuter student population into the ongoing life of the institution.
- With the opening of the Michael J. Adanti Student Center in January 2006, commuter students and resident students have an attractive facility in which to meet and interact outside of the classroom. The Student Center now houses the three largest student governing bodies; the Inter-Residence Council (the governing body for residence hall students); the Student Government Association (the elected group of students who represent student interests); and Programs Council (the university's student programming board that has traditionally been thought of as exclusively for commuter students). With their offices now in close proximity, more efforts have been made toward joint programming ventures.
- The numbers of clubs and organizations have increased by an average of 37% in the last two years. Approximately 1,700 students are involved in active leadership and membership roles; this represents a two-year increase of 30%. Overall, student participation at student events exceeded 12,000 in the past year. Following national trends, SCSU has experienced a two-year increase in the participation of students in selected student organizations.
- To address the ongoing campus parking problem, a special concern to the commuter student, the Student Government Association initiated and provided funding assistance for a shuttle system for students to get quickly and safely from the commuter lots to the academic buildings. Shuttles run five days a week until 10:00 pm on the academic side of campus, and until 3:00 am on the residence life side of campus. Handicap accessible vans are also available to students.
- A shuttle runs between SCSU and Union Station (the downtown train station) for faculty, staff, and students who are traveling to New Haven via train. Though usage is still relatively low, commuter students are beginning to recognize this as a viable means of transportation to the SCSU campus.

Residential students: The reality that many students leave the campus on weekends continues to be an ongoing concern. We will continue to build a community on campus while acknowledging that students are neither able nor willing to break free of their family and/or work commitments. Since 2001 the university has taken several steps to make the campus more attractive to residential students.
- The Student Center has expanded operating hours on the weekends.

- With the opening of the new Student Center, 50 new student worker positions have been created. On-campus employment opportunities are one of the ways we encourage students to stay on campus on the weekends.
- There has been a surge in both the quality and quantity of campus programs. In 2003, the Student Government Association raised the limit of funds available for organizations to bring speakers on campus from a maximum of $2,000 per academic year to $3,500.
- The movie theater in the Student Center is showing first run movies throughout the week and on weekends at a reduced cost.

Increasing the student voice: Since 2001, the university has made a concerted effort to increase the student voice in shared governance, strategic planning, and administrative decision-making, in general, and in student life areas, in particular. During the last three years, the Student Government Association (SGA) has made major strides in representing the student body and promoting the welfare of undergraduate students. Evidence of this progress includes:
- The most recent student election held in April 2006 (the first ever web-based election) saw the largest voter participation that SCSU has seen in recent years with over 600 students voting.
- Five years ago, SGA consisted of five or six active students that were collectively a homogeneous group. Currently, all 25 representatives of at-large positions of the SGA are filled. Today, the group is much more diverse and more representative of our student population.
- The SGA has made strides in accomplishing several important projects such as the development of bylaws, the revision of budget submission guidelines and budget procedures, and definition of Board responsibilities.
- The various SGA Boards (Finance, Student Issues, Public Relations, Lobbying and Constitutional Review) are more active than they have been in the last ten years. Board meetings are being held regularly and decisions are made on behalf of the full body.
- The SGA has moved away from its work as a programming board and has expended much more energy dealing with student issues. Some examples of current initiatives and collaborations are:
    - Ongoing collaborations with the Provost in the area of academic advisement.
    - Working with the President on campus enhancement initiatives and ideas.
    - Voter registration.
    - Working with Institutional Advancement to set up an endowed scholarship.
    - Establishing a system to fund research initiatives for undergraduate students.
    - Working on an initiative to fund student participation in presenting their scholarly research that has faculty sponsorship at professional conferences.
    - Working with the administration in the university's finance department to investigate the process of financial aid awards (how grant money is allocated).
- Most important, SGA members are being recognized as valued members of important university committees and sought out by faculty/staff and administration to represent their fellow students. The SGA has been involved in providing student representation to many committees, including various university search committees (e.g., President, Provost, Vice President for Student and University Affairs), Student Affairs Committee, Parking Committee, Strategic Planning Committee, Alumni Board, Foundation Board, and Curriculum Committee.

Graduate Students: The Graduate Student Affairs Committee (GSAC) is a student organization that supports activities which enhance the academic, social, and cultural experience of SCSU's graduate students through the distribution of the activity fees collected from full-time graduate students. The funds support a variety of graduate student activities including student research and conference attendance, as well as university and departmental efforts such as guest lecturers, club events, and special events. GSAC also functions as an advocacy group, representing the needs of SCSU's graduate student body.

Career Services: The mission of the Center for Career Services is to develop and maintain innovative programs that will enable students to explore, define, prepare for, and realize their career objectives. The Center for Career Services has had many significant achievements since 2001 including:
- Redesign and revised/updated information to the Career Center's web page which has resulted in an increased number of hits.
- A streamlined student employment process and supervisor training.
- Introduction of "Quick Question Hours" drop in service for students to meet with staff.
- Increased number of workshops offered both in the Center and in the classroom.
- Increased number of employers conducting on-campus interviews.
- Introduction of *Vault*, an online career resource library; *Perfect Interview,* an interactive software program that simulates a job interview; and the *Discover Program,* an on-line assessment program to assist students selecting majors/career paths.

Disability Resource Center: The Disability Resource Center (DRC) provides students, faculty and staff with assistance and information on issues of access and full participation for persons with disabilities at the University. Assistance includes arranging accommodations and auxiliary aids that are necessary for students with disabilities to pursue their academic studies, both in and out of the classroom. Course accommodations may include arranging for sign language interpreters, readers, note takers, printed material in alternative formats, captioned videos, and extended time for exams. In addition, staff can assist students to develop strategies to negotiate campus life independently, to learn advocacy skills, to understand legal rights and protections, to develop compensatory skills, and to become knowledgeable about adaptive technology and other on- and off-campus resources.

The Disability Resource Center has experienced increased funding, staff additions and improvements in services and programs since 2001. New programs include a DRC New Student Orientation (since Summer 2004), a Mentoring Day in for prospective high school students with disabilities (since May 2002), and an online mentoring for new students (since summer 2004). Since 2001, the DRC has been actively involved as one of 25 partner schools across the country with the University of Washington's Project DO-IT (Disabilities, Opportunities, Internetworking, and Technology), a federal grant-funded project.

University Counseling Services: University Counseling Services provides students the opportunity to talk with a professional counselor about their issues. The office is staffed by professional counselors and social workers. Since 2001, staff has been increased to include Licensed Clinical Social Workers (LCSWs) to complement the team of Licensed Professional Counselors (LPCs), and a part-time Advanced Practice Registered Nurse (APRN) trained in psychiatry to perform on-site evaluations and follow-up for psychotropic medications. New

facilities in Engleman Hall are more conducive to therapeutic services with an appropriate reception area and private waiting room. Other improvements include:
- Addition of web-based information on the counseling center website that allows students 24/7 access to information and referral resources.
- 24/7 screening assessments for depression, anxiety, eating disorders, and other related issues.
- A "virtual pamphlet" series centered on college and mental health issues.
- Development of a new program for campus-wide training centered on suicide prevention/intervention with training provided to resident assistants, administrative staff, and faculty.

