NEASC 2016 Fifth-Year Interim Report

Southern Connecticut State University

September 29, 2016

Institutional Overview[i]

Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good.[ii] Located in New Haven, Connecticut, SCSU is a comprehensive metropolitan public institution, one of four universities that make up the Connecticut State Colleges and Universities System (CSCU) system governed by the Connecticut Board of Regents for Higher Education.[iii]

Response to Areas Identified for Special Emphasis

In its notification letters to SCSU since 2011, the Commission has identified twelve areas that should be given particular emphasis in this five-year interim report. These areas are organized under the categories "Institutional Updates," "Facilities and Infrastructure Updates," and "Academic Program Updates," and addressed below:

Institutional Updates

Update on the impact of the Institution's operations of the reorganization of higher education governance by the State of Connecticut.

After a period of instability following the reorganization in 2012, the governance of the Board of Regents appears to have stabilized around an experienced government administrator and leader, President Mark Ojakian. Communication has improved among and between the campus constituencies and the system office. The reorganization now appears to be resulting in more impactful relationships between the colleges and universities, including advanced academic partnerships and transfer policies. The reorganization has also resulted in some system-wide planning in high impact functional areas such as information technology. Dr. Jane Gates, former Provost of Western Connecticut State University, became Provost and Senior Vice President for Academic and Student Affairs for the Connecticut State College and University System in August 2016, replacing Dr. Estela Lopez, who retired in July 2016.

Update on the status of senior leadership at the University.

SCSU's senior leadership team was stabilized over the last five years by hiring Vice Presidents for Academic Affairs, Student Affairs, Institutional Advancement, Information Technology, and Finance and Administration. Senior leadership was most recently restructured to provide

increased support to Enrollment Management; a new Associate Vice President for Enrollment Management was hired and included as a Cabinet member in July 2015.

In February 2016, President Mary Papazian announced she would leave SCSU at the end of June 2016 to assume the presidency of San Jose State University. The CSCU Board of Regents began an immediate search for her successor. After a four-month national search they named Dr. Joe Bertolino 12th President of SCSU, effective August 22, 2016. Mark Rozewski took on the additional responsibilities of interim president for July and August 2016. Prior to his assuming the presidency at Southern, President Bertolino was president of Vermont's Lyndon State College and Vice President for Enrollment Management and Student Affairs at Queens College, CUNY. President Bertolino will draw on his past success developing new strategic plans and academic programs, enhancing student success, retention, and fundraising initiatives, and launching social justice and community outreach programs during his tenure at Southern.

In February 2016 Provost Bette Bergeron left the University to become Provost of the State University of New York at Potsdam. Dr. Ellen Durnin, Dean of the School of Business, is serving as Provost on an interim basis. Provost Durnin's role as Dean has been taken up by Dr. Sam Andoh for the duration of Dr. Durnin's appointment as Provost. Dr. Durnin has accepted President Bertolino's invitation to continue serving as Provost for AY 2016-17. A search for a permanent provost will commence this fall.

Dr. Gregory Paveza, Dean of Graduate Studies and the Library, retired from SCSU on August 1, 2016. Dr. Christine Broadbridge, Professor of Physics and founding Director of SCSU's Office of STEM Innovation and Leadership, was appointed to serve as Dean of the reorganized School of Graduate Studies, Research, and Innovation in an interim role, effective August 1, 2016. Associate Vice President for Institutional Effectiveness Dr. Rick Riccardi then added oversight of the Library to his purview, effective August 1, 2016.

Update on success in enhancing the effectiveness of Enrollment Management functions.

Dr. Terricita Sass was named Associate Vice President for Enrollment Management (AVP EM) in July 2015. The previous experience of the AVP EM offers the university the opportunity to re-examine and re-invent the practice of enrollment management with concrete goals linked to improving the student experience, enhancing administrative service efficiencies for improved student outcomes and increasing the effectiveness of what and how the university provides administrative services to students. The AY 2015-16 culminated with the completion of several milestones for the division of Enrollment Management, with opportunities to build upon previous efforts to enhance service delivery, improve processes and develop methods to improve student outcomes and support enrollment stabilization.

The AVP EM was charged to implement new technologies, enhance staff competence, facilitate the completion of a massive renovation project, restructure units and collaboratively develop the institution's first comprehensive strategic enrollment management plan. As an initial strategy, the AVP EM began assessing and building the leadership of each office and/or function within the division. The restructuring of units was contained to areas demonstrating the most

significant historical challenges or demonstrated opportunities for better alignment to improve efficiencies. For example, a separate client services unit within Financial Aid was created to more effectively segment and manage processing and file review from interactions with students and families. Additionally, the AVP EM restructured a position to create the Banner ERP Specialist. This role serves as a critical link between the Office of Information Technology and Enrollment Management offices particularly with the intricate knowledge needed to implement newly acquired technologies.

As a result of several months of campus dialogue, examination of historical and projected enrollment trends, and review of existing challenges (i.e., Student Success Task Force, Enrollment Operations Committee reports), divisional goals were established and shared. Additionally, an EM website was developed, and a periodic newsletter was distributed to improve divisional and campus communication. A satisfaction survey was designed and administered providing benchmark data and metrics on service delivery by office. Periodic reports are shared with each office. These foundational items establish the framework for enhanced communication, monitoring, and accountability.

The reorganization of the School of Graduate Studies, Research, and Innovation (GSRI) afforded an opportunity to align the graduate admissions functions within Enrollment Management. The new Graduate Admissions Office continues to collaborate closely with the leadership of GSRI. It is believed that this change will enhance the experience of graduate students and reduce the challenges historically encountered with managing their administrative functions.

A massive renovation of the primary student services building, Wintergreen, was completed in AY 2015-16. The new physical layout provides students with a welcoming experience by bringing together the offices of undergraduate and graduate Admissions, Financial Aid, Registrar, Academic and Career Advising, ID Card Services and Student Accounts. Anchored by a staffed information desk, students and families experience a more conducive environment to engage with office staff and manage the administrative services components of their educational experience in one central location. Functional areas are now in close proximity which also facilitates staff engagement among offices.

In support of enhancing student service delivery, modernizing the processing of several functions within admissions, and providing better analytics to identify risk factors, several new technologies were introduced or began implementation during the year. An admissions processing tool and portal (Folder Wave) was launched in Fall 2015 for the incoming Fall 2016 class. Processing enhancements including electronic file review improved both the prospective student experience and staff involvement, with more than a 45% increase in applications as a result of moving to the Common Application and enhanced recruitment efforts. Additionally, the Board of Regents sponsored the implementation of Ellucian's® Degree Works^{TM}, a degree planning and audit tool for students, faculty, advisors and administrative staff within offices such as the Registrar. Other enhancements include the upgrade to a more flexible and robust SSC-Campus® advising tool. Developed by the Educational Advisory Board, SSC-Campus® provides advisors and support staff with a vast array of opportunities to engage with students,

document interactions and assess risk factors that can be shared among offices with appropriate permissions. Finally, the EM division and other campus partners are poised to unveil its first constituent relationship management tool (CRM) in fall 2016. Automating various types of communications with prospective and enrolled students will enhance the student experience and reduce the manual processes and current bottleneck methods utilized to manage student life cycle, electronic and other correspondence.

Campus collaboration is critical to effective enrollment management planning, strategy development and implementation. Extensive outreach and partnerships with Academic Affairs, Information Technology, Student Affairs, deans and faculty leadership have created a venue to have ongoing dialogue to address historical challenges as well as plan for the future. These cross-divisional partnerships are the foundational principles that will be used to develop the strategic enrollment management plan (SEMP). As outlined in the University's strategic plan, the SEMP will utilize a team approach based on data (historical and emerging), demographic realities, resources, programmatic offerings and external factors such as financial aid to re-evaluate enrollment targets to include freshmen, transfer, and new graduate students. Additional target setting will include persistence and retention metrics throughout the undergraduate and graduate experience. By 2017, the SEMP will also outline a pathway forward to achieving the targets to include specific strategies, responsible offices or persons, timelines, resources and quarterly updates available for review.

In alignment with other divisions, these collective efforts including the use of data and strategy planning will support stabilization of enrollment to the extent possible and establish realistic projections for the future.

Update on progress in undertaking strategic planning and developing and implementing the strategic plan.

The university's new 2015-2025 strategic plan, "Discover Southern: A University for the 21st Century," was completed in the last academic year, after a two-year campus-wide planning process. The implementation team, which includes members of all constituencies on campus, has been formed. In keeping with effective tradition, that team will be co-chaired by a senior administrator (Mark Rozewski, Executive Vice President for Finance and Administration) and a faculty member (Dr. Lisa Lancor, Chair, Department of Computer Science). The Chairs will be assisted by a steering committee comprised of key members of the planning committee. The rest of the team has been drawn from governance bodies, students, administration and other staff constituencies on campus. The administration and academic schools began using the plan as a guide for budget and planning during AY 2015-16. Although formal implementation of the strategic plan will not begin until AY 2016-17, Cabinet members' responses to a fall 2016 survey of strategic plan implementation progress showed that since its completion in AY 2014-15, the university community has actively worked toward many objectives named in the strategic plan.

Progress Monitoring of the Implementation of the 2015-2025 Strategic Plan - Summary

Note: Progress variable based on the following scale:
1 = pending/not started, 2 =started/minimal progress, 3 = progressing, 4 = complete

Goal 1: *Provide exemplary, transformative, and accessible education in a student-centered environment.*

Objective	Progress
a. Be a recognized leader for teaching, learning, and student success.	2.8
b. Attract, retain, support, and recognize teacher-scholars and staff who demonstrate commitment to student and university excellence.	2.5
c. Develop an enrollment management strategy that includes attracting and retaining high-achieving students who are academically prepared, while advancing the university's mission of educational access.	2.4
d. Embrace diversity and nurture inclusivity to enable faculty, staff, and students to learn and live fully engaged in a global and multicultural society.	2.1
e. Increase interdisciplinary and interdepartmental collaboration across the university.	2.4
f. Strategically review, strengthen, and enhance academic and co-curricular offerings.	2.1

Goal 2: *Develop and sustain a university-wide climate and infrastructure that nurtures research, scholarship, creativity and innovation.*

Objective	Progress
a. Create an organizational structure at the university that facilitates and supports all types of research, scholarship, creative activity and innovation.	1.5
b. Identify and foster opportunities for partnerships with external entities.	1.9
c. Become a recognized leader in best practices relative to research, scholarship, creative activity and innovation.	2.0
d. Enhance recognition and reward structures to sustain a climate of creativity and innovation.	2.2
e. Support initiatives that foster hubs of intellectual activity and interdisciplinary and interdepartmental collaborations.	2.0
f. Institutionalize successful creative and entrepreneurial endeavors.	2.1

Goal 3: *Engage with local and global communities through exemplary leadership and service to promote community well-being, economic growth, and social justice.*

Objective	Progress
a. Become a recognized leader for best practices in supporting a culture of and infrastructure for local and global community engagement.	1.2
b. Develop and implement measures to determine the scope and effectiveness of SCSU's community engagement to inform the development of future initiatives.	1.1
c. Develop innovative and comprehensive programs to cultivate a strong transition from student to alumnus(a) and create a culture of engaged alumni.	2.2
d. Define, assess, and promote SCSU's impact on the economy of the State of Connecticut.	1.0
e. Identify and assess the impact of SCSU's service activities on members of the campus communities.	1.3
f. Leverage athletics, the arts, and other University events for increased visibility and engagement with alumni, the university, and regional communities.	2.1

Goal 4: *Provide exemplary, ethical stewardship of human, financial, technological and physical capital.*

Objective	Progress
a. Foster a culture of inclusion, support, and success for faculty, staff, and students.	2.0
b. Transform the physical environment and infrastructure of the University and expand the University's position as a nationally recognized leader in sustainability.	2.7
c. Provide an accessible, seamless, state-of-the art digital experience for every member of the campus community.	2.3
d. Advance university-wide processes to maximize effectiveness and efficiency.	2.1
e. Build a climate and infrastructure that supports and increases the University's financial well-being.	2.1
f. Maximize external financial support to keep Southern sustainable well into the future.	2.5

In AY 2016-17, the implementation team will continue to prioritize the goals and objectives, tie those decisions to fiscal realities and ensure that key initiatives continue to develop pursuant to the plan.

Facilities and Infrastructure Updates

Update on success in completing library renovations and implementing new assessment and planning processes for the library.

Buley Library renovations were completed in the spring of 2015. A centerpiece of the campus, the new library includes the renovated original building and the 2008 addition. It has been well received by students and faculty, is a popular study and social space on campus and provides an excellent setting for collections and services.[iv]

A 2012 Library retreat initiated strategic planning goals in anticipation of the completion of library construction. Further development of a plan was postponed until a clear understanding was reached about available library programing space. A study was completed regarding the effect of the renovation on how study space and library resources are accessed. Data collection is primarily via Springshare LibAnalytics and examines trends in reference service, classroom instruction, individual consultation and overall library usage. Data is collected at three service desk points and via individual librarian entries.

The Student Academic Success Center opened on the third floor of the library in AY 2015-16. The First-Year Experience Program, the New Student and Sophomore Programs Office, the Office of Faculty Development, and the Writing Center joined the SASC on the third floor in fall 2016. Together, these programs collectively form the Southern Success Center, a centralized student success hub; a reception area and help desk staffed by trained student workers will be implemented in AY 2016-17, further increasing these programs' ability to coordinate their support of Southern students' success.

An emporium-model center to support developmental math students and a placement exam center are planned for the library within the next few years. A Makerspace Committee of librarians and staff has been appointed by the director and will recommend development of the

vacant media area to include "maker" elements that will ultimately enhance the curriculum collection for use by education majors and provide a STEM focal point.

In April 2013 Buley Library was selected as one of 75 institutional teams to participate in the first year of the Assessment in Action (AiA) IMLS grant administered by the Association of College and Research Libraries. The purpose of the grant was to

> 1: Develop the professional competencies of librarians to document and communicate the value of their academic libraries primarily in relation to their institution's goals for student learning and success.
> 2: Build and strengthen collaborative relationships with higher education stakeholders around the issue of library value.
> 3: Contribute to higher education assessment work by creating approaches, strategies, and practices that document the contribution of academic libraries to the overall goals and missions of their institutions.

Buley's project teamed the library instruction coordinator with the University's Director of Assessment and the Director of the Liberal Education Program to examine whether students enrolled in classes that schedule library sessions experience improved student success metrics. Preliminary findings are that first-year students in classes that schedule library sessions are better at developing their information literacy skills than those who are not. Librarians taught library sessions in freshmen Inquiry 101 classes (part of the First-Year Experience [FYE] Program). Students and faculty were asked to rate the effectiveness of the library instruction. Of the faculty ratings (n=51), positive change was found on items such as: "Students engaged in better evaluation of information sources" (52% agreement). On the student assessment (n=949), 91% agreed that they received what they needed in terms of "The difference between what I can find with Google and what I can find with the library."

Assessment results were shared with offices charged with coordinating student success efforts. The assessment process has been adjusted and will continue. The next phase of the research project will examine the impact of library instruction on GPA and sophomore to junior year retention. Preliminary results suggest positive correlations.

Library Director Dr. Christina Baum sat on the University Strategic Planning committee and expects to continue Library Strategic Planning as the university begins implementing its new Strategic Plan in Fall 2016. Presently, Library Divisions (Information Services, Access Services, and Technical Services) set annual goals and develop plans in collaboration with the Director.

Update on success in assuring appropriate support for academic technology.

Vice President for Information Technology Dr. Rob Rennie joined SCSU in July 2014 and issued the following charge: The Information Technology Department at Southern Connecticut State University will pursue every technological advancement of promise for the improvement of teaching, learning, research, and the student experience; engage in continuous improvement

of service quality; conduct business in a professional and academically focused manner; and perform to the highest ethical standards consistent with the University's core values. VP Rennie's four goals for IT prioritize SCSU's academic mission:

- Achieve and maintain an academic focus
- Create the best possible student and faculty experience
- Ensure technology serves as a value creation engine
- Empower the university through technology leadership and organizational agility

Southern has also experienced a number of challenges with regards to academic technology since its 2011 comprehensive evaluation. Our first Director of Academic Technologies left Southern in fall 2015; the position has subsequently been frozen in a CSCU system hiring freeze. Regardless, an effective working relationship has been established between IT leadership and the Faculty Senate Technology Committee and there have been many new supports for Academic Technology since our last NEASC accreditation:

- The IT department has recently reorganized and relocated to the center of campus. In the past, the Classroom AV Team was an individual entity operating out of a separate office. As of the Fall 2015 semester, the Classroom AV Department has been integrated in to the Support Services department. This has provided multiple enhancements to the support of Classroom Technology.
  - The number of support staff available to support Academic technology has tripled. Classroom AV staff and support staff are constantly being cross trained for maximum efficiency and "one stop" resolution to support inquiries
  - The management of classroom, lab, faculty and staff computers will now be better managed under the newly installed SCCM management suite. Software is packaged, tested and deployed to the campus by centralized IT (as opposed to the Ad-Hoc / Just-in-time upgrades)
  - Support hours have been expanded to 7 days a week. In addition, classrooms AV staff are available from 6am to 10pm Monday through Thursday. During that time, the staff performs biweekly "room checks" or works with the local vendors to repair malfunctioning or broken technology in classrooms.
  - A subcommittee with representation from all areas of the campus has been formed to determine the direction of classroom renovations and upgrades
  - A classroom AV management software package was installed to allow for the control, support and notification of classroom AV Technology

The following projects represent the most significant tasks associated with the four primary IT goals, which prioritize the university's academic mission. Measurement of progress is percent complete, on-budget, and realization of intended results. Statuses are as of July 1, 2016:
- University-wide Data Network Replacement- [90% complete, on-time, on budget]
- New Wireless Network & Rewire [98% complete, on-time, on-budget]
- Video Conference Services [99% complete, on-time, on-budget]
- Smart Classroom Upgrades to 30+ Rooms [45% complete, on-time, on-budget]

- SCSU Segregation of BlackBoard Learn [20% complete, on-time, on-budget]
  The university learning management system (LMS) platform is BlackBoard Learn, currently hosted in the cloud as one instance for the entire CSCU system. Challenges of this model include conflicting interests between the community colleges and the universities related to the configuration and administration of the platform. The universities are now being split out to their own instances of BlackBoard and will be able to configure and administer the system in a fashion that best serves the interests of the faculty and conforms to Southern's schedules.

Academic technology is now also supported by two other key services, Teaching and Learning Technologies and the Center for Adaptive Technology (CAT), which together comprise the Academic Technologies unit located in the Division of Academic Affairs.

In spring 2015 the University Curriculum Forum and the Graduate Council endorsed the recommendations of the ad-hoc Committee on Online Education's April 2014 final report, which include providing training for faculty to design and teach online courses, training for students to succeed in an online learning environment and integration of resourcing and assessment needs in ongoing strategic planning. eLearning Technologies Administrator Karen Musmanno has developed a BlackBoard Learn self-paced course that prepares faculty to design and teach online courses. Currently housed in IT, the eLearning Technologies Administrator is scheduled to move in to the new Center for Teaching and Learning space in Buley Library in fall 2016, where she will be joined by the Office of Faculty Development Co-Directors and staff.

SCSU's Center for Adaptive Technology (CAT) has applied to the CSCU Board of Regents for a 7-year continuation. Based on collaborative research with the SCSU Center of Excellence on Autism Spectrum Disorders (supported by the Small Business Innovation Research Grant in partnership with HandHold Adaptive), internal CAT survey data, and the field of assistive technology's evolution from an Adaptive Technology model to a Universal Design for Learning model, Provost Ellen Durnin and Center Director Dr. Bogdan Zamfir have proposed a new name—the Center for Educational and Assistive Technology (CEAT)—and a revised mission of promoting universal design for learning through technology. With this revised mission, the Center will extend the provision of educational technology training and support to all faculty and students at SCSU. The CEAT will continue to provide educational technology support and training to teacher training candidates and Connecticut K-12 schools as well. (Please also see "Standard 7 Institutional Resources: Information, Physical, and Technological Resources" below.)

Academic Program Updates

Update on success in conducting undergraduate and graduate academic program reviews.

Please also refer to the Appendix "SCSU Making Assessment More Explicit: Series E Forms" for a complete inventory of educational effectiveness indicators.

Undergraduate Program Review

The undergraduate academic program review process established in 2008 by the Program Review and Assessment Committee (PRAC) [a subcommittee of the Undergraduate Curriculum Forum (UCF)] to promote the continuous improvement of academic program quality, was revised in 2014, extending the review cycle from 5 to 7 years to aid alignment of undergraduate and graduate program review and to aid alignment of internal and external reviews for programs with external accrediting agencies. The 17-question self-study was streamlined to 3 questions: 1. Who are you and what do you do? 2. What are your goals and how do you know you are achieving them? 3. How do you use data to improve student performance and guide decision-making? A necessary component of the self-study is identifying learning outcomes and using data about student performance to make improvements to the program and to guide decision-making. PRAC reviews also include an external peer review site visit and written report. PRAC does not judge program viability. PRAC evaluates whether programs have established an assessment program and have engaged in meaningful and candid self-reflection. UCF communicates its decision of continuing or conditional approval to the department, the Dean, and the Provost. The department drafts a Continuous Quality Improvement plan and department representatives meet with the Dean and Provost or designee to determine priorities, timeline, and resources available to support continuing quality improvement. (Please also see Appendix "SCSU Making Assessment More Explicit: E Series Forms.")

In AY 2014-15, Chemistry (continuing approval), Recreation and Leisure (continuing approval), Sociology (continuing approval), and Physics (continuing approval) underwent a PRAC review. Recreation and Leisure, Environmental Education/Science Education, and Physics completed their CQI plans with the Dean and Provost's designee. Physics produced an exemplar CQI plan. One example of data-driven decision making was using data to determine that to achieve their goal of increasing the number of graduating Physics, majors must achieve earlier entry to PHY 230: Physics for Scientists and Engineers I. To achieve this goal, the department made a plan to work with admissions to identify students who want to major in physics and develop a specific, more intensive advising plan for those not yet in PHY 230, tracking progress against AY 2014-15 baseline data as part of monthly department meetings in AY 2015-16; the department now plans to work with PHY 230/231 instructors and the assessment committee to make course revisions for AY 2016-17.

In AY 2015-16, Philosophy (conditional approval), Honors program (continuing approval), Journalism (self-study not yet completed), Communications Disorders (continuing approval), and Biology (continuing approval) underwent a PRAC review. Computer Science (ABET) and

Public Health (CEPH) were additionally reviewed by external accrediting agencies. Final reports from ABET and CEPH are pending. Representatives from Philosophy met with the Provost and Dean to identify ways the department could develop a clear plan for which direct measures of student learning the program will implement and how data will be gathered and stored. CQI plans from all departments are pending.

The revised PRAC process, while significantly streamlined in terms of the self-study, has a low rate of completion (filed CQI plan) relative to the resources provided: 7 credits of reassigned time from the Provost's office to support regular data gathering and reflection over the 7-year review cycle, monetary and logistics support to select and bring in external reviewers, and monitoring of CQI plan development and finalization.

SCSU's fiscal situation for 2016-1017 will be significantly more difficult due to further reductions in its state appropriation. In order to protect full-time faculty lines, the Provost examined non-contractually mandated reassigned time in consultation with the Provost's Council and Faculty Leadership Council in spring 2016. Historically, SCSU has been awarding significantly more reassigned time than sister CSU institutions and three to four times more than the minimum number required by the CSU-AAUP Collective Bargaining Agreement. Provost Ellen Durnin's goal was to reduce reassigned time 25% for AY 2016-17; she plans a further 25% reduction for AY 2017-18 in order to return full-time faculty to the classroom and reduce adjunct faculty budgets. This will put the institution vis-à-vis the other three CSU institutions in the strongest possible position to request enough full-time faculty lines from the BOR to keep pace with normal numbers of retirements and resignations. As part of this reduction, the Program Review and Assessment Committee (PRAC) process has been suspended for two years, effective Fall 2016. This will allow the institution to save approximately 60 credits of reassigned time over this period and return full-time faculty members to the classroom. This hiatus will not affect those departments and programs scheduled for external review by their accrediting bodies and all departments will continue to gather data during the hiatus.

The Provost has requested PRAC use this hiatus as an opportunity to assess the results of the current review cycle and develop an improved, more sustainable process that is less dependent on reassigned time when program review resumes. Other forms of support for faculty are possible. She specifically requested PRAC incorporate assessment of the Liberal Education Program (LEP) and unhoused academic minors into the undergraduate program review process, and fully align internal undergraduate program reviews with both graduate program reviews and external accreditation review for those program that have them. Initial discussion amongst PRAC members has explored the idea of embedding undergraduate academic program review, including LEP assessment, into the annual departmental reports required by school deans in order to consolidate multiple assessment processes and increase levels of completion.

Departments who had a PRAC review in AY 2015-16 have been charged to complete their CQI plans. Departments scheduled for PRAC review in the next two years will meet with the Provost's designee to UCF, Associate Vice President for Academic Affairs Dr. Ilene Crawford,

and Director of the Office of Assessment and Planning Dr. Michael Ben-Avie to ensure continued data collection during the hiatus.

Graduate Program Review

Graduate Council Academic Standards Committee

The "Standards for Graduate Programs" adopted in the 1990s by the Academic Standing Committee (ASC), a sub-committee of the Graduate Council, were revised in spring 2014. Programs now produce a self-study that addresses 10 standards including student outcomes and methods for measuring them, analysis of program strengths and weaknesses, and an action plan for the future. The goal of the graduate program review process is to develop or enhance a culture of self-assessment and reflective practices in programs, encouraging them to work steadily to strengthen themselves, and to produce documentation for NEASC and other accreditation reviews.

In AY 2014-15, The Academic Standards Committee reviewed Environmental Education/Science Education (full approval), Sociology (pending), and Chemistry (full approval).

In AY 2015-16, The Academic Standards Committee reviewed the MS Biology (pending), MS Communication Disorders (full approval) and MSN Nursing (full approval) programs. The MS Computer Science (ABET), MPH Public Health (CEPH), and MFT Family Therapy (COAMFTE) were additionally reviewed by external accrediting agencies. Final reports are anticipated in fall 2016.

Graduate programs have used their self-study to set a variety of ongoing goals for their programs. Nursing, for example, developed and implemented strategies to foster improvements in advising, special project processes, and faculty-student relationships. Communications Disorders reactivated two courses, initiated a hospital orientation program, and plans to develop school and medical concentrations within its curriculum. All programs drew on their most recent ASC review to prepare their graduate program prioritization report in spring 2014.

Provost Ellen Durnin has suspended the ASC's graduate program review process for two years, effective Fall 2016 in order to facilitate the full alignment of internal and external, undergraduate and graduate assessment processes. This hiatus will not affect those departments and programs scheduled for external review by their accrediting bodies. The Provost has additionally charged the ASC to use the hiatus to reassess its review process to incorporate stretch or accelerated program proposals (3+2, 4+1) and interface with the UCF's PRAC to do so. Departments scheduled for program review in the next two years will meet with Director of the Office of Assessment and Planning Dr. Michael Ben-Avie to ensure continued data collection during the hiatus.

Regular, rigorous assessment of undergraduate and graduate programs in every school will continue via the assessment processes required by their external accrediting bodies. A dozen

external accrediting agencies will continue to regularly assess programs in Southern's School of Education (all initial teacher preparation programs, advanced programs including Educational Leadership, Information and Library Sciences, Clinical Mental Health Counseling, and School Counseling); School of Health and Human Services (Marriage and Family Therapy, Human Performance, Athletic Training, Nursing, Communication Disorders, Public Health, Social Work, School Psychology); and School of Arts and Sciences (Chemistry, Computer Science).

Many other programs are seeking and preparing for external accreditation as well. The School of Business is in the process of securing AASCB accreditation; the School is submitting responses to a review of their initial self-evaluation report in fall 2016 and anticipates a full accreditation site visit in AY 2019-20. The School of Education has secured pre-Candidacy status for its Master of Library and Information Science program, with Candidacy expected in AY 2016-17 and a full accreditation visit in AY 2019-20. In the School of Health and Human Services, the graduate program in Human Performance is currently applying for accreditation, and the Sports Management graduate and undergraduate programs are doing preliminary work to secure external accreditation and plan to make their application in two years. Several departments in the School of Arts and Sciences, including biology, art, and theater, are planning to pursue external accreditation for one or more programs in the next several years.

Graduate Prioritization Report

The goal of the 2014-15 graduate program prioritization was to categorize all programs across the graduate school at one time, with specific recommendations as to how resources should be increased, maintained, reduced or optimized, in order to address declines in part-time enrollments since 2003 and declines in full-time enrollments since 2011.

The graduate program prioritization process generated program reports and a final report.

The graduate program prioritization process was driven by the collection and evaluation of qualitative and quantitative data. The process used the model outlined by Robert Dickeson (2010) in "Prioritizing Academic Programs and Services, Revised and Updated." The activity-based costing model provided data for parts of Criteria 7, "Revenue and Other Resources Generated by the Program," and Criteria 8, "Costs and Other Expenses." The data were provided in the form of Net Income/(Loss) per Billing Credit Hour and the Ratio of Costs to Revenue. All criteria were ranked according to a rubric that designated results as Exceptional, Satisfactory, or Needs Improvement. The rubric used to evaluate Criteria 7 & 8 follows:

Rubric for Criteria 7 & 8

Criteria not applicable due to:	Exceptional (9)	7.5	Satisfactory (6)	3.5	Needs Improvement (1)

Score	7. *Revenue and Other Resources Generated by the Program*				
		The program generates exceptional revenue per billing credit hour (greater than or equal to 105% of the graduate school median revenue per billing credit hour, BCH).	The program generates satisfactory revenue per billing credit hour on its own (between 95% and 105% of the graduate school median revenue per BCH).		The program generates revenue that needs improvement on its own. (Revenue per billing credit hour is less than or equal to 95% of the graduate school median revenue per BCH.)
	Holistic Evaluation Criterion 7	*Exceptional (9)*	7.5	*Satisfactory (6)*	3.5 *Needs Improvement (1)*

Score	8. *Costs and Other Expenses*				
		The ratio of costs to revenue is less than 80% of the graduate school average.	The ratio of costs to revenue is between 80% and 120% of the graduate school average.		The ratio of costs to revenue is greater than 120% of the graduate school average.
	Holistic Evaluation Criterion 8	*Exceptional (9)*	7.5	*Satisfactory (6)*	3.5 *Needs Improvement (1)*

In addition to the Graduate Program Prioritization Process, data was provided to then-Dean of Graduate Studies (Dr. Greg Paveza) for other graduate school uses. Updated data was also requested by the Nursing program for their evaluation of the financial progress and impact of their graduate programs. Data has been shared with the Director of Special Academic Programs & Sessions Ian Canning with plans for discussion about how the Director can work together with Finance and Administration staff to create data that will aid that operation and enhance the model. Most recently, Finance staff have had conversations with the Associate Dean of the School of Health & Human Services Dr. Yan Searcy about using the model to answer questions he and Dean Bulmer have about their programs. A common theme in these conversations has been the question of how much it actually costs the university, in total, to educate a student in a particular program.

Other Deans have used the report's data to drive their decision-making processes and strategic planning. Dean of the School of Business Sam Andoh used the report to confirm expansion of the MBA program into cohorts of a hybrid, accelerated version of the program.

Actions taken by the Dean of Education Stephen Hegedus include:
- Begin process of sunsetting some 6th year education diplomas where there is no longer any need from K-12
- Refocus on areas of growth and need, e.g. Advanced degree programs (School Psychology, School Counseling, Special Education) including hiring new faculty

- Reaccreditation of new Master's Degree in Library and Information Sciences (Program currently approved by American Library Association for pre-candidacy status). New hire in the department and re-structuring.
- New budgeting procedures for Educational Leadership Doctorate
- Establishing a cohort model for Educational Leadership 6th year diploma with intermediate administrator CT Certification and Reading programs (5 new district cohorts established with BOR approval and one closed due to fiscal-related matters). These are based on a minimal cost method to establish cohorts in districts that stabilize enrollments, student expectations and district partnerships

The Graduate Prioritization report has served three basic functions to date for Dean of Arts and Sciences Steven Breese:
- To identify/rectify significant funding and/or staffing imbalances
- To identify programs that should be suspended or permanently closed
- To prompt substantive curricular/departmental management changes

Actions taken by the Dean of Arts and Sciences include:
- New full-time tenure-track hires in TESOL, creative writing, psychology, sociology
- Merged departments of geography, environmental studies, and science education
- Major revisions to biology, sociology programs
- Suspended Art Education program
- Faculty leadership changes in sociology, science education, and art education

Dean of the School of Graduate Studies, Research, and Innovation Dr. Christine Broadbridge is working collaboratively with the Graduate Council to establish a working group that will re-examine the existing report, evaluate actions already taken, revise and reapply the revenue model as appropriate and make further recommendations during AY 2016-17.

Update on success in assessing learning outcomes and competencies for SCSU's revised general education program, the Liberal Education Program.

Southern's general education program, the Liberal Education Program (LEP), is comprised of three tiers (Foundations, Explorations, and Connections); some students have been assessed at every tier. Surveys such as the *National Survey of Student Engagement* (NSSE), a student self-report survey, have also been administered to complement the scores obtained from performance-based assessments and rubrics. Both external and internal and formative and summative assessments have been included in the LEP assessment thus far. An example of an external assessment is the Collegiate Learning Assessment (CLA$^+$); examples of an internal, local assessment are the common rubrics created by the Tier 1 Technological Fluency and Tier 2 Cultural Expressions interdisciplinary affinity groups to assess student work. Data from the LEP competency rubrics and performance-based assessments have been collected and analyzed by the university's Office of Assessment and Planning and shared with the campus community.

The Office of Assessment and Planning aggregated results from 14 performance-based assessments and 7 surveys to produce the 2014-2015 report "Evaluation of the Liberal Education Program." During the Fall 2015 semester, the Director of OAP Dr. Michael Ben-Avie hosted a series of small-group "parlor meetings" with faculty from across the campus to present and discuss key assessment findings. In addition, small-group meetings were held with the Liberal Education Program Committee, the Provost's Council (the academic deans and associate vice presidents), and the Undergraduate Curriculum Forum. (Please also see "Standard 8: Educational Effectiveness" below.)

Key findings reported in the 2014-2015 Evaluation of the Liberal Education Program are:

Tier 1: Foundations (First-Year Experience, Multilingual Communication, Written Communication, Critical Thinking, Technological Fluency, Quantitative Reasoning)

- 928 Southern students took the STAMP test, the chosen measure of the Multilingual Competency (105 French; 35 German; 70 Italian; 718 Spanish). 83% of students passed at the Intermediate Low Level, meeting the competency requirement.
- Internal Quantitative Reasoning assessment: 748 students in 100-level math courses were assessed in terms of four common learning outcomes: understanding and applying formulae (74% partially or fully met); inductive and deductive reasoning (56% partially or fully met); communicating mathematically in writing and problem solving (65% partially or fully met); modeling and problem solving (68% partially or fully met). Inductive and deductive reasoning ability showed a decrease from 70% the year prior; scores in other outcomes were similar to the year prior.
- Collegiate Learning Assessment+: Students who felt they benefitted from their Tier 1 Critical Thinking course at Southern had higher CLA+ scores. Students who strongly disagreed that they benefitted from their Critical Thinking course had significantly lower scores. 35% of seniors had total scores above the national average.
- Multi-State Collaborative to Advance Learning Outcomes Assessment: Papers from 180 students in 21 different courses nearing graduation were scored by faculty in other states using rubrics measuring critical thinking, written communication, and quantitative literacy. Students met expectation in quantitative literacy and written communication. They partially met critical thinking expectations.
- 20 SCSU faculty were normed to score 137 primarily sophomore student papers written in Tier 2 courses with AAC&U VALUE rubrics designed to assess critical thinking and written communication Tier 1 competencies. The mean score for students on a scale of 1 (not competent) to 4 (highly competent) was between 2 (minimally competent) and 3 (competent) in all criteria: formulating arguments, analysis, evaluation, synthesis, context and purpose of writing, and control of syntax and mechanics.

Tier 2: Explorations (American Experience; Creative Drive; Cultural Expression; Global Awareness; Mind and Body; Time and Place; Natural World I and II; Social Structure, Conflict and Consensus)

- American Experience: A faculty affinity group developed and applied a three-point rubric with content area, critical thinking, and written communication criteria to assess 35 students' work; mean scores ranged from 2.23 (critical thinking) to 2.88 (written communication).
- Natural World: A faculty affinity group developed and used a three-point rubric with lab/field experience, scientific inquiry, scientific principles, quantitative methods, and information literacy criteria to assess 35 students' work; mean scores ranged from 1.86 (scientific principles) to 2.80 (lab/field experience).
- Social Structure, Conflict, and Consensus: A faculty affinity group developed and used a four-point rubric with application of concepts, explanation of diversity issues within/across cultures, explanation of ethical issues in social contexts, explanation of theory/research methods, and explanation of socio/political/cultural/historical/economic influences on individuals and groups criteria to 32 students' work; mean scores ranged from 2.44 (explanation of theory/research methods) 3.66 (explanation of diversity issues within/across cultures).
- Time and Place: A faculty affinity group developed and used a rubric that assessed focus; perspective; critical thinking; central claim and organization; and mechanics and usage criteria as "unacceptable," "acceptable," or "exemplary" in 45 students' written work; ratings ranged from 29% of students' critical thinking (specifically their ability to engage primary and secondary sources) judged unacceptable to 47% of students' mechanics and usage judged exemplary.
- Cultural Expressions: A faculty affinity group developed and used a rubric that assessed analysis, application of knowledge, interpretation, seeing relationships, and understanding broader contexts criteria as "unacceptable," "acceptable," or "exemplary" in 33 students' written work; 94% of student work was rated acceptable or exemplary with the highest exemplary rate (64%) for application of knowledge and the lowest acceptable rate (52%) for seeing relationships.

Tier 3: Connections

- 14 students' final papers in one Tier 3 Capstone seminar, IDS 401: Interdisciplinary Investigations of Globalization, were rated on a three-point scale with a rubric that assessed ethical judgment, civic engagement, rational thought, creative thinking, technological fluency, oral communication, and content knowledge criteria; mean scores ranged from 2.07 (rational thought and technological fluency) to 2.57 (civic engagement).

Overall indicators of LEP quality and effectiveness:

The National Survey of Student Engagement (NSSE) has been administered to Southern students since 2005. SCSU transitioned from the previous general education program the AUR to the LEP between 2009 and 2011. Seniors taking the NSSE survey in 2010 (n=532) and 2015 (n=336), rated SCSU's impact on the following learning outcomes:

- Thinking critically and analytically: 2010=83%; 2015=79%

- Acquiring a broad general education 2010=80%; 2013 (n=318) =72% (question removed from the NSSE after 2013)
- Writing clearly and effectively: 2010=82%; 2015=78%

The NSSE "Experiences with Writing" optional module was administered to freshman and seniors. In spring 2014 66% of freshman and 46% of seniors reported arguing a position using evidence and reasoning in most or all of their writing assignments.

The Provost's Council and the leadership of the University Curriculum Forum have both identified more substantive assessment of the LEP as a priority for AY 2016-17 and are exploring options for the Office of Academic Affairs, the Office of the Dean of Arts and Science, and the Office of Assessment and Planning to support the design, implementation and use of an ongoing comprehensive assessment of the LEP. (Please also see "Standard 8: Educational Effectiveness.")

Application of LEP Assessment Data in Institutional Decision Making:

In addition to shaping continuing conversations in faculty affinity groups about how to adjust content and pedagogy in specific courses, the assessment data shaped an extensive, impassioned AY 2015-16 macro-level discussion in the Undergraduate Curriculum Forum (UCF) about the size of the LEP and its impact on enrollment and progress toward degree. Members of the UCF's LEP subcommittee consulted with departments and developed six options for reducing the number of credits in the LEP. The LEP was 48 credits but as high as 63 counting all possible prerequisites for students placing into writing, math, and world language courses below the level that satisfy Tier 1 requirements. Six reduction options were identified, debated, and voted on by the UCF. The UCF approved a 3-credit reduction that will be available to some students, allowing them to select 6 out of 7 of the Areas of Knowledge that comprise Tier 2: Explorations, excluding Natural World I and II. The reduction will be effective Fall 2017; students' choices will be guided by their major(s) restrictions on Tier 2 LEP courses. The UCF rejected options to reduce the Tier 1 world language, critical thinking, or first-year experience requirements and/or eliminate the Tier 3 capstone course. The UCF has been asked to consider additional reductions in credits in order to improve recruitment, retention, and graduation and impact a greater number of students.

The local discussion about reducing the size of SCSU's LEP was also informed by the content of the CT Community Colleges' TAP Associate's degrees, which share a 30-credit general education core with the LEP. As a CSCU institution, SCSU participates in the BOR's Transfer Agreement Pathways (TAP) initiative to create seamless transfer experiences for Connecticut Community College Associate's degree holders. Since the TAP policy was passed by the CT BOR in 2012, representatives from 2-year and 4-year institutions have developed transfer pathways that map new transfer Associate's degrees onto the specific major requirements of the four CSU institutions, including SCSU. Pathways in eleven subject areas will be available in AY 2016-17 and ten more are in development for AY 2017-18. In AY 2014-15 and AY 2015-16 the UCF created similar additional articulation agreements with specific Connecticut Community Colleges for Associate's degrees in Liberal Arts and Sciences that allow students

to satisfy SCSU's Tier 1 and Tier 2 LEP requirements with TAP-vetted courses taken at Housatonic or Gateway Community College.

Update on the institution's plans to develop a Master of Library and Information Science program.

In June 2015, The CSCU Board of Regents approved Dean of the School of Education Stephen Hegedus' proposal to modify SCSU's Master's degree in Library and Information Science program in order to offer a Master of Library and Information Science degree (MLIS). In November 2015, the American Library Association's Committee on Accreditation voted to grant Pre-Candidacy status to the MLIS application. MLIS applications are being processed and students are being accepted to begin the program in Fall 2016; 19 students applied, 12 were admitted, and 7 students have enrolled for Fall 2016. Dean Hegedus and MLIS faculty anticipate the new program being approved for Candidacy by the ALA in AY 2016-17. Approval for Candidacy will initiate a two-year data collection process and self-study that will culminate with an ALA accreditation visit in AY 2019-20.

Update on continued success in assuring that the rigor of the Ed.D. in Nursing courses is consistent and appropriate for doctoral level students.

The Ed.D. in Nursing is jointly delivered by SCSU and Western Connecticut State University (WCSU). Student comments from the Nursing Education Ed.D. cohort one identified differences in rigor, the amount and number of assignments, and course expectations between SCSU and WCSU courses. These comments were reflected in student evaluations at the end of course work during residency three and in student satisfaction surveys. The Ed.D. in Nursing Education program committee and the Ed.D. coordinators have worked hard to ensure that the rigor of the courses is consistent and appropriate for doctoral level students for cohort two. This was accomplished by:

- Faculty teaching for the upcoming semester (fall, spring or summer) and Ed.D. Coordinators met to review course expectations, teaching strategies, and course content before the semester began
- Faculty agreed on a consistent number of reflective journals, discussion questions, video-conference requirements, and major paper assignments for each course
- Faculty shared the content of reflective journals, discussion questions and major papers to remove redundancy and ensure the rigor and appropriateness of the assignments
- Faculty were encouraged to share major paper assignments and grading rubrics with peers within and outside of their nursing departments for feedback in rigor and appropriateness for doctoral work
- Faculty new to teaching in the doctoral program were given extensive training by course faculty, Ed.D. Coordinators, and instructional design personnel to ensure the quality and consistency of course design. This occurs the semester before a faculty new to on-line teaching is assigned to teach a doctoral course. Faculty new to teaching with BlackBoard Learn are also encouraged to be an observer in existing on-line courses and many have taken advantage of this opportunity.

- Administrators from both institutions (provosts, CFOs, and deans) met in summer 2016 and created a calendar of regular meetings to ensure ongoing collaboration across the two faculty groups.