Campus Police: Since 2001, SCSU Police personnel has increased from 23 sworn officers to a present level of 27 sworn officers. In addition, there is a newly appointed Chief of Police and a search is in progress for an Assistant Chief of Police. There are also five dispatchers, one building and grounds officer, and 56 University Assistants (UAs) who work both inside and outside of buildings (e.g., parking lot attendants, building monitors). Other security improvements since 2001 include: a new resident parking garage equipped with video camera covering the entrance; video cameras installed in police vehicles; more lighting installed around the academic and residence complexes; 9-1-1 emergency services offered from all telephones on campus; enhanced campus communication between officers and dispatchers; and two new community police sub-stations on-campus. Another new development is the establishment of Campus Watch, institutionalized in 2005 as a philanthropic program provided by the brothers of Beta Mu Sigma fraternity under the guidance of the SCSU Police department.

Health Services: The Student Health Center plays an essential role in the health and well-being of students by providing cost-effective quality healthcare, health instruction and promoting responsible health habits. Health Services has increased its services over the last five years, including the expansion of STI screening and HIV screening. A full-time nurse practitioner with gynecological nursing skills was hired in April 2005 to provide services in the Women's Health Clinic five days a week. Since 2001, utilization of health services has increased by 73% (1014 visits). Overall health/immunization compliance has increased to 96%; we have maintained 100% compliance for the meningitis mandate in housing.

New student orientation: Since 2001, the new student orientation has been expanded to three days of activities prior to the start of classes and is now required of all first-time students and transfer students. Additional informal seminars and programs are offered throughout the year. Special orientation sessions are held for student athletes, students with disabilities, transfer students, international students, and non-traditional students.

Student financial aid: The Office of Financial Aid and Scholarships (OFAS) exists to fulfill its Title IV responsibilities in the administration of all federal financial aid programs. Although the goal is to serve all students, there is not enough financial aid to meet all students' needs. Awards are based on the equitable application of clear and publicized criteria.

Recreational Programs: SCSU enhances the opportunities for recreation programs by offering a wide variety of club sports which provide students the opportunity to participate in organized competitive team activities, games, and tournaments without the demands and restrictions of

varsity athletics. Students have the opportunity to participate in ten different sports. Through workshops, programs, and individual consultation, SCSU educates students on the dangers of hazing and alcohol.

Athletics: The Department of Athletics provides student-athletes with opportunities to participate in a high-quality intercollegiate athletics program, resulting in an experience that becomes an integral and valued component of their total educational experience at the university. Since 2001, there have been a number of personnel changes, faculty improvements and an increase in athletic scholarships, along with a corresponding increase in athletic program successes. Several important facility upgrades have occurred that have positively impacted athletics. A new on-campus baseball facility has been built, and Moore Field House has undergone significant renovations. Since 2001, athletic scholarships have increased from ten out-of-state grants to the equivalent of approximately 50. In 2005-2006, four athletic teams qualified for the NCAA Championships for the first time in program history.

Student Rights and Responsibilities: SCSU's policies on student rights and responsibilities, including grievance procedures, are clearly stated, well-publicized, and readily available in print and online versions. In October 2004, SCSU's student policies underwent a comprehensive review by the Board of Trustees.

Student Records: SCSU's policies regarding information that is included in the permanent record of students (as well as policies regarding the retention, safety and security, and disposal of records) are in compliance with federal regulations and/or Board of Trustees policy.

Evaluation and Assessment: The new Vice President for Student and University Affairs has been charged with assessing the Student Affairs division. Several assessments have been undertaken since 2001, including:
- Annual student satisfaction surveys by Residence Life.
- The Noel Levitz Student Satisfaction Survey administered to freshmen.
- A student survey on services by SGA was sporadic and non-comprehensive.

A comprehensive report on student surveys during the 2006-07 academic year will better align Student Affairs with the emerging University Strategic Plan.

Standard Seven: Library and Other Information Resources

Since 2001, SCSU has continued to demonstrate sufficient and appropriate information resources and services and instructional and information technology for the needs of the institution. Buley Library is undergoing major renovation and expansion. When completed, the facility will be a state-of-the-art technology and information learning center.

The library's collection continues to improve and respond to the needs of academic programs. For example:
- The library provides access to more than 140 online databases, almost twice the number that we had in 2000. The online resources that include primary sources, research articles, reference sources, and electronic monographs provide excellent support for online classes.
- We now have access to electronic book collections from NetLibrary, Oxford Reference Online, and XreferPlus. Students can access all of these resources 24/7.

- We now have over 20,000 journals available electronically compared to 2,000 in 2001.
- Journal Locator, which we acquired in 2004, is a convenient tool for locating journal articles quickly and easily.
- The proxy problem we had the last few years has been overcome and now it is much simpler and easier for students to access the online resources.
- Since the hiring of a cataloger/media librarian in 2001, the media collection has doubled and boasts a diverse, quality collection.
- A weeding project in response to the need to gain shelf space and shift collections in preparation for demolition and construction was completed and is now ongoing. In addition, an inventory was completed with cooperation between access services and technical services resulting in the catalog records being adjusted accordingly, and replacement purchases being made where appropriate.
- The Learning Resource Center (LRC) and media lab operations have been combined. The collection of media materials has been converted from an in-house acquisition number arrangement to LC classification.
- When the Ed.D. program was introduced, the library anticipated additional funding for collection development in education for such items as full-text dissertations. Although this amount ($50,000) was never allocated, through some reallocation of funds, the library is now acquiring the full-text dissertations in educational leadership. Current resources are used wisely, and the educational leadership collection continues to grow in response to program needs.

The issue of a lack of a coordinated relationship between the Office of Information Technology and both library system staff and web page management staff has been resolved. Responsibility for campus web page design has been delegated to an outside vendor, and this relationship is consequently no longer an issue. Additionally, the description of library system staff functions as dependent on a "one person shop" is no longer true.

Since 2001, the university has provided faculty, staff, and students appropriate training and support to make effective use of library and information services, and instructional and information technology support functions:
- The library was wired for network access in 2005. Students can use their laptops in the library provided they have their own wireless cards.
  The Learning Resources Center loans laptops to students.
  Since 2003, a systems administrator is responsible for the maintenance of library computers and provides technical support and training, as needed.

Since 2001, the university has established and applied clear policies and procedures and monitors and responds to illegal or inappropriate uses of its technology systems and resources:
- The CSU system passed the TEACH ACT Policy in December 2004 which now enables librarians and teachers to incorporate video clips into their web presentations.
- Librarians revise and update policies as necessary. Inappropriate use of computers in the last couple of years has forced us to revisit and update our policies on Electronic Information Access and Internet Access in 2004.