Student comments collected during residency two (summer 2015) and three (summer 2016) for NUR 800- Ethical/Legal, Political and Social Issues Affecting Higher Education; NUR 801- Theories of Teaching and Learning in Adult and Higher Education; NUR 802 –Methods of Teaching and Evaluation; NUR 803 –Curriculum Development, Implementation, and Evaluation in Nursing; NUR 804 –Nursing Faculty Role in Higher Education and NUR 805 –Classroom, Clinical Teaching and Evaluation in Nursing Education were overwhelmingly positive and did not reflect any difference in course assignments or rigor.[v]

Update on continued success in implementing program evaluation strategies and assessing the learning outcomes of students in the Ed.D. in Nursing Education program.

Data collected to date related to established evaluation strategies and student learning outcomes in the Ed.D. in Nursing Education program[vi] include: student retention and graduation data, student satisfaction data, and student achievement of program and national learning outcomes and competencies.

From the student learning outcomes data[vii], it is clear students are very confident of their ability to enact the nurse faculty role and have made significant progress in achieving program outcomes at the end of course work. Alumnae and employer surveys related to the achievement of program outcomes and the National League for Nursing (NLN) Core Competency achievement will be assessed one year after graduation.

All students (13) in cohort one and cohort two (18) were successful in passing comprehensive exams on first attempt.[viii] Ten students have successfully defended their dissertations and received passing evaluations from all three of their dissertation committee members. All of the studies addressed one or more of the National League for Nursing (NLN) Research Priorities in Nursing Education (2012-2015).

Students in cohort two (admitted 2014) were surveyed in residency two (summer of 2015) about their achievement of the NLN Core Competencies prior to entering the program and after year one of course work. Students have increased their confidence in the academic nurse faculty role after one year of coursework.[ix] This survey will be repeated at program end. Several students from cohort one and two were hired by their practicum sites into full-time faculty roles.

Use of Data in Decision Making and Strategic Planning

Analysis of retention data from the first and second cohort resulted in the decision to accept more qualified students into the program in the Fall 2016 to achieve our goal of 25 students/cohort. When learned that when students withdraw from the program, they tend to do so early in their course work due to personal, professional or financial reasons. To compensate for this attrition, we created a waiting list in the summer of 2016 and accepted 30 students into the program.

Currently we have 25 students enrolled in courses for cohort three. Overall, there are 44 students enrolled in the program (cohorts one, two and three) which is more than most doctoral programs in our state.

We are unable to admit students from certain states due to a lack of authorization for resident enrollments in on-line programs. This issue is being addressed in the state of Connecticut at the legislative level. In our 2016 (cohort 3), 7 out of 25 students are residents of states outside of CT. The majority of students in cohort 3 reported hearing about the Ed.D. in Nursing Education program from current students in the program or recent graduates.

We are fortunate to have received $1,261,115.00 in scholarship loans from the Nurse Faculty Loan Program (NFLP) which has been a significant factor in attracting students into our program. The purpose of the NFLP is to increase the number of qualified nursing faculty to facilitate education of the nurses needed to address the nursing workforce shortage. The program offers partial loan forgiveness for borrowers that graduate and serve as full-time nursing faculty for the prescribed period of time. The loan recipients may cancel 85 percent of the loan over four years in return for serving full time as faculty in any accredited school of nursing. The majority of students in our program have received full funding for tuition, fees and residency costs from the NFLP.

Continued Success in assuring the sufficiency of faculty to advise Ed.D. in Nursing Education Students during the Dissertation Phase of the Program

The 2012 Cohort of students =13 (7 SCSU students, 6 WCSU students). We have been able to assign appropriate dissertation committee members to these 13 students. Students selected committee members; however, Ed.D. Coordinators finalized committee member assignments in order to ensure even distribution of faculty load. Full-time faculty members were assigned to be a primary advisor for no more than one student, and were assigned to be a 2nd or 3rd reader to no more than two students. Faculty found these assignments to be reasonable, but were surprised by the amount of time and commitment it took to help prepare a student for proposal and dissertation defense.

The 2014 cohort (18 students) will enter their dissertation courses in Fall 2016. We do not anticipate any difficulty in assigning committee members to these students. Committee members may include full or part-time nursing faculty (primary advisors and 2nd or 3rd readers); 3rd readers may be faculty members in disciplines outside of nursing at SCSU or WCSU or doctorally prepared faculty outside of SCSU or WCSU. Currently, SCSU has 18 nursing faculty who are doctorally prepared, and prepared to serve as dissertation advisors and/or committee members, and WCSU has 13 (total = 31). This would allow each faculty member to serve as a major faculty advisor to one doctoral student and 2nd or 3rd reader to no more than two students. We hope to invite faculty members (outside of nursing) from SCSU or WCSU who have similar research interests or specialty knowledge in research methodology or data evaluation to become members of our students' committees. This is currently a goal of the School of Graduate Studies, Research, and Innovation at SCSU.

Standards Narrative

Significant changes since SCSU's 2011 comprehensive evaluation and ways SCSU continues to meet the Commission's (now-revised) 2016 Standards for Accreditation follow below:

Standard One: Mission and Purposes

Thoughtful examination of the University's purpose and experiences of the previous five years resulted in reaffirmation and continuation of the mission statement articulated in the 2007-2012 strategic plan: Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good. Southern Connecticut State University is now implementing a new, decennial strategic plan for 2015-2025: "Discover Southern: A University for the 21st Century," to further realize its mission, which is the culmination of a two-year, intensive planning process (see "*Update on progress in undertaking strategic planning and developing and implementing the strategic plan*").

Standard Two: Planning and Evaluation

Planning

In October 2013, then-President Papazian charged a Steering Committee to develop a 10-year Strategic Plan, challenging the campus community to think carefully and critically about how we create SCSU as a university aligned with the future learning needs of today's third graders who will be our students in 2025. The two-year strategic planning process included perspectives from a wide range of stakeholder groups (both on the Steering Committee and among the participants in various focus groups). An array of primary and secondary data was collected and considered. Examples include the Student Success Task Force Report (an initiative of the President), assessment data related to student learning outcomes, programmatic data such as the Graduate Program Prioritization Review, engagement data from the President's Commission on Campus Climate and Inclusion, and capital data from our recently completed Master Facilities Plan. Our data-driven strategic planning process culminated in the Steering Committee's development of goals, objectives and recommendations. Though some suggestions related to resource allocation came out of the strategic planning process, actual resource allocation happens yearly at the level of the President's Cabinet; the Cabinet carefully considers the strategic plan when making those allocations. This year there has been a cabinet-level prioritization of positions and budgets across divisions during a time of significant fiscal constraint.

The Budget and Planning Committee, comprised of faculty and staff from all functional areas and bargaining units, serves in an advisory capacity to the president, making recommendations concerning the university's annual funding priorities, its annual operating and capital budget requests, and its spending plan allocations. Frequent rescissions of state funding over the past

five years has made the committee's work critical to the mission of the university, as many of these cuts have been implemented mid-year after initial budgets were determined. This committee plays a vital role in ensuring that the processes and outcomes are consistent with the University's mission, its approved strategic and long-term plans, and the policies of the Board of Regents, being mindful of the University's enrollment, staffing, physical facilities and other resource constraints.

Vice Presidents and School Deans have developed strategic plans or annual goals for their respective divisions that both support and are guided by the University's 2015-2015 Strategic Plan "Discover Southern: A University for the 21st Century." For example:

The Division of Student Affairs Areas of Strategic Focus for 2016-2017 are as follows:

1. Strategic Focus: Identify mechanisms to help students articulate the learning and skill development gained through their campus employment, involvement and leadership experiences and translate it into career readiness (*Strategic Plan Goal 1a, 1f)*.

On-campus student employment and experiential learning opportunities play critical roles in improving student learning and student success. These experiences not only offer opportunities for student development, but can positively influence students' sense of belonging and overall satisfaction with their college experience. As such, this strategy is focused on developing a division-wide program to positively impact and measure student learning through on-campus student employment within the Division of Student Affairs. The division will work to help students to recognize, reflect upon and articulate the value of their student employment and experiential learning experiences.

Objectives
- Reframe the Student Affairs Student Employment and Leadership Experiences
- Develop Student Employee/Leadership Skills and Competencies

2. Strategic Focus: Increase cultural competency and create a more inclusive campus community (*Strategic Plan Goal 1c, 1d, 4a*).

Southern Connecticut State University is an institution committed to diversity, access, and inclusion. As the custodians of the out-of-class experience, the Division of Student Affairs has a compelling interest to create a community that is safe, welcoming, affirming, civil, and respectful. Moreover, Student Affairs is committed to supporting students' preparation to be productive citizens during and after college, which includes exposure to new ideas, cultures, backgrounds, and ways of being; the application of knowledge through experience; productive dialogue and discourse; and, accountability for inappropriate behavior. To realize these commitments, Student Affairs staff members must increase their own knowledge and understanding such that they can engage students in critical learning experiences.

Objectives

- Provide ongoing training and development to increase the cultural competency of all members of the Division of Student Affairs
- Actively recruit and consider candidates for open positions from underrepresented populations in order to be more reflective of our student population
- Strengthen support for the LGBTQIIA students and contribute to the President's Commission Campus Climate and Inclusion goal of receiving the Campus Pride designation as a LGBT-friendly campus
- Provide leadership for the President's Commission on Campus Climate and Inclusion to have a larger impact on campus
- Strengthen the capacity of the Office of Multicultural Affairs to provide greater campus leadership in support of justice and equity for all
- Increase campus participation in and overall impact of Social Justice Week
- Take next steps in prevention of, intervention with, and response to acts of sexual misconduct
- Create programs and initiatives that help Southern students feel empowered to make their voices heard

3. Strategic Focus: Student success is at the center of work of the Division of Student Affairs at Southern. Therefore, it is important that the departments in the Division of Student Affairs develop programs, services and learning opportunities, with measurable learning and program goals, that help us understand the impact of our work on students' development, success and overall experience at Southern (*Strategic Plan Goal 1a*).

Objectives
- Complete the development of the mission, vision and values for the Division of Student Affairs
- Complete divisional strategic learning goals
- Increase the foundational capacity within Student Affairs departments to develop measurable learning and program goals and assessment strategies for student programs and learning experiences
- Utilize the data gathered from assessment to understand the impact of programs and services on students' development and success, to tell the story of that impact, and to make strategic resource decisions from the data

Enrollment Management divisional goals for 2016-17 are as follows:

1. As a component of **building an exemplary professional team**, provide the necessary leadership to communicate the new clear vision; advocate for the necessary fiscal and human resources aligned with appropriate structures; require measurable and enhanced experiences that empower the EM divisional leadership and staff to achieve institutional, divisional, unit and professional goals beyond previous performance levels.

2. Through broad but strategic campus team formation, develop the primary components of a **comprehensive Strategic Enrollment Management Plan (SEMP)** to include overall, new

student, continuing, retention and graduation rate goals and strategies for achievement in support of rightsizing, stabilizing and subsequently growing enrollment in targeted areas based on available data, analytics, demographic shifts and future expectations within the various markets.

3. As a component of the SEMP include a **comprehensive integrated technology plan** to include assessment, desired functionality, structures and staffing roles, and development of implementation plans/recommendations. Executing new technologies to include but not limited to TargetX functionality and Reporting tools, Degree Works Student Education Plans, Students Success Collaborative implementation (upgrade to existing advising platform), and Ad Astra's Platinum Analytics (scheduling tool enhancement toward a one-year schedule and predictive analytics).

4. Provide the overall leadership to coordinate the planning and execution of functions and **internal controls** within EM and among other offices (i.e., Academic Affairs and Student Accounts) to support compliance.

5. Within Financial Aid, **complete a comprehensive review of the university's status** with the Department of Education by identifying areas of non-compliance and repeat audit findings. Develop a detailed plan to revise applicable policies and procedures. Enhance the work with the various departments to address the areas of non-compliance.

6. In collaboration with Academic Affairs, Student Affairs and selected stakeholders work to identify, adopt and plan for the early stages of an enhanced or new **comprehensive advising model**.

7. Utilizing results of the **branding and financial aid optimization studies**, reexamine current messaging, marketing strategies and outreach efforts making adjustments where feasible and affordable.

8. In addition to the successful recruitment activities already in place, **implement new recruitment initiatives** that suggest a positive return-on-investment by meeting or exceeding new enrollment targets by category. Carefully reexamine the recruitment plans to ensure commitments of access and diversity are aligned with the mission.

9. In an effort to become **the premier transfer institution in Connecticut** in three to five years, launch Phase I of a more comprehensive effort to provide applicable resources and space for transfer students. This area will oversee the organization of the transfer banks and the transfer articulation process. Southern will continue to work with all of the Connecticut community colleges to improve transfer services, including how the transfer students are advised and transitioned.

10. Continue to develop a comprehensive plan for an **enhanced Career Services** unit working closely with academic advisors, the Academic Success Center staff, FYE, and faculty throughout the campus. Re-introduce the online recruiting platform (JOBSs) to all students

and employer contacts, resulting in more online and on-campus recruitment opportunities for all students. Identify local employers interested in becoming major recruiters and create a professional development series with these employers on campus.

The **Division of Institutional Advancement's** strategic plan is as follows:

1. Increase awareness of and advocacy for the University, resulting in recognition of Southern's research, teaching and learning, and service excellence
   - Create ongoing partnerships that align and amplify marketing and communications talent
   - Implement one University brand identity and messaging program for consistent representation and continual recognition
   - Expand and improve content development and delivery strategies to emphasize Southern's status as a premier public university with the power to transform lives
   - Enhance audience segmentation and analytics to deliver the right messages to the right people
   - Protect and promote Southern's reputation through proactive approach to issues management
   - Increase the circulation and saturation of positive stories in regional, national, and international media

2. Broaden and deepen constituent engagement with the University, developing more meaningful relationships with Southern's alumni, friends, and students
   - Develop shared engagement strategies aligned with college, unit, and institutional priorities and shared engagement services that assist with the work of colleges, units, and volunteers
   - Design a regional strategy to engage alumni and friends from around the world
   - Create an early engagement strategy to strengthen bond between Southern and its students and young alumni
   - Strengthen ongoing relationships with alumni and friends through improved volunteer engagement
   - Improve events to strategically engage key constituents

3. Expand philanthropic support to the University, raising $2.52M in FY2016-17, and increasing total fundraising efforts by 7% annually through Silent Phase of 3-year strategic plan buildup.
   - Develop a comprehensive Advancement Business Plan including (a) Silent Phase: 2013 – December 2017 plus 1-3 years of the initial 3-year strategic plan period; (b) 3-year strategic plan: December 2017 – December 2020 (public phase transition to be determined during this timeframe); (c) 10-year stretch period: September 2018 – 2028 (period launch to coincide with the 125-year anniversary of the University); (d) total campaign timeframe: 15 years or 2013 -- 2028
   - Improve donor retention through focused donor relations and stewardship strategies
   - Increase the quantity of principal, major, annual, and first-time gifts by employing innovative fundraising strategies

- Improve giving rates among key constituent groups, including alumni, parents, corporations, and foundations, through particular attention to their unique characteristics
- Accelerate and elevate fundraising in every major philanthropic area, especially *Bio Path, CARE, and Student Success* initiatives

4. Build a high performing Advancement organization, with first-rate talent, integrated infrastructure, and a highly collaborative culture
   - Clarify and communicate the structure and purpose of the Advancement organization
   - Streamline management systems and policies for better services and stronger results
   - Enhance core technology and data capabilities
   - Recruit, retain, and cultivate the best talent in the industry

To date, the most progress on these goals has been in philanthropic support growth: This year total fundraising efforts totaled $6.1M or 257% over our goal of $2.35M. Total cash was $4.1M or 195% over goal of $2.1M. In addition, the division successfully focused on and elevated fundraising in core fundraising priorities including BioPath, Student Success and Scholarships. Progress in these areas have shaped the division's strategy for continued planning for Operation Advance, our IA business plan for moving forward with a University Comprehensive Campaign.

The **Administration and Finance Division** provides an array of support services that make the university possible: supporting its personnel through Human Resources, administering the principal financial underpinnings of the enterprise, supporting the maintenance of a safe campus through its Police Department, and supporting the development, construction, maintenance and operation of its built environment.

Goals for the near term in the Administration and Division are:
1. Coordinate the operating and capital resources available to the campus in accordance with the new strategic plan for the campus
2. Lead the campus dialogue on resource management and allocation that will be necessary to navigate increasingly challenging resource availability and allocation questions
3. Oversee the design of a funded new home for major parts of the School of Health and Human Services, and various other campus improvements in a way that both meets the needs of the School, but also elevates the totality of the campus as a place, and makes it even more of a statement on the importance of education and the importance of our students
4. Direct continued investment to the maintenance of existing plant assets so as to limit deferred maintenance, and support the academic functionality of the campus, and
5. Work with the University System and the State to streamline administrative processes, while maintaining the integrity of our stewardship of resources

The **Division of Academic Affairs** provides leadership in the delivery of the university's mission through 1. Shared Values; 2. Collaboration and Cooperation; 3. Effective Processes and 4. Communication in order to ensure student success and community engagement. The division includes the School of Business, the School of Education, the School of Arts and Sciences, the

School of Health and Human Services, and the newly formed School of Graduate Studies, Research, and Innovation.

The **School of Business** Strategic Plan and 2015 Status Report names five goals:
- Create a high quality business school worthy of external accreditation
- Support faculty excellence
- Enhance and strengthen student experience
- Create dynamic curriculum
- Partner with stakeholders

The mission of the School of Business is to develop mindful leaders who "do well by doing good." Dean Sam Andoh's AY 2016-17 annual goals are as follows:

1. Create the structures needed for AACSB accreditation. Faculty members are engaged in various activities to demonstrate to the accrediting body that it offers quality business education. Action steps include:
   - Institutionalize processes that work
   - Develop assessment measures for identified learning objectives
   - Document that learning goals and objectives are met; if not met, document what is being done to ensure that they will be met.
   - Resubmit self-evaluation report (iSER) to IAC of AACSB
2. Develop hiring plan with senior administration to reduce adjunct ratio to acceptable limits over the next three academic years for anticipated AACSB accreditation team site visit
3. Extend collaboration with Liverpool John Moore's University (LJMU)
   - Continue collaborations on program offerings, research, and student and faculty exchanges
   - Develop a jointly-delivered MBA program with LJMU
4. Begin planning design for new $45million School of Business building

The **School of Education** 2015-2020 Strategic Plan names four goals with supporting objectives and actions. The following are Dean Stephen Hegedus' priority actions for AY 2016-17:
1. Provide an engaging, relevant, high-quality academic experience
   - Action steps include: Reconfiguration of Office of Educational Services to address 300 student teachers and 1500 clinical field work experiences per year in local school districts – new investment of staff to address student services needs
2. Develop environments, systems, and resources that support creativity, innovation, research, and scholarship
   - Action steps include: Establishing new scholarships in Minority Teacher Recruitment and STEM education based on recent bequest
3. Build collaborative synergies with schools, learning centers, and agencies

- Action steps include: Establishing a new lab School from New Haven Public Schools on campus – new learning objectives in process with an estimated build date of September 2017
4. Establish efficient, effective, and well-managed systems to maximize fiscal, human, and physical resources
   - Action steps include: Relocating BOR Center of Excellence Autism Center to strategic position in Buley Library for prominence and community access

Additionally, The Dean of the School of Education has oversight of the **Educator Preparation Program Unit** (EPP), the administrative organization of Southern Connecticut State University's education programs, which cross the Schools of Arts and Sciences, Education, and Health & Human Services. The EPP Unit was re-accredited by the National Council for Accreditation of Teacher Education and the CT State Department of Education in 2014. Twelve areas for improvement cited in 2014 were addressed by multiple programs resulting in a follow-up site visit and subsequent full approval of all programs in the EPP Unit by the CT State Department of Education in 2015.

The University is committed to the "Continuous Improvement" track of the national accreditation standards of the Council for the Accreditation of Educator Preparation (CAEP). The next site visit is tentatively due in 2019, but will take place as late as 2021 pending the establishment of a new partnership agreement between the CT Board of Education and CAEP subject to statutory law, to be determined by December 2016. In preparation for a 2019 visit, all Specialized Professional Associations (SPA) reports are due in spring 2017. A full institutional report and follow up site report are available upon request.

New and continuing AY 2016-17 annual goals for Dean Steven Breese in the **School of Arts and Sciences** include:

1. Interface with University Strategic Plan: Create A&S Academic Strategic Plan

Status/Progress: Strong Progress. The plan is scheduled for completion before January 1st, 2017.

2. Data Reflects Flagging Arts & Humanities Enrollments: Advance Fine, Performing, and Communication Arts Departments (Theater, Fine Art, Music, Communication & Journalism) and the broader Humanities

Status/Progress: Strong Progress. This a large ongoing initiative that requires targeted curricular renewal as well as reallocation of some full-time faculty resources. As of this writing, significant progress has been made in COM, JRN, THR, MUS, and WLL[x]. Much more needs to be done—particularly in the area of facilities. Studios need upgrading and space relocation is necessary if we are to bring COM, JRN, THR and MUS into the 21st century. This will be a continuing initiative for the next 2-3 years.

3. Data Reflects Need to Consolidate: Support Departmental Efficiencies

Status/Progress: Proven/Strong Progress. Success in creating one major merger and two others are moving forward quickly.

4.   Grow International Programs in Alignment with Strategic Plan

Status/Progress: Progress continues surrounding our relationship with LJMU. Departments making strong progress include EGMS, ANT, and CSC. The Dean anticipates substantial expansion of this initiative this year to include ENG, THR, WLL and other A&S disciplines. The Puerto Rico initiative—spearheaded jointly by SOE and A&S holds great promise. The Deans of A&S and EDU took a delegation of faculty to Puerto Rico in summer 2016 and met with four separate Universities. Their report and recommendations have been submitted to the Provost.

5.   Fiscal Responsibility: Curricular and Part Time Faculty Management (Continuing, Year #3)

Status/Progress: Complete. This is the final year of this multi-faceted goal. Tremendous progress has been made in A&S to ensure effective, efficient hiring of the best PT faculty. The Dean's office has now accumulated the necessary data to make good choices about adjunct usage, and in doing so, the School has been able to substantially reduce its adjunct budget. The A&S fill-rates are very strong across the School.

The Dean has expanded the role of the Assistant to the Dean to include workload calculation/accountability. While there is still much to work to do to reduce overload credits, there is now a clear process, accurate accounting, and shared accountability.

6.   Data Reflects that Honors College Could Grow (continuing, year #2)

Status/Progress: Nearing successful completion. The new Honors curriculum will be implemented in Fall 2016, and the Honors College is working closely with Admissions to bring more honors students to our campus and into our program. Engaging a more diverse cadre of faculty in Honors College remains a goal.

School of Health and Human Services AY 2016-17 annual goals for Dean Sandra Bulmer include:

1. Launch CARE@SCSU - Community Alliance for Research and Engagement (CARE)
   We have negotiated a transition of CARE from Yale to SCSU beginning in Fall 2016. The 2016-17 academic year will focus on strategic planning, grant writing, and fundraising in collaboration with the SCSU Office of Institutional Advancement. As a School that depends on our community agencies for approximately 1,000 student internships, capstone projects, field placements, student teaching, and clinical placements annually, CARE presents opportunities to solidify agency partnerships, secure meaningful student learning opportunities, and share our resources in ways that enhance health and eliminate health disparities for our New Haven neighbors. CARE aligns with the SCSU strategic plan which calls for enhanced engagement with local communities to promote community well-being.

2. Clinical Program Analysis - (carry over goal from AY 2015-16 goals) Complete a comprehensive analysis of clinical programs within the School of Health and Human Services (SWK, MFT, CMD, NUR). Provide recommendations for admissions procedures, enrollment targets, and staffing. Explore feasibility of revenue generation through differential tuition for specific programs if deemed appropriate. Implement measures deemed necessary to sustain and/or grow our high quality clinical programs.

3. Nursing Enrollment Management - Continue with phase I (admission of 2nd pilot group of freshmen direct admits) and implement phase II (initiate standards for admission to pre-Nursing major). Present complete plan to new president for approval. Upon approval, prepare for phase III (convert to direct freshmen admission in Fall 2018).

4. Doctorate of Social Work Program - Obtain Board of Regents approval fall 2016, complete program development, including online courses AY 2016-18, and initiate admissions process to implement program in AY 2018-19.

5. Secure External Funds and cultivate donors for programs and facilities in the School of Health and Human Services (Working with Office of Institutional Advancement)

6. Launch HHS Inter-Professional Education Program (IPE)
   - Work with IPE faculty/staff committee to develop and implement IPE student programs for AY 2016/17
   - Send IPE faculty/staff team (4) to national training program
   - Launch IPE website (collaborative space)
   - Develop certificate in Patient-Centered Care with Planetree and Griffin Hospital

7. Work with Architect to design new HHS Building

8. Expand capacity in HHS undergraduate degree programs
   - Develop new interdisciplinary Health Studies Degree program
   - Increase Enrollment capacity in current traditional undergraduate program from 80 – 100 students by shifting 20% of clinical hours to on-site simulation:
     o Set-up Nursing Simulation Facility in Jennings Hall (space already allocated; equipment already purchased and available)
     o Hire Simulation Coordinator (Clinical faculty or SUOAF Full-time staff position)

Dean Christine Broadbridge's AY 2016-17 initiatives for the new **School of Graduate Studies, Research, and Innovation** are as follows:

1. **Oversee Operational Transitions for the School** - Work closely with the University Provost and Enrollment Management to ensure seamless operations for the School of Graduate Studies, Research, and Innovation. This will include reviewing and strengthening programmatic oversight, retention efforts, processes, communication channels, committee work, reporting, budgeting, staffing, and functional job duties.

2. **Graduate School Recruitment and Retention Initiatives** – Collaborate with Enrollment Management on recruitment and retention efforts that are informed by national initiatives including those addressing the needs of underserved and underrepresented student groups.

3. **Strategic Planning Initiative** - Draft a 3-year strategic plan for the School that includes a clearly articulated mission/vision statement, priority areas of focus, future programmatic growth opportunities (including international programs), and timeline for implementation.

4. **Graduate Program Prioritization Plan** – Review the final draft and begin to gather research and recommendations that will inform a future implementation plan to specifically address the primary recommendations in the report.

5. **Implement infrastructure that promotes partnerships and innovation** – Promote synergies across the academic units, partnerships with the greater community, experiential learning, and applied research opportunities for students and faculty.

6. **Promote Centers of Excellence, Bioscience Academic and Career Pathway (Bio-Path) and Sustainability Initiatives** – Maintain forward momentum with current innovative projects within the office of STEM Innovation and Leadership (STEM-IL) by creating ongoing dialogue with internal and external representatives.

7. **Support and promote student and faculty research and creative activity** – Implement a Sponsored Programs and Research Office that provides professional development, technical and consultative services to faculty and administrators seeking and receiving support for research and creative activity, education, service, and training, as well as other externally funded programs.

8. **Administer External Professional Education Programs** – Identify and assess professional education needs within the business community. Communicate information to relevant academic deans and departments to encourage implementation of relevant programming.

9. **Advocate for Alternative Program Delivery -** Advocate for alternative course and program delivery modes that include hybrid, online, cohort, and off-site student experiences. Communicate information to relevant academic deans and departments to encourage implementation of relevant programming.

10. **Research New Academic Program Development** – Research, identify, and develop new academic programs that attract new student markets, especially within the professional community, and those that help to retain our current student base. Work with the Enrollment Management team and Public Affairs to monitor the effectiveness of marketing strategies and lend support as needed.

Evaluation

Since 2011, several task forces comprised of members from across the university evaluated the institution's success in fulfilling its mission. In 2012, a Transfer Task Force diagnosed institutional barriers to transfer student success. In 2013, a Student Success Task Force conducted an in-depth, institutional self-study that identified ways to improve the experience and success of all students at Southern. In 2014 the President's Commission on Campus Climate and Inclusion evaluated barriers to inclusivity on campus. These bodies have recommended action steps that have informed strategic planning and annual goals across divisions.

Please see the above responses to areas identified for special emphasis "*Update on progress in undertaking strategic planning and developing and implementing the strategic plan*"; "*Update on success in completing library renovations and implementing new assessment and planning processes for the library*"; "*Update on success in conducting undergraduate and graduate academic program reviews*"; "*Update on success in assessing learning outcomes and competencies for SCSU's revised general education program, the Liberal Education Program*"; and *"Update on continued success in implementing program evaluation strategies and assessing the learning outcomes of students in the Ed.D. in Nursing Education program"* for additional significant evaluations recently conducted. Please also refer to Appendix "SCSU Making Assessment More Explicit: Series E Forms" for a complete inventory of educational effectiveness indicators.

In response from feedback from a previous NEASC visit, Southern established the Office of Assessment and Planning. The office is directed by Michael Ben-Avie, Ph.D. To convey the university's institutional support for assessment, the office is overseen by an Associate Vice President for Institutional Effectiveness. The office conducts the evaluation of the Liberal Education Program in collaboration with the LEP Committee of the University Curriculum Forum, administers surveys for academic program review (current student, alumni, and faculty surveys), and provides statistical and other technical support to grant-funded research studies. For academic program review, surveys are administered to current students, faculty, and alumni. Reports are prepared within one week after surveys are closed so that programs may use the data when making decisions. Two professional staff members work in the office: one is the Tk20 Unit Administrator and the other is responsible for Digital Measures Faculty Annual Activity Report and university-wide testing (e.g., CLA$^+$).[xi] The employees in the office have expertise in psychometrics, statistics, research design, database design and maintenance, data mining, and report writing. The computers in the office are loaded with the following software: SPSS, Watson Analytics, R, Tk20's online assessment system, Digital Measures for the Faculty Annual Activity Report, BrioQuery, SNAP Surveys for paper and online surveys, Excel, and various graphic programs.

The Office of Assessment and Planning engages in longitudinal, cohort studies that hone in on the "difference that makes a difference" in terms of student success and graduation outcomes. Dr. Ben-Avie engages in regular outreach to the campus community to promote the ways the OAP can support meaningful assessment of academic and extra-curricular programs. The office works with faculty to develop rubrics and performance-based assessments. Faculty members routinely turn to the office for help with grant-funded research projects.

Southern is also the first to use Watson analytics at the institutional level versus course by course. Dr. Ben-Avie's longitudinal study since 2007 has captured data on 16,000 students which he has used to develop and implement an early warning system to identify students at risk for dropping out. The early warning system has led to retention initiatives such as living-learning communities, support for transfer students, and financial planning counseling for students.

The Office of Assessment and Planning has grown a series of assessments that encompass courses, programs, competencies, and the university as a whole. The assessments touch almost every aspect of the university—academic affairs, student affairs, alumni affairs, academic and career advising, accreditation of programs, internal program review, and grant-funded research projects. Research is conducted on pressing issues, including such issues as retention, the transfer student process, the particular experiences of first-generation college students, LGBT students, New Haven residents, and students from different ethnic backgrounds and social-economic status. The office also helps student groups to conduct research that is important to them. User-friendly reports are prepared for multiple audiences and findings from studies are discussed in committees throughout the university. (Please also see "Standard 8: Educational Effectiveness" below.)

Standard Three: Organization and Governance

Please also see the above Response to Areas Identified for Special Emphasis "*Update on the impact of the Institution's operations of the reorganization of higher education governance by the State of Connecticut.*"

Connecticut State College and University (CSCU) System Organization and Governance

The Board of Regents (BOR) for Higher Education was established in 2011 to bring together the governance structure for the Connecticut State Universities, Connecticut Community Colleges, and Charter Oak State College. [xii] In general, the BOR serves as the governing body for these 17 institutions; the specific authority and duties of the BOR are prescribed in Title 10a of the Connecticut General Statutes and are further delineated in policies adopted by the BOR.[xiii]

Southern Connecticut State University Organization and Governance

SCSU's current organizational structure, established by then-President Dr. Mary A. Papazian, ensures oversight of each functional area of the university by the leadership team. Through regular Cabinet meetings, the President is kept apprised of the functionality and challenges in each division. Multi-divisional shared responsibility is expected in all major initiatives. Vice Presidents are responsible for engaging colleagues across campus for all initiatives within their control.

Campus constituencies are represented in two Senates as well as the Student Government Association. These constituencies communicate with the President and Cabinet through a series of meetings, formal resolutions and informal discussions. The AAUP, representing the faculty in collective bargaining, as well as other faculty leaders meet with the Provost at least once per

month for discussion of issues and challenges facing faculty and the campus at large. Additionally, the President maintains a "leadership council" consisting of staff and faculty leaders, that meets once per month with the President and Cabinet.

Faculty, staff, and students participate in the shared governance of SCSU through membership on a variety of leadership groups that have been well established over the years.

From the faculty standpoint, the Faculty Senate is the representative body of the faculty. Its primary function is to serve as the agency by which the faculty can actively participate in the governance and policy-making decisions of the University. Additionally, the Undergraduate Curriculum Forum (UCF) is an autonomous standing committee of the Faculty Senate. It is charged with the responsibility of devising and encouraging the means for improving the overall undergraduate curricular arrangements, including all matters that pertain to the quality of instruction. Furthermore, the Graduate Council is an elected representative body of the graduate faculty at SCSU. The Council has the responsibility for developing and maintaining University policies that establish the minimum acceptable standards for graduate programs of study offered at Southern Connecticut State University.

The faculty are responsible for curriculum development. Proposals are reviewed at the department level and school level before being presented to the UCF or the Graduate Council. These bodies review, approve, and submit proposals to the Provost. The Provost and/or designee consider curricular proposals in the broader context of the university strategic plan and resourcing requirements. New academic programs or significant modifications to existing programs require additional approval by the Academic Council, comprised of the Chief Academic Officers of the 17 CSCU institutions, the Academic and Student Affairs subcommittee of the Board of Regents, and the full Board of Regents. Curricular initiatives that meet NEASC's definition of a Substantive Change then follow the Commission's approval process after the BOR's process is completed.

From the staff standpoint, the Administrative Faculty Senate is the representative body of the staff. Its primary function is to serve in an advisory capacity to the President and in all matters affecting the quality and the mission of the University.

From the student standpoint, the Student Government Association (SGA) is the representative body of the undergraduate students and the Graduate Student Affairs (GSA) Committee is the representative body of graduate students. The primary function of the SGA is to advocate the concerns and needs of the undergraduate student body, collaborate with faculty, staff, and administration in order to unify and advance the perspectives and purposes of all campus constituencies, and partner with the university in its campus-wide initiatives.

Lastly, the institution maintains a system of standing committees. These committees are either All-University or Standing Faculty Senate committees which address a wide range of institutional issues. Representation on these committees includes faculty, staff, administrators, and students as appropriate and crosses divisions, schools, and departments as appropriate. Additionally, information-sharing and institution-wide discussion of issues are valued and

supported by long standing events. Specifically, "Town Hall" meetings are held on specific issues and the President holds open "University Dialogues" throughout the academic year.

Standard Four: The Academic Program

All undergraduate and graduate programs that lead to degrees or other awards have established policies and procedures for admission, retention, and graduation that are consistently applied to facilitate the achievement of learning outcomes. The institution has a systematic approach for the assessment of student learning to promote academic excellence, to improve academic program quality, and to ensure a coherent program design. Assessment activities are coordinated through the university's Office of Assessment and Planning. The office assists academic units with all aspects of the assessment process, from data gathering to data interpretation, conducts institutional-level assessments, and prepares assessment reports for external constituencies (please also see "Standard 2: Planning and Evaluation" above and "Standard 8: Educational Effectiveness").

The university complies with federal regulations regarding the credit hour and it publicly discloses credit transfer policies and its processes for verifying distance education student identity. (Please also see the Appendix "SCSU Affirmation of Compliance with Federal Regulations Relating to Title IV.")

The university communicates its academic dishonesty policies via the Student Handbook, the First-Year Experience program, individual course syllabi, and the graduate catalog, which stipulates that "The integrity of scholarship is the cornerstone of the academic and social structure of the university. It is the expressed policy of the university that every aspect of graduate academic life, related in whatever fashion to the university, shall be conducted in an absolutely and uncompromisingly honest manner. Violations of academic honesty are grounds for a failing grade and may result in dismissal from the School of Graduate Studies." The Director of Student Conduct and Civic Responsibility, who reports to the Dean of Student Affairs, administers the judicial procedures that ensue from alleged violations of the Code of Conduct, which are assessed by a Faculty Hearing Board. This Board's decisions may be appealed to the Provost or their designee, whose decisions are final. The Office of Student Conduct and Civic Responsibility informs the Faculty Senate and the Provost annually about the number of misconduct cases and their results, without identifying individual cases.

At the undergraduate level, SCSU's Liberal Education Program (LEP), implemented in 2011, includes the following outcomes for students completing their undergraduate degrees: the ability to analyze and solve complex problems; think independently and creatively from an informed understanding; and engage in the integration of informational resources and technology. Please also see the response to areas of special emphasis *"Update on success in assessing learning outcomes and competencies for SCSU's revised general education program, the Liberal Education Program"* above.

At the graduate level, then-Dean of Graduate Studies, Dr. Greg Paveza, and the then-Chairperson of the Graduate Council, Dr. Christine Petto, co-chaired the Graduate Program Prioritization

Committee beginning in fall 2012. They were reacting to declining enrollments in many of the graduate programs at Southern and increased demand in other areas. The committee broadly represented members of the Graduate Faculty and appropriate administrators.

The Graduate Council's program review process required all graduate programs' self-study reports to specify the program's mission and to demonstrate how it matched the mission of the university, which set broad expectations for student achievement.

After reviewing reports from each graduate program and holding town meetings on campus, the committee issued its final report, which categorized graduate programs into five areas:

- those recommended for expansion and additional resources;
- those needing additional resources to address current student demand;
- those with both adequate enrollment and adequate resources;
- those with adequate enrollment but more resources than necessary;
- those with significantly more resources than enrollments would mandate.

Please also see the above responses to areas of special emphasis *"Update on success in conducting undergraduate and graduate academic program reviews."*

SCSU has implemented assessment initiatives that include both direct and indirect measures generated by internal and external instruments. Please also see "Standard 8: Educational Effectiveness*"* below and the above responses to areas of special emphasis *"Update on continued success in implementing program evaluation strategies and assessing the learning outcomes of students in the Ed.D. in Nursing Education program."* Please also refer to the Appendix "SCSU Making Assessment More Explicit: Series E Forms" for a complete inventory of educational effectiveness indicators.

Standard 5: Students

Southern Connecticut State University is committed to fostering the intellectual and personal development of students and providing those resources and supports that facilitate student success. As a part of the University's emphasis on data-based decision-making and commitment to improving student outcomes, two recent task forces made extensive use of a variety of quantitative and qualitative data sources (historical student retention and progression data, surveys, faculty and staff feedback, best practices models) to reassess current practices and structures. The reports of the Transfer Student Task Force (2012) and the Student Success Task Force (2014) have informed the University's 2015-2025 Strategic Plan and have been a focal point for improvement efforts over the past few years.

One outcome of the work of the student success taskforce was the reorganization of the Division of Student Affairs in 2014 under the leadership of Dr. Tracy Tyree. The purpose of this re-organization was to provide a more comprehensive and intentional student support/services program. As part of this re-organization a new Assistant Vice President for Student Affairs

position was created to concentrate on academic success and access. The New Student and Sophomore Programs Office and Academic Success Center were created as well.

Perhaps the most visible and markedly successful initiative at SCSU related to student success has been the creation of the Academic Success Center, which opened in the fall of 2015. The Center was placed physically in the middle of the campus in the newly renovated Buley Library. This location is not simply symbolic, the heart of the campus, but also provides greater access to all students. The Center is staffed with a new Director, Associate Director, and a full-time graduate intern. The focal point for the Center during the first year has been to coordinate and enhance tutorial services, study skill enrichments programs, academic coaching and structured learning assistance. In the first semester, the Center was able to offer tutoring in 16 different disciplines, increase the number of tutors from nine to 63, and increase the number of workshops from five to 30. Ultimately the Center recorded over 3000 visits in the first semester as compared to 500 visits the previous year.

The Advising Revitalization and Renewal project was launched by then-President Mary Papazian in the fall of 2015 under the collaborative leadership of the Dean of Arts and Sciences, the Vice President for Student Affairs and Associate Vice President for Enrollment Management. Two leadership and six engagement teams with broad faculty and staff participation were formed to: 1. implement a more user-friendly and robust technology advising tool which allows advisors to examine students' data via University-specific predictive models (EAB's Student Success Collaborative, launched in 2013 and its enhanced SCC-Campus platform now being launched in fall 2016); 2. examine the university's various advising methods; and 3. develop scalable and sustainable faculty and professional staff advising structures to improve retention at all levels. In consultation with the Educational Advisory Board's Student Success Collaborative (EAB SSC) four draft models were developed that drew on best practices at peer institutions, each accommodating specific SCSU student populations our data indicate are unevenly served by our current advising model: first-year students, transfer students, undeclared students and interdisciplinary studies students. In AY 2016-17, the Advising Revitalization and Renewal project plans to decide on a new academic and career advising model and implementation timeframe.

The Transfer Task Force (2012) and Student Success Task Force (2014) reports also informed monthly AY 2015-16 cross-divisional meetings of Student Affairs, Academic Affairs, and Enrollment Management leadership initiated by VP for Student Affairs Dr. Tracy Tyree. These cross-divisional meetings informed several reallocation and faculty appointment decisions in Academic Affairs. The roles of these faculty appointees, which report to the AVP for Academic Affairs, are intended to address specific data-supported recommendations in these two reports by leveraging resources and relationships between Student Affairs, Academic Affairs, and Enrollment Management in order to improve student retention, time to degree, and graduation:

1. A new Writing Center housed in the Academic Success Center, and directed by a full-time faculty member with a PhD in Rhetoric and Composition Studies, will begin operations in fall 2016. Assistant Professor of English Dr. Elizabeth Kalbfleisch has been appointed to serve as Director of the new Writing Center. The Writing Center Director position is a

revision of the Writing Across the Curriculum Coordinator position. The new University Writing Center, located on the 3rd floor of Buley library within the Academic Success Center, will support student writing and writing pedagogy. The director will provide ongoing training, professional development, and supervision for a staff of graduate and undergraduate peer tutors. The Writing Center will serve as a hub for the support of student writers and training of faculty across the disciplines to effectively teach writing; this will include more intentional connections between the SEOP summer access program, the First-Year Composition program, and the Writing Across the Curriculum program. Graduate and undergraduate students from all four schools will serve as tutors; all tutors will receive ongoing training and professional development from the director. Graduate students in the MA-TESOL program will specifically support ESL writers. The director will work closely with First-Year Composition Coordinator Brian Johnson, support writing pedagogy in WAC courses, and carry on essential duties of the existing WAC program until the UCF takes action on an alternative university writing program proposal. In AY 2016-17 the director will gather and use writing instructor feedback to inform tutor training and establish data-gathering practices to measure the Writing Center's impact on student success.

2. Professor of English Nicole Henderson has been reappointed to serve as Director of the First-Year Experience Program. The FYE Program is now located on the 3rd floor of Buley Library, near the Academic Success Center, the new Writing Center, and the also-relocated Office of New Student and Sophomore Programs—collectively forming the Southern Success Center. In response to LEP assessment data and student success data the FYE Program routinely gathers in cooperation with the Office of Assessment and Planning, the Director will focus on INQ curricular and faculty development this year by integrating a new research component into the INQ course.

3. Professor of Mathematics Dr. Therese Bennett has been appointed to serve as Academic Transfer Coordinator. The Academic Transfer Coordinator position is a revision of the Liberal Education Program (LEP) Director position. In this ombudsman role for transfer students, the coordinator will address the three issues the data suggests are the largest impediments to transfer students' success: reviewing first-year transfer students' LEP waiver requests, resolving their placement and credit transfer issues and facilitating their transition to a major advisor. She will work with the LEP Committee chair to continue essential duties of the LEP Director position. The coordinator will carry out her coordinator work in the new Transfer Student Services area of Wintergreen and will establish regular office hours there, working closely with the Academic Advising Center staff and AVP for Enrollment Management Dr. Terricita Sass.

4. The Interdisciplinary Studies program has been moved from the School of Arts and Sciences to the Office of Academic Affairs. The Provost's designee, AVP for Academic Affairs Dr. Ilene Crawford has reallocated resources to better support academic advising. Associate Professor of Spanish Dr. Sobeira Latorre has been appointed to serve as Director of Interdisciplinary Studies. The Interdisciplinary Studies program also staffed by Mr. Jordan Jones, Assistant Director of Academic and Career Advising. The Director will continue to implement planned curricular and advising program revisions in Interdisciplinary Studies and will work closely with Academic Advising Center staff, school deans, and faculty who teach and advise IDS students.

To further support underrepresented or underserved populations, during the spring of 2016 Assistant Vice President for Student Affairs Christopher Catchings consolidated and revamped the summer bridge and access programs to provide a stronger foundation for these students. In summer 2016, 120 accepted admission offers to the Summer Education Opportunity Program (SEOP): 111 began the program and 106 completed; 100 have matriculated for Fall 2016. One of SCSU's most exciting and measurable initiatives is the living-learning communities for first-generation college students. The first community was opened in the fall of 2014, a true collaboration between FYE and Residential Life. Besides reporting a stronger sense of belonging, more familiarity with university resources, more confidence in their academic habits, and being more prepared for advanced coursework, 82% of the students who participated remained at the University from their first to second year, eight percentage points higher than the overall retention rate for the 2014 entering class.

Under the auspices of RSAC (Research and Scholarship Advisory Committee), which reports directly to the Provost, RSAC awards undergraduate research grants, makes awards for excellence in undergraduate research, and organizes the undergraduate research and creative activity conference. Prior to her departure, President Papazian identified faculty research with students as one of two initiatives for permanent funding. The other, SCSU's partnership with Liverpool John Moores University in Liverpool, England, also supports a range of student exchange opportunities.

SCSU employs two groups of graduate assistants: those funded through a competitive process supported by the School of Graduate Studies and those funded at the departmental level. The School of Graduate Studies provides funding each year for 10 graduate assistants and 10 research fellowships, for up to $12,000 in scholarships/stipends for the academic year. Eligibility requirements and selection procedures for the research fellowships and the graduate assistantships are published on the School of Graduate Studies Website. Procedures for training and evaluating graduate assistants and graduate research fellows selected through this competitive process are delineated by the department sponsoring the applicant and vary based on the student's stated goals. Graduate assistants funded at the department level are trained and evaluated by faculty within the department in which they work.

To assure that all populations among the students are supported it is imperative to foster a community that is inclusive of all members. In an effort to concentrate on the climate of the campus, the President's Commission on Campus Climate and inclusion was formed in the fall of 2013 to advise the President and senior leadership on issues of inclusion, diversity, equal opportunity and affirmative action. The Commission provides a forum for discussion and acts as a catalyst to create an inclusive community. Dr. Tracy Tyree, now chair of the PCCCI and Chief of Police Joseph Dooley co-sponsored a forum on race and social justice in July 2016 that drew several hundred students, faculty and staff. Dr. Tyree has established Social Justice Week during mid-November, featuring programming sponsored by Academic Affairs, Student Affairs, and the Office of the President to promote awareness and self-advocacy around social justice issues. President Joe Bertolino has announced social justice as one of his six institutional priorities.

In response to national data on emerging needs of college-bound students, Southern has focused attention on the health, wellness and safety of the campus community. In the past two years, Southern has hired a new Director of Counseling Services and Coordinator of Wellness. Moreover, SCSU launched a preventative mental health outreach initiative focused on mindfulness and self-regulation; a new suicide gatekeeper training; a mobile food pantry; and became the first public institution of higher education in Connecticut to go tobacco-free.

Southern is committed to identifying students who may need additional support and intervention to help them to be successful. In the fall of 2015, Dean of Students Dr. Jules Tetreault developed a CARE team. The team consists of key professional staff and faculty selected for their ability to use a holistic approach to identify students in need of support and provide appropriate interventions to best support them. A part-time case manager was hired in spring 2016 to increase consistency and capacity for outreach and intervention.

Through more closely aligning the work of all wellness units, providing a range of services to support physical and mental health, and promoting comprehensive prevention and awareness programming, Southern has taken a more integrated approach to students' well-being.

Southern has improved its student services assessment activities during the past five years including data-based planning and decision-making. To supplement these existing efforts, the SCSU and You: Working Together team launched a customer service feedback survey in January 2015 to better understand student service delivery effectiveness for key student services areas including Admissions, Financial Aid, Registrar, Academic and Career Advising, Graduate Studies and Student Accounts. The data is being used to monitor the satisfaction of consumers and the impact of the aforementioned changes on the overall experience of students. In spring 2014 nearly 100 staff in these areas attended a day-long customer service orientation. The survey data and feedback from the orientation have been used to plan next steps to build staff capacity in the areas of cross-departmental knowledge, customer service processes, staff connection and morale. The SCSU and You: Working Together team is identifying where additional support is needed and ways to verify success for those units consistently meeting a high standard of positive interactions with students and their families.

Standard Six: Teaching, Learning, and Scholarship

SCSU employs full-time and part-time faculty to fulfill its teaching mission. As of 2015-2016, SCSU employed 440 full-time teaching faculty and 512 part-time faculty who are all members of the American Association of University Professors (AAUP) and covered by its Collective Bargaining Agreement (CBA).[xiv] Among the full-time faculty in AY 2015-16, 368 (85.8%) have earned doctorates, and 57 (13.3%) have earned master's degrees, many of which are terminal degrees in areas such as creative writing and art. A high percentage of faculty (62.6%) are tenured at the associate or professor ranks. Among our part-time faculty, 277 (53.1%) have a master's degree and 74 (14.2%) have earned a doctorate, with a small number of other, professionally certified instructors. The number of faculty remains sufficient to carry out SCSU's central mission, although state budgetary cuts have acutely impacted the number of part-time and full-time faculty that can be hired and retained by the university. Twenty-four new full-time,

tenure-track faculty were hired to begin teaching for Fall 2016. This infusion of new faculty will contribute greatly to our teaching mission.

For full-time faculty, the contractual teaching load is 12 credits per semester, which generally equates to about four courses per semester. The actual average load for the campus is 9 credits per semester due to reassigned time duties. In some programs, teaching loads may differ according to disciplinary standards. Faculty in the departments of Information and Library Science and Computer Science have reduced teaching loads, as authorized by side-letters to the CBA. Doctoral courses in the Educational Leadership Department and Nursing carry six load credits, and faculty receive one credit per registered student per semester for dissertation advisement. Business School faculty who meet AACSB scholarly standards are eligible for a one course reduction each semester to focus on research.

SCSU provides numerous opportunities for full-time faculty to enhance their teaching and scholarly activities and achieve their professional development goals. Additionally, SCSU typically exceeds the minimum number of research reassigned credits required by the CBA. For example, over the past three years, 240, 261.5, and 227.5 credits respectively, were awarded for research reassigned time; 216 was the minimum specified in the CBA.

Many initiatives support part-time faculty and help ensure quality instruction and integration into the university community. The annual Part-time Faculty Reception and Orientation recognizes the contributions of part-time faculty, introduces SCSU leadership and available supports for faculty and students, and provides brief workshops on pedagogy and technology. Since 2011, 249 part-time faculty have participated in the event. Part-time faculty are invited to all faculty development events, including the annual Teaching Academy and FYE Academy. As AAUP members, part-time faculty are eligible for travel funds ($700 per year for 2015-2016) and for Faculty Development Advisory Committee funds. They are represented in Faculty Senate and university-wide committees, and SCSU has an annual Outstanding Teaching Award for a part-time faculty member.

SCSU faculty strive for a teacher-scholar model that encourages integration of theory, knowledge, skills, and effective pedagogy.

About half of faculty contribute detailed data concerning their teaching, creative activity, service, and professional attendance through the Faculty Annual Activity Report (FAAR). Data generated through this process is maintained by the Office of Assessment and Planning and is used to inform department chairs and deans of faculty activity.

SCSU is a Carnegie Affiliate with a small but active group of faculty dedicated to the Scholarship of Teaching and Learning (SoTL). Attention to systematic, evidence-based enhancement of teaching and learning is reflected in the published articles, professional presentations and workshops, and internal workshops faculty create related to pedagogy. Our annual Teaching Academy averages 20-25 presentations by our master teachers, who serve as instructors, role models and mentors for their colleagues.

Faculty receive regular feedback on instruction primarily via student-generated teaching evaluations and feedback from department evaluation committee members and department chairs. Written course and teaching evaluations by students are required at the end of each semester, and faculty are encouraged to gather mid-semester feedback. The written evaluations are summarized by the Office of Institutional Research, and then forwarded to department chairs, who are expected to review the evaluation and then communicate with individual faculty members regarding their evaluations.

Online courses are evaluated anonymously using a web-based application designed for that purpose. Students are sent a password by email that is good for one evaluation per course and then disabled. Consistent with the paper evaluation process, results are sent to department chairs and faculty following the posting of grades. Teaching evaluations are required materials to be considered during renewal, promotion, tenure, and professional assessment procedures. The quality of teaching is given the greatest weight in reviewing faculty for promotion and tenure.

Faculty Annual Activity Reports (FAAR) for the past three years reflect consistent innovations to courses as a direct result of assessment of student learning. In 2014-2015, 40 faculty reported innovating at least one course based upon assessment, with a total of 124 courses changed, in 2013-2014, 76 faculty innovated courses based on assessment, and in 2012-2013, 72 faculty innovated courses based on assessment of student learning.

A survey conducted jointly by Academic Technologies and the Office of Faculty Development in April 2015 helped identify faculty training needs and preferred methods of delivery. The majority of respondents (72 out of 90) indicated high or very high comfort levels with adapting new technologies into their teaching. Faculty now use a wide variety of technology and applications to support their teaching and creative activities. Most commonly used among respondents were BlackBoard Learn, presentation software, iPads, student response systems, video conferencing, SMART Boards, videos, and social media.

FAAR data also indicate that faculty regularly implement new technology. In 2014-2015, 50 faculty reported implementing new technology in at least one course; in 2013-2014, 65 faculty implemented new classroom technology in at least one course; and in 2012-2013, 88 faculty implemented new technology in at least one course. The Office of Faculty Development has provided workshops on Integrated Course Design and numerous pedagogical tools and techniques. On-line resources are available for self-paced instruction.

Research indicates that hybrid teaching models (combining on-campus instruction with online learning) lead to increased student engagement in learning. Students also want more online courses. Faculty development resources for online course development and assessment are needed in the next several years. Although SCSU does not have a designated instructional designer, one administrative faculty in Information Technology, Ms. Karen Musmanno is dedicated to assisting faculty with on-line instruction and the use of SCSU's LMS BlackBoard Learn. (Please also see "*Update on success in assuring appropriate support for academic technologies*" above).

Southern's [international educational](#) offerings have improved dramatically since 2011, enlarging opportunities for global learning and scholarship. Dr. Erin Heidkamp was hired as permanent Director of the The Office of International Education, which reports directly to the Provost. Current searches are underway for two permanent Assistant Directors and an Immigration Specialist. Students have the opportunity to pay Southern tuition for a semester of study at [over 20 partnered exchange universities](#) around the world. The Global Education Advisory Committee (GEAC), comprised of elected faculty and faculty appointed by the Provost, serves in an advisory capacity to the Director of International Education to conduct strategic planning, set policy, and develop international programming.

Complementing the numerous traditional long-term international exchange programs, students can participate in a dozen faculty-led short-term study abroad programs in Amsterdam, Belize, Bermuda, China, Iceland, Guatemala, Laos, Liverpool, Rome, Spain, and Tuscany. In 2014, Southern entered a [long-term partnership with Liverpool John Moores University](#) (LJMU) in Liverpool, England to develop study abroad opportunities, jointly-delivered degree programs and joint research projects across more than a dozen academic departments.

Faculty-student collaborative research is apparent at the masters and Ed.D. levels, and is increasing at the undergraduate level. FAAR data indicate that faculty are actively engaged as thesis or dissertation major advisers or committee members. FAAR data also indicate that the number of faculty-student collaborations has increased slightly each year since 2012. In 2014-2015, 39 faculty reported co-authoring or co-presenting with students. In 2013-2014, 30 faculty co-presented or co-authored with students, and 6 co-exhibited an artistic exhibition or performance. In 2012-2013, 31 faculty co-authored or co-presented with students. Departmental Honors, mostly granted for the completion of undergraduate theses or creative projects, were granted to 180 students.

Department Curriculum Committees function, in part, to ensure course quality, assess learning objectives and outcomes, and to focus faculty attention on common challenges and opportunities in student learning. Regular departmental meetings also provide an opportunity for this function. In departments with numerous sections of one course, such as English and mathematics, course coordinators help balance innovation, quality and consistency. Collegial exchange among faculty teaching the same course is encouraged.

SCSU has a participative, all-university process in place for ensuring the quality of all new and revised courses and programs through the Undergraduate Curriculum Forum and the Graduate Council. Faculty play key roles on department and university committees in developing, reviewing, and approving courses and programs to ensure a high quality of instruction and continuous improvement. The offices of Assessment and Planning and Faculty Development provide professional development opportunities regarding the assessment of student learning and course and program-level assessment strategies. A significant number of faculty have invested their talents into developing the First Year Experience (FYE) Program, the Liberal Education Program (LEP), and a number of STEM initiatives across campus. Over the past three years, the Office of Faculty Development has sponsored an average of 50 professional development events per year. The overall annual attendance has been approximately 471 faculty, with individual

faculty attending an average of 12 hours of on-campus professional development. Additionally, faculty attend state, regional, national, and international conferences. According to FAAR reports, in 2014-2015, 163 faculty reported attending professional conferences or workshops; in 2013-2014,191 faculty reported attending professional conferences or workshops; in 2012-2013, 194 faculty reported attending professional conferences or workshops.

Despite the 12-credit contractual teaching load, advising, and committee work, the majority of SCSU faculty have remained productive in their research and creative activities. Faculty Activity Annual Reports (FAAR) for the past 3 years provide a snapshot of faculty scholarly productivity.[xv]

Each year, the Sabbatical Leave Committee selects 24 faculty for either one semester at full salary or one year at half-salary. Sabbaticals are provided as per the CBA and remain an excellent reward as well as incentive for faculty to focus more intensely on completing scholarly and creative projects, which, in turn, reinvigorate and augment pedagogy.

The Research and Scholarship Advisory Committee (RSAC), a continuing advisory body to the Provost, is charged to articulate the research mission of SCSU; provide a forum for exchange of perspectives and experiences among the community of researchers; identify standards and benchmarks of good practice in research; identify desirable resources, practices, and policies for further enhancement of the research and creative climate at the university; and review and report annually on the effectiveness of university policies and practices regarding research. Each of SCSU's schools is represented via appointment by the Provost. RSAC proposed and helped implement the Junior Faculty Fellowship program, which provides 75% research release time to a junior faculty member on a competitive basis. In 2014, a similar Mid-Level Faculty Fellowship was established. In 2016, a similar Senior-Level Faculty Fellowship was established.

In cooperation with Yale University, SCSU awards Yale Library borrowing privileges to an average of 24 faculty a year.

Connecticut State University System research grants continue to support and recognize faculty research and creative activity.[xvi] The Faculty Creative Activity Fund, created in 2010, pledged 0.1% of the university's operating budget (and increasing to .3% within 5 years, budget permitting) to support faculty research and creative activity. The funds are deployed in equal part to supplement CBA funding for travel and for research grants (up to $2,500) on a competitive basis. In FY16, $85,000 was awarded to faculty through this fund.

External grant activity is encouraged and supported by the Office of Sponsored Programs and Research.[xvii] In the past three years faculty have garnered over 41.5 million dollars in funds, including substantial grants from the Werth Foundation, National Science Foundation, U.S. Department of Education, CT Department of Emergency Management and Homeland Security, the Health Resources and Services Administration, and the Robert Wood Johnson Foundation.

In Article 4.2, the CBA sets forth the principles of academic freedom and the procedure concerning claims of violations of academic freedom, including the Academic Freedom Panel and the Academic Freedom Committee procedures and members.

Southern strongly supports shared governance and the collective action of faculty working along with administration to improve all aspects of university life. Southern's Faculty Senate is comprised of elected faculty from all departments, and it supports 25 standing committees that attend to numerous university functions. Other key decision-making bodies include the Undergraduate Curriculum Committee, Graduate Council, and Provost's Council. All are committed to gathering information from colleagues, sharing in decision-making, and communicating widely about findings and recommendations.

Regular forums on strategic planning, university fiscal health, enrollment and student success measures, and overall university functioning are offered by Academic Affairs, Student Affairs, and the President's Office. School-wide meetings, facilitated by the Dean of each school, are held at the start of each academic year, and throughout the year in some schools.

The university regularly evaluates the effectiveness of its faculty support programs. The Faculty Development Advisory Committee, an elected faculty group representing all schools, regularly consults on programs, events, and needs for faculty development. Focus groups are held as needed to evaluate program effectiveness. Since 2011, numerous enhancements have been made to the new faculty orientation process, the new faculty mentoring program, the Teaching Academy, and the Yale Library Card program as a result of focus group input. All faculty development programs are evaluated using written forms that indicate change in knowledge, program quality, whether or not the program met stated objectives, and suggestions for future events or topics. The Office of Assessment and Planning provides data analysis, in most cases documenting statistically significant, positive impact on faculty. Data are used to inform planning and programming decisions.

Standard Seven: Institutional Resources

Human Resources

Southern Connecticut State University continually strives to employ sufficient and qualified personnel to fulfill its mission. When a position becomes vacant, the University Administration reviews the vacancy, determines whether there continues to be an operational need for the position, reviews the resources available to continue to fund the position and makes a determination on whether the position can be moved forward for refill. Once the determination is made to refill the position, the department where the vacancy exists can begin the search process. The Office of Human Resources and the Office of Diversity and Equity (ODE) have created and implemented search procedure guidelines for hiring qualified personnel. The search procedures guidelines are published on the Office of Diversity and Equity website for the campus to access.

All search committees are expected to aggressively recruit and give full consideration to a diverse pool of applicants to achieve the university's diversity initiatives and to comply with all affirmative action regulations. The university continues its long-standing commitment to affirmative action, equal employment, and diversity. The ODE advises and supports the university community on hiring practices and procedures, affirmative action plans, and equity policies. The office is also responsible for ensuring the university's compliance with all state and federal laws pertaining to diversity and equity. These include Title VII and Title IX of the Civil Rights Act, state and federal equal opportunity, sexual harassment laws and regulations, and the Americans with Disabilities Act. HR and ODE have focused efforts on retaining employees and creating a healthy work environment by continuing training efforts for managers on sexual harassment and workplace diversity.

The Office of Human Resources maintains all University policies on the Human Resources website. All policies and procedures are easily accessible. Polices are consistently applied in accordance with state and federal laws and regulations and collective bargaining agreements. There are seven collective bargaining agreements which include 1199 New England Heath Care, Administrative and Residual (P-5), AAUP, Clerical (NP-3), Maintenance (NP-2), Police (NP-5), and SUOAF/AFSCME. Management and Confidential employees fall under the Human Resources Policies for Management Confidential Professional Personnel for the Connecticut State Colleges and Universities/Board of Regents for Higher Education. Policies are distributed to employees on an annual basis and continuing online training is provided on specific policies. Policies are periodically reviewed and modified by the Office of Human Resources and/or the Board of Regents if changes in state or federal law occur.

The University has a direct link to all seven collective bargaining agreements which includes the process of filing grievances. The University's policies and Collective Bargaining Agreements promote an efficient procedure for investigation and resolution of complaints and grievances. Grievance procedures protect faculty and staff against violations of any alleged infringement of institutional policies or procedures.

In accordance with the Collective Bargaining Agreement for faculty, the terms and conditions of every full-time faculty appointment are contained in the letter of appointment, which states the terms of the initial appointment and any special conditions of appointment pertaining to obtaining degrees and other credentials and explanation of work assignments. The CBA stipulates minimum and maximum salaries for each rank. According to the AAUP annual salary survey, SCSU salaries remain competitive in the region in most disciplines with the exception of hard-to-hire areas such as business, nursing, computer science and communication disorders. Through the CBA, a process also exists for the university to recognize market pay adjustments in faculty salaries based on compelling reasons.

In accordance with the Collective Bargaining Agreement for administrators and staff, the terms and conditions of every appointment are contained in the letter of appointment. Each specific CBA stipulates minimum and maximum salaries for each position.

The process for evaluation of faculty is detailed in the Collective Bargaining Agreement and Faculty Senate documents. Full-time faculty are evaluated annually prior to the award of tenure. A post-tenure professional assessment is required every six years.

The process for evaluation of administrators and staff is detailed in the collective bargaining agreements. Depending on the Bargaining Agreement, they include an annual or biannual process for evaluation of staff. Each bargaining unit sets out procedures for conducting performance evaluations and assesses the total performance based on criteria set out in the specific collective bargaining agreement. Notices are sent by the Office of Human Resources to supervisors informing them of the individual employees that need to be evaluated. Management confidential employees are evaluated annually in accordance with Board of Regents policies.

Faculty are supported by a robust offering of professional development opportunities, internal grants, and awards for outstanding teaching and scholarship. A list of the various resources available for professional development can be found on the Office of Faculty Development website. Administrators and staff are provided sufficient opportunities for professional development through support and training workshops, in service training through the State of CT, and in person or online training sessions. Each year the State of CT identifies several trainings in many different areas including introductory and advanced courses on computer programs, professional development, supervisory training and handling stress/health and wellness on the job and other related topics. In addition, the Board of Regents has just contracted with a new vendor to continue to provide online training and expand the scope of the training to all employees. Per the collective bargaining agreements for faculty and administrators, monies are set aside to fund professional development activities during the academic year.

Financial Resources

Three layers of financial oversight and accountability assure that Southern has sufficient resources to meet its mission and allocates resources efficiently, effectively, and in accordance with its mission and state and system policies:
1. Locally, a robust finance staff develops budget requests in accordance with system guidelines, and administers the resources allocated by virtue of those requests as per the policies of the system and the annual budget plan for the campus.
2. The CSCU System office finance staff reviews requests, advises as to resource availability, and, taking into account the actions of the legislature, governor's office, system goals, and resource availability, recommends allocation of resources to the Board of Regents. The system staff also oversees the expenditure of those approved resources by the university through various reporting requirements.
3. Finally, the Board of Regents (BOR) itself has a budget development, approval and monitoring process that involves public budget hearings before the BOR Finance Committee in the spring prior to the start of a new July 1 fiscal year, a vote to approve the university budget in May, and a required mid-year report to the Regents in January.

The State of Connecticut budgets biennially. However, the governor and the legislature can, and often do, realign plans with declining revenues as the biennium progresses to assure a balanced state budget. This, in recent years, has led to regular mid-year budget cuts, downward adjustments to appropriations in the second year of the biennium, and the concomitant need to realign university budgets as required.

Consequently, the Connecticut State Colleges and Universities System (CSCU) does not require, develop, or use a multi-year financial plan, beyond tentative plans for the biennium, for its operating budgets, either for the system as a whole or for any of its constituent institutions. The Board of Regents reviews and approves budgets for each year of the biennium, and a tentative plan for the biennium as a whole, but all are subject to change. Capital budgets, however, benefit from a multi-year borrowing plan for the CSCU system called the "2020" Program, so named because it is currently set to expire in 2020. While it, too, is subject to change, as campus needs and the state's ability to borrow evolve, in general it has proven a reliable source of major capital for the CSCU system. For instance, plans call for the design of a major new building for the School of Health and Human Services in the current fiscal year, with construction funding slated for the following year. A new home for the School of Business is planned in the next few years. The 2020 Program also funds minor capital and deferred maintenance projects as well as various campus equipment needs, all outside the university's operating budget.

Southern is financially stable, but faces all of the classic budget and financial issues of a regional state university in the Northeast:
- Volatile and generally declining state appropriations, as the state realigns its commitments to its likely revenues over the coming years
- A smaller population of traditional aged prospective students from which to recruit,
- Declining enrollment
- Pressure to keep tuition affordable
- Increasing operating expenses
- The need to invest in the continuing programmatic and physical development of the campus with limited resources, and
- An array of strong public and private competitors

A degree of uncertainly is inherent in the institution's fiscal planning processes. The management of financial resources is driven by the University's mission to provide students with a quality education and to facilitate their success. Despite the State's current economic conditions, SCSU continues to operate on a fairly financially stable basis. The university is serious about its responsibility to be a careful steward of the public's money. Evidence of the University's financial stability can be found in the [most recent statement of revenue, expense and changes in net assets](#) for the fiscal year ending June 30, 2015. (Please also see the Appendices "SCSU Most Recent Audited Financial Statement," and "SCSU Auditor's Management Letter.")

The university has the processes and resources to meet most unforeseen circumstances and financial emergencies, like a standing University Budget Committee that meets regularly, and a credible amount of reserves. The challenge remains the effect of the volatility of State funding levels and the mandate to remain affordable by incrementally increasing tuition and fees while

college demographics evolve. Since 2011, decisions to allocate or reallocate institutional resources have been made according to the following guiding principles:

- Make budget decisions that are driven by data and reasonable projections without ignoring core values as identified in the University Strategic Plan
- Provide for sufficient qualified faculty and staff and an academically sound faculty/student ratio to support the teaching-learning mission of the university
- Prevent layoffs of full-time faculty and staff
- Address budgetary gaps caused by vacancies (e.g., early or scheduled retirements) in a manner consistent with advancement of the University Strategic Plan
- Increase enrollment to achieve an appropriate mix of students, distributed through retention, transfer students, part-time students and graduate students
- Maintain appropriate student, faculty, and staff access to the campus and University services, such that student success and learning are not impinged
- Ensure that University assets are safeguarded
- Comply with all governing laws, policies and procedures set forth by governing bodies (Federal, State, NEASC, CSCU BOR) and accrediting bodies for academic programs/schools within the University
- Establish alternative revenue streams
- Before functions (resources, services, programs) are cut, alternative ways of meeting the needs those functions provide must be determined as expeditiously as possible
- In dire budget crises where functions that advance the University Strategic Plan are adversely impacted by cost saving or revenue producing measures (e.g. increased student enrollment with decreased human resources to meet academic and support needs of those students), those functions will be given priority consideration for reallocation/allocation of resources when the economy changes positively
- Maintain efforts to prepare students to meet the workforce needs of the nation, and particularly the State of Connecticut.

It is also of note that the student-faculty ratio at Southern remains an enviable 14-1 in the year just ended. Since 2011, the university has maintained between 421 and 440 full-time faculty each year, demonstrating that, despite the above challenges, investment in the core educational mission continues. Maintaining this commitment to core mission quality will become an even greater challenge in the near future, as the amount of SCSU's state appropriation, its ability to increase tuition rates, and its ability to maintain or increase enrollment will continue to be uncertain. Preserving the integrity of the academic mission has been achieved thus far by reducing non-academic staff through attrition and controlling non-academic costs. However, this strategy has left key functions within Enrollment Management, Finance and Administration, and Student Affairs under-resourced and without adequate capacity to cross-train personnel across units, make succession plans for key retirements, or develop staff to advance into leadership roles, all of which create long-term risk for the institution.

Information, Physical, and Technological Resources

Many of SCSU's IT policies are now defined and published by the [CSCU System Office Office of Information Technology](). The [Disaster Recovery Plan]() is currently being updated. The Information Technology department at Southern provides over [80 hours of support 7 days a week](). The IT department also provides hardware and software support to roughly 3500 computing devices for students, faculty, and staff purchased by the university and deployed to the campus.

Information Technology has made significant changes since 2011 to provide modern tools for communication and collaboration. The campus has undergone a massive network upgrade that now supports the following for faculty, staff, and students:

- 50 gigs of email space
- Office365 cloud-based email accounts.
- 1 Terabyte of personal storage space with the ability to share files and edit documents (in group setting) in real time
- Office Suite web applications (Word, Excel, PowerPoint, OneNote)
- Skype for Business IM and Video Chat (students)
- Cisco Jabber IM Client (faculty and staff)
- Videoconferencing service (BlueJeans) that allows for telepresence rooms to connect/ collaborate with desktop, laptop and mobile devices.

Recently, the residence halls were moved to Comcast cable for internet connectivity. This relieves the university of liability with regards to Recording Industry Association of America (RIAA) and the Motion Picture Association of America (MPAA) requests.

Many of our new initiatives at the university are improving technology-supported learning environments.[xviii] (Please also see "*Update on success in completing library renovations and implementing new assessment and planning processes for the library,*" and "*Update on success in assuring appropriate support for Academic Technologies*" above.)

The new Academic and Laboratory Science Building, opened in fall 2015, has also added many new spaces that are intended to foster study and research:

- CSCU Center for Nanotechnology located on the ground floor, where the laboratory space is designed to isolate the building vibrations, a necessity when dealing with microscopic materials
- Expanded wings for Earth Science, Environmental Science, Molecular Biology, Chemistry, The Center for Coastal Marine Studies, and Physics teaching and research laboratories
- A supercomputing laboratory for research in theoretical science, bioinformatics, and computer science
- Saltwater aquaria room with touch tank and phytoplankton grow tank, which are the centerpiece of outreach to area schools and the community
- Scientific displays throughout, illustrating the research interests of faculty and the students, including a replica of a nanotube — a focal point in the center of the building

- Two 50-seat classrooms, conference space, and student study areas

The campus continues to construct and maintain a safe and secure environment with consideration for environmental and ecological concerns.[xix]

Standard Eight: Educational Effectiveness

How the Institution Measures its Educational Effectiveness

SCSU systemically measures student gains and uses data and analysis to inform ongoing strategic planning, resource allocation, recruitment, and promotion of the university. Under the direction of Dr. Michael Ben-Avie, SCSU's Office of Assessment and Planning (OAP) partners with task forces and programs across campus to conduct multiple assessments that are used to diagnose and respond to student needs and to identify and support factors that impact student success.[xx] (Please also see "Standard 2: Planning and Evaluation: above.)

Since 2011, Southern's participation in significant national and international survey and assessment initiatives facilitated by OAP include
- the Beginning College Survey of Student Engagement (BCSSE)
- the National Survey of Student Engagement (NSSE)
- the Council for Aid to Education's (CAE) Collegiate Learning Assessment (CLA+) critical thinking assessment, and its Voluntary System of Accountability (VSA)
- the Multi-State Collaborative (MSC), and use of the Valid Assessment of Learning in Undergraduate Educations (VALUE) rubrics developed by the Association of American Colleges and Universities (AAC&U) as part of its Liberal Education and America's Promise (LEAP) initiative
- the Organization for Economic Cooperation and Development (OECD) feasibility study Assessment of Higher Education Learning Outcomes

Since 2011, major internal assessment initiatives conducted or supported by OAP include
- assessment of the general education program, the Liberal Education Program (LEP)
- development of the SCSU School of Education Assessment Handbook and support for ongoing assessments conducted via the TK20 Certification Assessment System
- support for internal academic program reviews by the Undergraduate Curriculum Forum's (UCF) Program Review Committee (PRAC) and the Graduate Council's Academic Standards Committee (ASC)
- support for academic program review by external accrediting agencies
- the annual *First-Year Experience Self-Assessments*
- the annual *Southern Experience Survey*
- the annual *Alumni Survey*

Focusing on the highlights of SCSU's data-driven decision-making since 2011, this reflective essay addresses four interrelated areas of SCSU students' achievement and success:
1. what and how students are learning
2. how their success is measured

3. how well they achieve SCSU's specific outcomes
4. what students gain as a result of their education

Please also refer to the Appendices "SCSU Interim Report Modified Data First Forms" and "SCSU Making Assessment More Explicit: Series E Forms" for a complete inventory of educational effectiveness indicators.

Findings and Analysis

<u>What and How Students Are Learning</u>

Southern has regularly administered several assessments to gauge its educational effectiveness versus other institutions of higher education. Highlights since 2011 include:

National Survey of Student Engagement (NSSE): The university was one of 10 institutions that participated in a special study conducted by the *National Survey of Student Engagement* (NSSE) in 2014. According to Jillian Kinzie, associate director of the Center for Postsecondary Research at Indiana University, NSSE visited Southern to learn more about "actual improvements SCSU achieved in its NSSE results, particularly the first-year student retention rates and improvements in student-faculty relations that resulted when SCSU enhanced its First-Year Experience." (Please see below for more discussion of revisions to the the FYE program.)

The results of the 2015 NSSE administration showed that Southern first-year students had non-chance higher scores than students throughout the country who participated in NSSE during 2014 and 2015 as well as peers in Connecticut in terms of <u>higher-order learning</u>, <u>reflective and integrative learning</u>, <u>discussions with diverse others</u>, and <u>student-faculty interaction</u>. The quality of SCSU interactions for NSSE 2015 freshman was greater than 5% points versus Connecticut peer institutions in the areas of "Helping you manage your non-academic responsibilities (work, family, etc.)," "Attending campus activities and events (performing arts, athletic events, etc.)," and "Attending events that address important social, economic, or political issues."

The seniors scored higher than the NSSE sample and Connecticut peers in terms of <u>learning strategies</u> and <u>discussions with diverse others</u>. The quality of SCSU interactions for NSSE 2015 seniors was 5% points or greater versus Connecticut peer institutions in the areas of "Helping you manage your non-academic responsibilities (work, family, etc.)" and "Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)." (Please see below for more discussion of NSSE results selected to serve as indicators of retention and the quality of general education).

Collegiate Learning Assessment (CLA+): The CLA+ is a two-part performance-based critical thinking assessment. The CLA+ was most recently administered in 2014-2015.
- Of SCSU freshman, 52% had total scores above the national average of 1032.
- Of SCSU seniors, 35% had total scores above the national average of 1128.
- Southern seniors' Performance Task sample mean score was 1088 versus the overall sample mean score of 1117.

- When considering the scores of all SCSU seniors, the scores were categorized by CLA+ as within the basic and proficient ranges. When the seniors who rushed through the test were excluded from the analysis, 62% scored in the proficient range. Gender, ethnicity, parental educational level, and major were all ruled out as explanatory factors of SCSU students' achievement on the CLA+.
- There was a correlation between students' writing skills and both Performance Task and total scores.

In contrast to previous years, Southern did not exceed expectations. This is the first CLA+ assessment administered post-LEP implementation; however, it is premature to argue for a causal relationship between the LEP and lower CLA+ critical thinking assessment scores. The university will administer the CLA+ again in 2016-2017. These findings are informing ongoing discussions about revising Tier 1 Foundations courses in the general education program, the LEP, revising the university's Writing Across the Curriculum (WAC) Program, and revising assessment practices in both the LEP and WAC programs.

Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC): Higher education leaders and faculty from approximately 70 campuses in 12 states are now working together to evaluate authentic student work in a way that allows faculty, institutions, and states to consistently assess student achievement and their own effectiveness in promoting student success. During fall 2014, Southern collected 180 papers of students nearing graduation from 21 different courses. The de-identified papers of Southern students were scored in spring 2015 by faculty in other states using VALUE rubrics developed by AAC&U for written communication, quantitative literacy, and critical thinking:
- Southern students met expectations for the Written Communication learning outcome.
- Southern students met expectations for the Quantitative Literacy learning outcomes
- the most significant predictor of overall GPA was a student's Quantitative Literacy score
- Southern students partially met expectations on the Critical Thinking outcome.

Southern students who received Pell grants had non-chance lower scores on Written Communication, but did not differ from other students in terms of Quantitative Literacy or Critical Thinking. The scores of students who identified as African-American and Hispanic/Latino did not differ from the scores of students who identified as White. No statistically significant differences were found between the scores of male and female students or traditional and non-traditional students (ages 25-39). (Please also see below for more discussion of NSSE results selected to serve as indicators of retention and the quality of general education and the "*Update on success in assessing learning outcomes and competencies for SCSU's revised general education program, the Liberal Education Program*" above.)

These findings are informing the restructuring of our access programs, our developmental math curriculum, our LEP, and our WAC programs. MSC rubrics and methodology were also used in spring 2016 to assess LEP courses (see below for further discussion). Southern will participate in the Multi-State Collaborative again in 2016-17. The OAP has assisted other institutions in setting up campus Learning Management Systems such as BlackBoard Learn to collect de-identified student submissions for use by the MSC.

OECD International Study: SCSU was one of only 10 U.S. universities to participate in a feasibility study for an international assessment test of "core" or "workplace" skills conducted by the 34-nation Organization of Economic Co-operation and Development (OECD). The Assessment of higher Education Learning Outcomes (AHELO) measures critical thinking, analytic reasoning, problem solving, and written communication. SCSU's overall mean score was slightly higher than the mean score of all 250 institutions of higher education around the world that participated in AHELO. Some SCSU students had scores that were comparable to those of the top 15% around the world. Southern would value the continued ability to measure its students' acquisition of workplace skills versus other OECD nations if the AHELO moves past the pilot phase. OAP will also continue to pursue opportunities to participate in innovative assessments that allow SCSU to measure its long-term impact on its graduates.

How Student Success is Measured

Student success—specifically improving retention and graduation—has been a focus of several cross-divisional assessment efforts supported by OAP looking at specific student needs and student populations. Please also refer to **"Enrollment Management divisional goals for 2016-17"** and "The Division of Student Affairs Areas of Strategic Focus for 2016-2017," in "Standard 2: Planning and Evaluation," above. Highlights since 2011 include:

Building and using predictive models of student success. For each incoming class of first-year students, the OAP builds a cohort dataset that contains students' scores on the *New Student Orientation Survey*, *Beginning College Survey of Student Engagement*, the *First-Year Experience Self-Assessment*, the *National Survey of Student Engagement*, and demographic information such as high school rank, SAT scores, gender, ethnicity, residential status, academic status, registration with the Disability Resource Center, English placement, Math placement, credit hours earned, and retention. Moreover, new data points are added each semester; these include academic status, GPA, credits earned, retention, and the subsequent enrollment of students who withdrew from the university. The data are analyzed to observe trends, patterns, and anomalies for multiple student bodies.

A taskforce comprised of faculty and staff from Student Affairs and jointly chaired by the Vice President for Student Affairs and the Dean of the School of Arts & Sciences developed the *Southern Experience Survey*. The survey, which emerged from the work of the Student Success Taskforce, is administered to sophomores and juniors. The OAP developed predictive models of student success based on the data collected from this survey. Examples of significant findings included the following: students work off-campus for pay more than their peers at the other Connecticut state universities, and they are often pulled in many different directions (e.g., taking care of elderly or younger relatives).

The OAP's 2015 longitudinal cohort study of the two-year retention rate for the entering class of 2012 (63.4%) determined the most important predictors of academic success and student retention were:
- Level of mathematics placement

- SCSU offering the major they really wanted to study
- Habits of mind amenable to change (rather than demographic characteristics):
  - Accurate sense of what constitutes college level work, especially in terms of drafting, revising, reviewing, preparing, and developing own positions
  - Able to utilize academic support resources, manage time, designate study time
  - Experience setting and achieving goals, persevering when challenged
  - Sense of belonging to the campus community
  - Increased sense of confident in ability to defend position on an issue
  - Ability to manage non-academic responsibilities (work, family, friends)

Students less likely to return in 2014 had lower high school GPAs and described themselves as settling for just passing their courses and already uncertain about whether they intended to graduate from Southern when they first enrolled. OAP's predictive models have demonstrated the importance of both
1. providing academic success support services and
2. promoting students' sense of belonging to support their retention, because students' self-regulating behaviors are enhanced when they feel they are a part of the Southern community

Because of this connection between belonging and success, assessments of initiatives and events sponsored by Student Affairs are routinely conducted, including the Career Fair (both employers and students) and Majors Expo (both faculty and students). New Student Orientation is assessed through a locally-developed survey that is also administered to students who attend Transfer Student Orientation. Surveys that measure Southern's co-curricular learning goals include NSSE, which has been administered annually over the last 5 years, and the *Co-Curricular Experience Outcomes Benchmarking Survey*. Co-curricular initiatives that support students from different racial/ethnic backgrounds, veterans, GLBTQI students, and parents of young children have been assessed in the past five years.

The nature and quality of service learning has also been assessed since 2013. To determine the extent to which Southern students are engaged in promoting community well-being, the *National Assessment of Service and Community Engagement* (*NASCE*) *Survey* was administered. Students who participated in the survey ($n = 862$) were asked to report their service patterns. In comparison to other public universities, SCSU scored very well. NASCE asked to come to our campus to figure out why SCSU scored so highly. They wrote the following: "SCSU is a relatively large, public school and compared to many of the other large, public schools that have taken our survey, it scored well. We are curious what structures are in place at SCSU that allow this to happen. We want to know who the people are that make up your school. We want to see what the campus looks like and how the university relates to the surrounding community. In short, we want to find out what makes SCSU successful at fostering community engagement." SCSU will continue to assess which co-curricular engagement strategies support the connection between belonging and success in order to improve retention.

2015 NSSE responses that measured factors associated with good progress towards earning a degree also informed the OAP's 2015 longitudinal cohort study of the two-year retention rate. For the class of 2011, NSSE factors associated with good progress toward degree completion,

defined as ha*ving 90 credits or more,* were*:* Feeling that Southern is a big part of their life, not experiencing trouble managing finances and other commitments, and not having math and/or writing problems. For the class of 2012, NSSE factors associated with good progress toward degree completion, defined as *having between 60-89 credits,* were*:* Not experiencing trouble managing finances and other commitments, not having math and/or writing problems, and enjoying clubs, activities and support on campus.

Both the 2015 first-year students and seniors scored lower than the NSSE sample on measures of the quality of campus environment. Key findings are:
- The quality of SCSU interactions for NSSE 2015 freshman was lower than 5% points versus Connecticut peer institutions in the areas of "Faculty" and "Other administrative staff and offices (registrar, financial aid, etc.)."
- The quality of SCSU interactions for NSSE 2015 seniors was lower than 5% points versus Connecticut peer institutions in the areas of "Student services staff (career services, student activities, housing, etc.)" and "Other administrative staff and offices (registrar, financial aid, etc.)."

These findings are informing the ongoing restructuring of Enrollment Management units, with a focus on improving staffing, layout, and customer service protocols to increase student retention.

The work of the Student Success Taskforce exemplified the assessment and use of quantitative measures of student success. The Taskforce was established to strengthen students' retention and graduation rates, to provide more strategic and proactive student advising, and to remove common obstacles to degree completion. The faculty and staff members of the Student Success Taskforce asked the Office of Assessment and Planning to analyze data in order to answer research questions such as the following:
- What are the incoming characteristics (e.g., average SATs, need for remedial courses, high school rank, etc.) of students who graduate in 6 years or less from SCSU compared to those who do not?
- What are the most common trajectories of students who are not accepted into highly competitive programs (e.g., Nursing)?
- Are there cohort differences and/or changes over time in students' intention to graduate from Southern?
- The Office of Assessment & Planning (2012) has found that cumulative GPA predicts student retention, but what variables amenable to change predict GPA? One assumes such variables as information literacy, time management, academic habits of mind, self-efficacy, etc. But do they? And if so, how do these variables change over time? Are such changes related to students' majors, background variables, something else? Do these variables differ among cohorts? Between students starting at SCSU versus those who transfer in or out? What are the most important predictors of retention and graduation?

The Office of Assessment and Planning's data reports informed the Student Success Taskforce's 2014 recommendations and the university's subsequent decisions to create and staff the Academic Success Center and the Office of New Student and Sophomore Programs and to hire

an Associate Director of Academic and Career Advising Coordinator (please also see "Standard 2: Planning and Evaluation" and "Standard 5: Students" above).

Almost a quarter of the sophomores and juniors agreed that financial difficulties may compel them to leave the university, according to the 2014 Southern Experience Survey. This data point contributed to the decision to create the Coordinator of Student Financial Literacy and Advising position. During Fall 2015, the Financial Literacy Advisor presented in 26 classes comprised of first-year students. Currently, four different evaluation instruments measure the effectiveness of this new position: the college calculator survey, the evaluation of financial literacy presentation effectiveness, the individual Financial Literacy Advisor pre-meeting survey, and the Financial Literacy Advisor post-meeting evaluation. Results will be used to evaluate the impact of financial literacy advising on student retention.

One of the major issues examined by the Student Success Taskforce dealt with *improving academic advisement*. Since 2011 the university has hired several professional academic advisors to better support high-need advising areas such as the FYE program (1), the School of Business (1), Nursing programs (1), Interdisciplinary Studies students (1) and transfer students (1) but these hires still do not fully meet student needs. The ongoing 2014-16 Academic Revitalization and Renewal Project is focusing on advisement. Six engagement teams comprised of faculty and staff are focusing on 1. Implementing a more user-friendly and robust EAB advising tool; 2. Examining Southern's various advising methods; and 3. Developing scalable and sustainable faculty and professional staff advising structures to better support this important component of retention. The work of the project was informed by an analysis of items on various surveys from 2012-2015 that dealt with the nature and quality of advisement the students received. The results of the *National Survey of Student Engagement, Southern Experience Survey for Sophomores and Juniors, the Academic Program Review Current Student Survey*, and the *Continuing Student Survey* indicated problems with academic advisement. The outcome of the project will be a new model for advisement that is within Southern's capacity to implement. Of particular interest are models that will fully accommodate the needs of transfer students and Interdisciplinary Studies majors, two large student populations whose needs are least effectively met by the current model.