To assure appropriate access to library and information resources and services to online students, in 2004, the university hired a distance education library coordinator to bring the library to the

online community. A distance library website was created and policies specifically for the online classes were established.

The university has regularly and systematically evaluated the adequacy, utilization, and impact of its library, information resources and services, and instructional and information technology and used the findings to improve and increase the effectiveness of these services. For example:

- The new collection development librarian (April 2004) has worked with librarian liaisons and classroom faculty on collection assessment. She has also implemented an in-depth collection assessment of health sciences resources with Rittenhouse Corporation which has resulted in a major collection update.
- The Reference Department conducted a survey of the reference collection and services in 2003 and 2004.

New Information Technology Initiatives: The following initiatives summarize current explorations and the development of technology at SCSU:

- Use of the Internet has grown tremendously in the past five years. Each school and most of the academic and administrative departments within the university have web pages to offer information to students and the general public. Moreover, faculty are developing personal and course web pages in increasing numbers.
- Student Technological Assistants Representatives (STARS) is an innovative program created in the fall of 2001 with seed funding from the SCSU Foundation. STARS assist other students and faculty with technology issues and problems. STARS are paid for their work and, upon graduation, receive a certificate of achievement acknowledging their technology experience, skills, and accomplishments. STARS can major in whatever area they choose knowing that they will be highly competitive in the job market when they graduate. Currently, 15 students work in the program, and we fully expect that the program will play an important role in our overall effort to explore the use of technology in teaching and learning at SCSU.

Standard Eight: Physical and Technological Resources

SCSU maintains and continues to develop sufficient and appropriate physical and technological resources for the achievement of institutional purposes. Since 2001 there have been a number of improvements and expansion of physical and technology resources.

The SCSU Master Facilities Plan: The university is using a three-phase plan to enhance our physical resources. The Master Facilities Plan addresses the university plan for pursuing physical improvements at both the operational and capital levels. Phase I of the university's Master Facilities Plan is nearing completion with seven of the eight projects completed and the eighth project well under construction. Projects completed include:

- New Physical plant building.
- New 600-car parking garage for students and faculty.
- Complete renovation of the 158,000 Engleman Hall, the university's main classroom and academic building. The project also included the construction of a 70,000 square foot addition to the building for faculty office space. The addition allowed the university to move academic departments out of Seabury Hall with the exception of the School of Business. Plans to renovate the old student center for the School of Business are being

developed and renovations are scheduled for completion, but subject to bonding allocation in 2007.
- New 125,000 square foot Student Center opened in January 2006.
- New Energy Center, which included the replacement of underground high temperature hot water lines and electrical distribution lines.
- New 365-bed residence hall was completed in September 2004.
- New 450-car parking garage for residence life students was completed in September 2004.

Projects under construction include a 135,000 square foot addition to Buley Library and the renovation of the current 98,000 square foot library. The addition is scheduled for completion in December 2006, and the renovation scheduled for December 2008.

Phase II of the university's approved Master Plan and Capital Budget Request FY 2007-2012 includes the following projects:
- Construction of a new Science building (projected completion: winter 2012).
- Demolition of Seabury Hall (projected completion: spring 2008) and construction of new 500-car parking garage (projected completion: summer 2009).
- New 1,000-car parking garage (projected completion: summer 2008).
- Renovations to Jennings Hall (projected completion: summer 2014).
- Construction of a new Fine Arts and Music building (projected completion: summer 2012).
- Construction of a new Health and Human Services building (projected completion: summer 2015) and addition to Davis Hall (projected completion: summer 2018).
- Construction of new Student Services/Administration building (projected completion: summer 2020).
- Construction of new building for the School of Communication, Information, and Library Science, as well as the university's Information Technology Department (projected completion: summer 2022).
- Construction of an addition to Moore Field House (projected completion: summer 2024).

Phase III of the Master Plan encompasses the following projects:
- Connecticut Hall Expansion and Conference Center – this project will address the needs of the increased number of students living on campus.
- Student Fitness / Health Center located on Wintergreen Ave near Farnham Avenue will house the Student Health Center, as well as add a fitness center in close proximity to the residence halls.

Since 2001, the university has increased academic, operational, student activity, and residence space:
- A total of 76,000 square feet of academic space has been added to the university, including the addition to Engleman Hall and the new 5,000 square foot Nursing building located between Davis Hall and the Facilities Operations building. Both buildings have increased the number of faculty offices and classrooms on campus. The D-wing addition of Engleman Hall added 21 department specific classrooms (these include seminar spaces, lab spaces, and other specialty teaching spaces). All of these rooms have been

built with the infrastructure needed to become high-tech classrooms. The new Nursing building has added a total of two new high-tech instructional spaces, one classroom, and one laboratory room.

- A total of 60,000 square feet of operational space has been added to the university. This includes the Facilities Operations building (2000) and the new Energy Center (2004).
- The new Student Center which opened during the spring 2006 semester, added a total of 125,000 square feet of student activity space to the university. Approximately one-third of this space can be categorized as academic space, as it will be used for lectures, conferences, and conventions.
- The new West Campus Residence Hall added 111,000 square feet of dormitory space to the university.

The need for more specialized space for academic and support activities has been addressed through the university's Master plan. As discussed in an earlier section, the new Student Center has done a great deal to address these inadequacies, although more academic space continues to be needed in the short term.

Deferred Maintenance: There are several updates since 2001 related to deferred maintenance. In 2002, SCSU participated in a voluntary Facilities Condition Assessment study sponsored by the State of Connecticut Department of Higher Education. The consultant performed a detailed inspection of the each building's exterior construction, interior construction, Heating Ventilation Air Conditioning (HVAC), plumbing and electrical systems. The inspectors recorded deficiencies associated with each building. This information is now used as the basis for both our Minor and Major Capital Budget requests. The university requests funding for deferred maintenance on an annual basis through our funding requests for minor capital and code compliance projects**.** Additionally, the university hired a roof consultant to thoroughly inspect all roofs on campus, provide a detailed list of remedial repairs on a priority basis and develop a master plan for roof replacement. This roof replacement plan is also used in developing our Minor and Major Capital Budget requests as well as for annual operating roof maintenance.

The Facilities Condition Assessment is also being used to identify, prioritize, and support our need for funding for minor capital and code compliance projects. Minor capital and code compliance funding is used to renovate spaces in need of attention. For example, approximately 90% of Earl Hall has been renovated through this funding mechanism. The study identified inadequate HVAC systems in Earl Hall and a project is in design to replace the systems in the building. We have also made progress in renovating some of the older more difficult spaces to maintain. For example, two lecture halls in Morrill Hall were renovated. The renovations included replacement of existing carpeted surface with easier to maintain rubber flooring. Several classrooms have also been renovated to replace worn finishes.

Improvements to the internal communication system: Since 2001, communications on campus have been enhanced through a quarterly (sometimes monthly) Construction Update sent to the entire Campus Community. The update provides a status report on the progress of all major and minor capital projects, alerts the campus regarding any work that may disrupt normal operations, and provides information on all future projects. Additionally, the university has an active Space Committee, chaired by the Executive Vice President for Finance and Administration. The Committee meets on a monthly basis and sets priorities for the expenditure of minor capital funds based on the academic needs of the university.

Information Technology Changes: The computing environment has changed radically during the past five years. Today, information technology at SCSU is integrated into university life. All faculty members have a desktop or laptop computer attached to the campus network and the Internet. Students are technologically enabled with over 700+ computers available in general access and subject-specialized computer labs. Additionally, ResNET has connected the student residence halls and provides computer labs and support for students living on campus. Other improvements include:

- Since 2003, SCSU has invested over $500,000 in classroom technology. The number of high-tech, SMART classrooms has increased from 18 to 70. In addition, portable technology units are available.
- SCSU Office of Information Technology (OIT) is in the production stages on two major initiatives: the upgrade to WebCT Vista (discussed in an earlier section) and a pilot program exploring the use of tablet PCs in the classroom.
- SCSU has recently upgraded to Banner 7.2. Additionally, in an effort to help leverage the CSU investment in Banner, we have established an office of Project Management within OIT in order to provide leadership on projects and initiatives relating to Banner. However, the OIT programming department remains understaffed.
- Campus Pipeline (MySCSU) has been established as the university portal.
- OIT helped to develop and supports technology labs for mathematics, English composition, foreign languages, chemistry, MBA, GIS, journalism, psychology, music, physics and Linux Labs.
- Wireless capabilities at SCSU have expanded dramatically in the last year to encompass a significant area of the campus. Wireless technology will play a tremendous part in our next generation network. At present, the first phase of a SCSU wireless data network has been completed and access to it is now open to students, faculty, and staff in parts of campus.
- The campus network has continued to grow over the last few years with significant increases in capacity, speed, and security. Firewalls, core switches, and network management systems have all been upgraded during 2004-2005. Perimeter security is handled by two Nokia IP650 security appliances running Checkpoint NG. Failover mechanisms are in place to ensure the SCSU network and security policies remain in operation and are enforced.
- A Faculty Technology Resource Center (FTRC) opened in the fall of 2003 to assist faculty in developing instructional materials, educate faculty about instructional technologies, and offer faculty a place to experiment with various teaching technologies.
- Technical support is available through the help desk and through ResNET for resident and commuter students.

Reliability, integrity and security of information systems: Since 2001, SCSU has strengthened its policies and procedures in ensuring the reliability of information systems, the integrity and security of data, and the privacy of individuals. This is discussed in detail in Standard Eleven.

Standard Nine: Financial Resources

SCSU's financial resources are sufficient to sustain the achievement of our educational objectives and to further institutional improvements now and in the foreseeable future.

Improvements in the financial planning process were discussed in an earlier section. Other improvements include:

Streamlined Internal Budget Request Process: Many of the budget request forms previously used have been eliminated or simplified. When detailed backup is required, it is submitted by the departments to the deans and department heads, who then make recommendations to the Provost and Vice Presidents. The role of the Budget Division is not a decision-making one, but rather as that of a facilitator.

Teaching Lecturer (Adjunct) Budget Request Process: Since the beginning of FY2006, the allocation of departmental teaching adjunct budgets has been enrollment-driven. This change is a big improvement over the previous method which lacked flexibility and was predicated on previous year's activity. Essentially, the formula works for each department as follows: Full-Time Teaching Capacity (net of reassigned time) minus Number of Sections to Be Offered equals the Teaching Lecturer Budget. This formula provides a department with the fiscal ability to pay for all the instructors it needs to teach courses for which minimum enrollment targets have been met. For those courses offered during intersession and summer (for which all teaching is paid for on an adjunct basis), lecturer budgets are also tied to minimum enrollment targets which are determined by the respective deans. The Provost recently established a guideline that sets the minimum enrollment target at 60% of the course cap.

Teaching Lecturer (Adjunct) Rosters: This process has enabled the university to manage the ongoing teaching lecturer budget with far greater accuracy. A department chairperson submits a roster that "encumbers" the expected payment for a teaching lecturer. At any given time, a department knows how much of its teaching adjunct budget has been committed. If a class is cancelled, a revised roster is submitted, "unencumbering" the money, and thus allowing it to be reallocated for other courses. Furthermore, if unplanned full-time faculty vacancies that affect a department's full-time teaching capacity occur, the turnover savings can be transferred from the full-time budget line to the teaching lecturer line to fund additional adjuncts. Rosters are then submitted, and hopefully, classes do not have to be cancelled for lack of teaching coverage. This elasticity on both the supply and demand side of the adjunct funding process is the result of concerted efforts by Academic Affairs, Finance, and Human Resources and has resulted in a dramatic improvement in the allocation of scarce resources.

Letter of Presidential Priorities: The CSU Chancellor releases the Letter of Presidential Priorities annually to the presidents of the four universities, who may in turn share the letter with their campus in order that its tenets are incorporated into the Spending Plan guidelines to which each university adheres in the development of its financial plan for the coming fiscal year. SCSU's core values became an integral part of the FY 2006 and FY 2007 financial planning process.

Concerns expressed by the 2001 evaluation team that have been addressed are described below.

Need to broaden our resource base for the long run: The President has charged the new Vice President for Institutional Advancement with the goal of increasing and expanding the philanthropic support to the university from its current FY 2005 level of $1.6 million. The development office is currently being reorganized and streamlined to better focus resources on the identification and cultivation of individual, corporate, and foundation prospects. At the same

time, the university has begun a strategic planning process which, when completed in the fall of 2006, will be utilized in the creation of the university's first ever capital campaign. These two initiatives combined will, over the coming five years, increase the likelihood of resulting in measurable increases in the philanthropic support received by the university.

Need for capital plan funding: The CSU Board Trustees, the Chancellor and his staff, and the university presidents and their staff continue to lobby for support for capital project funding. SCSU's revised Master Plan was reviewed and approved by the Board of Trustees at their January 2004 board meeting. Each CSU President has flexibility to make budget and operational decisions.

Contingency planning to deal systematically with uncertainty in the economy:
- **Short-Term**: SCSU has continuous checks and balances contained within the Banner Finance system that prevents departments from overspending their operating budgets unless funding is reallocated from some other source or there is an approved override. Additionally, the budget is reviewed monthly by SCSU's Budget and Planning Committee which is composed of faculty and staff. Lastly, the Board of Trustees is provided a mid-year update in each budget cycle in January/February. Through these processes and actions, the university's budget is well monitored in the short-term.
- **Long-Term**: Whether it is the annual spending plan process or the tuition and fee request, SCSU's financial management staff prepare "what if" scenarios as part of the internal budgeting preparation and review. Currently, staff is preparing the FY 2008 Tuition and Fee request, and fiscal information has been extrapolated to FY 2011.