In 2013, Southern launched the Education Advisory Board's Student Success Collaborative (EAB SSC) advising platform, which generates students' "risk" scores and places them into green, yellow, or red color bands based on a predictive model that considers 10 years of historical institutional data as well as students' prior course performance and factors such as slow credit accumulation. Director of Academic and Career Advising Mr. Frank LaDore worked with EAB's Washington-based Associate Director and SCSU liaison Ms. Griha Singla to implement several targeted advising campaigns for at-risk students:
- One campaign reached out to students in the "yellow" color band (students with GPAs between 2.0 and 2.2 and other risk factors).
- Another targeted 45 students with less than 23 credits earned.
- Another campaign was geared towards students with GPAs between 2.0 and 2.79 who had earned between 15-45 credits.
- Thirty students with GPAs between 2.2-4.0 who had earned 60-75 credits were the focus of another campaign.

A targeted campaign for students who were undeclared at the end of their second year and had a cumulative GPA above 2.19 was particularly effective. The campaign was informed by data that showed that students in this category graduated at a much lower percentage than the university graduation rate. Of the 30 students in this category, only 3 were still undeclared at the end of the campaign.

Campaigns involved identifying outreach strategies and communication plans. Metrics included students' attendance at workshops, completion of in-person advising, meeting with chair and matched faculty member, improvement of cumulative GPA, and declaration of major by the end of the following semester. As Southern transitions to the EAB's SSC-Campus upgrade, its ability to administer targeting advising campaigns to specific student populations will be enhanced.

Access program students. The Educational Opportunity Program (EOP) serves students who have been conditionally accepted into the university by providing them with summer access programs in which they can demonstrate their readiness for college. Information is collected and analyzed by OAP about access program students; pre-collegiate characteristics are examined (SAT scores, gender, ethnicity, Pell grant eligibility) in conjunction with their developmental education outcomes and their first-to-second year success and retention patterns. The second-year retention percentages of access program students have been consistent with or greater than the retention percentages of the entire incoming classes of 2012 and 2014. Since 2013, the first-semester GPA of students who participated in a summer access program has increased from 1.88 to 2.46. Since 2013, the percentage of EOP students on academic probation after their first semester has decreased steadily from 52.2% to 18.5% and none of the summer access program students have been academically dismissed. Of 2015 summer access program students, 81.3% earned at least 15 college credits, up from 79.0% from the incoming class of 2014. In summer 2016 several access programs were successfully consolidated into one Summer Education Opportunity Program (SEOP). Please also see "Standard 5: Students" above for discussion of these changes and 2016 results.

First-Year Students. Data-driven processes have continued to inform instructors' work with their students in the First-Year Experience Program (FYE). The *Beginning College Survey of Student Engagement (BCSSE)* is administered to all students attending New Student Orientation. Prior to the beginning of the Fall semester, Inquiry 101 instructors receive individual BCSSE reports for each of their students. In this way, the instructors begin to know their students before they arrive on campus. During the semester, a locally-developed survey called the *First-Year Experience Self-Assessment: Academic Habits of Mind and College Success* is administered to all the freshmen. Inquiry 101 instructors receive a report within two weeks that presents the responses of the students in their section in comparison to those in the rest of the freshmen class. User-friendly section reports offer guidance to instructors in terms of the academic advising and instruction they provide their first-year students.

First-Year Experience Program Director Professor Nicole Henderson used the BCSSE and NSSE and *FYE Self-Assessment* to identify specific first-year student needs that were not being met. In response, she has enhanced the instructor-led academic advising component and a peer mentoring component of the Inquiry 101 course. The FYE Program keeps students and their

faculty-advisors together for the entire first year, in order to encourage stronger student-faculty relationships in which students view faculty as a resource for advice and academic guidance until they declare a major.

BCSSE data also led to the creation of the university's First-Generation Student Living-Learning Community. A high proportion of students who come to Southern are first-generation college students.[xxi] To respond to this reality, in 2014, the FYE Program in partnership with the Director of New Student and Sophomore Programs Sal Rizza, the Director of Student Involvement Denise Bentley-Drobish, and Director of Residence Life Rob Demezzo created a First-Generation Student Living-Learning Community. Almost all of the faculty, administrators, staff, and student leaders involved in teaching, mentoring, and overseeing the students in this Living-Learning Community (LLC) are themselves the first in their families to graduate from college. To assess this new program's effect, the academic progress of students identified by BCSSE as first-generation who were participants in the LLC was compared to that of first-generation students who were not participants. Both 2014 and 2015 first-generation LLC students had higher retention rates than did their non-LLC counterparts. After two years with the program in place at Southern, 91.1% of the LLC students are still enrolled full-time or part-time at the university in comparison to 81.8% of other first-generation students on campus.

Transfer students. Out of the AY 2014-15 graduating class, 48% were transfer students. The OAP conducted a study in which OAP student workers posed as prospective transfer students and tested Southern's the accessibility of offices, services, and processes used by transfer students. The OAP study revealed that it took a typical transfer student speaking to more than three people before they were connected with an individual who could respond to basic questions about course transferability. The study also tracked the number of rings before someone answered, how long students' calls were placed on hold, whether answering individuals identified themselves and their departments, and rated their tone of voice. The study also documented whether the staff members checked to see if students were satisfied with the answers they received. The results were disappointing and consistent with the findings from SCSU's *Transfer Student Survey*. Of transfer students surveyed, only 41% agreed that "I would say that SCSU is transfer student-friendly school." 58% said they did not "know where to get help with questions about how to dispute a course that did not transfer in"; only 31% said "my credits transferred the way I expected"; 42% characterized the transfer process as "smooth"; and 45% agreed that "there are more GenEd requirements at SCSU than at my previous school."

These findings were among those reported in the 2012 *Transfer Student Task Force Report*. In response, the university is identifying and addressing the institutional barriers to student success encountered by transfer students. The University Curriculum Forum has appointed an AY 2016-17 *ad hoc* committee to address transfer students' academic success. In an effort to become the premier transfer institution in Connecticut in three to five years, there is now a transfer student advising hub within the new one-stop student services center (comprised of Student Accounts, Financial Aid, the Registrar, and the Academic Advising and Career Services Center) to be followed by a more comprehensive effort to provide transfer-specific resources and space for transfer students. This transfer student services area will oversee the organization of course by course transfer banks, broader transfer articulation agreements, and transfer articulation

programs such as the CSCU TAP transfer degree program. Southern will continue to work with all of the Connecticut community colleges to improve transfer services, including how the transfer students are advised and transitioned. (Please also see "Standard 5: Students" above.)

Teacher certification candidates. The university's online assessment system, Tk20, a centralized data collection system, enables monitoring of candidates' progress and is used by all teacher certification and similar preparation programs in the School of Education and the EPP (Educator Preparation Program) Unit, including Social Work, Marriage & Family Therapy, and Communication Disorders. Students view the scores that they received on assessments via their Tk20 accounts. The students' scores on assessments are disaggregated by degree level (initial/advanced certification, undergraduate/graduate, sixth year, doctoral), location (some Educational Leadership and Special Education sections are offered in local schools), modality (online, hybrid, traditional), gender, and ethnicity. Students in certification programs are assessed on an ongoing basis to ensure that they are on track to meeting professional standards and certification requirements. For example, an interdisciplinary Educator Preparation Provider Council established CAEP accreditation procedures across 36 programs and developed common unit assessments that are relevant to all education certification programs. Assessments address candidates' knowledge, skills, dispositions, and preparedness for teaching (or the equivalent). These assessments include the Professional Dispositions Assessments; Clinical Field Experience Evaluation; Student Teaching Evaluation (cooperating teachers), Student Teaching Observation (university supervisors), and Impact on P-12 Student Learning Assessment.

Also at the course level, the university decided to purchase an additional module for Tk20 to process online student course evaluations. In this way, all assessment activities are within one system. Currently, all the online courses use this system. There have been initial conversations whether to expand the system to also include students' evaluations of traditional, on-ground courses.

Students enrolled in online courses. Useful information on the student body enrolled in online courses is also collected. The *Southern Experience Survey*, a continuing student survey which is administered to sophomores and juniors, gathers feedback on students' distance learning experiences. Of the respondents
- 46% agreed that "Given the option, I would choose a hybrid (part online, part traditional) course over a traditional course."
- 42% agreed that their experiences in online courses were as valuable as their experiences in traditional classrooms
- 46% agreed that "The online course opened my eyes to valuable new ways of understanding things."

The university offers two completely online programs, the Master of Library and Information Science, and the MS in Sport and Entertainment Management; more departments are looking at offering select online courses. Student feedback regarding online learning experiences is shaping discussion of how to provide students with a clearly identifiable "Southern experience" even in courses that do not meet in person on campus. For example, several recommendations in the *ad hoc* Committee on Online Education's 2014 Final Report address students' distance learning needs, including

- Develop and require completion of an online training module for first-year, transfer, non-traditional, and graduate students to ensure they have the necessary technical skills to be successful in an online learning environment
- Develop and make available to students a pre-registration independent self-reflection module to help them decide if an online class is a good choice for them
- Making online classes and evaluations available to those responsible for conducting faculty promotion and tenure evaluations
- Making online classes and evaluations available to departmental curriculum and assessment committees to ensure approved learning outcomes are achieved

Dean of the School of Graduate Studies, Research, and Innovation Christine Broadbridge and Director of Special Sessions and Academic Programs Ian Canning are using the institution's EAB partnership to support market research and beginning to work with the Deans and Departments Chairs to identify key courses/programs for transition to hybrid and online delivery modes that will accommodate the needs of non-traditional students.

How Well Students Achieve SCSU's Specific Outcomes

OAP supported assessment of Southern's general education program. The Liberal Education Program (LEP) was designed as a competency-based program structured around three overarching questions: 1. What should an educated citizen be able to do? (Tier 1: Competencies); 2. What should an educated citizen know? (Tier 2: Areas of Knowledge and Experience); 3. With what values should an educated citizen be familiar? (Tier 3: Discussions of Values). Each question informs a separate level (or tier—one for each of the questions) through which students progress to achieve a broad base of knowledge intended to serve them in their majors and beyond college as life-long learners.

The articulation of LEP learning outcomes was developed in collaboration with the Director of Assessment to ensure that they are measurable. Upon completion of the LEP, undergraduate students will be able to: 1. Analyze and solve complex problems; 2. Cogently and articulately express ideas in speaking and in writing; 3. Demonstrate academic habits of mind (e.g., time management, future orientation, study and research skills); 4. Think independently and creatively from an informed understanding; 5. Demonstrate ability to synthesize learning throughout the LEP curriculum, through application to a culminating experience or project; 6. Apply the standards and ethics required to enter into the professional world; 7. Articulate/evaluate multiple perspectives on an issue, acknowledging the potential for complexity and ambiguity; 8. Engage in the integration of informational resources and technology.

Please also see the above response to areas identified for special emphasis "*Update on success in assessing learning outcomes and competencies for SCSU's revised general education program, the Liberal Education Program.*"

In 2009, several specific items on the NSSE were selected to serve as indicators of the quality of general education: writing clearly and effectively, speaking clearly and effectively, analyzing

quantitative problems, and thinking critically and analytically. SCSU transitioned from the previous general education program, the AUR, to the LEP between 2009 and 2011:

- Between 2011 and 2013, both freshman and seniors surveyed showed some decline in all four indicators.
- Seniors showed more gains versus freshman in thinking critically and analytically before 2009.
- In 2014, seniors showed some gains versus freshman in writing clearly and effectively and speaking clearly and effectively.
- Since 2005, senior versus freshman gains in "solving complex real-world problems," have remained relatively flat.
- Senior versus freshman gains in "putting together ideas or concept from different courses when completing assignments for during class discussions," have been consistent and
- senior versus freshman gains in "applying theories or concepts to practical problems or new situations" have been consistently higher.

During the Spring 2016 semester, 187 final papers of juniors were collected from a wide range of courses throughout the university. Papers were scored on three rubrics: those developed by Southern LEP Tier 2 affinity groups (Cultural Expressions, Time & Place), a rubric developed by the Connecticut State University System as part of the Transfer Articulation Program (Critical Analysis and Logical Thinking), and rubrics developed by AAC&U (Quantitative Literacy, Written Communication).

As part of the Multi-State Collaborative (MSC), the papers of SCSUseniors were scored by faculty in other states. The papers of the juniors were scored by Southern faculty using the same rubrics. The inter-rater reliability workshop offered to Southern faculty was conducted by faculty members who had been trained by AAC&U to score papers for the Multi-State Collaborative. For Written Communication, the overall MSC score was 2.5 and the Southern score was 2.6. For Quantitative Literacy, the overall MSC score was 2.4 and the Southern score was 2.5.

Liberal Education Program (LEP) affinity groups comprised of SCSU faculty teaching in specific Tier 2 Areas of Knowledge and Experience developed rubrics to measure what is important to them in terms of student learning and success. Instead of only relying on standardized tests, the interdisciplinary LEP affinity groups invested a great deal of time and effort to develop rubrics that directly measure what they value. In general, the process of developing a common, shared rubric—a rubric that would directly measure a competency embedded within the Liberal Education Program—would begin by faculty members sharing their favorite assignments with their colleagues in other departments. For example, when the faculty members on the Cultural Expressions affinity group started talking about their assignments, an important discussion ensued. A representative from the Music Department explained that he would have the students select a piece of music that they like and analyze the piece using the tools that they had been taught. In contrast, a representative from the Art History department countered that she does not care whether the students like a work of art. Rather, the core issue is the "encounter with the strange." In other words, do students have the knowledge and skills to analyze a work of art that is unfamiliar to them? Jumping into the discussion, a representative from the Theatre department stated that her aim was for the students to embody the intent of the

playwright. Over the course of the semester, the faculty members were able to collaborate on developing a rubric to score students' papers despite these different disciplinary approaches.

The work of the affinity groups was guided by the "Rubric of Rubrics" developed by the OAP Director, who facilitated the rubric development process among the affinity groups. The "Rubric of Rubrics" was based on the USAFA Departmental Needs Assessment (University of Northern Colorado). For example, one criterion deals with the following: "Student learning outcomes have been written for this affinity group in a way that allows for meaningful assessment." Other criteria include:

- The affinity group is fully engaged in assessing each of the student learning outcomes. Direct measures of learning (e.g., exams, papers, projects, portfolios) are used for each outcome and are supplemented by indirect measures (e.g., student feedback, surveys, focus groups) as appropriate.
- Assessment results are shared with all faculty members. Workshops and other forums exist such that faculty members openly discuss assessment results with one another.
- Assessment results are regularly used for the purposes of improving the courses in the affinity group. The affinity group is also in the habit of performing follow-up assessments to ensure that the improvements actually worked.

OAP has supported both graduate and undergraduate program review processes. Since 2011, a new program review process for undergraduate programs, including external review, was implemented. The academic program review procedures require that departments address the alignment of each program with the university's mission. Moreover, programs administer current student, alumni, and faculty surveys as an integral part of program review. Embedded within the current student survey at the graduate level and the alumni survey are the specific learning outcomes of each program. Since the previous NEASC report, 20 programs successfully completed program reviews. This represents 45% of undergraduate programs. Between Fall 2010 and Spring 2015, 31% of graduate programs underwent review. Please also see "*Update on success in conducting undergraduate and graduate academic program reviews*" above.

A key component of undergraduate and graduate academic program review entails faculty to reflect on data related to educational effectiveness. Data provided to the programs by the Office of Institutional Research comes from the course and student census files, created at the end of the 3rd week of the fall and spring semesters. The Demographic report includes counts of majors broken down by gender, ethnicity, and enrollment status, as well as the overall term GPA, the number of students who self-identified themselves to the Disability Resource Center as needing assistance, and the number of degrees conferred. The graduation and persistence report tracks first-time, full-time freshmen and full-time transfer students over a ten-year period, calculating their one–year retention rate, four-year graduation rate, and six year-graduation rate, broken down by whether they stayed in their original major or changed to a different major. The summary by course type report breaks down the program's section data into three categories: online, independent study/internship/thesis, and regular (all the other section types are aggregated in this category). The summary by course report breaks down the program's section data by individual course. The course information report (CIS, also known as the student opinion survey analysis) analyzes by year the last five years of student opinion data.

At the graduate level, the following learning outcomes have been developed as measureable statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Graduate students will be able to:

- Demonstrate an advanced level of knowledge and skills of the discipline.
- Access and apply information within the discipline to relevant situations.
- Communicate scholarly information clearly and logically, both orally and in writing, to a variety of audiences.
- Think critically and creatively to solve problems in their field of study through research and the evaluation of scholarly information.
- Collaborate effectively with peers, general public, and clientele as appropriate to their field.
- Identify and explain ethical standards and be able to address ethical dilemmas within their disciplines.

OAP has supported accreditation efforts in the School of Business. In 2011, the faculty voted unanimously to organize itself around AACSB's standards in order "to create a high-quality School of Business worthy of accreditation." In March 2012, the school's faculty and Dean engaged in the first-ever open dialogue exploring the collective expectations about student learning and the curriculum. The curriculum had been largely unchanged since the early 1990s, and had been based upon curricula at similarly sized schools of business. During a daylong, off-campus retreat, called an Assessment Advance, the School identified broad themes around educational outcomes that the faculty wanted the students to demonstrate. From those themes, the school's Assessment Committee developed, across two years, an assessment plan that spelled out learning goals and objectives, a measurement strategy, rubrics, curriculum maps, etc. Before the entire faculty voted to adopt the plan, feedback on this plan came from the Business Advisory Council, alumni, and the university's Office of Assessment and Planning.

In order to close the loop between what the faculty expected their students to know and what they demonstrated that they knew, two rounds of undergraduate assessments and one round of graduate assessments were administered. In addition, in 2014 and 2015 the School of Business participated in the Multi-State Collaborative to Advance Learning Outcomes Assessment, a nation-wide assessment project sponsored by the AAC&U and the State Higher Education Executive Officers Association (SHEEO). The faculty have identified one area for improvement in each program, and the curriculum committees (undergraduate, graduate) and the Assurance of Learning committee are meeting to address these areas of improvement.

The Dean and Provost have dedicated substantial resources to training. The MBA Director and Assistant Dean have attended training through the Northeastern Regional Association of Assessing Officers, while 10 faculty members, which is 25% of the faculty, have attended AACSB's assessment seminars and/or conferences. In support of continuous improvement, three faculty members and the Dean have attended AACSB seminars related to curricula (graduate and/or undergraduate). Additionally, five faculty members received specialized training in how to score rubrics and inter-rater reliability that was offered by the AAC&U.

OAP has supported revision efforts in the School of Education. In 2013, the Office of Assessment and Planning conducted an analysis of the responses to School of Education alumni surveys (n=465). Of particular interest were indicators of teacher candidates' preparedness to work with a diverse range of P-12 students. The program evaluation data led to changes in School of Education operations. For example, the Student Teaching Office was reconfigured to ensure consistent management of field experiences and clinical practice. In the past, candidates were able to conduct their field experiences and student teaching placements in schools that were convenient to them. Now, the office ensures that every candidate conducts their field experiences in both urban and suburban/rural schools—and this is tracked in the unit's online assessment system.

To further address candidates' lack of preparedness to work with a diverse range of students, the university and the Yale Child Study Center partnered to apply for a grant to the Kellogg Foundation. The Kellogg Foundation in 2014 provided a grant to the SCSU School of Education, New Haven Public Schools, and the Yale Child Study Center's School Development Program (which traditionally works with less-effective urban schools) to infuse the knowledge of the developmental and learning sciences and their effective application in classrooms throughout teacher candidates' pre-service preparation.

What Students Gain as a Result of Their SCSU Education

At New Student Orientation, students are asked to indicate their broad goals in attending Southern. It is clear that students' broad goals are focused on improving career opportunities and learning and/or updating job-related skills to increase their salaries. Thus, an important measure of student success is whether they fulfilled these goals. Their success is vital to New Haven region and the State of Connecticut: 80% of SCSU alumni surveyed in 2016 (n=1700) live and work in Connecticut. The *Southern Experience*, *Employer*, and *Alumni* surveys have been used to measure what students gain from their SCSU education. Highlights since 2011 are as follows:

Certification students succeed in their clinical field experiences. Students are placed with cooperating professionals (employees of the school or agency) who rate the students based on the competencies that employers consider desirable in new hires. In 2014, for example, 78% of the student teachers received "exemplary" scores for their overall effect on K-12 student learning and 22% received "proficient" scores. Also in 2014, site supervisors provided an overall ranking of the performance of social work students: 97% of the students in the Social Work BS program "met standards"—the highest possible rank—as did 94% of the students in the MS program.

Licensure exam pass rates are high. Similarly, certification programs tend to track recent information on passage rates for licensure examinations and subsequent employment. For example, the School of Education obtains data on the total number of alumni who are currently employed in Connecticut schools, the number of alumni employed by year of certification, the subject areas ("endorsements") of the school-based alumni, and similar information. From 2007-2015, 2653 certificates were issued by the Connecticut State Department of Education to Southern alumni.

The National Council Licensure Examination (NCLEX) pass rate for the traditional Nursing program was 85% and for the Accelerated Career Entry (ACE) program was 100% in 2015. The Family Nurse Practitioner (FNP) Certification exam pass rate was 100%. For the Department of Communication Disorders, the licensure pass rate for each of the last five years has been 100%.

Potential employers are impressed with students' professionalism. Every year, Southern holds a career fair in which employers meet with students. In 2014, 90% of the participating employers agreed that the students presented themselves professionally. Also, 98% agreed that they would recommend the SCSU Career Fair to other employers.

Employers rate highly graduates of SCSU's professional programs. Employers of graduates from certification programs commended the university on the well-preparedness of SCSU graduates, according to the 2015 *Employer Survey*. Employers deemed graduates of the following programs well prepared: school psychologists; speech and language pathologists; guidance counselors; librarians; administrators; media specialists; physical education teachers; and school health teachers.

Employers describe Southern graduates in positive terms. For example, one employer responding to the 2015 *Employer Survey* wrote, "I have had positive experiences when hiring professionals from SCSU, and would hire again graduates from SCSU." Another wrote, "SCSU has a much-respected program for producing strong teachers; I am always very satisfied with their skill level." Another employer noted that "In my experience, the SCSU graduates are well-prepared." The *Employer Survey* elicited other high ratings. For example, employers rated Clinical Mental Health Counseling program graduates highly, with 93% agreeing graduates "demonstrate the competence to think through a problem and offer novel approaches to resolving it."

Employers' satisfaction with the graduates of the Nursing Department provides additional evidence of the effectiveness of Southern's professional programs. In response to the AACN EBI Employer Assessment, employers have noted that graduates are well prepared for practice and have a great sense of the "real world" of nursing; they also noted the benefits of the capstone clinical experience and how this learning experience enhances students' transition from the student role to the graduate nurse role, and the effective use of standardized HESI testing within the curriculum in preparing graduates for the NCLEX-RN licensure examination.

Southern graduates find employment in their fields. According to the School of Education's 2015 *Alumni Survey*, 79% were employed in the field of education, 12% were employed outside the field, 4% were in graduate school, 1% were not employed and not currently seeking employment; only 4% were not employed and seeking employment.

Graduates' current employment is usually related to their SCSU degrees. 72% of 2014 *Alumni Survey* respondents indicated that their current employment is related to their SCSU degree and 74% of 2016 *Alumni Survey* respondents said they were employed in a job that is related or closely related to their SCSU degree.

The 2016 *Alumni Survey* shows 14% of graduates found employment before they graduated, a total of 83% found employment within 9 months of graduation, and 90% found employment by the time of the survey. 3% were not working for pay, 3% did not seek employment, and only 4% were still seeking employment.

Southern also tracks alumni default on student loans. The federal government tracks students during the fiscal year in which they enter repayment and through the end of the second following fiscal year. The following are the cohort default rates for SCSU, showing an overall downward trend in default rates on student loans: 2008 (7.1%), 2009 (3.9%), 2010 (5.2%), 2011 (4.2%), 2012 (4%).

The results from alumni surveys provide evidence that many graduates are in the helping professions and provide critical services to the state. Consider the 2015 *Alumni Survey*: of the alumni from the School of Education, for example, 91% work in a public school: 22% in an urban area (population > 100,000), 21% in an inner city, 16% in a town (population > 25,000), 7% in a small town/rural area, and 34% in a suburban area.

Alumni surveys also show that recent recipients of undergraduate degrees tend to continue their education, a metric of the success of the university. For example, according to the 2014 *Alumni Survey*, 51% of students who received an undergraduate degree were attending/ed graduate school. This is all the more remarkable considering the university's high percentage of first-generation college students. According to the 2015 *Beginning College Survey of Student Engagement* (BCSSE), 53% of the students indicated that the highest level of education completed by either parent was a high school diploma or less.

Please also see the Appendix "SCSU Interim Report Modified Data First Forms" for additional indicators of student success and educational effectiveness.

Additional Appraisal and Projection

The following student success initiatives will be prioritized in the next five years:
- Implement an academic advising model that serves the needs of all students, including transfer students and Interdisciplinary Studies students
- Align assessment initiatives to more effectively measure LEP learning outcomes and make better use shrinking institutional resources such as faculty reassigned time
- Prioritize assessments that measure LEP learning outcomes against other institutions' general education programs (e.g., the Multistate Collaborative, the CLA+, the NSSE, and the CSCU's use of AAC&U VALUE rubrics to assess the TAP transfer degrees' shared general education core)
- Continue cross-divisional (Academic Affairs-Student Affairs-Enrollment Management) student success initiatives that respond to the needs of our changing student population. Since 2011, for example, our percentage of Pell grant recipients has risen from 36% to 58%.

Standard Nine: Integrity, Transparency, and Public Disclosure

The University reviews and implements policies and practices that clearly set the expectations of high standards of ethics and integrity that employees and students are expected to follow. The University policies help employees carry out SCSU's commitment to complying with governing CSCU Board of Regents policies and procedures as well as federal and state regulations.

Records Retention policies are set by the CT State Library. We are also governed by our local Records Retention office.

The academic honesty policy appears in the SCSU Student Handbook and the undergraduate and graduate catalogs. A revised academic misconduct policy was approved by the Faculty Senate in December 2012. In addition, the CSCU Board of Regents adopted a revised Student Code of Conduct in 2014. Policies on student rights and responsibilities and grievance procedures are published in the SCSU Student Handbook, on the Office of Diversity and Equity website, and on the CSCU system website.

The Office of Faculty Development strives to create an environment at Southern that facilitates and promotes effective teaching, professional development, research, university service, and integration of new instructional technologies.

The Board of Regents for Higher Education serves as the governing body for the Connecticut State Colleges and University System, which includes Southern Connecticut State University. Specific powers and duties of the Board are prescribed in Title 10a of the Connecticut General Statutes and are further delineated in policies adopted by the Board from time to time.

SCSU's non-discrimination statement is posted on its website and in university publications. In 2013 the President's Commission on Campus Climate and Inclusion was established to inform and advise the president and campus leadership on issues of inclusion, diversity, equal opportunity and affirmative action. In continued efforts to uphold the university's commitment to social justice, in 2015 the Commission held its second annual Social Justice Week. The third annual Social Justice Week is scheduled for November 2016.

To comply with the University's obligations under Title IX, Connecticut Public Act No. 14-11, and the Board of Regents "Policy on Sexual Misconduct, Sexual Assault and Intimate Partner Violence," all faculty, staff, and administrators, with the exception of health providers, professional counselors, and pastoral counselors whose official responsibilities include providing mental-health counseling to members of the University community, are mandated to report all disclosures and reports of incidents of sexual misconduct or intimate partner violence, regardless of the age of the survivor. This mandate is a result of the University's obligation to stop the conduct, prevent its reoccurrence, remedy its effects, provide care and support for the reporting or disclosing person, and ensure the safety and security of the SCSU community. In spring and summer 2016 all university faculty and staff were asked to complete the online-training module "Haven for Faculty and Staff" to increase their capacity to carry out their mandated reporting responsibilities. To date, 824 of approximately 1300 invited participants began the module with

720 completing. Of those completing, about half were faculty and half were staff. 85% said the module increased their understanding of their responsibilities. The greatest gain (65% pre and 96% post module) came in the area of understanding the steps for student disclosure (versus a post module national average for 85%). Based on this data, the Director of the Office of Diversity and Equity Ms. Paula Rice sees a need to reoffer the module in AY 2016-17 and to provide reinforcement of the module's content for those who have completed the training.

The Office of Research Integrity promotes and monitors the responsible conduct of research for all SCSU human and non-human research, and acts on substantive allegations of research misconduct.

Southern's 2015-25 Strategic Plan presents goals and aspirations for the institution and states, "we share our aspirations with the very clear understanding that Southern's outstanding faculty, staff, students, and partners make the difference. Together, we will collaborate in teaching and learning, research and creative activity, and local and global community activity for the public good." SCSU engages in partnerships and sponsors campus events and local activities that are compatible with its mission and strategic plan, such as the BioPath Initiative, Social Justice Week and the Week of Welcome.

The collective bargaining agreements for unionized employees set procedures for the resolution of grievances for their members. Copies of union contracts are available on the university website. The AAUP local chapter and SUOAF/AFSCME local chapter have links from the university website for access to chapter websites.

The SCSU website is accessible to students and prospective students to help them make informed decisions about their education. Navigation on the home page leads directly to pages for Current Students, Prospective Students, Faculty/Staff, Parents, and Alumni.

Under a one-stop, centralized website, "About Southern," students and others can readily access information about the following processes: admissions, employment, grading, assessment, student discipline and complaints and appeals.

A "Contact Us" button on the "About Southern" main page leads to the university directory, which furnishes main university phone numbers and provides links to telephone and department directories. Public Affairs staff maintain Southern's Facebook and Twitter accounts and often provide real-time responses to user requests. The SCSU Foundation provides its annual tax returns and audited Foundation financial statements online, as well as information about annual giving in the President's Annual Report. However, the controller's web page does not furnish information about the university financial statements.

Past editions of the undergraduate and graduate catalogs are available online in PDF format, dating back to the 2006-2007 editions.

Southern's Office of Assessment and Planning conducts an ongoing assessment of student learning throughout the university and provides reports on its findings. The Office of Alumni

Relations maintains information on the placement of graduates who have contacted the alumni office. Anecdotal stories of graduates are reported via the Southern Alumni Magazine, Owl Sighting Newsletter, and social media. Some individual departments report on the success of their graduates on their websites, but this type of information varies from department to department.

Southern Connecticut State University has migrated to a new website since its 2011 comprehensive evaluation, and much more information about the institution is now available online. Most significantly, SCSU now publishes both its undergraduate and graduate catalogs online only.

SCSU publishes its mission, and expected educational outcomes; its status as a public or independent institution; requirements and procedures and policies related to admissions and the transfer of credit; a list of institutions with which it has articulation agreements; student fees, charges and refund policies; rules and regulations for student conduct; procedures for student grade appeals and discrimination and harassment complaints; items related withdrawing from the institution; academic programs, courses currently offered, and study abroad educational opportunities; part-time and alternative study; academic policies and procedures; and the requirements for undergraduate and graduate degrees. The CSCU system website details its Student Complaint Process.

With the academic catalogs now online, a list of continuing undergraduate and graduate faculty is now electronically accessible. As before, the names and positions of administrative officers, and the names and principal affiliations of members of the governing board are also available.

The institution publishes information about programs available at other instructional locations, including a new partnership with Liverpool John Moores University in Liverpool, England.

The online catalogs – both undergraduate and graduate -- have an entry for each course the university offers, and within each entry is information about when that course was last offered. The catalog does not, however, specify when a course will be taught again, and in some cases a course may not have been offered for more than three years. Programs, services and faculty listed reflect the current year; however, the catalogs do not indicate those offerings that are unavailable in the current year.

SCSU publishes online a description of the size and characteristics of the student body, the campus setting, the availability of academic and other support services, the range of co-curricular and non-academic opportunities available to students, and other institutional learning and physical resources.

Since the comprehensive evaluation, SCSU has improved its public disclosure of students' success in achieving the goals laid out for them by the university and individual departments. The Office of Assessment and Planning publishes reports on student success, and individual departments' websites publish learning outcomes.

The [Counseling and School Psychology Department](#) website publishes information about its students' performance on comprehensive and licensing exams, but not all departments whose students must take such exams furnish such data on their websites.

More information has become available on the website regarding [total cost of education](#), [net price](#), and the typical length of study. A [report by the Student Success Task Force](#) addresses the average debt of graduates; the percent of graduates with debt; and the average net cost of a year at SCSU after federal, state and local government aid. To help educate students on student debt, the university now has a Coordinator of Student Financial Literacy and Advising and a [supporting website](#).

In its human resources website, SCSU publishes a number of documents outlining policies and procedures for employees, among them a [Code of Ethics for Public Officials and State Employees](#), an [Ethics Statement](#), [Procedures for Faculty Consulting and Research with Public or Private Entities](#), and [Rules of Conduct](#), among others.

The [institution's statements about its current accredited status are accurately and explicitly worded](#).

Institutional Plans

The following summarizes SCSU's most significant anticipated issues and initiatives for the next five years, including those that may represent a Substantive Change.

Institutional Updates

At the state level, the Connecticut faces **exceptional fiscal challenges** for at least the next two years. The biennium budget approved by the state legislature for FY 2017-18 significantly reduces the CSCU system's state appropriation. In FY 2018-19, the state anticipates a budget shortfall of a billion dollars, which will result in further cuts. The CSCU system is currently under a hiring freeze. At the system level, the CSCU system will continue to experience significant changes in the next few years. Current CSCU President Mark Ojakian is serving in an interim role, although he has publicly indicated a desire to serve as President past his initial term of appointment set to expirein 2017. President Ojakian named WCSU Provost Dr. Jane Gates CSCU System Provost and Senior Vice President for Academic and Student Affairs effective August 2016. Most of the remaining CSCU system office staff will be eligible for retirement within the next five years. CSCU Board of Regents President Nicolas Donofrio announced he was stepping down from his role as President and leaving the Board of Regents in July 2016. Regent Matt Fleury has been named as the new President. We anticipate several other long-serving members of the CSCU Board of Regents to step down within the next five years.

At the campus level, SCSU continues to feel the impact of ongoing budget cuts. Executive Vice President Mark Rozewski has led campus units through a process of preparing reduced budgets

for FY 2017-18 and prioritizing and petitioning the CSCU system office to proceed with critical non-faculty searches per procedures introduced by CSCU President Mark Ojakian when he imposed the hiring freeze. Some critical replacement positions, such as residence hall directors, were approved during the summer. Other hires in areas functioning with temporary emergency staff, such as IT, the Office of International Education (which also handles student and faculty visa issues), and the First-Year Experience Program, are moving forward. During this time, the Cabinet has also been exploring areas for reallocation and investment in addition to reduction. New President Joe Bertolino intends to provide additional staffing resources to units the US Department of Education believes have insufficient administrative capacity, such as the Office of Financial Aid and the Office of the Registrar. AVP for Enrollment Terricita Sass, EVP Mark Rozewski, and Provost Ellen Durnin have accepted a proposal from Director of Special Academic Programs and Sessions Ian Canning, Associate Vice President for Institutional Effectiveness Rick Riccardi, Associate Vice President for Academic Affairs Ilene Crawford, and Director of Academic and Career Advising Frank LaDore to develop degree completion and continuing education initiatives supported by the analysis of student completion and retention data. The initial focus will be on students who have left Southern with 90 or more credits without completing their degree, and increasing their use of the BA-General Studies degree approved by the Board of Regents in 2012. Associate Dean of Arts and Sciences Bruce Kalk and the AVP AA are also developing Prior Learning Assessment pilots for Tier 2 courses in the competency-based general education program, the Liberal Education Program (LEP) and will continue to explore other appropriate PLA options that could enhance recruitment, retention, and graduation.

Provost Ellen Durnin has worked with the associate vice presidents and the school deans to **prioritize and to reduce reassigned time** in order to return more tenure-track faculty to the classroom and further reduce the adjunct budget. SCSU currently awards significantly more reassigned time than is contractually mandated and significantly more than the other three CSU institutions. Provost Durnin has led Academic Affairs units in reducing reassigned time across units by 25%. These reductions have been accomplished in conversation with the Faculty Leadership Council. In all cases, they have required, and will continue to require, difficult choices. For example, reassigned time for the University Curriculum Forum leadership has been reduced. Reassigned time for academic program review has been eliminated and internal program review processes have been suspended for two years. The Office of Planning and Assessment will continue ongoing data collection for these programs and the committees will use their hiatus to address the weaknesses identified in the program assessment processes implemented in AY 2013-14. Programs externally accredited will continue to receive support from Academic Affairs to prepare their reports and host site visits. (Please also see "*Update on success in conducting undergraduate and graduate academic program reviews*" above.)

Based on feedback from the Faculty Leadership Council, the Provost, deans, and academic vice presidents continue to explore options for consolidating and reallocating reassigned time to reduce the overall number of reassigned credits awarded and better address students who are most in need. For example, now that SCSU has transitioned from the former AUR general education program to the Liberal Education program, the Undergraduate Curriculum Forum's LEP Committee should be able to address any remaining curricular development and revision. Creation of a senior level administrator with responsibilities for transfer students was a

recommendation of both the 2012 Transfer Student Task Force Report and the 2014 Student Success Task Force Report. The Liberal Education Program Director's reassigned time was reduced and reallocated to create an Academic Transfer Coordinator, who will work closely with Enrollment Management and Student Affairs on transfer student success. Transfer students will continue to be a growing percentage of our overall student population and our ability to attract and graduate transfer students in a timely manner will be essential to SCSU's overall fiscal health. (Please also see "Standard Five: Students" above.)

The named co-chairs of SCSU's **Strategic Plan implementation** committee, Executive Vice President Mark Rozewski and Department of Computer Science Chair Dr. Lisa Lancor will convene their committee and begin the work of implementing the 2015-2025 strategic plan "Discover Southern: A University for the 21st Century." (Please also see "Standard Two: Planning and Assessment" and "*Update on progress in undertaking strategic planning and developing and implementing the strategic plan*" above.)

President Bertolino began his tenure as Southern's 12th president on August 22, 2016. The new President will assess members of the upper administration who serve as presidential appointees and make decisions about continued appointments and those serving in interim roles. In addition to conducting an extensive listening tour and calling on all members of the university community to join him in practicing civil discourse, **President Bertolino has named six priorities for the beginning of his presidency**:

- enhance the academic excellence aspect of the University's mission by improving academic advising experiences, student research opportunities, and the navigability of the Liberal Education Program;
- increase social justice initiatives in order to fully realize this aspect of the University's mission;
- increase student retention in order to increase graduation rates and fiscal stability;
- increase fund raising;
- increase public-private partnerships;
- support appropriate staffing levels in the divisions of Enrollment Management and Finance and Administration in order to remedy the root causes of our provisional status with the Department of Education.

The institution has already and will continue to address our **provisional status with the Department of Education regarding our Program Participation Agreement** to award Title IV financial aid. Our provisional status, extending back to 2012, stems from sustained DOE concerns regarding 1. Our institutional capacity to accurately and effectively comply with regulations for the disbursement of Title IV aid 2. Our institutional ability to accurately report student non-attendance and participation for the purposes of appropriately returning Title IV aid and 3. Our lack of timely reporting regarding our institutional compliance with new Gainful Employment regulations. SCSU has been working with the DOE to address findings since 2012 and has made progress, particularly since July 2015 when the Financial Aid unit was reorganized under the division of Enrollment Management with the arrival of Associate Vice President for Enrollment Management Dr. Terricita Sass. Southern's application to continue participation in

federal financial aid was prepared by the Director of Financial Aid Ms. Gloria Lee in collaboration with other units on campus. It was submitted to the Department of Education in December 2015, at the end of Southern's first three-year period of provisional status.

While Southern's application was under review with the DOE, AVP EM Sass and Associate Vice President for Academic Affairs Dr. Ilene Crawford began meeting to address mutual, mounting concerns that the lack of program implementation processes and communication between Enrollment Management and Academic Affairs which was revealed during the process of preparing the application put the institution at significant risk. AVPs Sass and Crawford created and convened a Curriculum Implementation Team (CIT) comprised of key Enrollment Management, Finance and Administration, and Academic Affairs staff in spring 2016 to review current curricular approval processes, to identify communication gaps that put the institution at risk, and to develop improved processes that better managed and vetted required notifications of curricular changes to the Connecticut Board of Regents, the Connecticut Department of Higher Education, NEASC, and the US Department of Education. AVP AA Ilene Crawford and Registrar Siham Doughman continue to co-chair the CIT. Other regular members include the AVP for Institutional Effectiveness, the Director of Special Academic Programs, the Academic Resources Coordinator, the Director of Graduate Admissions, the Interim Director of Financial Aid, the Bursar, and representatives from Undergraduate Admissions and Marketing.

At its first meeting in March 2016, the CIT immediately discovered that Academic Affairs units had no knowledge that Southern was still on provisional status with the DOE and thus unable to offer three new programs approved by the CSCU BOR as planned for Fall 2016. During March 2016, the Provost, AVP for Academic Affairs, and AVP for Enrollment Management first informed impacted faculty and schools deans and then informed faculty campus-wide. Their explanation stressed ongoing issues of accurate non-attendance reporting by faculty. In summer 2016 the AVP EM named the Associate Director as the Interim Director to provide office leadership for the Director of Financial Aid who went on FMLA leave. A team worked with faculty to construct an improved process for precisely reporting stopped attendance and participation by students, which was piloted in summer 2016 and is currently being reviewed for adoption by the Faculty Senate.

While awaiting response from the DOE to Southern's application, the CIT met regularly through spring and summer to continue its comprehensive inventory of academic programs in an effort to diagnose any further Title IV compliance issues. As a result of its review of the Department of Education's May 2016 "Dear Colleague" letter regarding regulations for awarding Title IV aid to students enrolled in teacher certification programs, the CIT identified a significant number of Educator Preparation Certification programs that are not eligible to receive Title IV aid in accordance with federal definitions of "undergraduate" and "graduate" programs; this will require further amendment to SCSU's PPA. The AVP EM, Provost, and AVP AA are again in the process of first informing impacted school deans and presenting them with potential options identified by the CIT for revising their Educator Preparation Certification programs in order to come into compliance, as well as preparing messaging for all faculty, students, and external partners. This work of revising certification and certificate programs (see below) will require the commitment of major institutional resources through at least AY 2016-17.

While awaiting a detailed response from the DOE to Southern's application, the AVP EM received a provisional response from the DOE indicating that the required Gainful Employment reporting section of the PPA was incomplete. Southern had been keeping the required information; however, the then-Director of Financial Aid incorrectly interpreted verbal instructions from a DOE employee that Gainful Employment reporting was not required as part of Southern's PPA. While the CIT began reviewing its Gainful Employment reporting, its review of a March 2015 "Dear Colleague" letter from the DOE regarding Title IV regulations for Gainful Employment programs revealed that a number of Southern's non-degree certificate programs were not Title-IV eligible and/or were not awarding Title IV aid in accordance with federal definitions of "undergraduate," "post-baccalaureate" and "graduate" programs. CIT members have most recently focused on rectifying these issues with Southern's Accounting certificate program. The total institutional cost of recalculating and reimbursing Title IV aid at the appropriate undergraduate rate for the twenty-seven students who have been in the program thus far was approximately $189,000.

Southern received notification in June 2016 that our provisional status with the DOE will continue until March 2019. While we remain on provisional status, we must petition to add new programs to our listing of programs for which students are eligible to receive federal and state financial aid. We hope to be able to petition the DOE biannually to add new programs to the PPA. The institution sent its first petition to the DOE in August 2016, requesting permission to add the following new programs that were approved by the CSCU Board of Regents in AY 2015-16: the BS-Biotechnology, the BS-Environmental Systems/Sustainability Studies, and the AS/BS-Public Utilities Management jointly offered with Gateway Community College. We expect a response to this first petition in spring of 2017; the DOE may grant approval to add 0, 1, 2 or all 3 programs to our PPA and may allow for a second annual petition or impose a freeze on further petitions until Southern's PPA is again reviewed in 2019. President Bertolino has granted AVP Sass's request to hire an assessment firm specializing in public institutions' compliance with Title IV regulations to conduct a more comprehensive review than the CIT or current staffing levels allow. Current Collective Bargaining Agreements have made subcontracting additional personnel to address Southern's compliance issues very difficult.

Southern's experience highlights the need for revising its curricular approval processes to include early vetting of new and revised degree and non-degree program proposals for compliance with state, regional accreditation, and federal regulations.

Our **Academic Advising renewal and revitalization** initiative will continue. Vice President for Student Affairs Tracy Tyree, Associate Vice President for Enrollment Management Terricita Sass, and Dean of Arts and Sciences Steven Breese lead a review process in AY 2015-16. In AY 2016-17 Southern will make a decision about a new advising model to better serve our students and begin implementation. SCSU's partnership with EAB continues to support this process; we have begun to use EAB's Student Success Collaborative-Campus platform to enhance advising effectiveness. There is broad recognition and agreement that a revised advising model must be designed to better meet the needs of several underserved student groups, including transfer students, Interdisciplinary Studies students, and pre-Nursing majors who do not gain admittance to our highly competitive program.

Facilities and Infrastructure Updates

We have high hopes for several infrastructure updates intended to knit the 17 CSCU institutions into a more cohesive system. These include a new shared library platform, an extended BlackBoard Learn LMS contract, and DegreeWorks. DegreeWorks will enable us to see student activity at the community colleges and begin to advise them before they transfer to us, reducing the number of credits students are unable to transfer to SCSU and reducing the number of credits that transfer as free electives, rather than counting towards their bachelor's degree requirements. DegreeWorks will provide students and advisors with more user-friendly degree evaluations, including a dashboard that indicates overall progress toward the student's degree program and a degree planning feature connected to the catalog that will allows students to determine when the courses they need will next be offered in order to create a draft schedule for upcoming semesters. Data analysis of these degree worksheets will in turn improve the institution's ability to schedule courses based on projected student need.

Bond money has been approved for the construction of a new Health and Human Services building. Currently in the planning phases, the new building is scheduled for construction in AY 2017-18 and opening in 2018-19. Within the CSCU system, one of SCSU's recognized areas of strength is health and human services; the new building will unite academic units now dispersed across campus and facilitate continued growth of its academic programs. The School of Business has also secured a $45-million-dollar commitment for a new building and will begin the design process in AY 2016-17.

In June 2016 the City of New Haven Board of Alders approved funding for the construction of a new facility for New Haven Public School's Strong 21st Century Communications Magnet and Lab School on the SCSU campus to serve as an education laboratory school. The Lab School will build on SCSU's Center of Excellence for Autism Spectrum Disorders, directed Dr. Ruth Eren, who was installed as SCSU's first endowed chair in March, 2016. The Board of Alders support demonstrates the City of New Haven's continued commitment to strengthening its partnership with SCSU.

In the near future SCSU plans to issue an RFP for a public-private partnership to redevelop property SCSU holds on Long Wharf in New Haven. The expected development of the Long Wharf site will expand SCSU's presence in New Haven. SCSU has also extended its lease of office space in downtown New Haven. This downtown space, called Southern on the Green (SOTG), will continue to serve as a point of contact for prospective students, particularly prospective transfer students attending Gateway Community College three blocks away. However, new programming organized around SCSU's sustainability studies initiatives will also be developed and deployed in the Southern on the Green space. This may possibly include courses offered as part of SCSU's Accelerated MBA program and AS/BS Public Utilities Management program offered in partnership with Gateway Community College, pending its addition to SCSU's Program Participation Agreement with the Department of Education.

Academic Program Updates

SCSU's Undergraduate Curriculum Forum approved a 3-credit **reduction to the Liberal Education Program** that will be effective Fall 2017. This will reduce the LEP from 48 to 45 credits, not including so-called "hidden prerequisites" (for students placing into math, writing, and/or world language courses below the level that satisfies their Tier 1, or Foundations level, requirements). Provost Durnin has strongly encouraged faculty to pursue further reductions by February 1, 2017 (the Fall 2017 implementation deadline) in order to give more students a 42-credit general education program. The CSCU Board of Regents has implemented a degree normalization policy effective Fall 2017, at which point all bachelor's degree programs must be 120 credits; the normalization policy creates additional incentive for reduction, as it prohibits hidden prerequisites.

The **first 11 transfer pathways of the CSCU Transfer Articulation Pathways program (TAP)** have gone into effect in Fall 2016; more are in development and will be rolled out in subsequent years. Each TAP pathway is the work of a 17-member committee, one faculty member from each of the 17 CSCU institutions; each pathway guarantees a seamless transfer from a CCC to a CSU for students that declare a TAP associate's degree when they enter a CCC and commit to follow the transfer degree pathway to a specific CSU. Each pathway has a common 30-credit general education core. TAP associate's degrees are a maximum of 60-61 credits. TAP bachelor's degrees are a maximum of 120-121cr. Each pathway will be revisited by the faculty committee annually and adjusted as needed. SCSU does not expect to receive more than a dozen TAP students in AY 2016-17, but Enrollment Management will be working with the BOR and others to develop operational processes to support implementation. As TAP enters its second year in AY 2017-18, SCSU anticipates more students; as of September 2016, 130 students had enrolled in TAP pathway degree programs at Gateway Community College, SCSU's primary "feeder" community college. If TAP functions as hoped, students in will find it much easier to transfer to SCSU with junior standing from a CCC and finish their 120 credit degree program on time. TAP will require continued institutional investment by SCSU to support Enrollment Management staff and faculty overseeing the building of new pathways and maintenance of existing pathways.

In addition to these system-wide TAP transfer pathways, **SCSU will continue to develop articulation agreements with community college partners** that send significant numbers of transfer students. SCSU has implement new agreements with Gateway Community College (effective AY 2015-16) and Housatonic Community College (effective AY 2016-17) that allow holders of Associate's degrees in Liberal Arts and Sciences to fulfill the majority of their SCSU general education requirements. In some cases, students will only need to complete their Tier 3 general education capstone course at SCSU. At most, students will also need to complete their Tier 1 Quantitative Reasoning and Tier 1 Multilingual Communication requirement at SCSU. SCSU's Undergraduate Curriculum Forum expects to create similar agreements with 2-4 other Connecticut Community Colleges, including Naugatuck Community College and Middlesex Community College, in the next two years. SCSU expects the relationships with NVCC and MXCC to expand in other ways, too, as both campuses have expressed interest in aligning with Southern's BS-Biotechnology program, approved by the Board and Regents and to be implemented as soon as we receive Department of Education approval to add the program to SCSU's Title IV Program Participation Agreement.

Southern's partnership with Liverpool John Moores University will continue to expand, led by the Director of the Office of International Education Dr. Erin Heidkamp and the Provost's Council. The six-member Joint Development Group is scheduled to continue its quarterly meetings, alternating between SCSU in New Haven and LJMU in Liverpool, England. SCSU's three JDG members are Provost Ellen Durnin, Associate Vice President for Academic Affairs Ilene Crawford and Director of International Education Erin Heidkamp. SCSU wishes to notify the Commission that it intends to develop joint degree programs with LJMU; any jointly-awarded degree programs developed will constitute a Substantive Change. Of particular interest to the two institutions are joint master's degrees in Business Administration, Coastal Resiliency, Public Health, and Sport and Entertainment Management. SCSU has been instructed by the CSCU Provost and the chair of the CSCU Board of Regent's Academic and Student Affairs committee, the deciding body for curricular matters, to follow the BOR's usual approval process for new academic programs and the Commission's Substantive Change process; per State of CT statue, the BOR will accept the Commission's approval of the Substantive Change as SCSU's authority to confer these specific degrees jointly with Liverpool John Moores University. SCSU and LJMU initially plan to develop join master's degrees and then explore the possibility of developing joint doctoral degrees. These degrees will build on the growing number of student exchanges and faculty-led partnerships in a dozen disciplines that will demonstrate the proof of concept required to commit to the development of joint degrees. Any such joint degree program would also require Department of Education approval to add the program to SCSU's Title IV Program Participation Agreement.

SCSU TESOL faculty and Office of International Education staff have developed an **English Language Pathways Program** designed to increase the academic English skills of international students conditionally admitted to SCSU undergraduate and graduate programs and native students who are heritage language users. The ELPP will provide two sequences of courses: a first sequence of intensive academic English courses designed to help ESL students reach the minimum TOEFL scores required for admission at SCSU or partner institutions and a second sequence of courses designed to support the continued development of students' academic English skills once they matriculate and go through the first year of their SCSU degree program. The CSCU's Academic Council has approved the ELPP concept paper and full proposal. The ELPP was judged by the Academic Council to be an academic support service akin to the Writing Center rather than an academic program requiring BOR approval; the ELPP was then submitted as a notification to the Academic and Student Affairs subcommittee of the Board of Regents on August 30, 2016. The first cohort of students could arrive as early as summer 2017, pending the status of the CSCU hiring freeze, which has impacted the ELPP Director position. A well-qualified Director for the ELPP was identified in a search prior to the freeze. SCSU's administration believes a targeted investment in the ELPP will effectively increase enrollments in programs with the capacity and desire to admit more international students, particularly in the Schools of Business and Health and Human Services. SCSU is currently exploring a partnership with Fairfield University in Fairfield, CT, which would bring an inaugural cohort of 15 Chinese students Southern during summer 2017; Southern's ELPP program would prepare them to enter Fairfield's Engineering program in fall 2017.

The School of Business is in the process of pursuing **AACSB accreditation** after determining this was necessary to remain competitive with other schools in the region. The school has developed an industry partnership with the New Haven Regional Water Authority that has led to the development of a AS/BS degree in Public Utilities Management jointly conferred with Gateway Community College, a program designed to addressed identified regional workforce needs by providing training to utilities managers and supervisors. The School of Business has implemented an Accelerated MBA program that offers its existing MBA in a condensed, hybrid format and is developing a joint MBA with Liverpool John Moores University; LJMU and SCSU are confident a joint MBA will be attractive to international students from outside the UK for the opportunity it will afford them study in both the US and the UK.

The School of Education will also pursue initiatives that will meet the Commission's definition of Substantive Change. For several years the Educational Leadership and Reading departments have offered cohort programs for 6th Year Diploma and MS degree programs that met less than 50% off campus at a school site mutually agreed upon with the host school district. SCSU secured CSCU BOR approval to begin Fall 2016 Educational Leadership cohorts in Hamden, Waterford, New Britain, and Meriden, CT and Reading cohorts in Waterbury, CT that meet 50% or more at a school site mutually agreed upon with the host school district. The BOR's Academic and Student Affairs subcommittee reviewed and approved these program modifications proposals at its August 30, 2016 meeting. The ASA is the deciding body; the program modifications appeared as consent agenda items on the September 16, 2016 BOR agenda. Once determined with the host school district, these **sites will be added to SCSU's additional instructional locations** and reported to the Commission in Southern's annual update.

SCSU intends to secure BOR approval to begin EDL and RDG program cohorts with other host school districts, particularly on Connecticut's eastern shoreline, where the School of Education's needs assessment has determined there is significant unmet need for its programs. These will be additional instructional locations SCSU will also request in its future annual reports to the Commission. SCSU will likely add additional instructional locations for its Special Education programs as well, such as its Grove School site that began a cohort in Madison, CT in Fall 2015. The program offers course work that enables students who already have a current CT teaching certification in another area to obtain a cross endorsement in Special Education from the CT State Department of Education and/or a Master's Degree in Special Education. NEASC site visitor Dr. Brenda McAleer conducted a review of this program (which since its 1995 beginnings has been previously located in Lisbon CT and East Lyme CT) in spring 2016 as part of this fifth-year interim report. Please also see the Appendix "SCSU Report in Preparation for Off Campus Site Visit for Graduate Program at the Grove School Madison CT," prepared by Dr. Ruth Eren, Director of SCSU's Center of Excellence for Autism Spectrum Disorders, and recently named Goodwin Endowed Chair in Special Education, the first endowed chair in Southern's history.

The School of Education is also in the exploratory stage of a relationship with the University of Puerto Rico. The Memorandum of Understanding under review at both institutions during summer 2016 includes a commitment to the "exploration of feasibility of dual degrees." Any development of dual degrees would constitute a Substantive Change.

SCSU notified the Commission in fall 2015 that it intends to offer a Doctorate in Social Work (DSW); NEASC Senior VP Dr. Patricia O'Brien also met with Social Work faculty and Dean of Health and Human Services Dr. Sandy Bulmer in October 2015 to respond to a draft proposal. The DSW constitutes a Substantive Change because it will be a new degree level (SCSU currently offers the BSW and MSW) and a new modality (the majority of the program will be delivered online; students will be in residence with their cohort for one week for each of the three summers they will be enrolled in the three-year program). SCSU is following the CSCU BOR approval process for professional doctorate degrees that was developed after State of CT legislative approval for the four CSUs in the CSCU system to offer professional doctorates became effective July 1, 2015. Before it can be offered, the DSW degree program will also require Department of Education approval to add the program to SCSU's Title IV Program Participation Agreement. The DSW proposal is scheduled to be reviewed by the BOR's Academic and Student Affairs subcommittee at its November 18, 2016 meeting.

In spring 2015, Mayor of New Haven Toni Harp and then-President Mary A. Papazian signed an agreement to develop a **BioPath initiative** that took advantage of SCSU's ability to produce workforce-ready graduates for the New Haven region's growing biotechnology hub, the second largest in New England. The first degree program developed to support the BioPath initiative, the BS-Biotechnology, was approved by the CSCU Board of Regents in AY 2015-16 and will be implemented once SCSU receives approval from the Department of Education to add the program to its Program Participation Agreement. The BS-Biotechnology is one of several new degree programs awaiting DOE approval to be added to SCSU's PPA that similarly take advantage of SCSU's strengths in STEM, business, and its industry partnerships; the BS-Biotechnology's curriculum was developed in cooperation with industry partners. Two others degree programs that are ready for implementation pending DOE approval for their addition to the PPA are a BS-Environmental Systems and Sustainability Studies and a AS/BS Public Utilities Management, offered in cooperation with Gateway Community College and developed in cooperation with the New Haven Regional Water Authority.

The fifth-year interim report process took place during a year of regulatory and fiscal challenges and administrative transitions for SCSU and the Connecticut State Colleges and Universities (CSCU) system of which Southern is a part. These challenges required, and will continue to require, ongoing reflection and strategic reallocation of our resources. The strong leadership that remains in place, in partnership with a dedicated and talented faculty and staff, continues to uphold our academic mission.

i Southern Connecticut State University (SCSU or Southern) began preparations for its Fifth-Year Interim report in summer 2015. The Associate Vice President for Academic Affairs, Dr. Ilene Crawford, and the Associate Vice President for Institutional Effectiveness, Dr. Richard Riccardi, were appointed to serve as co-chairs of the NEASC Fifth-Year Interim Report Steering Committee. Administrators, faculty, and staff were chosen as Steering Committee members. Sub-committees for each of the nine revised standards were formed, with one chair for each committee. On October 22, 2015, then-President of SCSU Dr. Mary A. Papazian met with the Steering Committee and charged its members to review how SCSU had continued to meet CIHE's Standards for Accreditation, to determine SCSU's progress since its 2011 comprehensive review, and to discern SCSU's areas of focus in the five years leading to its 2021 comprehensive review.

On October 22, 2015, the NEASC Fifth-Year Interim Report Steering Committee also met with Dr. Patricia M. O'Brien, SND, Deputy Director of NEASC, who gave an overview of the interim report process, with a special focus on how the then in-development 2016 standards to which SCSU would be expected to write would likely differ from the 2011 standards to which SCSU had written its 2011 comprehensive review. Dr. O'Brien recommended ways committee members could begin their work while waiting for the 2016 standards to be approved at the end of January: start with the data forms, which were unlikely to change much, and work on the areas of emphasis, the reflective essay, and some specifics of Standards 4 and 8. For the remainder of fall 2015, committee members worked on these areas. The accreditation page of SCSU's website was updated to include the purpose, process, and timeline of the fifth-year interim report and to announce the interim report committee members.

When the 2016 standards were announced and disseminated by NEASC in spring 2016, committees returned to the work of gathering and submitting data in support of each of the nine revised standards. On March 31 and April 1, NEASC site evaluator Dr. Brenda McAleer, PhD, CM, PMP visited SCSU and its off-campus instructional location for a student cohort pursuing a cross endorsement and MS in Special Education, the Grove School in Madison, CT. Co-chairs Drs. Crawford and Riccardi drafted the fifth-year interim report and data forms respectively. After review by Interim Provost Ellen Durnin, the draft was posted on the SCSU website's accreditation page in July for the campus community's review and feedback, and submitted to CIHE for review and feedback. The co-chairs reviewed and incorporated feedback from the campus community submitted via email and feedback provided by the Commission. NEASC Vice President Dr. Tala Khudairi spoke with the co-chairs at the end of July, recommending the draft report be significantly revised to include more discussion of ongoing institutional reflection, analysis, and data-driven decision-making in the areas of strategic planning, budget and finance, enrollment management, and academic program review to achieve continuous quality improvement. Vice President Khudairi also recommended the institution petition the Commission for an extended deadline in order to give new President Joe Bertolino, who became SCSU's 12th President on August 22, 2016, adequate time to review the report prior to submission. The Commission granted an extended deadline of September 30, 2016. The co-

chairs consulted further with select members of cabinet, school deans, directors, and faculty members, revised the interim report and data forms to address Vice President Khudairi's feedback, and submitted a second draft to the Provost's Council and President's Cabinet for their review and comments in early September. Drs. Crawford and Riccardi incorporated feedback on the second draft and submitted the following Fifth-Year Interim Report at the end of September, 2016.

Members of the NEASC Fifth-Year Interim Report Steering Committee were

Standard 1
Mission and Purposes
Yan Searcy, Associate Dean of Health and Human Services
Chris Catching, Assistant Vice President for Student Affairs
Bill Faraclas, Professor of Public Health

Standard 2
Planning and Evaluation
Rick Riccardi, Associate Vice President for Institutional Effectiveness
Aaron Clark, Professor of Mathematics

Standard 3
Organization and Governance
Jaye Bailey, Chief of Staff and Vice President for Organizational Development
Matthew Rothbard, Associate Professor of Exercise Science

Standard 4
The Academic Program
Bruce Kalk, Associate Dean of Arts and Sciences
Tess Marchant-Shapiro, Associate Professor of Political Science
Nicole Fluhr, Professor of English
Wes O'Brien, Professor of Media Studies
Kim Laing, Banner ERP Specialist

Standard 5
Students
Jules Tetreault, Assistant Vice President of Student Affairs and Dean of Students
Libby Rhoades, Professor of Counseling and School Psychology
Terricita Sass, Associate Vice President for Enrollment Management

Standard 6
Support for Teaching and Learning
Bonnie Farley-Lucas, Director, Office of Faculty Development and Professor of Communication
Michele Thompson, Professor of History
Karen Musmanno, eLearning Technologies Administrator
Ian Canning, Director of Special Programs

Craig Hlavac, Associate Professor of Music

Standard 7
Institutional Resources
Diane Mazza, Chief Human Resources Officer
Lise Brule, Controller
Cindy Schofield, Library Services
Rebecca Silady, Assistant Professor of Biology
Nick Valsamis, Director of User Services, Information Technology
Tim Krauss, Business Analyst, Finance and Administration

Standard 8
Educational Effectiveness
Michael Ben-Avie, Director of Assessment and Planning
Ilene Crawford, Interim Associate Vice President for Academic Affairs
Charlie Yang, Professor of Management
Kelly Stiver, Assistant Professor of Psychology

Standard 9
Integrity, Transparency, and Public Disclosure
Betsy Beacom, Assistant Director of Public Affairs
Paula Rice, Director of Diversity and Equity
Lynn Kwak, Associate Professor of Marketing

ii Southern has evolved from its founding as New Haven State Normal School in 1893 to a comprehensive university offering 63 bachelor's degree programs, 34 master's degree programs, 7 sixth-year professional diploma programs, 8 graduate certificate programs, and 2 doctoral programs across its School of Arts and Sciences, School of Business, School of Education, School of Health and Human Services, and its School of Graduate Studies, Research and Innovation.

In fall 2015, 10,473 students attended SCSU, including 8,106 undergraduate and 2,367 graduate students. SCSU continues to serve a diverse student population: approximately half are the first in their families to graduate from college; 30% are students of color. SCSU awarded 2,452 degrees in 2015-16, including 1,594 bachelor's degrees, 624 master's degrees, and 21 doctoral degrees. The university also awarded 213 sixth year diplomas.

SCSU employs a primarily unionized workforce of approximately 975 full-time and 725 part-time employees.

iii The CSCU system is comprised of four state universities, twelve community colleges, and Charter Oak State College.

iv The facility is open 86.5 hours per week during the semester and features a learning commons with PC and Mac workstations and adjacent reference and IT help desks. There is an overall gain

in group study space and rooms are booked to capacity daily. The campus Starbucks coffee shop, The Owl's Perch, opened in AY 2015-16. Classrooms and reading rooms have hosted high school outreach programs during the less populated summer months. Buley library is currently engaged in a $1-million-dollar migration to a new ILS (Integrated Library System) which will bring the community college (Voyager) systems and the state university & State Library consortium (III Millennium) under one shared ILS (ExLibris) and union catalog with discovery layer. This tremendous undertaking linking the resources of 17 libraries is supported by the Board of Regents and under the auspices of the system Provost with support from former and current CSCU Presidents. This is one of the most visible initiatives related to the recently realigned Connecticut State College and University system.

The print collection continues to decline as withdrawals outpace acquisitions. Current print monographs stand at 478,191. Subscriptions and aggregated databases provide access to 45,519 unique serial titles and the eBook collection has grown to 714,091 titles—many of which are a collection of eBooks shared among the four State University library consortium, CONSULS. Access to electronic books journals and web resources are provided to on –ground and distance education students via IP authentication. Material selection and information literacy instruction is provided by librarians who liaison with specific academic departments. The library website includes subject guides that highlight relevant resources and services. Liaisons create guides for their subject areas and other special topics.

There are now 14 Librarians, all of whom hold the MLS or MLIS and 7 of whom hold additional Master's or Doctoral degrees. Participation in continuing education events and conferences is encouraged and often at least partial funding can be acquired via applications to the faculty union (AAUP) and other sources. Librarians are eligible to serve on academic and curricular committees and have a positive record of election success.

v Representative comments included "Instructor feedback excellent; area of expertise was beneficial. Supportive, nurturing role of students just starting off"; "Exposure to theorists that never surfaced during BSN, or MSN program, but that are essential for educators to know"; "Difficult course, but excellent. I learned a great deal of important information. The course was well designed; "Great pace for a condensed time for learning and keeping integrity within the program"; "The information in this course is very important, and was helpful to me as a new educator."

vi **Nursing Ed.D. Program Outcomes**

1. Synthesize concepts & theories from nursing, higher education, and related disciplines as a foundation to enact the nurse educator role.
2. Demonstrate expertise in designing, implementing, evaluating, and improving nursing education to reflect trends in higher education, healthcare, and nursing practice.
3. Use knowledge of ethical, social, global, cultural, political, and economic issues affecting nursing education to provide effective leadership.
4. Contribute to the advancement of the science of nursing education through intellectual inquiry and creative scholarship.

5. Provide professional leadership to affect change in nursing education through service to the profession.
6. Function collaboratively in the faculty role within a community of scholars.

Major Program Components/Competencies:
- Foundations of Teaching in Higher Education (NUR 800, 801, 802)
- Specialization in Nursing Education (NUR 803, 804, 805)
- Leadership in Nursing Education (NUR 806, 807, 808)
- Science of Nursing Education Research (NUR 809, 810, 811, 812)
- Dissertation Seminar & Advisement (NUR 813, 814, 815, 816)

National League of Nursing: Core Competencies of Nurse Educators (2005)

1) Facilitate Learning
2) Facilitate Learner Development & Socialization
3) Use Assessment & Evaluation Strategies
4) Participate in Curriculum Design & Evaluation of Program Outcomes
5) Function as a Change Agent and Leader
6) Pursue Continuous Quality Improvement in Nurse Educator Role
7) Engage in Scholarship
8) Function Within the Educational Environment

Ed.D. in Nursing Education Program Outcomes Measurement Grid

NLN Core Competencies for Nurse Educators	EdD Program Outcomes*	Related Program Courses	Selected Evaluation Measures
Facilitate Learning	1, 2, 5, 6	NUR 801 NUR 802 NUR 805 NUR 808	Instructional Technology paper Theory critique paper Curricular gap teaching project and presentation Practicum teaching effectiveness evaluation Vidyo-conference presentations on teaching/learning exemplars Construction of personal teaching philosophy Comprehensive examination
Facilitate Learner Development & Socialization	1, 2, 5, 6	NUR 800 NUR 801 NUR 802 NUR 808	Analytical paper on learning Styles Discussion question on the moral and cognitive development in adults Group project on factors that facilitate/hinder learning vidyo-conference presentation on learner characteristics at practicum sites Discussion questions on facilitating learner socialization Comprehensive examination

Use Assessment & Evaluation Strategies	1, 2	NUR 803 NUR 805 NUR 804 NUR 810	Development of evaluation tools for classroom & clinical learning Discussion questions and paper on test construction and analysis Discussion questions on instrument development and evaluation Comprehensive exam
Participate in Curriculum Design & Evaluation of Program Outcomes	1, 2	NUR 803 NUR 807 NUR 808	Curricular gap paper and presentation Regulation and Professional Accreditation Paper Comprehensive exams
Function as a Change Agent and Leader	1, 3, 5	NUR 806 NUR 807	Analysis paper on leadership challenges in nursing education
Pursue Continuous Quality Improvement in Nurse Educator Role	1, 6	NUR 800 NUR 804 NUR 808	Portfolio documenting professional development activities Self-assessment of faculty role competencies Discussion question on mentoring, professional development, Boyer's model Comprehensive exam
Engage in Scholarship	1, 4	NUR 809 NUR 810 NUR 811 (NUR 813, 814, 815, 816)	Concept analysis paper Integrative review paper research study proposal paper Group project qualitative methods paper and presentation Statistical case studies Completed proposal and dissertation defense
Function Within the Educational Environment	1 through 6	NUR 808 (NUR 800-804)	Mock portfolio assignment documenting faculty role activities Practicum teaching effectiveness evaluation Portfolio evaluation of practicum goal achievement Comprehensive exam

vii **Nursing Ed. D Admission/Progression Cohort One, Two and Three**

2012 COHORT	2014 COHORT	2016 COHORT
STUDENTS ACCEPTED INTO PROGRAM= 25	STUDENTS ACCEPTED INTO PROGRAM = 25	STUDENTS ACCPETED INTO THE PROGRAM = 30
STUDENTS ENROLLED INTO PROGRAM FALL 2012 = 18	STUDENTS ENROLLED INTO PROGRAM FALL 2014= 22	STUDENTS ENROLLED INTO PROGRAM FALL 2016 = 25
STUDENTS WITHDREW FOR PERSONAL/PROFESSIONAL REASONS= 4	STUDENTS WITHDREW FOR PERSONAL/PROFESSIONAL REASONS= 3	N/A

STUDENTS DISMISSED FROM DUE TO ACADEMIC ISSUES = 1	STUDENTS DISMISSED FROM PROGRAM DUE TO ACADEMIC ISSUES = 1	N/A
STUDENTS DEFENDED DISSERTATIONS AND GRADUATED AS OF FALL 2015 OR SPRING 2016 = 10	N/A	N/A
STUDENTS ENROLLED IN DISSERTATION COURSES=1 STUDENTS ON LEAVE = 2 Fall 2016	STUDENTS CURRENTLY ENROLLED IN PROGRAM AS OF FALL 2016 = 18	N/A

Student Achievement of Program Outcomes Cohort One

Students in cohort 1 (admitted 2012) were surveyed in residency 3 (summer of 2014) after completion of course work and prior to their dissertation work. N = 13. They were asked about their achievement of program outcomes prior to entering the program, and after course completion.

1 = No knowledge, no confidence 10 = Very high level of knowledge, very confident in my professional knowledge and skills

Program Outcomes	Mean Prior	Mean Now	Significance
Synthesize concepts and theories from nursing, higher education, and related disciplines as a foundation to enact the nurse educator role.	5.45	8.82	$p < 0.001*$
Demonstrate expertise in designing, implementing, evaluating, and improving nursing education to reflect trends in higher education, healthcare, and nursing practice.	4.58	8.08	$p < 0.001*$
Use knowledge of ethical, social, global, cultural, political, and economic issues affecting nursing education to provide effective leadership	4.83	8.67	$p < 0.001*$
Contribute to the advancement of the science of nursing education through intellectual inquiry and creative scholarship	4.92	8.58	$p < 0.001*$

Provide professional leadership to affect change in nursing education through service to the profession.	5.55	8.55	$p = 0.002*$
Function collaboratively in the faculty role within a community of scholars.	6.0	8.64	$p = 0.005*$

*Significant at 0.01 level

viii **Faculty and Preceptor Assessment of Student Achievement of NLN Core Competencies**
All students in cohort 1 and cohort 2 passed the practicum, and received passing scores (between a 3-4), on each of the eight competencies. Preceptor comments were very complimentary indicating students were well prepared to enact the role of an academic nurse educator.

Students are required to participate in an education practicum in the NUR 808 Doctoral Synthesis course. Course practicum faculty and preceptors evaluated student achievement at practicum end using the Educational Practicum Tool. Students were rated on a scale of 0-4 with 0 = ineffective/dependent, 1 = remedial/marginal, 2 = directed/assisted, 3 = self-directed/supervised and 4 = Exceeds expectations/independent on each of the eight NLN Core Competencies.

Nursing Ed.D. Comprehensive Exams Cohort One and Two
The exams tested students' achievement of competency in all three of the components in the program (Foundations of Teaching in Higher Education, Specialization in Nursing Education, and Leadership in Nursing Education). Students were randomly assigned one question from each of the three domains.

Two graduate faculty members (one from SCSU and one from WCSU) read each blinded individual student examination and independently rated the three sections using a standardized rubric. Students were required to receive a minimum of 15 points per question to pass the examination. Cumulative scores ranged between a 15 and 25.

ix **Survey of NLN Competencies in Nursing Ed. D cohort two after year 1:**
1= Competency not achieved, no confidence in implementing the competency in your current or future role as an academic nurse educator.
10 = Competency Fully Achieved, strong confidence in implementing the competency in your current or future role as an academic nurse educator.

	Mean Prior	Mean Now	Increase
Facilitate Learning	5.29	8.18	54.44%
Facilitate Learner Development	5.18	8.18	57.95%
Use assessment and evaluation strategies	5.29	7.76	46.67%

Participate in curriculum design and evaluation of program outcomes	3.41	7.24	112.07%
Function as a change agent and leader	5.53	7.65	38.38%
Pursue continuous quality improvement in nurse educator role	5.24	6.71	28.09 %
Engage in scholarship	4.59	7.47	62.82 %
Function within the education environment	5.00	8.06	61.87%

Faculty and Preceptor Assessment of Student Achievement of NLN Core Competencies
Students are required to participate in an education practicum in the NUR 808 Doctoral Synthesis course. Course practicum faculty and preceptors evaluated student achievement at practicum end using the Educational Practicum Tool. Students were rated on a scale of 0-4 with 0 = ineffective/dependent, 1 = remedial/marginal, 2 = directed/assisted, 3 = self-directed/supervised and 4 = Exceeds expectations/independent on each of the eight NLN Core Competencies.

All students in cohort 1 and cohort 2 passed the practicum, and received passing scores (between a 3-4), on each of the eight competencies. Preceptor comments were very complimentary indicating students were well prepared to enact the role of an academic nurse educator
- x Communication: New curriculum will be installed this fall. COM has made some strong new FT hires.

- Journalism: Expanding curriculum in Visual Journalism and hired a FT-tenure track appointment to lead this initiative

- World Languages and Literatures: Curricular innovation surrounding Languages for the Professions.

- Theater: Signed MOU with Elm Shakespeare bringing them 'in-residence' on our campus

- Music: Expanded relationship with the Stutsman Family Foundation to include new resources for space development and scholarships for new MUS majors. MUS is also poised to begin a new curricular initiative in Music Therapy

xi Submission of teaching, research, and service activities are entered in to Digital Measures' Activity Insight (DMAI). Those who are required to produce administrative reports for accreditation and assessment purposes (e.g., CAEP/NCATE, AACSB, 5th year NEASC interim report) are given special clearance to generate these types of reports.
http://www.digitalmeasures.com/

Tk20 is an online assessment system that allows you to organize and upload relevant professional documents: https://www.southernct.edu/academics/assessing-student-learning/tk20/ Faculty members are able to score students' assignments, evaluate their progress in accordance with state regulations, and document students' readiness for certification.

xii The board consists of twenty-one members who shall be distinguished leaders of the community in Connecticut. The board reflects the state's geographic, racial and ethnic diversity. The voting members shall not be employed by or be a member of a board of trustees for any independent institution of higher education in this state or the Board of Trustees for The University of Connecticut nor shall they be employed by or be elected officials of any public agency as defined in subdivision (1) of section 1-200 of the general statutes, during their term of membership on the Board of Regents for Higher Education. The Governor shall appoint nine members to the board as follows: Three members for a term of two years; three members for a term of four years; and three members for a term of six years. Thereafter, the Governor shall appoint members of the board to succeed such appointees whose terms expire and each member so appointed shall hold office for a period of six years from the first day of July in the year of his or her appointment. Four members of the board shall be appointed as follows: One appointment by the president pro tempore of the Senate, who shall be an alumnus of the regional community-technical college system, for a term of four years; one appointment by the minority leader of the Senate, who shall be a specialist in the education of children in grades kindergarten to twelve, inclusive, for a term of three years; one appointment by the speaker of the House of Representatives, who shall be an alumnus of the Connecticut State University System, for a term of four years; and one appointment by the minority leader of the House of Representatives, who shall be an alumnus of Charter Oak State College, for a term of three years. Thereafter, such members of the General Assembly shall appoint members of the board to succeed such appointees whose terms expire and each member so appointed shall hold office for a period of four years from the first day of July in the year of his or her appointment. The chairperson and vice-chairperson of the faculty advisory committee created under section 10a-3a shall serve as ex-officio, nonvoting member of the board for a term of two years and, in their respective roles as chairperson and vice-chairperson, may be invited to any executive session, as defined in section 1-200, of the board by the chairperson of the board. The Commissioners of Education, Economic and Community Development and Public Health and the Labor Commissioner shall serve as ex-officio, nonvoting members of the board. The Board of Regents includes two student representatives from the Student Advisory Committee to the BOR (created by Conn. Gen. Stat. 10a-3).

Members of the Board of Regents are governed by the Board's and the State's codes of ethics and shall serve for the public good and not for personal interest or gain. They shall comply with the provisions of the Code of Ethics for Public Officials set forth in Sections 1-79 through 1-90 of the Connecticut General Statutes. A Regent may not directly enter into a contract for a fee or be employed by the Board of Regents or any of its colleges or universities. A Regent shall not engage in any activity that violates the intent of this section and shall avoid any appearance of impropriety.

xiii The primary duties of the BOR are to 1) establish state-wide policies and guidelines for Connecticut's system of public higher education; (2) develop a master plan for higher education and postsecondary education; (3) establish state-wide tuition and student fee policies; (4) monitor and evaluate institutional effectiveness and viability; (5) merge or close institutions in accordance with established criteria; (6) review and approve mission statements and role and scope statements for the individual institutions and campuses of such constituent units; (7) review and approve any recommendations for the establishment of new academic programs; (8) develop criteria to ensure acceptable quality in programs and institutions and enforce standards through licensing and accreditation; (9) prepare and present consolidated operating and capital expenditure budgets; (10) review and make recommendations on plans received for the continuing development and maximum utilization of the state's public higher education resources; 11) be responsible for the care and maintenance of permanent records of institutions of higher education; (12) prepare and present legislative proposals affecting public higher education; (13) develop and maintain a central higher education information system and establish definitions and data requirements for the state system of higher education; (14) report all new programs and program changes to the Office of Higher Education; and (19) undertake such studies and other activities as will best serve the higher educational interests of the state (https://www.cga.ct.gov/2015/pub/chap_185.htm#sec_10a-1).

The Office of Research and System Effectiveness (http://www.ct.edu/orse) of the Board of Regents is responsible for the collection of data (from both internal and external sources); timely analysis, distribution, and presentation of this information for use in assessment and planning at the system level; providing pertinent information for use in decision-making and policy formulation; and complies to requests for information from state, federal and other outside agencies.

The BOR establishes and maintains appropriate and productive channels of communication among its members and with the institutional community through a variety of mechanisms. First, the BOR appoints elected advisory committee members from each campus to assist in defining and suggesting solutions for the problems and needs of higher education. Second, the BOR has established an advisory council for higher education with representatives from public and private institutions. Lastly, the BOR has established several standing committees which include Academic & Student Affairs, Audit, Finance & Infrastructure, and Human Resources & Administration (http://www.ct.edu/regents/committees). Each committee's charter, members, and meeting dates and times are posted on publicly accessible webpages.

The Board of Regents developed and maintains "Human Resources Policies for Management and Confidential Professional Employees" http://www.ct.edu/files/pdfs/hr-policies-management-confidential.pdf well as a "Classification and Compensation Procedures - Management and Confidential Professional Personnel" policy regarding salary determinations for university presidents. University presidents are evaluated annually by the President of the Board of Regents.

Each President of an institution is the Chief Executive Officer of the college or university to which he/she has appointed by the Board of Regents, and reports to the President of the Board of

Regents. In the capacity of Chief Executive Officer, the Presidents are responsible for meeting stated missions, serving as the executive management of the college/university, and promoting the development and effectiveness within approved Board policy. In addition, the Presidents are responsible for the welfare of all students and employees at their college/university.

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

The CBA applies to librarians, counselors, and athletic coaches. They are represented in all-university elected committees, and play an active role in university governance.

Full-time faculty are bound by four priorities: teaching, creative activity, productive service to department and university, and professional attendance and participation. Teaching faculty engage in a variety of activities as part of our commitment to shared governance, such as curriculum development at the course and program level and serving on departmental and university-wide committees and task forces. Participation in student advisement and academic planning processes, as well as creative activity and scholarship to complement their discipline and teaching goals, are also expected. The CBA stipulates that full-time faculty devote a minimum of 5 hours per week, spread across three days, to student office hours.

Part-time faculty are hired on a per-course basis each semester to teach a limit of two courses or 8 credits per semester. Part-time faculty qualify for contractual protection and compensation increases based on the number of credits taught. SCSU uses the terms "part-time faculty" and "adjunct faculty" interchangeably.

As mentioned above, the CBA evaluation processes clearly delineate the priorities of teaching, creative activity, productive service to department and university, and professional attendance and participation.

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

SCSU expects that all employees demonstrate ethical behavior as defined in university policies. Ethics statements can be found in the Employee Handbook and in the CBA (Article 4) on Professional Rights and Responsibilities of Faculty.

Faculty are bound by four priorities: teaching, creative activity, productive service to department and university, and professional attendance and participation. These priorities are weighted accordingly in the Promotion and Tenure process, and are clearly stated in the AAUP CBA. Under the Collective Bargaining Agreement, full-time faculty appointments fall within four ranks: instructor, assistant professor, associate professor, and professor.

The process for evaluation of faculty, including promotion and tenure, is detailed within the CBA (Article 4) and Faculty Senate documents. Full-time faculty are evaluated annually prior to the award of tenure. A post-tenure professional assessment is required every six years. Each academic department has a Department Curriculum Committee responsible for assisting faculty through the evaluation procedures for renewal, promotion and tenure, and professional assessment. Department Chairs and Deans also review candidates' files and provide feedback. The Promotion and Tenure Committee, elected through the faculty senate process, is comprised of faculty from all schools. This Committee ensures that faculty are apprised of procedures and important dates. The AAUP sponsors yearly workshops on the processes for promotion, tenure, and sabbatical leave.

xv The table below summarizes faculty scholarly activity reported through the FAAR for the past three years.

Faculty Activity Annual Report: Scholarly Activity

	# of Faculty	# of Scholarly Productivity
2014 – 1015	155	562 Publications
	245	481 Peer Review & Invited Presentations
	29	148 Artistic Exhibitions or Performances
2013 – 2014	158	749 Publications
	232	450 Peer Review & Invited Presentations
	25	181 Artistic Exhibitions or Performances
2012 - 2013	145	616 Publications
	191	426 Peer Review & Invited Presentations
	24	94 Artistic Exhibitions or Performances

xvi *CSU Research Grants*

	# of Faculty	$ Totals
2011 – 2012	78	$324,426
2012 – 2013	70	$262,145
2013 – 2014	71	$256,523
2014 – 2015	83	$287,556
2015 – 2016	91	$271,464
Totals	393	$1,402,114

xvii *Sponsored Activities and Research: Awarded External Grants Summary*

	# of submitted	# of awarded	$ Totals
2012 - 2013	62	35	$6,327,066
2013 – 2014	99	53	$10,565,656
2014 – 2015	91	43	$24,625,021
Totals	252	131	$41,517,743

xviii Some examples are:

- Departments have started to embrace iPad lab environments. Almost 200 iPads are available for use in a collaborative lab or classroom lab environment.

- Multiple labs are currently in the design phase for nanotechnology and 3D Printing.

- A new Unix computing cluster is in the final stages of build phase that will be made available to students with a dedicated 10GB connection to the Internet.

- The Student Success Center was created this year that provides multiple hours of support to students in a collaborative lab and classroom lab environment. Multiple interactive whiteboards and LCD panels are available for students to use in a collaborative lab environment.

- Multiple telepresence rooms have been brought online in AY 2015-16 to make it easy for distance learning and multi-site collaborations. Faculty in the World Languages and Literatures Department teach courses to students both physically present and attending

via remote classrooms at partner institutions. Faculty participating in the institutional alliance with Liverpool John Moores University in England do so as well.

- New classrooms and renovated classrooms all focus on universal design for student and instructor access. All instructor podiums will be built so that they all comply with ADA requirements. Also, every classroom is now provided with 1or 2 ADA-compliant student workspaces.

Parts of the second floor of Buley Library have been converted to 6 modern technology-equipped new classrooms.

xix The SCSU Police Department functions 24 hours a day, seven days a week throughout the year and has been in operation for more than 25 years. The University Police Department provides a full range of police services to ensure the safety and protection of the campus and its university population. Currently, SCSU police have 27 officers, including the chief of police, deputy chief of police, lieutenant, four sergeants, detective, and 19 patrol officers. There are also five dispatchers, one building and grounds officer, and 25 university assistants. As State Police, the department is not restricted to the confines of the physical campus. The University Police Department has a nine-officer bike patrol unit that was started in 1994 and operates year-round. The officers are certified police cyclists through the International Police Mountain Bike Association (IPMBA). Implemented to increase visibility and approachability of the officers on campus, the bike patrol unit offers positive community relations and a practical approach to patrolling in an urban setting.

The Police Department has begun to sponsor several new services, including the Rape Aggression Defense (RAD) system of realistic self-defense tactics and techniques for women; the Silent Witness Program, which allows students, faculty and staff to report suspicious activity and crimes via the Internet while remaining anonymous; and Blue Light Emergency Telephones, that connect the caller immediately and directly to university police. The police can identify the exact location of the caller and will send an officer immediately. All university buildings have an alarm system and many facilities are being retrofitted for swipe-access instead of the conventional lock and key. University Police now also operates two new emergency alert systems, a high capacity outdoor sound system provides the police department with the ability to broadcast audible emergency messages to the campus in an emergency situation and an email/ text message emergency notification system, conveying important information to the campus community and affiliates in the event of an emergency event, criminal activity, weather-related closing/delay/early dismissal, or other potentially hazardous situations.

SCSU has prioritized energy efficiency, environmental design and ecological concern for many years in Facilities operations, planning, construction, and renovation. In 2015, President Papazian signed the Climate Leadership Commitment, which integrates a goal of carbon neutrality with climate resilience and provides a systems approach to mitigating and adapting to a changing climate. The CLC goes farther than the American College & University Presidents' Climate Commitment (ACUPCC), to which the university became a charter signatory in 2007.