Developing flexible and nimble payroll forecasting techniques. The university has made significant strides in addressing this issue despite operating under a statewide system with limited flexibility and report writing functions. The full-time biweekly payroll is analyzed after every pay date by the budget staff. A comparison is made, down to the departmental level, of budget versus actual FTE's, dollars, and related fringe benefits. Turnovers savings are tracked and reallocated to where the vice presidents determine the need is greatest.

Operating reserves. SCSU anticipates being in compliance with the fund balance level required by the BOT at year-end FY 2006. The University strives to maintain a reasonable balance between adequate reserve levels and reasonable tuition increases.

Training on use of financial information system as a tool for enhanced distributed decision-making. A self-help resource on how to run budget reports, current expenses, and access current balances has been added to the university website. Individual hands-on training is also available.

Ongoing cost savings and efficiency initiatives: SCSU has had considerable success in reducing energy costs. We were featured in the 2003 U.S. Environmental Protection Agency quarterly publication for "Best Management Practices for Colleges and Universities." Some of the practices cited were:
- Establishment of a University Energy Committee to monitor energy usage and develop recommendations to the President.
- Instituted a program to raise awareness on energy costs and conservation efforts for faculty, staff and students.

- Changed lighting and chillers for more efficiency.
- Instituted an energy conservation program in the residence halls.
- Installed sub-metering to enhance our ability to monitor energy usage.

In 2005, SCSU engaged "The Institute for Sustainable Energy" from Eastern Connecticut State University to provide a campus assessment that included an energy and emission inventory. This information allowed for recommendations of energy reduction strategies for the campus. A report was issued in spring 2006 with a 12-step program for energy savings and a transition toward a "greener" campus. This summer, the report will be presented to the President's Cabinet. It is anticipated that the Energy Committee will be charged with implementing the efficiency recommendations.

Recently SCSU was notified by the Department of Public Works (DPW) that the West Campus Residence Hall received a LEED's (Leadership in Energy and Environmental Design) green building certification. LEED is a point-based rating system in which points are earned for building attributes considered environmentally beneficial. Points are awarded in six areas: site development, water efficiency, energy efficiency, material selection, indoor environmental quality, and innovation in design. The DPW indicated that this is the first state building to receive such a designation. Using this certification as a benchmark, SCSU is positioned to achieve additional savings and efficiencies and meet the Governor's "Call to Order" for energy savings of 10%.

Fundraising plans and the State of Connecticut endowment match program: In June 2005, a Special Session of the Connecticut General Assembly adopted a bill that materially changed the endowment match program that had been in place. Effective January 2005, the match ratio was changed to 1:4 (or 25 cents on each dollar received down from the original 1:2 or 50 cents on each dollar received). Additionally, future payments by the State were tied to required funding levels of the State's Rainy Day fund. Unfortunately, these changes have made the possibility of receiving matching payments by the State highly speculative on future gifts received. The university's fundraising plan continues to make the case for endowed funds to support student scholarship and programmatic activities but is not utilizing the matching program as an incentive with donors at this time.

Improve procedures and practices to meet the recommendation of the auditors. Outside, state, and internal audit recommendations, once received, are acted upon and corrective action implemented immediately.

Standard Ten: Public Disclosure

SCSU has made substantial improvements in the way we present information to students, prospective students, and other stakeholders so that they can make informed decisions about the institution. Examples of changes include:

- We have improved staffing in the area of campus web page development and maintenance to support departmental web pages and manage the process for making changes to existing pages. For a number of years, one full-time position has been dedicated to management of the web. During the last 12 months, this position has been supplemented by a University Assistant (19 hours a week) staffer as we transition to a

new website, which went online in July 2006. The new website features a content management system that enables all departments to change and add their own content. A new position is being added to the Public Affairs office in FY 2007 to oversee this system and input content on the home page and other non-departmental sites (such as "About Southern"). During spring 2006, content management training was offered to representatives from key outreach offices such as Admissions, Registrar, Graduate Studies, and Human Resources. Information Technology staff and student workers are also being trained in the new system to offer support to academic departments. A plan on how to manage the new website is forthcoming. It will include style guides for web page development and will offer templates to departments or offices seeking to have a web presence. It will also outline what is, and what is not, acceptable.

- Federal Cleary Act information to students or potential students as required by the Federal Government regarding crime on campus and campus security is now available both on the university website and in a booklet produced by the Office of Public Affairs on behalf of the Office of Public Safety. This booklet is distributed to students and available at the campus police office.

- The university website currently offers features such as an online calendar of events and academic dates; course information and schedules; the capability for course registration, payment of bills, access to grades and transcripts, and checking admissions status for prospective students, and online courses and course management made available through OnlineCSU and WebCT. Additional functions are available through MySCSU, an intranet for the faculty, staff, and students of SCSU to provide secure access to email, calendars, course schedules, transcripts, bulletin boards, chat rooms, and more. MySCSU can be accessed from anywhere in the world using a web browser and an internet connection.

- Both the undergraduate and graduate catalogs are available online as are undergraduate brochures for all the schools. A series of brochures featuring graduate offerings is underway with half of 40 complete. Once they are complete, they will be offered in online format.

- All university information regarding admissions polices, student fees, etc. is reviewed on an annual basis. Adjunct faculty information is available in the university Fact Book, which is available online and in print. The website features a searchable telephone directory of faculty and staff.

- The university provides accurate information regarding its current accreditation status in its catalogs and other publications, including online. Procedures for reporting and correcting information are in place and will be greatly enhanced with the new website's content management system. As part of the planning process for the new website, the Office of Public Affairs conducted a series of focus group discussions with students, faculty, and staff, talking about features such as usability, access, and currency of information. Suggestions about making the website more user-friendly have been incorporated into the new look.

Additional changes since 2001 that address the requirements of the new standards include the following:
- The names and positions of administrative officers and the names of the Board of Trustees are now available both in print and online.

- The university does not list as current any courses not taught for two consecutive years that will not be taught during the third consecutive year.
- Student body characteristics and other relevant information, such as the availability of academic and support services, the range of co-curricular and non-academic opportunities available, and institutional learning and physical resources from which a student can be expected to benefit are available in the Viewbook, Fact Book (student body characteristics only), the Student Handbook and other publications, as well as online.
- Rates of graduation and retention are published in the Fact Book, under "Enrollment Patterns." This information is also available online.
- Information regarding the cost of education, the availability of financial aid and other relevant information is available in print and online.
- Many of our main recruitment publications are reviewed and modified annually. The new website content management system will mean that review of online information can be undertaken, and corrections made if necessary, on an ongoing basis.

Standard Eleven: Integrity

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.

Commitment to equity and diversity. 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 Office of Diversity and Equity Programs 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 equity and diversity. These include Title VII and Title IX of the Civil Rights Act, state and federal equal opportunity and sexual harassment laws and regulations, and the American with Disabilities Act. To further the university's commitment, the President has recently appointed a new Executive Assistant to the President for Diversity and Equity Programs to assist in enhancing the current policy and procedures. The Executive Assistant and staff will focus their efforts on retention and creating a healthy work environment by continuing training efforts for managers on sexual harassment and workplace diversity. In addition, the office continues to ensure that affirmative action/equal employment principles and practices are followed in each step of the employment process. All search committee chairs meet with the Executive Assistant and other supervisors at the initiation of a search to discuss effective recruiting and hiring strategies. Recruitment funds are set aside to ensure that search committees have the financial support to engage in aggressive affirmative action recruiting efforts.

Institutional Review Board (IRB). A number of changes in the human subject review policies and procedures have taken place since 2001, substantially enhancing oversight. Review and substantial modification of the SCSU Institutional Review Board policies and procedures manual were completed in 2002. A regularly published IRB newsletter and expanded website provide up-to-date information to the campus community.

University policies. During the last two years, the Office of Human Resources has produced several policies related to integrity including nepotism, consensual relations, pre-employment background check, and ethics. We have also established policies and procedures for the periodic review of matters relating to intellectual property rights, the avoidance of conflict of interest, privacy rights, and fairness in dealing with students, faculty, and staff (including grievance procedures). These policies and procedures are located on the university's web page. Grievance procedures (other than affirmative action grievances) are contained in the collective bargaining agreements that are provided to all employees upon hire. The agreements are also available on the university's website.

Technology access control issues: Following a security breach in August 2005, information technology staff have spent a great deal of time during the last year changing processes for end-user and administrator access control, reviewing privileges, help desk practices, compliance training, and migrating Banner to improve security. These changes have substantially improved SCSU's position so it is much less vulnerable to subsequent breaches, whether from within or outside the university.

The domain and utility accounts of all "highly privileged" technical administrators are now reviewed on a regular basis. As people arrive or leave, account privileges are assigned or terminated. Rather than "cloning" the privileges assigned to others whose needs are "close enough," only those lowest-level privileges actually needed to do the job are granted as accounts are changed. More complex passwords have been instituted for such accounts than for routine user accounts. The number of such accounts within IT services has been held to the minimum necessary, and a review of "highly privileged" accounts is underway elsewhere in the university. All such accounts will be reviewed at least quarterly to assure compliance with these new standards of appropriate privilege assignment.

Banner-user privileges have also been reviewed with each functional team leader (e.g., Human Resources, Bursar, Financial Aid), and privileges were adjusted before January 1, 2006. All Banner accounts are being re-validated with participation of Human Resources and the team leaders. Password resets for "self-service" remains an outstanding issue, including determining interactions with OnlineCSU. Advanced auditing is being enabled to assess what data have been accessed and by whom.

The Office of Information Technology distributes regular e-mail bulletins about the correct use of technology, including cell phones, e-mail, and use of web search engines. As discussed in earlier sections, during 2006, an extra emphasis has also been placed on privacy and security. New, personalized e-mail and Windows passwords have been introduced for all faculty, staff, and students, along with other measures, such as mandatory changing of passwords every three months.

Help Desk practices and issues: The Help Desk has had to intervene in many password resets and to provide other user assistance as complexity increased. Almost 6,000 assists were completed over a three-month period as the various changes to Windows, e-mail, and Banner progressed. The need for Help Desk staff (many of whom are student employees) to have the ability to reset passwords is an unresolved security issue.

Gramm-Leach-Bliley Act (GLBA) and Family Educational Rights and Privacy Act (FERPA) compliance: A review is in process of all systems containing protected data across the university. OIT staff worked with the following offices to ensure that applicable electronic and paper data are treated appropriately: Bursar, Financial Aid, Registrar, Admissions, and Graduate Studies. Physical security practices have also been reviewed. Electronic locally-held data, which are not accessible on the network, have also been reviewed. University IT services is working with SCSU officials to institute the required annual security-awareness training using a web-based package, customized to include department-specific policies and procedures, with an audit of user participation by department.

SCSU's current security policies and procedures are available online at http://www.southernct.edu/departments/oit/policy/policy.html. The content has been reviewed and updated, and a schedule has been established for periodic review. The policy addresses student use of technology resources, e-mail and web usage, and GLBA compliance. SCSU also established a webpage at http://oit.southernct.edu/securityincident for anyone interested in more information about security or concerned generally about the threat of identity theft. The site provides links to credit agencies that will place free fraud alerts on an individual's accounts. Under the new leadership of Chancellor Carter, the System Office is in the process of developing CSU security guidelines. These guidelines will then be used to develop individual security policies at each university. A draft is currently being completed.

V. Plans

SCSU has changed markedly in the past five years, and these changes are visible in every aspect of the university, including the strength of our academic programs, our renewed emphasis on student success, planned improvements in administrative and support services, and major improvements in facilities. Despite significant turnover in leadership, the university's progress has continued unabated thanks to past Presidents Adanti and Smith and a cadre of talented and committed interim vice presidents, deans, and directors.

Completion of the new University Strategic Plan by the end of 2006 will provide the university with a new vision and mission statement which will direct the university's operations from 2007-2012. Monitoring and evaluation of its effectiveness will be built into the plan.

Although the strategic initiatives of the new strategic plan are still being completed, several areas and priorities have already been identified, and planning to meet these challenges is already underway. While significant achievements have been attained in the past five years, we recognize that the university faces many challenges in the immediate future including:
- Increasing faculty positions
- Conducting searches to fill leadership positions
- Using technology more effectively
- Supporting student successes
- Establishing additional community partnerships
- Continuing resource acquisition for the Master Facilities Plan

The following initiatives have been identified as high priorities:

- Implementation and assessment of the effectiveness of a Student Success program that targets first-year students and sophomores to increase retention and graduation rates.
- Improvement of the academic advisement system, particularly for juniors who have not declared a major. These students are most at risk for dropping out.
- Improvement of the enrollment management system, starting with the implementation of an integrated student service center to improve administrative services to students.
- Ensuring that first-year students have enough seats in appropriate level mathematics and English composition courses to meet the requirements of the proficiency policy.
- Completion and implementation of the new general education program.
- Developing goals and objectives for online education.
- Continued enhancement of the doctoral program.
- Increasing the number of departments that develop learning objectives, use assessment measures to demonstrate student progress, and use assessment information to make curricular improvements.
- Implementation of a revised program review process, including external perspectives for undergraduate programs.
- Alignment of information technology strategic goals and initiatives with the University Strategic Plan.
- Complete hiring for upper level management positions. There are interim deans in three of the five academic schools. The search for a new Dean of the School of Business is currently underway. Searches for the Dean of the School of Education and the Dean of the School of Health and Human Services will take place during the 2006-2007 academic year. The search for a Director of Library Services will be completed by spring 2007.
- Review services for part-time students in order to determine how to best serve them.