SCSU 2015-25 strategic plan includes several sustainability-focused goals and objectives. The University has received numerous recognitions in local, regional, and national media for its responsiveness to environmental and ecological concerns. Since 2011, the following policies and projects continue to reflect this commitment:

- SCSU meets and exceeds state law requiring that new construction and renovation above $5 million in state owned buildings earn LEED Silver certification or better.
- SCSU's School of Business earned LEED Gold certification in 2013.
- Building recommissioning at Adanti Student Center and Engleman Hall from 2013-15 resulted in 10-15% reduction in energy use in both buildings.
- SCSU's new Academic and Laboratory Science Building earned LEED Silver certification in 2015. The science building features passive energy design, a rainwater catchment system to capture storm water from the roof, a light colored roof to reduce urban heat island effect, high efficiency lighting and automated systems and sensors to optimize energy performance and building function. The building is sited on a former parking lot, reducing storm water flow into city sewers by increasing permeable surfaces by more than an acre.

xx **Performance-Based Assessments**

Assessment	Competency/Area	Developed locally (L) or Externally (E)	Type of instrument	Indirect (I) or Direct (D) outcome measure
Collegiate Learning Assessment (CLA⁺), freshmen and seniors	Analysis and problem solving; scientific and quantitative reasoning; critical reading and evaluation; and writing mechanics and effectiveness	E	Performance-based	D
Multi-State Collaborative	Critical thinking, written communication, quantitative literacy	E	Performance-based	D
LEP Critical Thinking	Critical thinking	L	Rubric	D
LEP Quantitative Reasoning	Quantitative reasoning	L	Test	D
LEP Technological Fluency	Technological fluency	L	Rubric	D
LEP Cultural Expressions	Critical and creative thinking	L	Rubric	D
LEP American Experience	Critical thinking	L	Rubric	D
LEP Natural World	Quantitative reasoning	L	Rubric	D
LEP Time and Place	Critical thinking, historical thinking, global awareness	L	Rubric	D
LEP Multilingual Communication (STAMP test)	Oral and written proficiency in a foreign language	E	Test	D
Student Assessments in Tk20 online assessment system	Certification programs in Education, Social Work, Marriage & Family Therapy	L	Performance-based	D

Interdisciplinary Studies (IDS) Assessments	Interdisciplinary knowledge and research skills	L	Rubric	D
Tier III Assessment	Cognitive complexity and values	L	Rubric	D

Surveys

Assessment	Competency/Area	Developed locally (L) or Externally (E)	Type of instrument	Indirect (I) or Direct (D) outcome measure
Beginning College Survey of Student Engagement (BCSSE)	Preparedness for college	E	Survey	I
First-Year Experience Self-Assessment	Learning and development (freshmen)	L	Survey	I
National Survey of Student Engagement (NSSE)	Student engagement	E	Survey	I
Program Review Student, Faculty, and Alumni Surveys	Program-specific learner outcomes	L	Survey	I
Southern Experience Survey	Retention (sophomores, juniors)	L	Survey	I
Library Instruction (faculty, students)	Integrated knowledge and skills	L	Survey	I/D
Access Programs (SEOP)	Preparedness for College	L	Survey	I
Student Financial Literacy	Evaluation of need for financial literacy and student satisfaction with services	L	Survey	I
Campus Climate (including LGBYQI survey)	Belongingness	L	Survey	I
Health Survey	Mind and body	E	Survey	I
Peer Mentor Survey	Student interpersonal relations	L	Survey	I
Major Expo (faculty, student)	Future orientation	L	Survey	I
Career Fair (employers, students)	Future orientation	L	Survey	I
Theatre Production (knowledge and skills)	Creative drive	L	Survey	D
SCSU and Me; Enrollment Services Workplace Survey	Customer service	L	Survey	I
Transfer Student Survey	Satisfaction with admissions and enrollment process	L	Survey	I
HERI Faculty Survey	Faculty satisfaction and work conditions	E	Survey	I
Faculty Annual Activity Report	Faculty productivity	L	Digital Form	I

xxi In AY 2015-16, 44% of the incoming students indicated that the highest level of education completed by either of their parents was a high school diploma or G.E.D. 4% indicated that their parents did not finish high school. 10% said parents attended college but did not complete a degree.

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	http://catalog.southernct.edu/undergraduate/general-information/academic-standards.html http://www.csuaaup.org/wp-content/uploads/2013/09/AAUP-2007-2011ContractWithModificationsFINAL.pdf *(See Article 10.2)* http://www.scsuaaup.org/contract-sideletters/ *(See Internships practica)*
Print Publications	None
Self-study/Interim Report Page Reference	36

2. **Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	http://catalog.southernct.edu/undergraduate/general-information/admission.pdf http://www.southernct.edu/offices/registrar/transfer-credits.html http://www.southernct.edu/admissions/undergraduate/transfer-students.html
Print Publications	None
Self-study/Interim Report Page Reference	36;71

3. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	http://www.southernct.edu/guides/handbook/SCSUHandbook-2015-2016.pdf http://www.ct.edu/studentsuccess#complaints
Print Publications	None
Self-study/Interim Report Page Reference	69;71

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also *Standards for Accreditation* 4.48.)
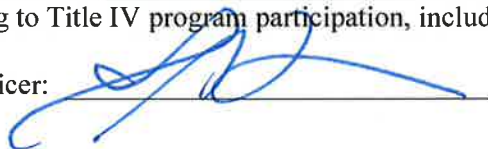
Method(s) used for verification	The institution utilizes a Single Sign On process for all students to register using a Personal Identification Number. PIN numbers are updated each semester and are provided to students based on student identification numbers' personal information submitted at the time of admissions, submitted with financial aid documents or made if modifications or corrections are provided to the Registrar. Additionally, passwords must be changed periodically. https://www.southernct.edu/offices/registrar/Guide%20to%20Registration%20Bill%20Payment.pdf https://www.southernct.edu/academics/courses-registration/distancelearning/ http://southernct.edu/student-life/academic-success/learning-management/index.html
Self-study/Interim Report Page Reference	36

5. **FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

URL	N/A
Print Publications	N/A
Self-study Page Reference	N/A

The undersigned affirms that **Southern Connecticut State University** (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: _____   Date: ___9·28-16___

Connecticut State University System

(The System Office, Central Connecticut State University,
Eastern Connecticut State University, Southern Connecticut State University, Western
Connecticut State University, Required Supplemental Information, and Component Unit)

Financial Statements and Supplemental Information
June 30, 2015

Connecticut State University System
Index to Financial Statements
June 30, 2015

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
Board of Regents for Higher Education

CONNECTICUT STATE
COLLEGES & UNIVERSITIES

Fiscal Year 2015
Members of the Board of Regents for Higher Education

- Thirteen members appointed by the Governor and legislative leaders
- Two students chosen by their peers (Chair and Vice Chair of Student Advisory Committee)
- Six non-voting ex-officio members:
  - Four CT commissioners appointed by the Governor from the Departments of Public Health, Education, Economic and Community Development, and Labor
  - Chair and Vice Chair of the Faculty Advisory Committee

Regents as of 6/30/15 (1 vacancy)

Nicholas M. Donofrio, Chairman
Yvette Meléndez, Vice Chair
Richard J. Balducci
Eugene L. Bell (CCC Student)
Naomi K. Cohen
Lawrence J. DeNardis
Matt Fleury
Sarah E. Greco (CSU Student)
Merle W. Harris
David R. Jimenez
Craig Lappen
William J. McGurk
JoAnn H. Price
Elease E. Wright

Ex-Officio, Non-voting members

Stephen Adair – Chair of the Faculty Advisory Committee
Robert E. Brown – Vice Chair of the Faculty Advisory Committee
Jewel Mullen – Commissioner of the CT Department of Public Health
Dianna R. Wentzell – Commissioner of the State Board of Education (term began 1/8/15)
Sharon Palmer – Commissioner of the CT Department of Labor
Catherine Smith – Commissioner of the CT Department of Economic and Community Development

Former Board members (who served between 7/1/14 – 6/30/15)
Stefan Pryor – Commissioner of the State Board of Education (term ended 1/7/15)

CONNECTICUT STATE
COLLEGES & UNIVERSITIES

Connecticut State Universities

Central Connecticut State University (CCSU)
1615 Stanley Street
New Britain, CT 06050
Dr. John W. Miller, President

Eastern Connecticut State University (ECSU)
83 Windham Street
Willimantic, CT 06226
Dr. Elsa Nunez, President

Southern Connecticut State University (SCSU)
501 Crescent Street
New Haven, CT 06515
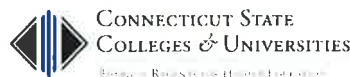Dr. Mary Papazian, President

Western Connecticut State University (WCSU)
181 White Street
Danbury, CT 06810
Dr. James Schmotter, President

System Office, Connecticut State Colleges & Universities
39 Woodland Street
Hartford, CT 06105
Dr. Gregory W. Gray, President

Introduction

Management's Discussion and Analysis provides an overview of the comparative financial position and results of activities of the Connecticut State University System ("CSUS" or "System") and its component units for the fiscal year ended June 30, 2015 with comparative information for the fiscal year ended June 30, 2014. This discussion has been prepared by and is the responsibility of management, and should be read in conjunction with the financial statements and footnote disclosures which follow this section. The discussion immediately following also reflects the System as it existed during fiscal year 2015.

The Board of Regents for Higher Education was established by the Connecticut General Assembly in 2011 (via Public Act 11-48 as amended by Public Act 11-61) bringing together the governance structure for the four Connecticut State Universities, twelve Connecticut Community Colleges and Charter Oak State College, effective July 1, 2011. The new Board of Regents for Higher Education is authorized under the provisions of this public act to "serve as the Board of Trustees for the Connecticut State University System."

CSUS is a state-wide public university system of higher learning in the State of Connecticut with approximately 34,000 enrolled students. The Universities offer high-quality applied educational doctoral, graduate and undergraduate programs in more than 147 subject areas and provide extensive opportunities for internships, community service and cultural engagement. In total, CSUS employed almost 3,200 full time employees at June 30, 2015.

The CSUS system is composed of four primary Universities that make up the primary reporting entity. The System's four Universities include:
- Central Connecticut State University (CCSU) in New Britain,
- Eastern Connecticut State University (ECSU) in Willimantic,
- Southern Connecticut State University (SCSU) in New Haven, and
- Western Connecticut State University (WCSU) in Danbury

As comprehensive, fully accredited Universities, CSUS institutions are Connecticut's Universities of choice for students of all ages, backgrounds, races and ethnicities. CSUS provides affordable and high quality, active learning opportunities, which are geographically and technologically accessible. CSUS graduates think critically, acquire enduring problem-solving skills and meet outcome standards that embody the competencies necessary for success in the workplace and in life.
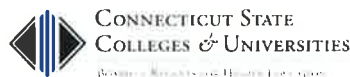
Using the Financial Statements

CSUS's financial report includes the following financial statements: the Statement of Net Position, the Statements of Revenues, Expenses and Changes in Net Position and the Statements of Cash Flows. These financial statements are prepared in accordance with accounting principles generally accepted in the United States of America as defined by the Governmental Accounting Standards Board ("GASB"). GASB Statement No. 35 established standards for external financial reporting for public colleges and Universities, and requires that financial statements be presented on a basis to focus on the financial condition, results of operations, and cash flows of the System as a whole. As required by GASB Statements No. 34 and 35, a comparative analysis of fiscal year 2015 financial data with fiscal year 2014 is also presented, both for the CSUS *primary institution*, as well as for certain other organizations that have a significant related party relationship with CSUS (the "component units").

The component units are the CCSU Foundation, Inc., the ECSU Foundation, Inc., the Southern Connecticut State University Foundation, Inc., the Western Connecticut State University Foundation Inc. and the Connecticut State University System Foundation, Inc. (collectively, the "Foundations"). The Foundations are legally independent, tax-exempt non-profit organizations separate from university control, founded to foster and promote the growth, progress and general welfare of the Universities and to solicit, receive and administer donations for such purposes. They are component units included within the System financial statements based on the requirements of GASB Statement No. 39, *Determining Whether Certain Organizations are Component Units – an amendment of GASB Statement No. 14* ("GASB 39"), regarding criteria for affiliated organizations. The Foundations manage the

majority of the Universities' endowments. However, the assets of these component units are not available to CSUS for use at its discretion.

Financial Highlights

At June 30, 2015, total assets of the System were $1,875.4 million, an increase of $110.0 million or 6.2% over the prior year amount of $1,765.4 million, primarily due to increases in investment in plant, net of accumulated depreciation of $116.0 million (mainly buildings and improvements and construction in progress – see pages 8 and 9).

Total liabilities at June 30, 2015, of $1,287.5 million, an increase of $196.2 million, primarily due to an increase in net pension liability of $60 million and unearned tuition, fees and grant revenue of $37.0 million.

At June 30, 2015, total net position, which represents the residual interest in the System's assets and deferred outflows of resources after liabilities and deferred inflows of resources are deducted, was $620.5 million, an increase of $57.3 million or 10.2% over last fiscal year's net position of $563.3 million. This increase was primarily due to an increase in capital assets, net of related debt of $84.9 million less an increase in liability for unearned tuition, fees and grant revenue of $37 million and an increase in the accrued compensated absences liability of $18.8 million.

Statement of Net Position

The Statement of Net Position presents the overall financial position of the system at the end of the fiscal year, and includes all assets and liabilities of the Connecticut State University System, including capital assets net of depreciation. The change in Net Position is one indicator of whether the overall financial condition of CSUS has improved or worsened during the year.

Connecticut State University System

Management Discussion and Analysis (Unaudited)

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
Board of Regents for Higher Education

June 30, 2015

Condensed Statement of Net Position
June 30, 2015 and 2014
(in millions)

	2015	2014	% Change current yr
ASSETS			
Current assets	$ 522.0	$ 529.5	-1.4%
Non-current assets:			
Capital assets, net	1,175.2	1,059.2	11.0%
Other	178.2	176.7	0.8%
Total Assets	1,875.4	1,765.4	6.2%
Deferred outflows of resources	71.0	3.7	1818.9% [1]
LIABILITIES			
Current liabilities	330.7	288.4	14.7%
Non-current liabilities	956.8	802.9	19.2% [2]
Total liabilities	1,287.5	1,091.3	18.0%
Deferred inflows of resources	38.4	16.8	128.6% [1]
NET POSITION			
Invested in capital assets - net of related debt	1,016.6	931.7	9.1%
Restricted nonexpendable	0.5	0.5	0.0%
Restricted expendable	19.9	13.5	47.4%
Unrestricted	(416.5)	(382.4)	8.9% [2]
Total net position	620.5	563.3	10.2% [2]
Total liabilities and net position	$ 1,908.0	$ 1,654.6	15.3% [2]

[1] The 2014 amounts for these line items are not directly comparable to the 2015 amount due to the adoption of GASB No. 68 effective July 1, 2014.

[2] Net position and non-current liabilities were restated to reflect the net pension liablity at June 30, 2014 of $527.6 million as if the GASB No. 68 liability was recorded in 2014.

Current assets at June 30, 2015 of $522.0 million decreased by $7.5 million or 1.4% primarily due to a decreases in investments of $55.4 million. This is mainly a result of the spend down of bond proceeds for the construction of a residence hall at CCSU. Total current assets represent coverage of current operating expenses excluding depreciation and amortization of approximately nine months. The System's current ratio of 1.5:1 at the end of fiscal year 2015 is a decrease from a ratio of 1.8:1 from the prior fiscal year end.

THE CSUS FINANCIAL POSITION

CONNECTICUT STATE
COLLEGES & UNIVERSITIES

Total non-current assets at June 30, 2015, of $1,353.4 million increased by $117.5 million or 9.5% from the fiscal year 2014 level of $1,235.9 million primarily due to increases in net investment in plant of $116.0 million.
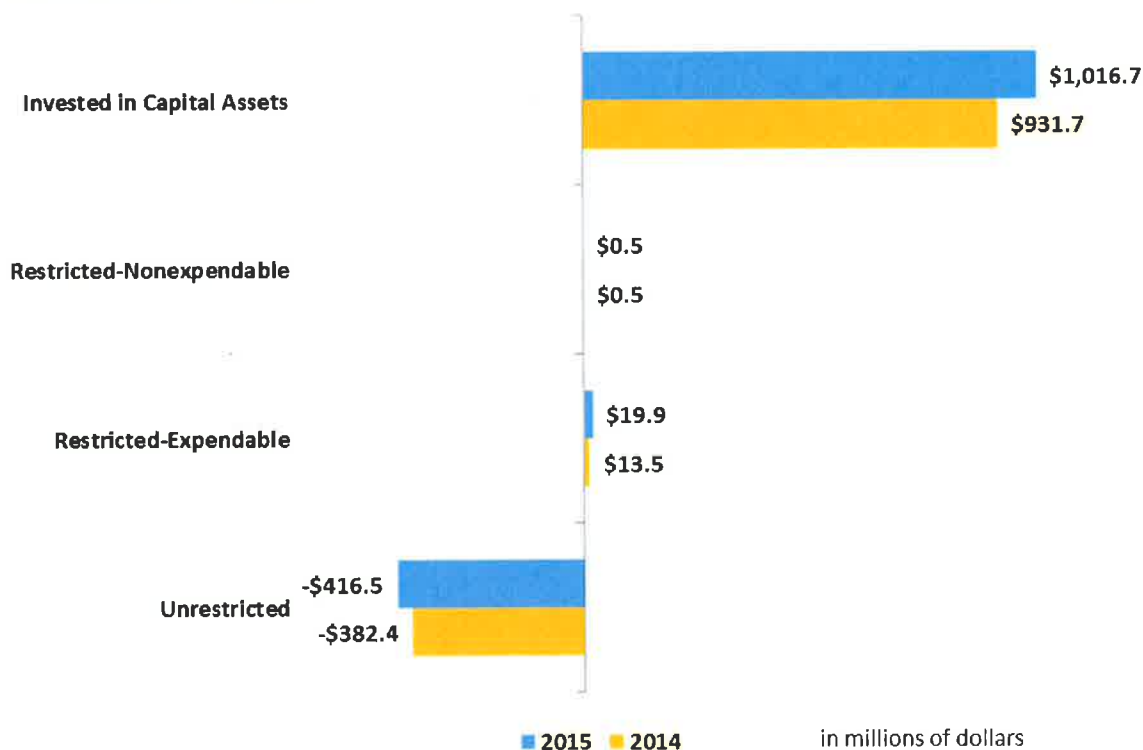
Current liabilities at June 30, 2015 of $330.7 million increased by $42.0 million, mainly due to the increase in unearned tuition, fees and grant revenue of $37.0 million and salaries and benefits of $4.5 million.

Non-current liabilities at June 30, 2015 of $956.8 million increased by $153.9 million. This is mainly due to an increase in Pension Liability of $157.8 million (the 2015 increase as if GASB 68 had been adopted in the year ended June 30, 2014), a decrease in Bonds Payable of $21.3 million and an increase in accrued compensated absences of $17.4 million which reflects a change in estimate.

Pension liabilities are the System's proportionate share of the State Employee Retirement System's (SERS) and the Teachers Retirement System's (TRS) net pension liability. In June 2012 GASB released Statement No. 68, *Accounting and Financial Reporting for Pensions – An Amendment of GASB Statement No. 27*, with an effective date of June 30, 2015. This Statement established standards for measuring and recognizing future defined benefit pension liabilities. As defined in this Statement, SERS is considered a single employer plan and the CSU System is considered a cost-sharing employer of TRS. These accounting requirements do not impact the System's funding requirements for the pension plans. The System's total net pension obligation was $587.6 million at June 30, 2015.

Net position invested in capital assets, net of related debt, represents the System's capital assets net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets.

THE CSUS NET POSITION

in millions of dollars

- Invested in Capital Assets: $1,016.7 (2015), $931.7 (2014)
- Restricted-Nonexpendable: $0.5 (2015), $0.5 (2014)
- Restricted-Expendable: $19.9 (2015), $13.5 (2014)
- Unrestricted: -$416.5 (2015), -$382.4 (2014)

■2015 ■2014

Restricted net position is divided into two classifications, expendable and nonexpendable. Restricted expendable net position is subject to externally imposed restrictions governing its use. In the System, restricted expendable net position primarily represents the residual balances of the System's unexpended grant funds. Restricted nonexpendable net position comprises the System's permanent funds such as the Endowment Fund.

The Unrestricted net position represents funds available to support CSUS activities and operations at the discretion of the Board of Regents, the President, and the University Presidents. Unrestricted net position is negative due to System's share of the State's pension plan's net pension liability (NPL). Although unrestricted net position is not subject to externally imposed restrictions, substantially all of the System's reserves are allocated for academic initiatives or programs and for capital and other purposes including University fee receipts and parking fee receipts that have been designated by Universities to meet debt service obligations.

A comparison of the System's unrestricted net position before reflecting the net pension liability is on the following page. Without reflecting the pension liability, unrestricted net position decreased $30 million. This is primarily a result of an $18.7 million increase in accrued compensated absences, of which, $15.3 million is due to a change in methodology for calculating accrued compensated absences that is more accurately based on historical payouts. Additionally, there was a $12.2 million accrual for project related expenses, the majority of which is related to the construction of the residence hall at CCSU.

Unrestricted Net Position (less NPL) - in millions of dollars

2015: $115.1
2014: $145.1
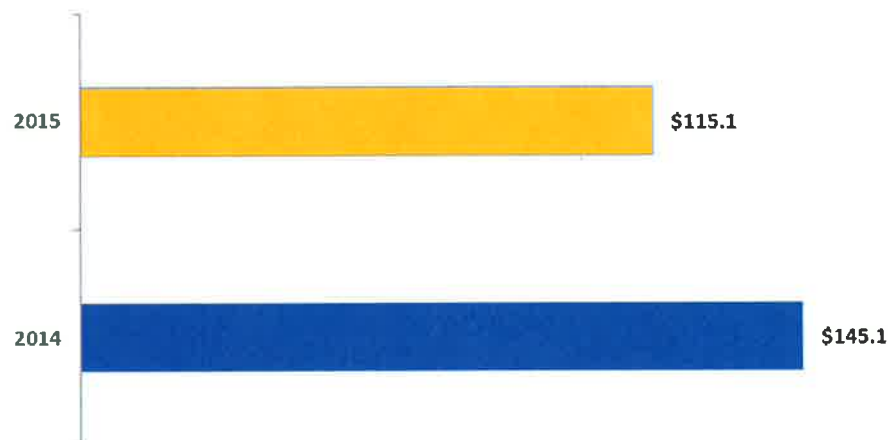
At fiscal year end June 30, 2015, the System had total investment in plant assets of $1,942.1 million, an increase of $164.6 million or 9.3% over the fiscal year end 2014 level of $1,777.5 million. This increase was primarily due to the increase in construction in progress for more CSUS 2020 projects that are at various stages of completion. Total additions to depreciable capital assets of $83.6 million during the fiscal year reflect the System's continued commitment to provide its students with state-of-the-art buildings and equipment as more CSUS projects continue to be started and/or completed.

Net Investment in Plant
June 30, 2015 and 2014
(in millions)

	2015	2014	% Change current yr
Land	$ 19.7	$ 19.7	0.0%
Buildings & improvements	1,380.8	1,332.6	3.6%
Land improvements	102.7	100.5	2.2%
Furniture, Fixtures & Equipment	155.4	143.2	8.5%
Library books and materials	71.0	69.1	2.7%
Construction in progress	212.5	112.4	89.1%
Total investment in plant	1,942.1	1,777.5	9.3%
Less accumulated depreciation	766.9	718.3	6.8%
Investment in plant, net of depreciations	$ 1,175.2	$ 1,059.2	11.0%

In 1997, Governor John Rowland committed to support $320 million in general obligation bonding for capital projects and information technology equipment over a five-year period for CSUS. Between July 1, 1997 and June 30, 2002, approximately $352.2 million was allocated by the State Bond Commission specifically for capital projects and information technology equipment for the System. In 2001, Governor Rowland announced his support to extend his commitment to the System for an additional five-year period during which the State would commit to support $400 million in general obligation bonding. During fiscal years 2003 and 2004, under Governor Rowland's administration, and during fiscal years 2005, 2006 and 2007, under Governor M. Jodi Rell's administration, an additional $279.2 million was allocated by the Bond Commission for CSUS capital projects. In November 2007, Governor Rell signed Public Act 07-7, "An Act Authorizing and Adjusting Bonds of the State for Capital Improvements and Transportation Infrastructure Improvements and Concerning the Connecticut State University Infrastructure Act" which authorized $80 million for CSUS capital projects. Of that amount, $41.7 million was allocated by the Bond Commission during 2008, $19.3 million was allocated during 2009, $2.0 million during 2010, $12.8 million during 2011, $3.5 million during 2013, and $0 were allocated during 2014 & 2015. The total amount of allocations to CSUS between 1997 and 2015 were $710.7 million.

Public Act 07-7 also established a $950 million, 10-year program to support the financing of acquisition, construction, reconstruction, improvement and equipping of the facilities, structures, and related systems at the four CSUS Universities. Effective July 1, 2008, this program, known as "CSUS 2020", provides CSUS with additional flexibility in the allocation of bond funds, through the one time allocation of $950 million, with allotments approved annually by the Governor, thus allowing for more timely completion of major University construction projects. During FY 2009, the CSU System received $95 million to finance the first year of the program. In FY 2010, the Governor deferred funding of the second year of the program, due to the fiscal condition of the state. In FY 2011, CSUS received the $95 million that had been deferred in FY 2010 and received an additional $95 million in 2012 for FY 2011, and $95 million in 2013 for FY2012 and $95 million in 2014 for FY2013.

In addition to its capital plan for academic and related facilities that are supported by State general obligation bonds, the System is in the nineteenth year of its long-range capital plan for the renovation and development of auxiliary service facilities. Funds available from nine Connecticut Health and Educational Facilities Authority ("CHEFA") bond issues totaled $342.2 million, at June 30, 2014. Subsequent to June 30, 2014, CHEFA O series of bonds was issued at $21.2 million, to refund selected maturities from prior CHEFA bond issues. $49.5 million was issued in February 2004, $48.5 million was issued in June 2005, $62.8 million was issued in April 2007, $14.0 million was

issued in June 2011, $49 million was issued in March 2012 to refund selected maturities from prior CHEFA bond issues. In addition, $50.6 million was issued in June 2005, $27.0 million was issued in June 2011, $34.1 million was issued in January 2013, and $80.3 million was issued in October 2013. The Board of Regents has decided to suspend further action on the long range auxiliary service capital plan pending completion of the new system strategic plan, a comprehensive review of all capital facilities needs and a reevaluation of enrollment trends. The board has no pending approvals to move forward for financing under CHEFA.

Statement of Revenues, Expenses and Changes in Net Position

The Statement of Revenues, Expenses and Changes in Net Position presents CSUS' results of operations, as well as the non-operating revenues and expenses.

Condensed Statement of Revenues, Expenses and Changes in Net Position
June 30, 2015 and 2014
(in millions)

|	2015	2014	% Change current yr
OPERATING REVENUES			
Tuition and fees	$ 256.2	$ 256.8	-0.2%
Auxiliary revenues	97.3	94.8	2.6%
Grants & indirect cost recoveries	65.4	60.8	7.6%
Other	22.9	19.9	15.1%
Total operating revenues	441.8	432.3	2.2%
OPERATING EXPENSES			
Expenses before depreciation and amortization	760.5	651.8	16.7% [1]
Depreciation	60.2	54.7	10.1%
Amortization	0.1	0.1	0.0%
Total operating expenses	820.8	706.6	16.2% [1]
Operating loss	(379.0)	(274.3)	38.2% [1]
NON-OPERATING REVENUES (EXPENSES)			
State appropriations	444.0	384.9	15.4% [1]
Investment income	1.1	1.1	0.0%
Other	(8.8)	(6.4)	37.5%
Total non-operating revenues	436.3	379.6	14.9%
NET POSITION			
Change in net position	57.3	105.3	-45.6% [2]
Net position, beginning of year	563.2	457.9	23.0% [2]
Net position, end of year	$ 620.5	$ 563.2	10.2% [2]

[1] The 2014 amounts for these line items are not directly comparable to the 2015 amount due to the adoption of GASB No. 68 effective July 1, 2014.

[2] Net position was restated to reflect the net pension liablity at June 30, 2014 of $527.6 million as if the GASB No. 68 liability was recorded in 2014.
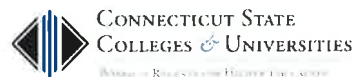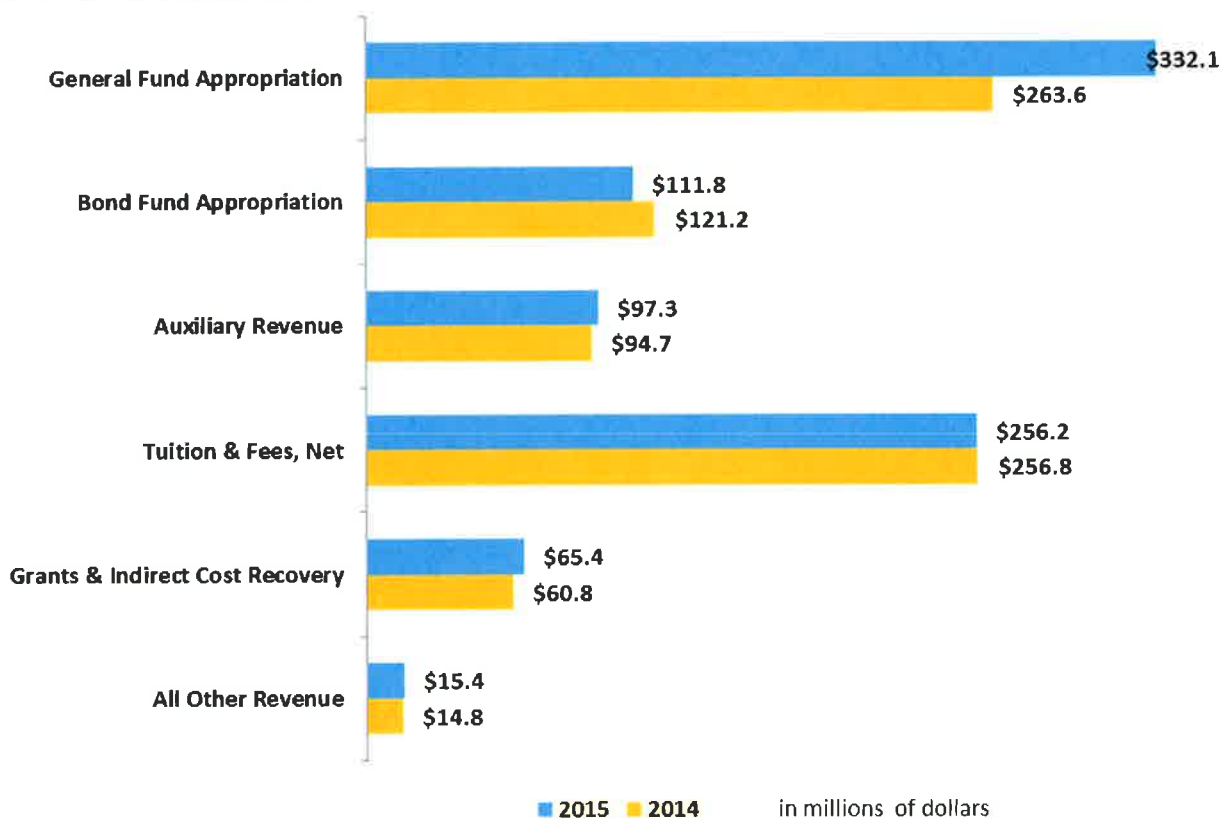
In fiscal year 2015, state appropriations of $444 million, representing 50.5% of the System's total net revenues, were $59.1 million or 15.4% above fiscal year 2014. Included in this increase are $47.1 million of pension related contributions reflected as appropriations. State appropriations are received for both operating and capital purposes. In the current year the System was allotted $285.0 million for operating purposes and $111.8 million for capital purposes. These allotments were 26% above and 7.8% below the prior year levels, respectively. The majority of the State appropriation dollars for operating purposes are used to fund salaries and fringe benefits. Approximately 50.9% of the System's fiscal year 2015 full time salary and fringe benefit costs were funded from State appropriations. The receipt of title to plant facilities of $7.4 million during the fiscal year increased by $1.2 million from the prior year's level of $6.2 million.
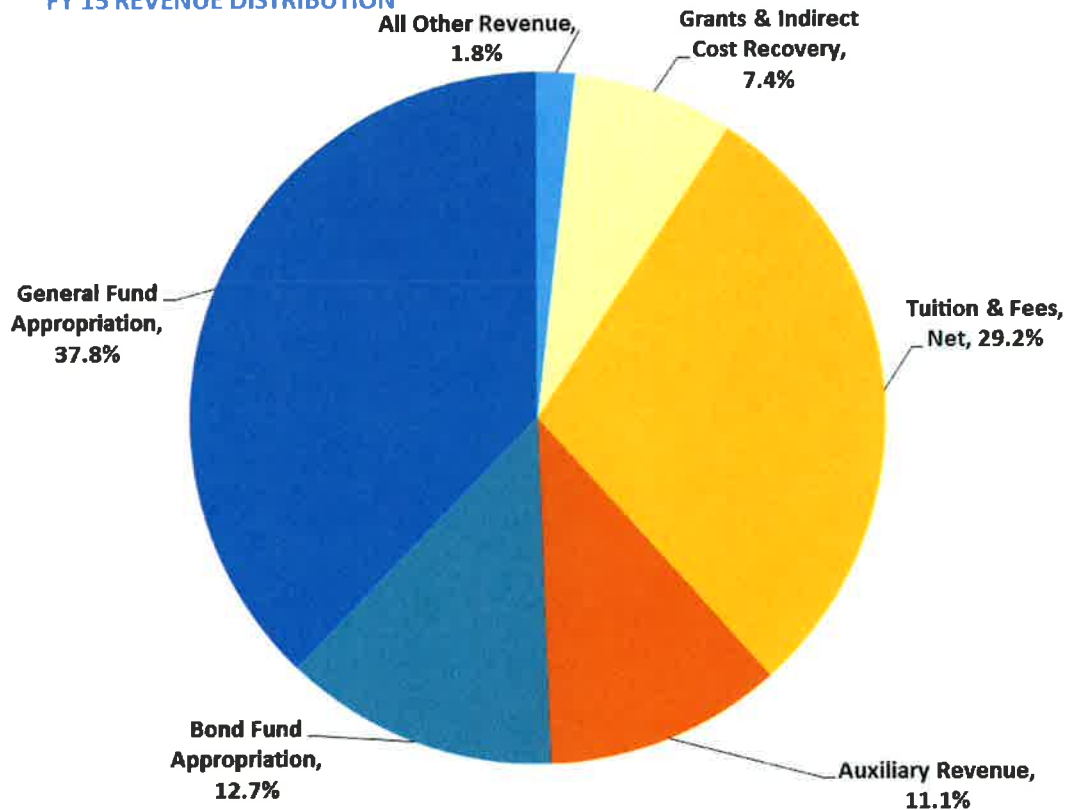
REVENUE SUMMARY

	2015	2014
General Fund Appropriation	$332.1	$263.6
Bond Fund Appropriation	$111.8	$121.2
Auxiliary Revenue	$97.3	$94.7
Tuition & Fees, Net	$256.2	$256.8
Grants & Indirect Cost Recovery	$65.4	$60.8
All Other Revenue	$15.4	$14.8

■ 2015 ■ 2014   in millions of dollars

FY 15 REVENUE DISTRIBUTION

All Other Revenue, 1.8%

Grants & Indirect Cost Recovery, 7.4%

General Fund Appropriation, 37.8%

Tuition & Fees, Net, 29.2%

Bond Fund Appropriation, 12.7%

Auxiliary Revenue, 11.1%

In fiscal year ended June 30, 2015, total operating expenses less depreciation and amortization of $760.5 million increased by $108.7 million or 16.7% from the prior fiscal year. The increase was primarily due to an increase in pension expense of $60.9 million, personnel services and fringe benefits (excluding pension expense component) of $37.7 million and operation of facilities of $4.0 million. Included in the total personnel services and fringe benefit increase was a $15.3 milllion increase attributed to the change in methodology for calculating accrued absences.

Note 14 to the financial statements details operating expenses by function. The graph on the following page illustrates operating expenses by program & account type.
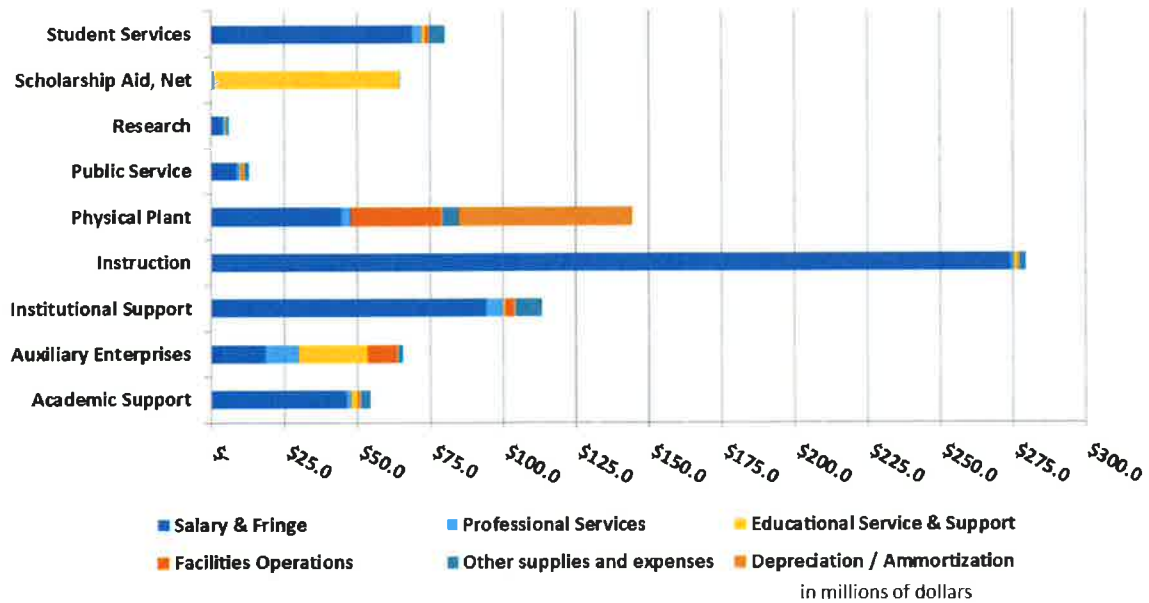
FY 15 EXPENSE
by Program and Account Type
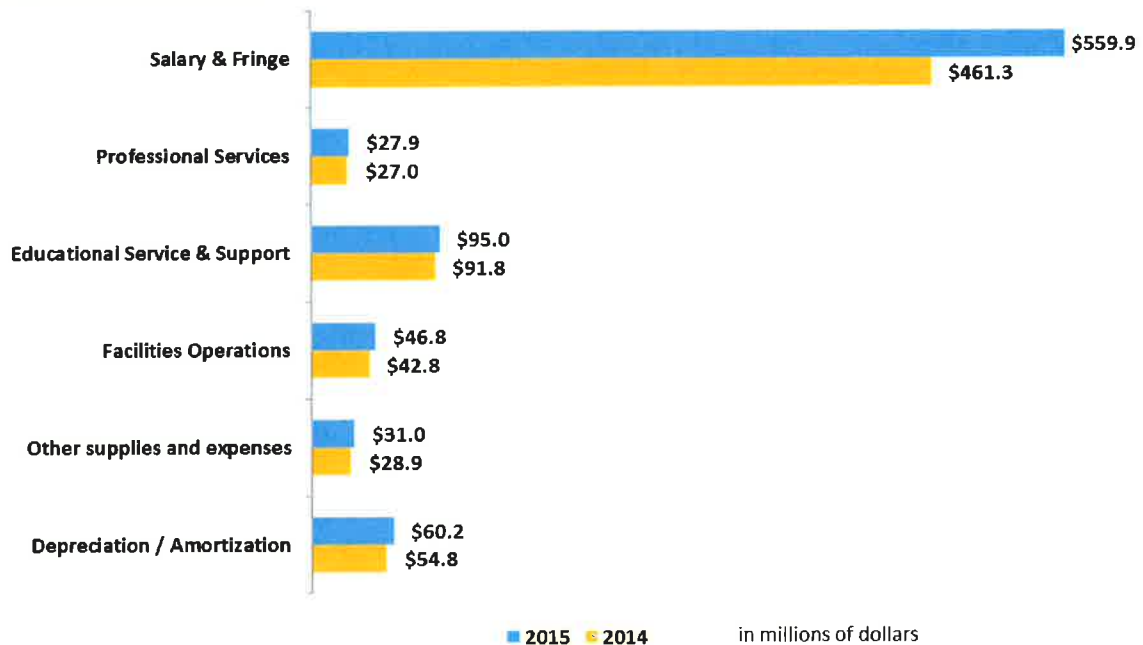
Salary & Fringe ■ **Professional Services** ■ **Educational Service & Support**
■ **Facilities Operations** ■ **Other supplies and expenses** ■ **Depreciation / Ammortization**

in millions of dollars

EXPENSE BY ACCOUNT TYPE

Account Type	2015	2014
Salary & Fringe	$559.9	$461.3
Professional Services	$27.9	$27.0
Educational Service & Support	$95.0	$91.8
Facilities Operations	$46.8	$42.8
Other supplies and expenses	$31.0	$28.9
Depreciation / Amortization	$60.2	$54.8

■ **2015** ■ **2014**   in millions of dollars

Statement of Cash Flows

The statement of cash flows presents the significant sources and uses of cash. The System's increase in its net cash and cash equivalents at June 30, 2015 of $.4 million or 3.8% was primarily due to a $38.2 million increase in cash used in operating activities, a $123.7 million reduction in cash used to purchase investments, an increase in repayments of capital debt and leases of $24.7 million and a decrease in bond proceeds of $59.1 million.

Statement of Cash Flows
June 30, 2015 and 2014
(in millions)

	2015	2014	% Change current yr
CASH PROVIDED (USED) BY			
Operating activities	$ (242.0)	$ (203.8)	-18.7%
Non-Capital financing activities	290.2	266.1	9.1%
Capital & related financing activities	(93.5)	21.3	-539.0%
Investing activities	56.2	(73.1)	176.9%
Net change in cash and cash equivalents	10.9	10.5	3.8%
CASH AND CASH EQUIVALENTS			
Cash and cash equivalents, beginning of year	319.8	309.3	3.4%
Cash and cash equivalents, end of year	$ 330.7	$ 319.8	3.4%

Economic Outlook

Enrollment
The following table indicates historical enrollment of undergraduate and graduate students for the 2010-2011 through 2014-2015 academic years. Also indicated is full-time equivalent student enrollment.

Fall Headcount Enrollment and Full Time Equivalent								
Year Ending June 30	Undergraduate	% Change	Graduate	% Change	TOTAL	% Change	Full Time Equivalent	% Change
2015	28,585	-0.40%	5,516	2.85%	34,101	0.11%	27,734	-0.70%
2014	28,699	-2.08%	5,363	-2.77%	34,062	-2.19%	27,930	-1.98%
2013	29,308	-2.14%	5,516	-9.54%	34,824	-3.39%	28,494	-2.50%
2012	29,949	-0.57%	6,098	-6.29%	36,047	-1.59%	29,224	-1.28%
2011	30,122	1.44%	6,507	-4.42%	36,629	0.35%	29,603	1.45%
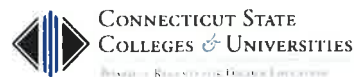
Student Admissions

The table below shows the total of new full-time freshmen applications received, the number accepted, and the number who enrolled for the fall semesters of academic years 2011 through 2015.

Fall Semester First-Time Full-Time Student Admissions					
Year Ending June 30	Number of Applicants	Percent Accepted	Number Accepted	Percent Enrolled	Number Enrolled
2015	21,233	62.96%	13,369	31.96%	4,273
2014	19,055	67.45%	12,852	34.13%	4,386
2013	18,979	66.75%	12,668	35.64%	4,515
2012	18,968	66.68%	12,647	35.55%	4,496
2011	20,173	63.41%	12,792	35.12%	4,492

The Connecticut State Universities will confront significant challenges and opportunities in the years ahead. The factors that will have the greatest financial impact on the state Universities are trend of flattening and declining enrollment and the current fiscal condition of the state of Connecticut, which projects budget deficits in the next biennial budget cycle.