Additional issues in the following areas need to be addressed during the next five years:

Programs and Instruction
- Completing revision of the Course Information Surveys, used in all classes at the end of each semester, to include more relevant assessment information.

Faculty
- Establishing a process for adjunct recruitment, selection, training, and evaluation.
- Optimizing university resources in support of faculty scholarship and creative activity.

Student Services
- Developing programs to bring commuter and resident students together.
- Improving communication with students.
- Developing programs and goals for students' co-curricular learning which can then be systematically assessed.
- Increasing participation of Student Affairs staff in professional development activities.
- Developing and implementing assessment processes for Student Affairs units.

Information Technology
- Inadequacies in information technology staffing are acute. OIT has been working closely with Human Resources to both fill vacancies and create new positions in order to meet increased support demands, and some progress has been made.
- More technology support for administrative functions, particularly in the enrollment management services area, is urgently needed.
- Continue new information technology initiatives, including exploration of "Course/Classroom Response Systems," improving hybrid courses, development of a tele-mentoring service, evaluate effectiveness of tablet PC use by faculty, and launch a pilot to evaluate Tegrity "classroom capture" technology (which would allow students to access course lectures and materials on demand).
- Implement our goal of a wireless campus.

Facilities
- A continued shortage of classroom space will exist until implementation of Phase II of the Facilities Master Plan. The first building slated for construction is a new Science Building in 2012. This new building, in conjunction with revamping the old science building, Jennings Hall, into general purpose classroom space will begin to address the current deficiency in instructional space but not for five years.
- Continue to develop and implement creative alternative scheduling models to resolve this space issue.

Public Disclosure and Integrity
- Implementation of interactive online university catalogs (while maintaining print versions, as needed).
- The university plans to add the following type of information to our web page and other publications:
  - Attainment of student learning outcomes by general education, majors, and advanced degrees.
  - Survey data on graduate success in continuing education and/or obtaining employment.
  - Accreditation action letters.
  - Information on the new general education requirements.
- The university's commitment to high ethical standards will be included on the new website.
- Consistent with CSU System Office mandate, the university is developing security policies and procedures.
- Training for faculty and staff regarding the treatment of protected information will be implemented.

Appendices

A. University Mission and Vision Statements
B. The Liberal Education Program
C. CIHE Data Forms

Consistent Themes in University Values Since 2001

Mission Statements					
			Vision Statements		
University Strategic Plan (2001)	⇔	**Academic Strategic Plan (2004)**	⇔ **University Strategic Plan (Draft 2006)**	**Academic Strategic Plan (2004)**	⇔ **University Strategic Plan (Draft 2006)**
Enhance its position as the preeminent comprehensive metropolitan public university of the State of Connecticut.	⇔		⇔	⇔	⇔ Southern Connecticut State University will become nationally recognized as a model urban, comprehensive university that positively impacts the quality of life in the communities it serves. Through a variety of outstanding programs, the institution will become known for its contributions to the economic growth and vitality of the region.
Grounded in the values of liberal education.	⇔	Dedicated to the education of undergraduates in the liberal arts and in professional programs.	⇔ Southern Connecticut State University provides high quality, accessible, undergraduate and graduate education in an intentionally diverse, student-centered learning community.	⇔ Students will have a broad liberal education.	⇔ As an exemplary student-centered institution, Southern will prepare its undergraduate students with a breadth of knowledge in the liberal arts and sciences, as well as with a disciplinary focus that prepares them for meaningful life work.
Committed to students distinguished by their intellectual competencies, their skills for flexible adaptation to global change, and their habits of cultural enrichment for life-long-inquiry.	⇔	Committed to constructing and maintaining an environment conducive to the creation, advancement, transmission, critique and preservation of knowledge by faculty and students.	⇔ Our talented teacher-scholars actively engage students in their academic pursuits to prepare them with the knowledge and skills needed to be life-long learners and productive citizens in a rapidly changing, global society.	⇔ All graduates will meet challenging scholastic and professional requirements that empower them to think rationally and creatively and to transmit and apply this knowledge to the community.	⇔ Southern Connecticut State University will educate its students to reflect a new standard for social responsibility and global citizenship by involving students in ongoing, productive partnerships with community, corporate, and international entities.

Mission Statements				Vision Statements		
University Strategic Plan (2001)	⇔	**Academic Strategic Plan (2004)**	⇔	**University Strategic Plan (Draft 2006)**	**Academic Strategic Plan (2004)**	⇔ **University Strategic Plan (Draft 2006)**
As the lead institution of advanced study in the CSU system, SCSU is committed to the professional preparation of graduate learners for success in their careers and in service to their communities, including applied doctoral programs consistent with its historical mission.	⇔	As the leader of advanced study in the CSU system, SCSU is committed to the professional preparation of graduate learners for success in their careers and in service to their communities, including applied doctoral programs consistent with our historical mission.	⇔		⇔ Promote and support excellence in graduate education, as evidenced by the quality of scholarship, research, and collective impact of its graduates on society.	⇔ It will continue to be the flagship of graduate education in the Connecticut State University System, providing opportunities for leadership development in the arts, sciences, humanities, and professional schools.
					Courses will integrate the creation and acquisition of knowledge with the acquisition of skills and the ability to reason critically.	
		Foster a culture that forges dynamic connections among academic disciplines.				In all it does, Southern will strive to be innovative, always looking for new and creative approaches to accomplishing its mission.
						It will become a part of Southern's tradition to utilize the rich racial, cultural, religious, and educational resources of New Haven to deepen students' understanding of the world around them.

2001 University Mission Statement: *The mission of Southern Connecticut State University is to enhance its position as the preeminent comprehensive metropolitan public university of the State of Connecticut. As a learning community grounded in the values of liberal education, Southern Connecticut State University is committed to students distinguished by their intellectual competencies, their skills for flexible adaptation to global change, and their habits of cultural enrichment for life-long-inquiry.*

As the lead institution for advanced study in the CSU system, Southern Connecticut State University is committed to the professional preparation of graduate learners for success in their careers and in service to their communities, including applied doctoral programs consistent with its historical mission. As an academic environment, Southern Connecticut State University is committed to innovative teaching strategies and to scholarship and creative activity that produce knowledge, refresh faculty expertise, and amplify teaching effectiveness.

Vision of the Academic Strategic Plan (2004): *Southern Connecticut State University will provide students with excellent instruction and outstanding educational opportunities facilitated by a superior faculty committed to creative and scholarly work, dedicated to quality teaching, and engaged in the campus and wider community. Students will have a broad liberal education. The course work that is required in academic programs will integrate the creation and acquisition of knowledge with the acquisition of skills and the ability to reason critically. Southern will promote and support excellence in graduate education, as evidenced by the quality of scholarship, research, and collective impact of its graduates on society. All graduates will meet challenging scholastic and professional requirements that empower them to think rationally and creatively and to transmit and apply this knowledge to the community.*

Mission of the Academic Strategic Plan (2004): *Southern Connecticut State University is committed to constructing and maintaining an environment conducive to the creation, advancement, transmission, critique and preservation of knowledge by faculty and students. As a public institution, Southern is dedicated to the education of undergraduates in the liberal arts and in professional programs. As the leader of advanced study in the CSU system, SCSU is committed to the professional preparation of graduate learners for success in their careers and in service to their communities, including applied doctoral programs consistent with our historical mission. To this end, the University will emphasize and support excellence in the integration of research, teaching, and creative activity. The University will also foster a culture that forges dynamic connections among academic disciplines.*

Draft Mission Statement (2006): *Southern Connecticut State University provides high quality, accessible, undergraduate and graduate education in an intentionally diverse, student-centered learning community. Our talented teacher-scholars actively engage students in their academic pursuits to prepare them with the knowledge and skills needed to be life-long learners and productive citizens in a rapidly changing, global society.*

Draft Vision Statement (2006): *Southern Connecticut State University will become nationally recognized as a model urban, comprehensive university that positively impacts the quality of life in the communities it serves. As an exemplary student-centered institution, Southern will prepare its undergraduate students with a breadth of knowledge in the liberal arts and sciences, as well as with a disciplinary focus that prepares them for meaningful life work. It will continue*

to be the flagship of graduate education in the Connecticut State University System, providing opportunities for leadership development in the arts, sciences, humanities, and professional schools. It will become a part of Southern's tradition to utilize the rich racial, cultural, religious, and educational resources of New Haven to deepen students' understanding of the world around them. Through a variety of outstanding programs, the institution will become known for its contributions to the economic growth and vitality of the region. Southern Connecticut State University will educate its students to reflect a new standard for social responsibility and global citizenship by involving students in ongoing, productive partnerships with community, corporate, and international entities. In all it does, Southern will strive to be innovative, always looking for new and creative approaches to accomplishing its mission.

THE LIBERAL EDUCATION PROGRAM
SOUTHERN CONNECTICUT STATE UNIVERSITY

I. GUIDING PRINCIPLES

The Southern community values education for its ability to enrich and change students' lives. We want our students to embrace their own principles from a knowledgeable position and to carry their university experience beyond the boundaries of Southern's campus. Consequently, we aspire to graduate enthusiastic and serious learners who, as critical inquirers, can find and evaluate evidence, can articulate and examine their own evolving values, and can continue to transform their lives by pursuing lifelong learning. As a means to these ends, Southern's liberal education program promotes active student learning in an environment that demands intellectual honesty and rigor. It requires students to analyze and solve complex problems, and to express themselves cogently and articulately, both in speaking and in writing. While exposing them to issues from different disciplinary perspectives, the program encourages students to integrate their learning throughout the curriculum and to carry the learning process beyond the confines of any one particular course of study. It challenges students to confront unfamiliar ways of looking at themselves and others, to grapple with new ways of apprehending the world, and to make thoughtful choices with an informed understanding. By fostering independent, creative, and innovative thinking, Southern's liberal education program encourages a curiosity and respect for learning. Finally, we at Southern envision liberal education as liberating; therefore, we ask students to think independently and vigorously and to expand their viewpoints in order to prepare them to function as intelligent, discerning, and responsible citizens in our global society.

II. CHARACTERISTICS

Aiming to nurture students in their desire to know and to encourage them to take responsibility for their education, Southern's liberal education program centers on student learning by following a goal-driven model that transcends traditional disciplinary boundaries and articulates a logical coherence for both faculty and students to espouse. To ensure that the program will remain true to its original vision, continual assessment constitutes a critical element, along with regular opportunities for modifying the program to continue improving student learning and to reflect our evolving understanding of the changing world. Finally, the program has the flexibility to accommodate transfer and part-time students, along with fulltime students undertaking all their coursework at Southern.

III. GOALS

Southern's liberal education program asks students to develop certain *COMPETENCIES*, explore certain *AREAS OF KNOWLEDGE AND EXPERIENCE*, and become conversant with certain *VALUES*.

A. COMPETENCIES

To ensure that their education has provided them the intellectual skills necessary to investigate the world by *gathering information*, *evaluating* its meaning, and *presenting* their thoughts and conclusions effectively, students **demonstrate proficiency** in these core *COMPETENCIES*:

> Written Communication (reading and writing)

Oral Communication (speaking and listening)
Multilingual Communication
Quantitative Reasoning
Critical Thinking
Creative Thinking
Interpersonal Effectiveness
Information Literacy
Technological Fluency

B. AREAS OF KNOWLEDGE AND EXPERIENCE

To give some breadth to their education outside their major, students **work with material** in these broadly defined *AREAS OF KNOWLEDGE AND EXPERIENCE*:

The American Experience--studies the world inside U.S. borders
The Creative Drive--studies modes of expression or ways of generating or linking original ideas through a significant performance-based component
Cultural Expressions--studies aesthetic or spiritual processes and products of human creativity
Global Awareness--studies the world beyond U.S. borders
Intellectual Foundations--studies influential arguments about major ideas by using primary expository texts
Mind and Body--studies physical, mental, emotional, or spiritual conceptions of the self
The Natural World--studies nature through hands-on inquiry, focusing on the scientific method, scientific principles, science and the environment, and science's role in society
Social Structure, Conflict, and Consensus--studies interactions that result in social conflict, compromise, or consensus
Time and Place--studies continuity and change over time and with respect to location

C. VALUES

To help them think about complex issues in ways that are not merely self-interested, students **engage in discussions of** these topics in relation to *VALUES*:

Aesthetic Sensitivity--the awareness of how different cultures validate and assess cultural production and establish methods for discussing, analyzing, and contextualizing cultural objects
Civic Engagement--the active participation in public life and society
Environmental Awareness--understanding the consequences of human interaction with the natural environment
Ethical Judgment--the development of value systems that first explore the various moral, social, and behavioral conventions of a society or profession and then evaluates those conventions
Human Diversity--the various group perspectives derived from human differences and commonalities
Rational Thought--the disciplined, informed, and structured intellectual processes deployed in the search for understanding truths

IV. CLOSING STATEMENT

We in the Southern community believe these guiding principles, characteristics, and goals help constitute a vibrant intellectual community for our students and our faculty in the 21st century. In this program faculty members have the opportunity to be innovative and to create new ties and paths in the faculty network, while students have the opportunity to expand their learning throughout the curriculum and to make connections among various areas of study. Faculty and students are encouraged to integrate competencies and knowledge when engaging issues or problems, both within major fields of study and in experience beyond the university. Finally, the Southern community believes that liberally educated persons can draw upon their backgrounds in many areas to pursue future lifelong learning and to thrive as productive citizens of the world.