Full time equivalent enrollments for the fall of FY2015 are down and have been declining for the past 4 years. Total headcount enrollment increased by 0.11%, from 34,062 students in fall of 2013 to 34,101 students as compared to fall 2014. Fall full time undergraduate enrollment dropped by 0.4% from fall 2014, and full time graduate enrollment increased by 2.9% in the same period. Central CSU remained flat while the remaining universities experienced a decline in overall enrollment. The State demographics suggest a decreasing population of high school graduates over the coming year. In the absence of success in retention and increasing student demand from other sources, the state Universities will see a decline in enrollment in the short term, if projections of high school graduations are realized. The Universities are developing strategies to enhance enrollment, including both Connecticut residents and out-of-state students.

The impact of flat enrollments resulted in relatively flat tuition and fee revenues for the FY 2015. In FY 2016 tuition and fee rates were increased by 4.8%.

Total state appropriations of $396.8 million are 3.1% higher in FY2015 than FY2014. State appropriations for fiscal year 2016 are expected to be higher than FY2015, in part due to increases in reimbursed fringe benefit costs. Fringe benefit costs in FY2016 are expected to increase significantly due to both an increase in the overall rate brought about by, among other factors, higher health care costs, and a conversion by employees to a more expensive retirement program.

During fiscal year 2009 the Bond Commission approved funding for "CSUS 2020", a historic $950 million, 10-year program to support the financing of acquisition, construction, reconstruction, improvement and equipping of the facilities, structures, and related systems at the four CSUS Universities. This program provides additional flexibility in the allocation of bond funds, thus allowing for more timely completion of major University construction projects. CSUS 2020 is structured to provide $95 million per year for each of the ten years of the program; funding for any individual year of the program may be deferred by the Governor in whole or in part. During FY 2009, the CSU System received $95 million to finance the first year of the program. In FY 2010, the Governor deferred funding of the second year of the program, due to the fiscal condition of the state. In FY 2011 CSUS received the $95 million that had been deferred in FY 2010, subsequently $95 million of annual funding has been received in FY 2012, FY 2013 and FY 2014. In FY 2015, the program was renamed "CSCU 2020" and was expanded to incorporate supplemental funding for the Connecticut community colleges. In FY 2015 $175 million was received.

During fiscal year 2015, projects at the Universities in design are: new police department building (WCSU), renovations to Willard and Diloretto Halls (CCSU), renovations and additions to Barnard Hall (CCSU), Kaiser Sports Center Annex (CCSU), new Engineering Building (CCSU), renovations to Litchfield Hall (WCSU), renovations to Shafer Hall (ECSU) and Goddard Hall/Media Building renovations (ECSU). In construction are: new food service facility (CCSU), new fine arts instructional center (ECSU), new academic laboratory building (SCSI), new residential life hall (CCSU) and resident life wireless telecommunication upgrades (system wide). Construction that was completed: Buley Library renovations (SCSU).

Since its official formation in January, 2012, the Board of Regents has initiated a number of actions to employ best practices at the state universities and community colleges. "Excel CT", the strategic plan for the state universities, community colleges, and Charter Oak State College, was launched in FY 2014. Excel CT, later rebranded "Transform CSCU 2020" (Transform), had the goal of improving the student experience by uniting the 17 CSCU institutions as one interdependent system, strengthen online learning capacity, and better aligning coursework with the strongest industry growth sectors.

After experiencing complications with the complexity and breadth of Transform CSCU 2020, management has determined that a better course of action is to regroup and simplify our strategic planning efforts. Many of the initiatives of Transform will be brought forward however, and the process ahead is expected to be more collaborative. The management team has gone back to the core values espoused by the Board when the Connecticut State Colleges & Universities ("CSCU") were first formed. The following is the mission of CSCU:

> The Connecticut State Colleges & Universities (CSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning environments transform students and facilitate an ever increasing number of individuals to achieve their personal and career goals.

The Board also set forth five goals at the time:
Goal 1: A Successful First Year: Increase the number of students who successfully complete a first year of college.
Goal 2: Student Success: Graduate more students with the knowledge and skills to achieve their life and career goals.
Goal 3: Affordability and Sustainability: Maximize access to higher education by making attendance affordable and our institutions financially sustainable.
Goal 4: Innovation and Economic Growth: Create educational environments that cultivate innovation and prepare students for successful careers in a fast changing world.
Goal 5: Equity: Eliminate achievement disparities among different ethnic/racial, economic, and gender groups.

The seventeen institutions, under the supervision of each President, are evaluating how the institutional goals align with these five overarching goals.

Management continues to be strongly committed to advocating for forward-thinking, long-term shifts in University and system operations. The primary focus of our overarching strategies is to provide better services and experiences to students.

Additional Information

This financial report is designed to provide a general overview of CSUS's finances and to show accountability for the funds it receives. Questions about this report or requests for additional financial information should be directed to Erika Steiner, Chief Financial Officer, Board of Regenets for Higher Education, Connecticut State Colleges and Universities (860-723-0251). University specific questions may also be directed to the Vice President for Finance at each individual University.

Independent Auditor's Report

To the Board of Regents of
Connecticut State University System

We have audited the accompanying financial statements of the primary institution (an enterprise fund of the State of Connecticut), of the Connecticut State University System (The System Office; Central Connecticut State University; Eastern Connecticut State University; Southern Connecticut State University; and Western Connecticut State University) ("CSUS" or the "System"), as of June 30, 2015 and for the year then ended, and the related notes to the financial statements, which collectively comprise the System's basic financial statements as listed in the index.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on the financial statements based on our audit. We did not audit the financial statements of the aggregate discretely presented component units, the affiliated foundations ("Foundations"), which statements reflect total assets of $129.5 million and total net assets of $127.9 million as of June 30, 2015 and total revenues, capital gains and losses and other support of $17.1 million for the year then ended. Those statements were audited by other auditors whose reports have been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundations, is based solely on the reports of the other auditors. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the System's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the System's internal control. Accordingly, we express no such opinion.

An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, based on our audit and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the primary institution

and the aggregate discretely presented component units of the Connecticut State University System at June 30, 2015, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of a Matter

As discussed in Note 1, the financial statements of the System, an institution of higher education of the State of Connecticut, are intended to present the financial position, the changes in financial position and cash flows of only that portion of the business-type activities of the State of Connecticut that is attributable to the transactions of the System. They do not purport to, and do not, present fairly the financial position of the State of Connecticut as of June 30, 2015, the changes in its financial position, or, where applicable, its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

As discussed in Note 2 of the financial statements, the System adopted Governmental Accounting Standards Board ("GASB") Statement No. 68, *Accounting and Financial Reporting for Pensions - an Amendment of GASB Statement No. 27* ("GASB 68"), effective July 1, 2014. Our opinion is not modified with respect to this matter.

Other Matters

The accompanying Management's Discussion and Analysis on pages 3 through 15, is required by accounting principles generally accepted in the United States of America to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We and other auditors have applied certain limited procedures to the required supplemental information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise the System's basic financial statements. The Schedule of Net Pension liability and Related Ratios (Unaudited) and Schedule of Contributions (Unaudited) on pages S-2 through S-4 are required by accounting principles generally accepted in the United States of America to supplement the basic financial statements. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

The supplemental information included on pages S-5 through S-10 are presented for purposes of additional analysis and are not a required part of the basic financial statements. The information is the responsibility of management and was derived from and relates directly to the underlying accounting and

other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves and other additional procedures, in accordance with auditing standards generally accepted in the United States of America by us. In our opinion, the supplemental information, based on our audit, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

PricewaterhouseCoopers LLP

January 14, 2016

Connecticut State University System

Statement of Net Position

June 30, 2015

		2015
Assets		
Current assets		
Cash and cash equivalents (Notes 3 and 13)	$	197,787,211
Investments (Note 3)		68,570,471
Student receivables		192,878,471
Allowance-doubtful student receivables		(7,014,756)
Student receivables, net (Note 4)		185,863,715
Student loans receivable (Notes 4 and 5)		4,076,715
Grants receivable, net (Note 4)		2,551,989
Miscellaneous receivables, net (Note 4)		1,754,706
Due from the State of Connecticut (Notes 1 and 6)		56,868,487
Prepaid expenses and other current assets		4,503,926
Total current assets		521,977,220
Noncurrent assets		
Cash and cash equivalents (Notes 3 and 13)		132,902,963
Investments (Note 3)		35,087,328
Student loans receivable		12,312,983
Allowance-doubtful loan receivables		(3,237,541)
Loans receivable, net (Notes 4 and 5)		9,075,442
Other assets		1,215,962
Investment in plant		1,942,100,230
Accumulated depreciation		(766,917,039)
Investment in plant, net of accumulated depreciation (Note 7)		1,175,183,191
Total noncurrent assets		1,353,464,886
Total assets	$	1,875,442,106
Deferred outflows of resources		
Discount on bonds payable (Note 9)	$	3,252,664
Deferred pension contribution (Note 11)		67,783,592
Total deferred outflows of resources	$	71,036,256

		2015
Liabilities		
Current liabilities		
Accounts payable	$	18,164,643
Accrued salaries and benefits		38,726,399
Accrued compensated absences (Note 8)		3,912,425
Due to the State of Connecticut		4,131,286
Unearned tuition, fees and grant revenue (Note 10)		223,751,069
Bonds payable (Note 9)		20,247,455
Accrued bond interest payable		2,336,421
Other liabilities		15,945,110
Depository accounts		3,475,146
Total current liabilities		330,689,954
Noncurrent liabilities		
Accrued compensated absences (Note 8)		56,504,852
Bonds payable (Note 9)		302,382,547
Federal loan program advances		9,777,097
Delayed compensation		566,950
Pension liability (Note 11)		587,616,884
Total noncurrent liabilities		956,848,330
Total liabilities	$	1,287,538,284
Deferred inflows of resources		
Premium on bonds payable (Note 9)	$	16,902,052
Deferred pension asset gains (Note 11)		21,488,325
Total deferred inflows of resources	$	38,390,377
Net Position		
Invested in capital assets, net of related debt	$	1,016,667,830
Restricted		
Nonexpendable		467,116
Expendable		19,931,365
Unrestricted		(416,516,610)
Total net position	$	620,549,701

The accompanying notes are an integral part of these financial statements.

Connecticut State University System

Combined Statement of Net Assets – Component Units

June 30, 2015

		2015
Assets		
Cash and cash equivalents	$	5,793,536
Investments		104,615,855
Contributions and other receivables		12,461,078
Prepaid expenses and other assets		1,073,361
Investment in plant, net		5,509,478
Total assets	$	129,453,308
Liabilities		
Accounts payable	$	181,983
Custodial obligation payable		38,525
Other liabilities		1,231,365
Long-term debt		97,712
		1,549,585
Net assets		
Permanently restricted		81,865,597
Temporarily restricted		43,784,214
Unrestricted		2,253,912
Total net assets		127,903,723
Total liabilities and net assets	$	129,453,308

The accompanying notes are an integral part of these financial statements.

Connecticut State University System

Statement of Revenues, Expenses and Changes in Net Position

June 30, 2015

	2015
Operating revenues	
Tuition and fees	
Tuition and fees (Note 1)	$ 298,006,980
Less	
Scholarships allowance	28,855,397
Waivers	12,919,584
Tuition and fees, net of scholarship allowances and waivers	256,231,999
Federal grants and contracts	45,647,875
State and local grants and contracts	15,333,333
Nongovernment grants and contracts	3,866,012
Indirect cost recoveries	463,517
Auxiliary revenues (Note 1)	97,337,510
Other operating revenues (Note 1)	22,928,245
Total operating revenues	441,808,491
Operating expenses (Note 14)	
Personnel service and fringe benefits	559,879,832
Professional services and fees	27,905,000
Educational services and support	94,964,347
Travel expenses	6,836,544
Operation of facilities	46,785,609
Other operating supplies and expenses	24,145,580
Depreciation expense	60,154,128
Amortization expense	89,476
Total operating expenses	820,760,516
Operating loss	(378,952,025)
Nonoperating revenues (expenses)	
State appropriations	332,139,427
Gifts	2,932,220
Investment income	1,143,688
Interest expense	(11,641,817)
State financed plant facilities	7,395,265
Other nonoperating revenues	2,236,408
Net nonoperating revenues	334,205,191
Loss before other changes in net position	(44,746,834)
Other changes in net position	
State appropriations restricted for capital purposes	104,373,920
Loss on disposal of capital assets	(2,333,217)
Net other changes in net position	102,040,703
Net increase in net position	57,293,869
Net position	
Net position - beginning of year, as restated as of July 1, 2014	563,255,832
Net position - end of year	$ 620,549,701

The accompanying notes are an integral part of these financial statements.

Connecticut State University System

Statement of Revenues, Expenses and Changes in Net Assets – Component Units

June 30, 2015

Year Ended June 30, 2015

	Unrestricted	Temporarily Restricted	Permanently Restricted	2015
Revenues, gains and other support				
Contributions	$ 2,949,172	$ 4,146,654	$ 6,317,010	$ 13,412,836
Program income	34,641	461,541	-	496,182
Investment income	194,795	2,007,192	8,011	2,209,998
Gain (loss) on investments	(45,996)	686,113	(1,566)	638,551
Other income	305,827	-	-	305,827
Net assets released from restrictions	6,848,678	(6,883,480)	34,802	-
Total revenues, gains and other support	10,287,117	418,020	6,358,257	17,063,394
Operating expenses				-
Scholarships and awards	1,289,504	-	-	1,289,504
University support	5,173,724	-	-	5,173,724
Auxiliary services	729,774	-	-	729,774
Academic enrichment	491,281	-	-	491,281
Fundraising	1,442,106	-	-	1,442,106
Management and general	992,749	1,233	-	993,982
Total operating expenses	10,119,138	1,233	-	10,120,371
Transfers between funds	288,160	(366,957)	78,797	-
Changes in net assets	456,139	49,830	6,437,054	6,943,023
Net assets				
Beginning of year	1,797,773	43,734,384	75,428,543	120,960,700
End of year	$ 2,253,912	$ 43,784,214	$ 81,865,597	$ 127,903,723

The accompanying notes are an integral part of these financial statements.

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Connecticut State University System

Statement of Cash Flows

June 30, 2015

		2015
Cash flows from operating activities		
Tuition and fees	$	234,771,292
Grants and contracts		65,013,106
Auxiliary revenues		90,117,221
Other operating revenues		29,784,987
Payments to employees for salaries and benefits		(485,939,481)
Payments to suppliers		(8,224,058)
Professional services and fees		(28,108,086)
Educational services and support		(94,964,347)
Travel expenses		(6,836,544)
Operation of facilities		(46,499,735)
Other operating supplies and expenses		(17,099,872)
University fee receipts		25,936,585
Net cash used in operating activities		(242,048,932)
Cash flows from noncapital financing activities		
State appropriations		285,088,477
Gifts for other than capital purposes		2,916,219
Nonoperating revenue other		2,236,401
Net cash provided by noncapital financing activities		290,241,097
Cash flows from investing activities		
Proceeds from sales and maturities of investments		95,065,083
Purchases of investments		(39,951,141)
Interest and dividends received on investments		1,140,900
Net cash provided by investing activities		56,254,842
Cash flows from capital and related financing activities		
Cash paid for capital assets		(161,297,395)
State capital appropriations received		102,176,483
Proceeds of new bond issuance		22,824,228
Repayments of capital debt and leases		(42,791,281)
Interest paid on capital debt and leases		(14,063,815)
Payments on bond issuance costs		(390,292)
Net cash used in capital and related financing activities		(93,542,072)
Net increase in cash and cash equivalents		10,904,935
Cash and cash equivalents, beginning of year		319,785,239
Cash and cash equivalents, end of year	$	330,690,174

The accompanying notes are an integral part of these financial statements.

Connecticut State University System

Statement of Cash Flows

June 30, 2015 (Continued)

		2015
Reconciliation of operating loss to net cash used in operating activities		
Operating loss	$	(378,952,025)
Adjustments to reconcile operating loss to net cash used in operating activities		
Depreciation expense		60,154,128
Amortization		89,476
Changes in assets and liabilities:		
Receivables		(15,997,403)
Prepaid expenses and other		(1,869,691)
Accounts payable		2,248,349
Accrued salaries and benefits		(5,215,914)
Other liabilities		(1,195,004)
Due to/from the State of Connecticut		457,840
Unearned tuition, fees and grant revenues		18,659,869
Delayed compensation		76,169
Depository accounts		(102,098)
Accrued compensated absences		18,730,255
Pension Liability		107,162,384
Changes in deferred outflows and inflows of resources		
Deferred pension contribution		(67,783,592)
Deferred pension asset gains		21,488,325
Net cash used in operating activities	$	(242,048,932)
Noncash financing activity		
Fixed assets included in accounts payable	$	5,525,695
State financed plant facilities	$	7,395,265
Reconciliation of cash and cash equivalents to the combined statements of net position		
Cash and cash equivalents classified as current assets	$	197,787,211
Cash and cash equivalents classified as noncurrent assets		132,902,963
	$	330,690,174

The accompanying notes are an integral part of these financial statements.

1. Summary of Significant Accounting Policies

Organization

The Connecticut State University System ("CSUS") was established by the State of Connecticut (the "State") as a constituent unit of the State's system of higher education. The statutory responsibility of CSUS, as reflected in Connecticut General Statutes Section 10a-87, is to offer, through each of its Universities (as later defined), curricula that "prepare persons to teach in the schools of the state" and that support the pursuit of "academic and career fields," and to confer degrees in such areas of study.

CSUS, the Connecticut Community College System ("CCC") and Charter Oak State College ("Charter Oak") operate under a single Board of Regents for Higher Education ("BOR"). The BOR serves as the CSUS and CCC boards of trustees and as the Board of State Academic Awards ("BSAA", which governs Charter Oak) and assumed their existing powers and duties for the operation of the constituent units.

CSUS provides instruction for baccalaureate, graduate and certificate programs, including applied doctoral degree programs in education, and operates various auxiliary enterprises, such as student residences, dining halls and parking facilities. In addition, CSUS administers a variety of financial aid programs which are funded by institutional operating funds and contributions from state and federal sources.

New Accounting Pronouncements Implemented

In June 2012, the GASB issued Statement No. 68, Accounting and Financial Reporting for Pensions, effective for the System's fiscal year beginning July 1, 2014. This Statement revises existing standards for employer financial statements relating to measuring and reporting pension liabilities for pension plans provided by the State to System employees. This Statement requires recognition of a liability equal to the net pension liability.

In November 2013, the GASB issued Statement No. 71, Pension Transition for Contributions Made Subsequent to the Measurement Date, effective for the System concurrently with the implementation of GASB Statement No. 68. This Statement addresses an issue in Statement No. 68 concerning transition provisions related to certain pension contributions made to defined benefit pension plans prior to the implementation of that Statement by employer and non-employer contributing entities.

Basis of Presentation

Effective July 1, 2001, the CSUS elected to apply all Governmental Accounting Standards Board ("GASB") pronouncements and Financial Accounting Standards Board ("FASB") pronouncements issued before November 30, 1989 that do not conflict with GASB pronouncements, under the provisions of GASB Statement No. 20 "Accounting and Financial Reporting for Proprietary Funds and other Governmental Entities That Use Proprietary Fund Accounting".

The financial statements include the statements of CSUS and its aggregate discretely presented component units. The statements of CSUS present the financial position of the four Universities (Central, Eastern, Southern and Western; collectively the "Universities") and the central administrative organization (the System Office) of CSUS, after the elimination of inter-University accounts and transactions among the four Universities and the System Office. These statements have been presented utilizing the AICPA Industry Audit Guide, *Audits of State and Local*

Governments (GASB 34 Edition) and are prepared on the accrual basis of accounting in accordance with generally accepted accounting principles promulgated by the GASB.

CSUS's financial statements include three statements: the statements of net position, the statements of revenues, expenses, and changes in net position and the statements of cash flows.

- The statements of net position presents information on all of CSUS's assets, liabilities, deferred outflows and inflows, and net position. Over time, the increases or decreases in net position may serve as a useful indicator of whether the financial position of CSUS is improving or deteriorating.

- The statements of revenues, expenses and changes in net position presents information showing how CSUS's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, certain revenues and expenses are reported in these statements for items that will only result in cash flows in future fiscal periods (e.g., the accrual for compensated absences).

- The statements of cash flows is presented using the direct method. The direct method of cash flow reporting portrays net cash flow from operations by major class of operating receipts and expenditures (e.g., payments to employees for salaries and benefits).

Revenues are recognized when earned and expenses are recognized when incurred. Restricted grant revenue is recognized only to the extent expended or in the case of fixed price contracts, when the contract terms are completed.

Student financial aid expenditures are reported as an allowance against tuition and fees revenue while stipends and other payments made directly to students are recorded as financial aid expense and included in educational services and support expense.

CSUS determines on a case-by-case basis whether to first apply restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position are available. However, CSUS generally encourages the use of restricted resources first.

Revenues and expenses are categorized as either operating or non-operating. Operating revenues and expenses generally result from exchange transactions such as payments for providing services and payments made for services or goods received. Nearly all of CSUS's expenses are from exchange transactions. Certain significant recurring sources of CSUS's revenues relied upon for operations, including state appropriations, gifts and investment income and losses are recorded as non-operating revenues, as defined by GASB Statement No. 35, and interest expense is recorded as non-operating expenses.

In accordance with GASB Statement No. 39 *"Determining Whether Certain Organizations Are Component Units"*, as amended, several legally separate, tax-exempt, affiliated University foundations (the "Foundations") must be considered component units of CSUS and are presented discretely in CSUS's financial statements. The Foundations act primarily as fund-raising organizations to supplement the resources that are available to the Universities in support of their programs. Although the Universities do not control the timing or amount of receipts from the Foundations, the majority of resources or income thereon that the Foundations hold and invest is restricted to the activities of the Universities by the donors. Since these restricted resources held by

the Foundations can only be used by, or for the benefit of, the Universities, the Foundations are considered component units of CSUS.

The Foundations are private nonprofit organizations that report under FASB standards, which include guidelines for *Financial Reporting for Not-for-Profit Organizations.* As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundation's financial information in CSUS's financial reporting entity for these differences.

Complete financial statements for the Foundations can be obtained from the Finance Department at the Connecticut State Colleges and Universities System Office at 39 Woodland St. Hartford, CT 06105 or by phone at (860)723-0000.

Net Position
Resources are classified for reporting purposes into the following four net position categories:

- **Invested in Capital Assets, Net of Related Debt**
  Capital assets, at historical cost or fair market value on date of gift, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets. Similar net assets are included in unrestricted net assets in the statements of the component units.

- **Restricted Nonexpendable**
  Net position subject to externally imposed stipulations that they be maintained in perpetuity by CSUS. Similar net assets are referred to as permanently restricted net assets in the statements of the component units.

- **Restricted Expendable**
  Net position whose use by CSUS is subject to externally imposed stipulations that can be fulfilled by actions of CSUS pursuant to those stipulations or that expire by the passage of time. Similar net assets are referred to as temporarily restricted net assets in the statements of the component units.

- **Unrestricted**
  Net position that is not subject to externally imposed stipulations is considered unrestricted. Unrestricted net position may be designated for the specific purpose by actions of management or the BOR or may otherwise be utilized to satisfy certain contractual agreements with outside parties. Substantially all unrestricted net position will be utilized for support for academic and research programs and initiatives, and capital programs.

Classification of Assets and Liabilities
CSUS presents short-term and long-term assets and liabilities in the statements of net position. Short-term assets include balances with maturities of one year or less, and assets expected to be received or used within one year or less, from June 30, 2015. Long-term assets represent balances with maturities of greater than one year, and assets expected to be received or used after one year, from June 30, 2015. Cash and cash equivalents and investments presented as short-term in the statements of net position include balances with a maturity of one year or less from June 30, 2015. Long-term cash and cash equivalents and investments include balances with a maturity of greater than one year from June 30, 2015 and balances that have externally imposed restrictions as to use.

Short-term liabilities include balances that are expected to be paid in one year or less from June 30, 2015. Long-term liabilities include balances that are expected to be paid after one year from June 30, 2015.

Pension Obligations

The System records pension obligations equal to the net pension liability for its defined benefit plans. The net pension liability is measured as the total pension liability, less the amount of the pension plan's fiduciary net position. The total pension liability is determined based upon discounting projected benefit payments based on the benefit terms and legal agreements existing at the pension plan's fiscal year end. Projected benefit payments are required to be discounted using a single rate that reflects the expected rate of return on investments, to the extent that plan assets are available to pay benefits, and a tax-exempt, high-quality municipal bond rate when plan assets are not available.

Pension expense is recognized for benefits earned during the period, interest on the unfunded liability and changes in benefit terms. The differences between expected and actual experience and changes in assumptions about future economic or demographic factors are reported as deferred inflows or outflows of resources and are recognized over the average expected remaining service period for employees eligible for pension benefits. The differences between expected and actual returns are reported as deferred inflows or outflows and are recognized over five years.

Fair Value of Financial Instruments
Fair value approximates carrying value for cash and cash equivalents, notes and accounts receivable, accounts payable, accrued interest and deposits. Investments are carried at fair value, based upon quoted market prices. The fair value of bonds payable is estimated using discounted cash flow analyses, based on current borrowing rates for similar types of borrowing arrangements and approximate carrying value at June 30, 2015.

Cash, Cash Equivalents and Investments
Cash and cash equivalents consist of petty cash, checking accounts and a Short-Term Investment Fund ("STIF"), see Notes 3 and 13. Cash equivalents are investments which have maturities when purchased of three months or less.

Long-term investments include debt service reserve funds which are restricted for purposes in accordance with CHEFA regulations.

Investments classified as short-term consist of deposits with original maturities of less than one year and are available for current use. Securities received as a gift are recorded at fair value at the date of the gift. Interest and investment income are recognized on the accrual basis.

Investment securities are exposed to various risks, such as interest rate, market and credit risks. Due to the level of risk associated with certain investment securities, it is at least reasonably possible that changes in the values of investment securities will occur in the near term and such changes could materially affect the amounts reported in the statements of net position.

Indirect Cost Recoveries
The Universities record the recovery of indirect costs applicable to research programs which provide for the full or partial reimbursement of such costs as operating revenue as the related direct costs are incurred.

Inventories

The Universities' inventories of $1,074,706 at June 30, 2015 consist primarily of supplies for plumbing, maintenance, auto, carpentry, electrical and custodial, and are valued at cost. Inventories are included in prepaid expenses and other current assets in the statements of net position.

Investment in Plant

Capital assets are stated at cost. Depreciation of capital assets is provided on a straight-line basis over the estimated useful lives of the respective assets. Land, capitalized collections, and construction in progress are not depreciated. Construction period interest costs in excess of earnings associated with related debt proceeds are capitalized as a component of the fixed asset. The following table illustrates the range of useful lives for CSUS's depreciable assets:

Land improvements	20 years
Building and building improvements	5 - 40 years
Furniture, fixtures and equipment	5 - 15 years
Library materials	10 - 20 years

Major construction projects for new physical plant and original equipment financed by the State of Connecticut capital outlay appropriations are managed and controlled by the Department of Construction Services of the State of Connecticut ("DCS"). For projects other than CSCU 2020 projects, the entire cost value of the project is recognized as revenue and recorded as state financed plant facilities by the Universities when the project is complete and/or when title passes from DCS to CSUS. The amount recognized for such projects was$7.4 million for the year ended June 30, 2015 . Connecticut State University System's comprehensive long-term capital infrastructure investment plan ("CSCU 2020"), was developed consistent with master facilities plans established by its individual Universities – Central, Eastern, Southern and Western Connecticut State Universities. For CSCU 2020 projects administered by DCS, revenue and construction in progress are recorded as project expenses are incurred. In regards to CSCU 2020 projects, DCS administers the larger projects – generally more than $2 million. For CSCU 2020 projects, the state general obligation bond proceeds are deposited into the CSCU 2020 Fund. For the previously mentioned projects, CSUS does not receive the appropriation, which is why the revenue and capital asset are not recorded until project completion. The revenue recognized for CSCU 2020 projects being administered by DCS is included in "State appropriations restricted for capital purposes".

Title to all assets, whether purchased, constructed or donated, is held physically by the State of Connecticut.

Interest Capitalization

Interest expense incurred during the construction of capital assets is capitalized, if material, net of interest income earned on related debt proceeds. CSUS incurred net interest expense of $13.9 million for the fiscal year ended June 30, 2015. Interest capitalized for the fiscal year ended June 30, 2015 totaled $2.9 million. The cumulative capitalized interest was $21.3 million as of June 30, 2015 and is being amortized over 35 years. Amortization of capitalized interest for the year ended June 30, 2015 was $.6 million.

Compensated Absences

Employees earn their right to be compensated during absences for annual leave, sick leave and other fringe benefits. The accompanying balance sheet reflects the accrual for the amounts earned and, ultimately, payable for such benefits (see Note 8).

Due from/Due to the State of Connecticut
Accrued salaries and related fringe benefit costs for CSUS employees, whose salaries will be charged to the State of Connecticut General Fund totaled $27.3 million as of June 30, 2015. CSUS has reflected a related receivable from the State of Connecticut for these costs which will be charged to the General Fund appropriation for the following year, in accordance with the state budget approved prior to June 30, 2015.

CSUS has also recorded a receivable from the State of Connecticut related to allocated bond financing for capital projects when allotted by the Governor (see Note 6).

Unearned Tuition, Fees and Grant Revenues
Unearned tuition, fees and grant revenues consist primarily of tuition and fees that have been billed or collected at June 30, 2015, but applicable to the 2015 summer sessions held subsequent to June 30 or upcoming fall sessions. Direct charges related to these sessions are reported in the period the tuition and fees are recognized as income.

Federal Loan Program Advances
Refundable federal advances for the Perkins Loan programs administered by the Universities are classified as noncurrent liabilities.

Tuition and Fees Revenue
Student tuition and fees revenue are recognized in the period earned. Student tuition and fee revenue is presented net of scholarship allowance and waivers in accordance with GASB Statement 35. Student aid for scholarships recorded in the statement of revenues, expenses and changes in net position, includes payments made directly to students. Any aid applied directly to the students' accounts in payment of tuition and fees, housing charges and dining services is reflected as a scholarship allowance.

Auxiliary Revenues
Auxiliary revenues consist of housing charges, dining services, and telecommunication charges. The auxiliary revenues are recognized in the period earned.

Other Operating Revenues
Other operating revenues are comprised of a variety of sources including commissions, concession fees, ticket sales, rental, and program income. Other operating revenues are recognized in the period earned.

Income Tax Status
Connecticut State University System is an agency of the State of Connecticut which is exempt from federal income taxes under section 115(a) of the Internal Revenue Code and of state income taxes. Accordingly, no provision for income taxes has been recorded in the accompanying financial statements.

Use of Estimates
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect the amounts reported in the Financial statements and accompanying notes at June 30, 2015 and revenues and expenses recognized during the reporting period. Major estimates include the accrual for employee compensated absences, pension liability and the allowances for doubtful accounts. Actual results could differ from those estimates.

Subsequent Events

In accordance with generally accepted accounting principles, CSUS has evaluated subsequent events for the period after June 30, 2015, through January 14, 2016, the date the financial statements were issued and no items needing to be reported were noted.

2. **Adoption of New Pension Accounting Standards**

Effective July 1, 2014, the System adopted GASB Statement No. 68, Accounting and Financial Reporting for Pensions - an Amendment of GASB Statement No. 27 ("GASB No. 68"). The System also adopted GASB Statement No. 71, Pension Transition for Contributions made subsequent to the Measurement Date, an amendment of GASB Statement No. 68. GASB No. 68 replaces the requirements of GASB Statement No. 27, Accounting for Pensions by State and Local Governmental Employers, as well as the requirements of GASB Statement No. 50, Pension Disclosures, as they relate to pensions that are provided through pension plans administered as trusts or equivalent arrangements that meet certain criteria. GASB No. 68 establishes standards for measuring and recognizing liabilities, deferred outflows of resources, deferred inflows of resources, and expenses. For defined benefit pensions, GASB No. 68 identifies the methods and assumptions that should be used to project benefit payments, discount projected benefit payments to their actuarial present value, and attribute that present value to periods of employee service. Note disclosure and required supplementary information requirements about pensions also are addressed. In addition, GASB No. 68 details the recognition and disclosure requirements for employers with liabilities (payables) to a defined benefit pension plan and for employers whose employees are provided with defined contribution pensions.

To the extent practical, GASB No. 68 requires retrospective adoption. Restatement of prior periods is not practical because the pension plans are managed by the State of Connecticut and this information is not available. The total beginning net pension liability allocable to the System has been determined and the effect of adopting GASB No. 68 as of July 1, 2014 was as follows:

Net position at June 30, 2014 (as previously reported)	1,090,842,373
Net pension liability	(527,586,541)
Change in net position	(527,586,541)
Net position at July 1, 2014 (as restated)	$ 563,255,832

3. **Cash, Cash Equivalents and Investments**

Cash and cash equivalents includes approximately $88.6 million at June 30, 2015 invested in the State of Connecticut Treasurer's Short-Term Investment Fund (STIF), a combined investment pool of high quality, short-term money market instruments. CSUS may add or withdraw monies on a daily basis with interest earned from date of deposit to date of withdrawal. The primary investment objectives of the STIF are the preservation of principal and the provision of liquidity to meet CSUS's daily cash flow requirements.

The STIF is managed by investment managers in accordance with the investment guidelines established by the State Treasurer. These guidelines prohibit investment in derivative securities

other than floating rate securities which vary in the same direction as individual short-term money market indices, and limit the ability to enter into reverse repurchase agreements in amounts not to exceed five percent (5%) of the STIF's net assets at the time of execution.

Cash and cash equivalents also include operating funds held by the State of Connecticut in a pooled, interest credit program which earns interest at a rate determined monthly by the Office of the State Treasurer. The interest rate at June 30, 2015 was .14%. CSUS operating funds held by the State that participated in the aforementioned program were $228.0 million at June 30, 2015.

The cost and fair value of cash, cash equivalents and investments at June 30 are:

	2015	
	Cost	Fair value
Cash and cash equivalents	$ 330,690,174	$ 330,690,174
U.S. Mutual Funds- Governmental	89,092,502	89,092,502
Guaranteed Investment Contracts	14,565,297	14,565,297
	$ 434,347,973	$ 434,347,973

Investments are pooled and separate accounting is maintained as to the amounts allocable to the various funds and programs.

CSUS follows the disclosure requirements of Governmental Accounting Standards Board Statement No. 40 *"Deposit and Investment Risk Disclosures"* ("GASB 40"), and accordingly, CSUS has assessed the Credit Risk, Custodial Credit Risk, the Concentration of Credit Risk, and the Interest Rate Risk of its Cash, Cash Equivalents and Investments.

Credit Risk – Credit risk is the risk that an investor will lose money because of the default of the security issuer or investment counterparty. CSUS is invested in U.S. Government obligations, which are not considered to have credit risk. The average credit quality rating of CSUS's guaranteed investment contracts was AA+, as rated by Standard & Poor's Ratings as of June 30, 2015.

Custodial Credit Risk – At June 30, 2015, the carrying amount of CSUS's bank deposits was $4.6 million as compared to bank balances of $6.2 million. The difference between the carrying amount and bank balances wasprimarily caused by outstanding checks and deposits in transit. Of such bank balances, $.8 million was covered by federal deposit insurance as of June 30, 2015. The remaining balance of $5.4 million at June 30, 2015 was uninsured and uncollateralized and therefore subject to custodial credit risk.

Concentration of Credit Risk – Concentration of credit risk is assumed to arise when the amount of investments with one issuer exceeds 5 percent or more of the total value of investments. 75% of CSUS total cash, cash equivalents and investments was invested in the STIF and the State's pooled, interest credit program accounts as of June 30, 2015.

Interest Rate Risk – Interest rate risk is the risk that changes in interest rates will adversely affect the fair market value of an investment. Interest rate risk is managed by establishing targets for the

preferred duration of the fixed income component of the investment portfolio by asset class by limiting investments through target allocations to different asset classes.

Investment maturities of CSUS's debt securities at June 30 are as follows:

	2015							
			Investment Maturities (in years)					
Debt Securities	Fair Value		Less Than 1		1 to 5		6 to 10		More Than 10
U.S. Government obligations	$ 89,092,502	$ 89,092,502	$	-	$	-	$	-
Guaranteed Investment Contracts	14,565,297	-		2	14,565,288			7
	$ 103,657,799	$ 89,092,502	$	2	$ 14,565,288	$		7

4. Receivables

Receivables consisted of the following at June 30:

		2015
Student accounts receivable	$	192,878,471
Student loans receivable		16,389,698
Grants receivable		2,667,039
Miscellaneous receivables		1,754,706
		213,689,914
Less allowance for doubtful accounts		(10,367,347)
Net accounts receivable	$	203,322,567

Student accounts receivable above include $179,464,842 representing amounts included in unearned tuition, fees and grant revenue at June 30, 2015. Grants receivable is shown gross of an allowance for doubtful accounts of $115,050 at June 30, 2015.

5. Loans Receivable

Student loans made through the Federal Perkins Loan Program (the "Program") comprise substantially all of the loans receivable at June 30, 2015. The Program provides for cancellation of a loan at rates of 10% to 30% per year up to a maximum of 100% if the participant complies with certain provisions. The federal government reimburses the University for amounts canceled under these provisions.

As CSUS determines that loans are uncollectible and not eligible for reimbursement by the federal government, the loans are written off and assigned to the US Department of Education. The University has provided an allowance for uncollectible loans, which, in management's opinion, is sufficient to absorb loans that will ultimately be written off. At June 30, 2015, the allowance for uncollectible loans was $3,237,541.
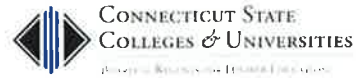
6. **Due from the State of Connecticut**

Amounts due from the State of Connecticut as of June 30, are comprised of the following:

		2015
Receivable for accrued salaries, interest and fringe benefits to be paid by State of Connecticut General Fund	$	27,482,222
State appropriations for capital projects		29,386,265
	$	56,868,487

Bond financing for capital projects authorized by the State Legislature is available for allotment by the Governor when allocated for specific projects by the State Bond Commission. CSUS recognizes such resources when they are allotted, which is the point at which commitments can be made against them. This amount, recorded as a receivable, is drawn against as related capital projects are constructed. The majority of CSUS's capital projects have historically been financed through the issuance of general obligation bonds of the State of Connecticut (see Note 9).

7.   Investment in Plant

The following are the components of investment in plant activity in fiscal year 2015:

	Balance June 30, 2014	Additions	Retirements and Transfers	Balance June 30, 2015
Capital assets not being depreciated:				
Land	$ 19,720,644	$ 38,824	$ -	$ 19,759,468
Capitalized collections	8,351,525	22,250	(2,550)	8,371,225
Construction in progress	112,397,537	144,186,976	(44,059,174)	212,525,339
Total capital assets not being depreciated	$ 140,469,706	$ 144,248,050	$ (44,061,724)	$ 240,656,032
Other capital assets:				
Land improvements	$ 100,453,114	$ 2,450,570	$ (210,225)	$ 102,693,459
Buildings and building improvements	1,332,646,430	54,672,986	(6,548,300)	1,380,771,116
Furniture, fixtures and equipment	143,243,701	23,909,752	(11,780,124)	155,373,329
Library materials	60,643,654	2,591,503	(628,863)	62,606,294
Total other capital assets	1,636,986,899	83,624,811	(19,167,512)	1,701,444,198
Less accumulated depreciation for:				
Land improvements	(55,031,308)	(4,701,007)	24,620	(59,707,695)
Buildings and building improvements	(525,890,417)	(40,299,743)	4,746,512	(561,443,648)
Furniture, fixtures and equipment	(98,575,423)	(11,743,141)	6,061,630	(104,256,934)
Library materials	(38,727,388)	(3,410,237)	628,863	(41,508,762)
Total accumulated depreciation	(718,224,536)	(60,154,128)	11,461,625	(766,917,039)
Other capital assets, net	$ 918,762,363	$ 23,470,683	$ (7,705,887)	$ 934,527,159
Capital asset summary:				
Capital assets not being depreciated	$ 140,469,706	$ 144,248,050	$ (44,061,724)	$ 240,656,032
Other capital assets, at cost	1,636,986,899	83,624,811	(19,167,512)	1,701,444,198
Total cost of capital assets	1,777,456,605	227,872,861	(63,229,236)	1,942,100,230
Less accumulated depreciation	(718,224,536)	(60,154,128)	11,461,625	(766,917,039)
Capital assets, net	$ 1,059,232,069	$ 167,718,733	$ (51,767,611)	$ 1,175,183,191

8. **Accrued Compensated Absences**

Accrued compensated absences as of June 30, include:

	2015
Accrued vacation	$ 24,726,689
Accrued sick leave	22,841,453
Other accrued fringe benefits	12,849,135
	60,417,277
Less: current portion	3,912,425
Noncurrent portion	$ 56,504,852

Activity for compensated absences, as of June 30, includes:

Balance as of June 30, 2014	41,687,023
Additions in 2015	22,132,557
Retirements in 2015	(3,402,303)
Balance as of June 30, 2015	$ 60,417,277

These accruals represent estimated amounts earned by all eligible employees through June 30, 2015. Accruals for FY 2015 reflect a change in estimate in how the accrued sick leave was estimated. Sick leave is paid out to separating employees only if they are retiring. The former method determined this financial liability based on a percentage of separations that were retirements. The change reflects an estimate based on a three year average of total sick hours paid as a percent of total accrued sick hours of all separations for the same period. These accrued compensated absences will be settled over a number of years, and are not expected to have a significant impact on the future annual cash flows of CSUS. The current portion of compensated absences is estimated based on recent past history.

In May 2009, the State of Connecticut offered employees meeting certain criteria, a Retirement Incentive Plan ("RIP"). For those employees opting to accept the RIP, their accrued compensation for vacation and sick time in addition to incentive allocations were reclassified to a separate liability. Those amounts were paid out annually in equal installments over a three year period starting July 2012. The total amount of RIP liability was approximately $2.0 million at the beinginning of fiscal year 2015 and was paid in July 2014 leaving no RIP liability as of June 30, 2015.

9. **Bonds, Notes Payable and Capital Lease Obligations**

The State of Connecticut, through acts of its legislature, provides funding for certain major plant facilities at CSUS. The State obtains its funds for these construction projects from general obligation bonds which it issues from time to time. The State is responsible for all repayments of the bonds in accordance with bond indentures.

Debt service on bonds issued by the State to finance educational and general facilities is funded by the General Fund of the State, which is in the custody of the State Treasurer. These bonds do not require repayment by CSUS and, accordingly, the State's debt obligation attributable to CSUS's educational and general facilities is not reported as CSUS debt in the accompanying financial statements.

Bonds issued by the State of Connecticut to finance auxiliary enterprise buildings and improvements require that principal and interest payments be remitted by CSUS to the State from revenues associated with the specific auxiliary activities. These bonds which are considered self-liquidating originally matured from 1993 to 2017 with interest rates varying from 2% to 6%. State statute requires these bonds to be repaid entirely by CSUS and, accordingly, these bonds are recorded as CSUS debt in the accompanying financial statements.

In fiscal year 2009 portions of the September 1997 self-liquidating bonds were refunded. As a result, the refunded bonds are considered to be defeased, and the liability for those bonds has been removed from the statements of net position. The outstanding amount of the refunded bonds totaled approximately $.2 million at June 30, 2009. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of approximately $30,000. The difference, which is recorded as a reduction of bonds payable, is being charged to operations over the life of new bonds using the straight-line method. As a result of the refunding, CSUS will reduce its aggregate debt service payments by approximately $30,000 and achieve an economic gain of approximately $30,000.

In fiscal year 2008 portions of the September 1997 and February 1998 self-liquidating bonds were refunded. As a result, the refunded bonds are considered to be defeased, and the liability for those bonds has been removed from the statements of net position. The outstanding amount of the refunded bonds totaled approximately $6.1 million at June 30, 2008. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of approximately $.2 million. The difference, which is recorded as a reduction of bonds payable, is being charged to operations over the life of new bonds using the straight-line method.

Principal outstanding on the self-liquidating bond issues as of June 30 is as follows:

	Type	2015
June 2001	Refunded	$402,455
April 2005	Refunded	422,547
December 2007	Refunded	-
		$ 825,002

Estimated principal and interest requirements for the next two years are as follows:

Year	Principal	Interest
2016	402,455	32,210
2017	422,547	22,586
	$ 825,002	$ 54,796

On February 5, 2004, CHEFA issued $49.5 million of Series F Revenue Bonds on behalf of CSUS, to advance refund portions of Series A, B, C and D. The Bonds mature from 2004 to 2015 with interest rates varying from two percent (2%) to five percent (5%). Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1 and October 1 of each year.

On June 17, 2005, CHEFA issued $50.6 million of Series G Revenue Bonds on behalf of CSUS. The Bonds mature from 2006 to 2035 with interest rates varying from three percent (3%) to five percent (5%). Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1 and October 1 of each year.

On June 17, 2005, CHEFA issued $48.5 million of Series H Revenue Bonds on behalf of CSUS, to advance refund portions of Series B, C, D and E. The Bonds mature from 2005 to 2019 with interest rates varying from two and one-half percent (2.5%) to five percent (5%). Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1 and October 1 of each year.

On April 18, 2007, CHEFA issue $62.8 million of Series I Revenue Bonds on behalf of CSUS, to advance refund portions of Series D, E and G. The Bonds mature from 2008 to 2033 with interest rates varying from three percent (3.0%) to five and one quarter percent (5.25%). Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1 and October 1 of each year.

On June 22, 2011 CHEFA issued $27.0 million of Series J Revenue Bonds on behalf of CSUS. The Bonds mature from 2012 to 2031 with interest rates varying from two (2.0%) to four percent (4.0%). Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1 and October 1 of each year.

On June 22, 2011, CHEFA issued $14.0 million of Series K Revenue Bonds on behalf of CSUS, to advance refund portions of Series E. The Bonds mature from 2012 to 2016 with interest rates varying from three percent (3.0%) to four percent (4.0%). Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1 and October 1 of each year.

On April 4, 2012, CHEFA issued $49.0 million of Series L Revenue Bonds on behalf of CSUS to advance refund portions of Series Bond E and current refund portions of Series Bond B. The Bonds mature from 2012 to 2029 with interest rates varying from two and one-half percent (2.5%) to four percent (4.0%). Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1 and October 1 of each year.

On January 10, 2013, CHEFA issued $34.1 million of Series M Revenue Bonds on behalf of CSUS. The Bonds mature from 2014 to 2033 with interest rates varying from three percent (3.0%) to five percent (5.0%). Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1 and October 1 of each year

On October 23, 2013, CHEFA issued $80.3 million of Series N Revenue Bonds on behalf of CSUS. The Bonds mature from 2015 to 2034 with interest rates varying from three percent (4.1%) to five percent (5.0%). Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1 and October 1 of each year.

On September 11, 2014, CHEFA issued $21.4 million of Series O Revenue Bonds on behalf of CSUS, to advance refund portions of Series F and G. The Bonds mature from 2015 to 2031 with interest rates varying from two percent (2.0%) to four (4.00%). Payment of the principal of, and interest on, the bonds are due to the Trustee on April 1 and October 1 of each year.

In connection with the fiscal year 2015 refunding of portions of Series F and G, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. As a result the refunded bonds were considered an in substance defeasance and the liability for those bonds has been removed from the statements of net position. Assets held in the trust accounts had an aggregate fair value of approximately $22.0 million at June 30, 2015, which is also the outstanding amount of the refunded bonds at June 30, 2015. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of approximately $0.8 million. The difference, which is recorded as a reduction of bonds payable, is being charged to operation over the life of new bonds using the straight-line method. As a result of defeasance, CSUS reduced its aggregate debt service payments by approximately $2.2 million and achieved an economic gain (the difference between the present value of the old and new debt service payments) of approximately $1.5 million.

In connection with the fiscal year 2012 refunding of portions of Series B and E, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. As a result the refunded bonds were considered an in substance defeasance and the liability for those bonds has been removed from the statements of net position. Assets held in the trust accounts had an aggregate fair value of approximately $53.6 million at June 30, 2012. The outstanding amount of the refunded bonds totaled approximately $47.7 million atJune 30, 2015. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of approximately $2.5 million. The difference, which is recorded as a reduction of bonds payable, is being charged to operations over the life of new bonds using the straight-line method. As a result of defeasance, CSUS reduced its aggregate debt service payments by approximately $8.6 million and achieved an economic gain (the difference between the present value of the old and new debt service payments) of approximately $4.2 million.

In connection with the fiscal year 2011 advance refunding of portions of Series E, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. As a result the refunded bonds will be considered to be defeased and the liability for those bonds has been removed from the statements of net position. Assets held in the trust accounts had an aggregate fair market value of approximately $15.5 million at June 30, 2011. The outstanding amount of the refunded bonds totaled approximately $14.7 million at June 30, 2015. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of approximately $.5 million. The difference, which was recorded as a reduction of bonds payable, is being charged to operations over the life of new bonds

using the straight-line method. As a result of defeasance, CSUS will reduce its aggregate debt service payments by approximately $1.0 million and achieve an economic gain (the difference between the present value of the old and new debt service payments) of approximately $.9 million.

In connection with the fiscal year 2007 advance refunding of portions of Series D, E and G, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. As a result, the refunded bonds were considered to be defeased, and the liability for those bonds has been removed from the statements of net position. Assets held in the trust accounts had an aggregate fair value of approximately $63.8 million at June 30, 2007. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of approximately $2.4 million. The difference, which was recorded as a reduction of bonds payable, is being charged to operations over the life of new bonds using the straight-line method. The outstanding amount of these refunded bonds totaled approximately $60.1 million at June 30, 2015.

In connection with the fiscal year 2005 advance refunding of portions of Series B, C, D and E, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. Assets held in the trust accounts had an aggregate fair value of approximately $52.8 million at June 30, 2005. The refunded bonds were considered to be defeased, and the liability for those bonds has been removed from the statements of net position. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of approximately $3.1 million. The difference, which is recorded as a reduction of bonds payable, is being charged to operations over the life of new bonds using the straight-line method. The outstanding amount of these refunded bonds totaled approximately $37.5 million at June 30, 2015.

In connection with the fiscal year 2004 advance refunding of portions of Series A, B, C and D, CSUS deposited into irrevocable trust accounts sufficient funds to provide for all future debt service payments on the refunded bonds. Assets held in the trust accounts had an aggregate fair value of approximately $53.9 million at June 30, 2004. The refunded bonds were considered to be defeased, and the liability for those bonds has been removed from the statements of net position. The refunding of the bonds resulted in a difference between the reacquisition price and the net carrying amount of the old debt of approximately $5.3 million. The difference, which is recorded as a reduction of bonds payable, is being charged to operations over the life of new bonds using the straight-line method. The outstanding amount of these refunded bonds totaled approximately $2.2 million at June 30, 2015.

Principal outstanding of the CHEFA Bonds at June 30 was as follows:

	2015
CHEFA Revenue Bonds Series G	$ 6,885,000
CHEFA Revenue Bonds Series H	36,645,000
CHEFA Revenue Bonds Series I	62,140,000
CHEFA Revenue Bonds Series J	23,895,000
CHEFA Revenue Bonds Series K	13,995,000
CHEFA Revenue Bond Series L	47,235,000
CHEFA Revenue Bond Series M	32,100,000
CHEFA Revenue Bond Series N	77,990,000
CHEFA Revenue Bond Series O	20,920,000
	$ 321,805,000

CSUS's most restrictive covenant is the pledging of certain University fee receipts and parking fee receipts as collateral for its obligation to make payments.

Revenue bond interest is payable to the bondholders on May 1 and November 1 of each year. Revenue bonds mature on November 1, in the years set forth below:

Maturity	Principal	Interest
2016	$ 19,845,000	$ 13,588,166
2017	18,140,000	12,739,831
2018	18,370,000	11,903,600
2019	17,235,000	11,085,619
2020	17,775,000	10,303,944
2021-2025	85,000,000	39,472,469
2026-2030	76,620,000	22,211,450
2031-2035	67,755,000	5,446,266
2036	1,065,000	21,300
	$ 321,805,000	$ 126,772,645

The deferred outflows of resources are comprised of discount on bonds payable and will be recognized as expense and decrease unrestricted net position over the remaining years of the bond agreements. Deferred outflows by bond maturity dates are as follows:

Maturity in Fiscal Year	2015
2016	$ -
2020	87,271
2030	446,982
2032	187,544
2033	317,848
2034	2,106,093
2036	106,926
	$ 3,252,664

The deferred inflows of resources are comprised of premiums on bonds payable and will be recognized as revenue and increase unrestricted net position over the remaining years of the bond agreements. Deferred inflows by bond maturity dates are as follows:

Maturity in Fiscal Year	2015
2016	$ -
2020	781,762
2030	3,536,998
2032	436,063
2033	4,309,096
2034	7,715,647
2036	122,486
	$ 16,902,052

Long-term liability and deferred inflows of resource activity for the year ended June 30, 2015 was as follows:

	Year Ended June 30, 2015			
	Balance June 30, 2014	Additions	Retirements	Balance June 30, 2015
Bonds payable	$ 344,181,283	$ 21,240,000	$ (42,791,281)	$ 322,630,002
Premium on bonds payable, net of original issue discount and deferred loss on bond refunding	16,772,386	1,987,908	(1,858,242)	16,902,052
Total bonds payable	360,953,669	23,227,908	(44,649,523)	339,532,054
Delayed compensation	490,780	76,170	-	566,950
Total	$ 361,444,449	$ 23,304,078	$ (44,649,523)	$ 340,099,004

10. Unearned Tuition, Fees and Grant Revenue

Unearned tuition, fees and grant revenue consists of the following at June 30, 2015:

	2015
Unearned tuition and fees	$ 203,194,075
Grants and contracts	1,994,821
Other	18,562,173
	$ 223,751,069

11. Retirement and Other Post Employment Benefits

Plan Description
All regular full-time employees participate in one of two retirement plans. The State of Connecticut is statutorily responsible for the pension benefits of CSUS employees who participate in the State Employees' Retirement System ("SERS"). SERS is the administrator of a single employer defined benefit public employee retirement system ("PERS"). The plan provides retirement, disability, death benefits and annual cost of living adjustments to plan members and their beneficiaries. Plan benefits, cost of living adjustments, contribution requirements of plan members and the State and other plan provisions are described in the General Statutes. The plan does not issue stand alone financial reports. Information on the plan is currently publicly available in the State of Connecticut's Comprehensive Annual Financial Report prepared by the Office of the State Comptroller.

Tier III or the Hybrid Plan are the 2 primary SERS plan options available to CSUS employees first hired into state service on or after July 1, 2011 (some employees are eligible to elect the Teachers Retirement System – TRS). Employees hired before July 1, 2011 participate in Tier I, Tier II, Tier IIA, Tier III, or TRS depending on several factors. CSUS makes contributions on behalf of the employees in SERS plans through a fringe benefit charge assessed by the State of Connecticut. The Hybrid Plan, which became effective July 1, 2011 under the 2011 agreement between the State of

Connecticut and the State Employee Bargaining Agent Coalition (SEBAC), provides a new retirement plan option for employees hired on or after July 1, 2011 in a position statutorily defined as a state teacher or a professional staff member in higher education. The Hybrid Plan is a defined benefit plan that provides members with a life-time defined benefit the same as the benefit provided under SERS Tier III with the option at the time of retirement to elect to receive a lump sum payment of their contributions with a five percent employer match and four percent interest in lieu of a defined benefit.

Alternatively, employees may choose to participate in the Alternate Retirement Plan which is managed by Prudential. Under this arrangement, plan participants contribute 5% of their pay and the State contributes 8% to individual participants' investment accounts managed by Prudential. CSUS contributes a fringe benefit charge to the State which includes the 8% employer contribution and an administrative charge. The aforementioned 2011 SEBAC agreement provides CSUS employees who were both hired before July 1, 2011 and participating in ARP with a one-time irrevocable option through a date not yet determined of electing to transfer their membership from ARP to the Hybrid Plan and purchasing credit in the Hybrid Plan for their prior services at full actuarial cost.

Funding Policy
The contribution requirements of plan members and the State are established and may be amended by the State legislature subject to the contractual rights established by collective bargaining.

Tier I Plan B regular and Hazardous Duty members are required to contribute 2% and 4% of their annual salary up to the Social Security Taxable Wage Base plus 5% above that level. Tier I Plan C and Hybrid Plan members are required to contribute 5% of their annual salary. Tier IIA Plan and Tier III Plan regular and Hazardous Duty members are required to contribute 2% and 5% of their annual salaries, respectively.

The State is required to contribute at an actuarially determined rate, which may be reduced or increased by an act of the State legislature. The rate was 43.42% and 23.65% for SERS and TRS respectively for fiscal year ended June 30, 2015. The System contributed $45.8 million and $1.3 million for SERS and TRS respectively for fiscal year ended June 30, 2015, equal to 100% of the required contributions the year. Administrative costs of the plan are funded by the State.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions
The Systems' net pension liability is valued one year in arrears. The net pension liability recorded in the financial statements as of June 30, 2015 was measured and valued as of June 30, 2014 and the total pension liability used to calculate the net pension liability was determined by the most current actuarial valuation as of that date. The System's proportion of the net pension liability was based on a projection of the System's long-term share of contributions to the pension plan relative to the projected contributions of all participating entities and the State, actuarially determined. For the TRS plan, at June 30, 2015 the System's proportion was 0.10 %. For the SERS plan, at June 30, 2015 the System's proportion was 3.61 %.

All SERS and TRS assets are available to pay any members benefits. However, the portion of each plan's net pension liability attributable to the CSU System is tracked separately. The net pension liability for the CSU System as of June 30, 2015 for SERS and TRS was $577.9 million and $9.7 million respectively.

Actuarial Assumptions
SERS:
The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	2.75%
Salary increases	4.00% to 20.00%, including inflation
Investment rate of return net of pension plan investment expense, including inflation	8.00%

Mortality rates were based on the RP-2000 Employees table projected 15 years for men and 25 years for women with the Scale AA.

The actuarial assumptions used in the June 30, 2014 valuation (which was the basis for the recording of the June 30, 2015 financial statement liabilities) were based on the results of the actuarial experience study as of June 30, 2013.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. The best estimates of geometric rates of return for each major asset class as of June 30, 2014 are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Large Cap U.S. Equities	21%	5.8%
Developed Non-U.S. Equities	18	6.6
Emerging Market (Non-U.S.)	9	8.3
Real Estate	7	5.1
Private Equity	11	7.6
Alternative Investments	8	4.1
Fixed Income	8	1.3
High Yield Bonds	5	3.9
Emerging Market Bond	4	3.7
TIPS	5	1.0
Cash	4	0.4

TRS:
The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation   3.00%

Salary increases   3.75% to 7.00%, including inflation

Investment rate of return   8.50%,
net of pension plan investment
expense, including inflation

Mortality rates were based on the RP-2000 Combined Mortality Table RP-2000 projected 19 years using scale AA, with a two year setback for males and females for the period after service retirement and for dependent beneficiaries.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. The target asset allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Mutual Equity	25.0%	7.3%
Developed Markets ISF	20.0	7.5
Emerging Markets ISF	9.0	8.6
Core Fixed Income	13.0	1.7
Emerging Market Debt	4.0	4.8
High Yield	2.0	3.7
Inflation Linked Bonds	6.0	1.3
Liquidity Fund	6.0	0.7
Real Estate	5.0	5.9
Private Investment	10.0	10.9

Discount Rate
SERS:
The discount rate used to measure the total pension liability was 8.0%. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the States's contributions will be made at rates equal to the difference between actuarially determined contributions rates and the member rates. Based on those assumptions, the net position was projected to be available to make all

projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

TRS:

The discount rate used to measure the total pension liability was 8.50 percent. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that State contributions will be made at the actuarially determined rates in future years. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of Net Pension Liability (Asset) to Changes in Discount Rate

The following presents the current-period net pension liability of the CSU System calculated using the current-period discount rate assumption of 8.0 percent for SERS and 8.5 percent for TRS, as well as what the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower or 1-percentage-point higher than the current rate:

	1% Decrease (SERS - 7.0%) (TRS - 7.5%)	Current Discount (SERS - 8.0%) (TRS - 8.5%)	1% Increase (SERS - 9.0%) (TRS - 9.5%)
SERS	$ 689,376,883	$ 577,889,607	$ 484,130,154
TRS	12,413,379	9,727,277	7,444,011

Pension Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Defined Benefit Pension

For the year ended June 30, 2015, the System recognized pension expense of $60.9 million. Deferred outflows of resources and deferred inflows of resources for pensions attributed to the CSU System were related to the following sources for the year ended June 30, 2015:
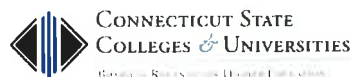
	SERS	TRS	Total
DEFERRED OUTFLOWS OF RESOURCES			
Difference between expected and actual experience	$ -	$ -	$ -
Changes of assumptions or other inputs	-	-	-
Net difference between projected and actual earnings on pension plan investements	-	-	-
Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	67,386,052	397,540	67,783,592
Total	$ 67,386,052	$ 397,540	$ 67,783,592
DEFERRED INFLOWS OF RESOURCES			
Difference between expected and actual experience	$ -	$ -	$ -
Changes of assumptions or other inputs	-	-	-
Net difference between projected and actual earnings on pension plan investements	20,638,928	821,687	21,460,615
Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	-	27,710	27,710
Total	$ 20,638,928	$ 849,397	$ 21,488,325

The net amount of deferred outflows of resources and deferred inflows of resources related to the pensions attributed to the CSU System that will be recognized in pension expense during the next five years and thereafter is as follows:

	SERS	TRS	Total
2016	$ 9,086,810	$ (141,768)	$ 8,945,042
2017	9,086,810	(141,768)	8,945,042
2018	9,086,810	(141,768)	8,945,042
2019	9,086,739	(141,765)	8,944,974
2020	10,399,956	63,654	10,463,610
Thereafter	$ -	$ 51,558	51,558

Payable to the Defined Benefit Pension Plan

At June 30, 2015, the System reported a payable of $9.7 million for the outstanding amount of contributions to the pension plans required for the year ended June 30, 2015.

Other Post Employment Benefits

The State of Connecticut provides post retirement health care and life insurance benefits to eligible CSUS employees, in accordance with Sections 5-257(d) and 5-259(a) of the Connecticut General Statutes. When employees retire, the State pays up to 100% of their health care insurance premium cost (including the cost of dependent coverage). This benefit is available to retirees of the State Employees' Retirement System and participants in the Connecticut Alternate Retirement Program who meet certain age and service criteria.

The State also pays 100% of the premium cost for a portion of the employee's life insurance continued after retirement. The amount of life insurance continued at no cost to the retiree is determined in a formula based on the number of years of State service that the retiree had at the time of retirement. The State finances the cost of post retirement health care and life insurance benefits.

12. Commitments and Contingencies

CSUS makes expenditures in connection with restricted government grants and contracts which are subject to final audit by government agencies. CSUS is of the opinion that the amount of disallowances, if any, sustained through such audits would not materially affect the financial position of CSUS.

CSUS is a defendant in various legal actions arising out of the normal course of its operations. Although the final outcome of such actions cannot presently be determined, management is of the opinion that eventual liability, if any, will not have a material effect on CSUS's financial position.

CSUS had outstanding purchase orders and related commitments for materials, services and capital expenditures that had not been received as of June 30, 2015. These commitments are not recorded as liabilities until materials or services are received. The commitments of total net position balances at June 30, 2015 were as follows:

		2015
System Office	$	16,690,904
Central Connecticut State University		2,862,625
Eastern Connecticut State University		1,355,204
Southern Connecticut State University		7,027,082
Western Connecticut State University		2,766,885
	$	30,702,700

13. Intra-University and Related Party Activities

The System Office administers certain activities centrally for the provision of management information systems and services to the Universities. Primary among these activities are administration of certain system-wide information systems, telecommunications, capital projects planning and rebudgeting, technical support and debt service. Costs of such activities, including the allocation of funds to the Universities from bond proceeds, are included in the activity of the System Office and supported by revenues from State appropriations and Universities' tuition and fee revenues which are allocated to the System Office through the budget allocation process. Such activities are eliminated in the statement of revenues, expenses and changes in net position.

In addition to those transactions identified in Note 6, the accompanying statements of net position includes balances among related parties. Significant balances for the years ended June 30, were as follows:

	2015
Cash balances held with the State of Connecticut on behalf of the universities (excluding STIF)	$ 237,523,949
Amounts invested in the Connecticut STIF	88,550,693
	$ 326,074,642

14. Natural Classification with Functional Classification

The operating expenses by functional classification were as follows:

	Personnel service and fringe benefits	Professional services and fees	Educational services and support	Travel expense	Operation of facilities	Other operating supplies and expenses	Depreciation expense	Amortization expense	Total
					Year ended June 30, 2015 Natural Classification				
Academic support	$ 46,339,963	$ 1,501,453	$ 2,459,170	$ 1,548,330	$ 412,274	$ 1,901,689	$ -	$ -	$ 54,162,879
Auxiliary enterprises	18,456,914	11,172,673	23,821,409	77,504	10,120,363	1,680,503	-	-	65,329,366
Institution support	94,289,944	5,486,529	913,713	585,850	3,222,542	8,790,965	-	-	113,289,543
Instruction	274,155,813	1,149,137	1,436,038	766,421	377,811	1,735,611	-	-	279,620,831
Physical plant	44,562,663	3,263,863	101,305	81,403	31,094,956	5,418,939	60,153,294	89,476	144,765,899
Public service	8,691,151	1,256,746	695,381	1,418,916	539,659	525,277	-	-	13,127,130
Research	4,067,391	492,092	409,309	445,943	21,831	413,509	-	-	5,850,075
Scholarships, loans and refunds	438,398	280,419	63,837,291	15,566	4,362	76,794	-	-	64,652,830
Student services	68,877,595	3,302,088	1,290,731	1,896,611	991,811	3,602,293	834	-	79,961,963
Total expenses	$ 559,879,832	$ 27,905,000	$ 94,964,347	$ 6,836,544	$ 46,785,609	$ 24,145,580	$ 60,154,128	$ 89,476	$ 820,760,516

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Connecticut State University System

Supplemental Financial Information

June 30, 2015

CONNECTICUT STATE
COLLEGES & UNIVERSITIES

Schedule of Net Pension Liability and Related Ratios

State Employee Retirement System Plan
Last 10 Fiscal Years [1]

	2015	2014
System's proportion of the net pension liability	3.61%	3.12%
System's proportionate share of the net pension liability	$ 577,889,607	$ 516,857,599
System's covered-employee payroll	$ 140,369,452	$ 119,305,259
System's proportionate share of the net pension liability as a percentage of its covered-employee payroll	412%	433%
Plan Fiduciary net position as a percentage of the total pension liability	39.54%	[1]

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

Teachers Retirement System Plan
Last 10 Fiscal Years [1]

	2015	2014
System's proportion of the net pension liability	0.10%	0.10%
System's proportionate share of the net pension liability	$ 9,727,277	$ 10,728,942
State's proportionate share of the net pension liability associated with the System	$ 9,714,654	[1]
Total	$ 19,441,931	$ 10,728,942
System's covered-employee payroll	$ 3,813,448	$ 3,063,073
System's proportionate share of the net pension liability as a percentage of its covered-employee payroll	255%	350%
Plan Fiduciary net position as a percentage of the total pension liability	61.56%	[1]

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

Schedule Contributions

State Employee Retirement System Plan
Last 10 Fiscal Years [1]

	2015	2014
Contractually required contribution	$ 45,788,758	$ 33,007,798
Contributions in relation to the contractually required contribution	(45,788,758)	(32,974,790)
Contribution deficiency (excess)	$ -	$ 33,008
System's covered-employee payroll	$ 140,369,452	$ 119,305,259
Contributions as a percentage of covered employee payroll	32.62%	27.64%

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

Teachers Retirement System Plan
Last 10 Fiscal Years [1]

	2015
Contractually required contribution	$ 909,799
Contributions in relation to the contractually required contribution	(1,343,282)
Contribution deficiency (excess)	$ (433,483)
System's covered-employee payroll	$ 3,813,448
Contributions as a percentage of covered employee payroll	35.22%

[1] Until a full 10-year trend is compiled, the System is presenting only information for years for which information is available.

1. **Changes in Benefit Terms**

   For the June 30, 2014 valuation, there were two changes in benefit terms:

   a) The 2011 SEBAC Agreement changed the benefit multiplier for the portion of benefit below the breakpoint from 1.33% to 1.4%. This change was made effective for all active members who retire on or after July 1, 2013 in Tier II, IIA and III.

   b) A one-time decision was granted to members not eligible to retire by July 1, 2022 to elect to maintain the same normal retiremenet elibility applicable to members eligible to retire before July 1, 2022. Employees who elected by July 1, 2013 to maintain the eligibility are required to make additional employee contributions for the length of their remaining active service with SERS. The additional contribution was up to 0.72% of pensionable earnings.

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2015
Assets							
Current assets:							
Cash and cash equivalents	$ 61,772,650	$ 29,960,583	$ 58,812,015	$ 24,977,949	$ 22,264,014	$ -	$ 197,787,211
Investments	-	-	-	-	68,570,471	-	68,570,471
Student receivables	59,489,463	42,115,936	57,037,294	34,235,778	-	-	192,878,471
Allowance-doubtful student receivables	(1,233,790)	(3,000,524)	(993,534)	(1,786,908)		-	(7,014,756)
Student receivables, net	58,255,673	39,115,412	56,043,760	32,448,870	-	-	185,863,715
Student loans receivable	584,068	522,162	2,704,156	266,329	-	-	4,076,715
Grant receivables, net	716,051	347,893	977,675	510,370	-	-	2,551,989
Miscellaneous receivables, net	819,356	799,359	71,388	48,973	15,630	-	1,754,706
Due from the State of Connecticut	12,157,055	6,653,454	13,312,197	7,102,990	17,642,791	-	56,868,487
Due from SO and Universities	521,913	1,782	42,135	3,258	728,486	(1,297,574)	-
Prepaid expenses and other current assets	1,878,868	305,666	812,570	209,775	1,297,047	-	4,503,926
Total current assets	136,705,634	77,706,311	132,775,896	65,568,514	110,518,439	(1,297,574)	521,977,220
Noncurrent assets:							
Cash and cash equivalents	19,406,206	6,182,674	22,452,346	6,497,610	78,364,127	-	132,902,963
Investments	-	-	-	-	35,087,328	-	35,087,328
Student loans receivable	4,015,428	1,459,188	4,797,250	2,041,117	-	-	12,312,983
Allowance-doubtful loan receivables	(877,779)	(482,278)	(1,388,219)	(489,265)	-	-	(3,237,541)
Loans receivable, net	3,137,649	976,910	3,409,031	1,551,852	-	-	9,075,442
Other assets	-	-	133,003	126,470	956,489	-	1,215,962
Investment in plant	505,263,104	440,546,574	567,013,581	382,737,060	28,652,862	17,887,049	1,942,100,230
Accumulated depreciation	(215,230,952)	(157,839,396)	(226,193,383)	(144,230,317)	(23,422,991)	-	(766,917,039)
Investment in plant, net of accumulated depreciation	290,032,152	282,707,178	340,820,198	238,506,743	5,229,871	17,887,049	1,175,183,191
Total noncurrent assets	312,576,007	289,866,762	366,814,578	246,682,675	119,637,815	17,887,049	1,353,464,886
Total assets	$ 449,281,641	$ 367,573,073	$ 499,590,474	$ 312,251,189	$ 230,156,254	$ 16,589,475	$ 1,875,442,106
Deferred outflows of resources:							
Discount on bonds payable	$ -	$ -	$ -	$ -	$ 3,252,664	$ -	$ 3,252,664
Deferred pension contribution	-	-	-	-	67,783,592	-	67,783,592
Total deferred outflows of resources	$ -	$ -	$ -	$ -	$ 71,036,256	$ -	$ 71,036,256

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Connecticut State University System

Supplemental Information – Combining Statement of Net Position

June 30, 2015

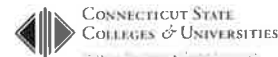|	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2015
Liabilities							
Current liabilities:							
Accounts payable	$ 5,481,856	$ 2,486,717	$ 6,600,068	$ 1,169,827	$ 2,426,175	$ -	$ 18,164,643
Accrued salaries and benefits	17,369,780	7,143,279	16,114,976	7,384,138	(9,285,774)	-	38,726,399
Accrued compensated absences	850,645	860,871	1,154,333	935,306	111,270	-	3,912,425
Due to the State of Connecticut	526,960	1,568,596	477,207	1,558,523	-	-	4,131,286
Due to SO and Universities	70,434	261,267	160,684	236,101	569,088	(1,297,574)	-
Unearned tuition, fees and grant revenue	66,398,965	40,100,583	65,014,567	33,697,197	18,539,757	-	223,751,069
Bonds payable	-	-	-	-	20,247,455	-	20,247,455
Accrued bond interest payable	-	-	-	-	2,336,421	-	2,336,421
Other liabilities	13,123,851	127,324	1,652,928	584,703	456,304	-	15,945,110
Depository accounts	1,031,342	682,407	2,036,304	(274,577)	(330)	-	3,475,146
Total current liabilities	104,853,833	53,231,044	93,211,067	45,291,218	35,400,366	(1,297,574)	330,689,954
Noncurrent liabilities:							
Accrued compensated absences	19,256,658	9,717,607	16,561,850	9,401,722	1,567,015	-	56,504,852
Bonds payable	-	-	-	-	302,382,547	-	302,382,547
Federal loan program advances	3,136,752	1,459,188	3,549,051	1,632,106	-	-	9,777,097
Delayed compensation	-	-	-	-	566,950	-	566,950
Pension Liability	-	-	-	-	587,616,884	-	587,616,884
Total noncurrent liabilities	22,393,410	11,176,795	20,110,901	11,033,828	892,133,396	-	956,848,330
Total liabilities	$ 127,247,243	$ 64,407,839	$ 113,321,968	$ 56,325,046	$ 927,533,762	$ (1,297,574)	$ 1,287,538,284
Deferred inflows of resources:							
Premium on bonds payable	$ -	$ -	$ -	$ -	$ 16,902,052	$ -	$ 16,902,052
Deferred pension asset gains	-	-	-	-	21,488,325	-	21,488,325
Total deferred inflows of resources	$ -	$ -	$ -	$ -	$ 38,390,377	$ -	$ 38,390,377
Net Position							
Invested in capital assets, net of related debt	$ 290,008,678	$ 282,660,769	$ 340,820,198	$ 238,506,743	$ (153,215,607)	$ 17,887,049	$ 1,016,667,830
Restricted:							
Nonexpendable	-	60,000	-	407,116	-	-	467,116
Expendable	6,142,496	7,764,170	3,893,004	2,106,239	25,456	-	19,931,365
Unrestricted	25,883,224	12,680,295	41,555,304	14,906,045	(511,541,478)	-	(416,516,610)
Total net position	$ 322,034,398	$ 303,165,234	$ 386,268,506	$ 255,926,143	$ (664,731,629)	$ 17,887,049	$ 620,549,701

Connecticut State University System

Supplemental Information – Combining Statement of Revenues, Expenses and Changes in Net Position

June 30, 2015   (Continued)

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2015
Operating revenues:							
Tuition and fees:							
Tuition and fees, gross	$ 98,349,213	$ 43,951,470	$ 98,114,831	$ 51,285,338	$ 6,306,128	$ -	$ 298,006,980
Less:							
Scholarships allowance	8,651,098	5,255,736	8,196,068	6,752,495	-	-	28,855,397
Waivers	4,614,665	2,618,835	3,755,556	1,930,528	-	-	12,919,584
Debt service fee	8,809,013	4,517,007	8,289,888	4,752,535	(25,936,585)	(431,858)	-
Tuition and fees, net of scholarship allowances and waivers	76,274,437	31,559,892	77,873,319	37,849,780	32,242,713	431,858	256,231,999
Federal grants and contracts	16,235,352	6,509,469	14,755,265	8,134,842	12,947	-	45,647,875
State and local grants and contracts	6,041,714	1,600,191	5,195,430	2,454,977	41,021	-	15,333,333
Nongovernment grants and contracts	1,420,420	63,203	2,349,389	33,000	-	-	3,866,012
Indirect cost recoveries	285,298	29,308	148,911	-	-	-	463,517
Auxiliary revenues	26,942,851	27,280,983	25,793,442	16,965,641	3,852,520	(3,497,927)	97,337,510
Other operating revenues	53,658,388	3,080,776	5,733,102	2,714,622	14,242,501	(56,501,144)	22,928,245
Total operating revenues	180,858,460	70,123,822	131,848,858	68,152,862	50,391,702	(59,567,213)	441,808,491
Operating expenses:							
Personnel service and fringe benefits	158,243,966	90,969,204	159,348,687	91,922,978	59,394,997	-	559,879,832
Professional services and fees	7,622,412	3,964,543	8,451,905	4,240,549	3,625,591	-	27,905,000
Educational services and support	32,025,437	14,198,373	31,915,174	16,793,871	31,492	-	94,964,347
Travel expenses	3,116,441	850,409	1,863,069	874,634	131,991	-	6,836,544
Operation of facilities	20,356,726	7,386,293	10,742,606	9,394,308	58,904,747	(59,999,071)	46,785,609
Other operating supplies and expenses	4,995,025	2,824,580	5,485,348	5,741,862	4,666,907	431,858	24,145,580
Depreciation expense	15,610,872	12,632,787	18,953,226	12,012,950	944,293	-	60,154,128
Amortization expense	-	-	49,032	40,444	-	-	89,476
Total operating expenses	241,970,879	132,826,189	236,809,047	141,021,596	127,700,018	(59,567,213)	820,760,516
Operating loss	$ (61,112,419)	$ (62,702,367)	$ (104,960,189)	$ (72,868,734)	$ (77,308,316)	$ -	$ (378,952,025)

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Connecticut State University System

Supplemental Information – Combining Statement of Revenues, Expenses and Changes in Net Position

June 30, 2015

(Continued)

CONNECTICUT STATE
COLLEGES & UNIVERSITIES

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2015
Nonoperating revenues (expenses)							
State appropriations	$ 87,019,485	$ 52,513,366	$ 85,474,454	$ 52,708,713	$ 54,423,409	$ -	$ 332,139,427
Gifts	1,955,965	534,808	312,707	128,740		-	2,932,220
Investment income	137,844	68,069	133,640	53,045	751,090	-	1,143,688
Interest Expense	(8)	(2,887)		-	(13,893,196)	2,254,274	(11,641,817)
State financed plant facilities	51,832		7,343,433	-		-	7,395,265
Other nonoperating revenues	470,459	394,601	652,034	719,314		-	2,236,408
Net nonoperating revenues (expenses)	89,635,577	53,507,957	93,916,268	53,609,812	41,281,303	2,254,274	334,205,191
Income (loss) before other changes in net position	28,523,158	(9,194,410)	(11,043,921)	(19,258,922)	(36,027,013)	2,254,274	(44,746,834)
Other changes in net position							
State appropriations restricted for capital purposes	7,824,848	39,227,325	43,885,215	10,211,791	3,224,741	-	104,373,920
Loss on disposal of capital assets	(50,902)	(1,874,136)	(66,201)	(328,830)	(13,148)	-	(2,333,217)
Net other changes in net position	7,773,946	37,353,189	43,819,014	9,882,961	3,211,593	-	102,040,703
Net increase in net position	36,297,104	28,158,779	32,775,093	(9,375,961)	(32,815,420)	2,254,274	57,293,869
Net Position:							
Net Position - beginning of year	285,737,294	275,006,455	353,493,413	265,302,104	(631,916,209)	15,632,775	563,255,832
Net Position - end of year	$ 322,034,398	$ 303,165,234	$ 386,268,506	$ 255,926,143	$ (664,731,629)	$ 17,887,049	$ 620,549,701

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Connecticut State University System

Supplemental Information – Combining Statement of Cash Flows

June 30, 2015

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2015
Cash flows from operating activities:							
Tuition and fees	$ 76,397,672	$ 33,506,076	$ 79,936,089	$ 38,193,469	$ 6,306,128	$ 431,858	$ 234,771,292
Grants and contracts	23,798,727	8,293,959	22,331,279	10,544,142	44,999		65,013,106
Auxiliary revenues	23,072,337	26,762,459	24,956,340	15,216,676	3,607,336	(3,497,927)	90,117,221
Other operating revenues	59,320,180	3,893,522	4,724,991	3,687,559	14,659,879	(56,501,144)	29,784,987
Payments to employees for salaries and benefits	(149,942,579)	(87,510,329)	(152,810,758)	(87,711,520)	(7,964,295)		(485,939,481)
Payments to suppliers	(1,860,784)	(1,059,458)	(2,817,893)	(2,411,044)	(74,879)		(8,224,058)
Professional services and fees	(7,850,080)	(3,876,126)	(8,588,484)	(4,167,805)	(3,625,591)		(28,108,086)
Educational services and support	(32,025,437)	(14,198,373)	(31,915,174)	(16,793,871)	(31,492)		(94,964,347)
Travel expenses	(3,116,441)	(850,409)	(1,863,069)	(874,634)	(131,991)		(6,836,544)
Operation of facilities	(20,356,726)	(7,386,293)	(10,742,605)	(9,394,308)	(58,618,874)	59,999,071	(46,499,735)
Other operating supplies and expenses	(2,892,497)	(1,846,803)	(2,929,801)	(3,247,690)	(5,751,223)	(431,858)	(17,099,872)
University fee receipts	-	-	-	-	25,936,585	-	25,936,585
Net cash used in operating activities	(35,455,628)	(44,271,775)	(79,719,085)	(56,959,026)	(25,643,418)	-	(242,048,932)
Cash flows from noncapital financing activities:							
State appropriations	86,654,051	51,914,632	84,634,932	54,612,459	7,272,403	-	285,088,477
Gifts for other than capital purposes	1,955,964	518,808	312,707	128,740	-	-	2,916,219
Nonoperating revenue other	470,452	394,601	652,034	719,314	-	-	2,236,401
Net cash provided by noncapital financing activities	$ 89,080,467	$ 52,828,041	$ 85,599,673	$ 55,460,513	$ 7,272,403	$ -	$ 290,241,097

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Connecticut State University System

Supplemental Information – Combining Statement of Cash Flows

June 30, 2015

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2015
Cash flows from investing activities:							
Proceeds from sales and maturities of investments	$ -	$ -	$ -	$ -	$ 95,065,083	$ -	$ 95,065,083
Purchases of investments	-	-	-	-	(39,951,141)	-	(39,951,141)
Interest and dividends received on investments	137,844	65,182	133,739	53,045	751,090	-	1,140,900
Net cash provided by investing activities	137,844	65,182	133,739	53,045	55,865,032	-	56,254,842
Cash flows from capital and related financing activities:							
Cash paid for capital assets	(59,929,175)	(41,589,658)	(44,738,141)	(11,968,942)	(3,071,479)	-	(161,297,395)
State capital appropriations received	7,876,681	39,243,325	40,205,741	10,211,791	4,638,945	-	102,176,483
Proceeds of new bond issuance	-	-	-	-	22,824,228	-	22,824,228
Repayments of capital debt and leases	-	-	-	-	(42,791,281)	-	(42,791,281)
Interest paid on capital debt and leases	-	-	-	-	(14,063,815)	-	(14,063,815)
Payments on bond issuance costs	-	-	-	-	(390,292)	-	(390,292)
Net cash used in capital and related financing activities	(52,052,494)	(2,346,333)	(4,532,400)	(1,757,151)	(32,853,694)	-	(93,542,072)
Net increase in cash and cash equivalents	1,710,189	6,275,115	1,481,927	(3,202,619)	4,640,323	-	10,904,935
Cash and cash equivalents, beginning of year	79,468,667	29,868,142	79,782,434	34,678,178	95,987,818	-	319,785,239
Cash and cash equivalents, end of year	$ 81,178,856	$ 36,143,257	$ 81,264,361	$ 31,475,559	$ 100,628,141	$ -	$ 330,690,174

Connecticut State University System

Supplemental Information – Combining Statement of Cash Flows

June 30, 2015

	CCSU	ECSU	SCSU	WCSU	SO	Combining Adjustments	2015
Reconciliation of operating income (loss) to net cash provided by (used in) operating activities:							
Operating loss	$ (61,112,419)	$ (62,702,367)	$ (104,960,189)	$ (72,868,734)	$ (77,308,316)	$ -	$ (378,952,025)
Adjustments to reconcile operating income (loss) to net cash provided by (used in) operating activities:							
Depreciation expense	15,610,872	12,632,787	18,953,226	12,012,950	944,293	-	60,154,128
Amortization	-	-	49,032	40,444	-	-	89,476
Changes in assets and liabilities:							
Receivables	(4,454,982)	1,118,554	(9,024,732)	(3,620,613)	(15,630)	-	(15,997,403)
Prepaid expenses and other	(14,921)	(48,041)	(258,317)	(43,973)	(1,504,439)	-	(1,869,691)
Accounts payable	1,005,997	(22,053)	(29,052)	52,104	1,241,353	-	2,248,349
Accrued salaries and benefits	1,727,097	629,156	1,432,843	661,042	(9,666,052)	-	(5,215,914)
Other liabilities	(774,106)	(159,535)	(793,708)	74,997	457,348	-	(1,195,004)
Due to/from State of Connecticut	(149,220)	193,318	94,034	319,708	-	-	457,840
Due to/from Universities	895,527	89,160	(178,714)	82,223	(888,196)	-	-
Unearned tuition, fees and grant revenues	5,062,244	1,227,087	8,905,716	3,473,791	(8,969)	-	18,659,869
Delayed compensation	-	-	-	-	76,169	-	76,169
Depository accounts	24,773	(14,190)	260,992	(373,673)	-	-	(102,098)
Accrued compensated absences	6,723,510	2,784,349	5,829,784	3,230,708	161,904	-	18,730,255
Pension Liability	-	-	-	-	107,162,384	-	107,162,384
Changes in deferred outflows and inflows of resources:							
Deferred pension contribution	-	-	-	-	(67,783,592)	-	(67,783,592)
Deferred pension asset gains	-	-	-	-	21,488,325	-	21,488,325
Net cash used in operating activities	$ (35,455,628)	$ (44,271,775)	$ (79,719,085)	$ (56,959,026)	$ (25,643,418)	$ -	$ (242,048,932)
Noncash investing, noncapital financing and capital and related financing transactions:							
Fixed assets included in accounts payable	$ 1,274,640	$ 258,117	$ 3,437,597	$ 49,274	$ 506,067	$ -	$ 5,525,695
State financed plant facilities	$ 51,832	$ -	$ 7,343,433	$ -		$ -	$ 7,395,265
Reconciliation of cash and cash equivalents to the combined statements of net assets:							
Cash and cash equivalents classified as current assets	$ 61,772,650	$ 29,960,583	$ 58,812,015	$ 24,977,949	$ 22,264,014	$ -	$ 197,787,211
Cash and cash equivalents classified as noncurrent assets	19,406,206	6,182,674	22,452,346	6,497,610	78,364,127	-	132,902,963
	$ 81,178,856	$ 36,143,257	$ 81,264,361	$ 31,475,559	$ 100,628,141	$ -	$ 330,690,174

Connecticut State Colleges and Universities

Report to Management
Year Ended June 30, 2015

pwc

pwc

December 9, 2015

To the Board of Regents of Higher Education of the
Connecticut State Colleges and Universities

In planning and performing our audits of the combined financial statements of Connecticut
Community Colleges ("CCC") and the combined financial statements of Connecticut State University
System ("CSUS"), including the System Office and the four individual Universities, as of and for the
year ended June 30, 2015, we considered CCC and CSUS's internal control with respect to financial
reporting in order to determine our auditing procedures for the purpose of expressing our opinion on
the combined financial statements, but not for the purpose of expressing an opinion on internal control
over financial reporting. Accordingly, we do not express opinions on CCC or CSUS's internal control
over financial reporting.

Our consideration of internal controls over financial reporting was for the limited purpose described in
the preceding paragraph and would not necessarily identify all deficiencies in internal control over
financial reporting that might be significant deficiencies or material weaknesses as defined below:

> Control Deficiency—exists when the design or operation of a control does not allow management or
> employees, in the normal course of performing their assigned functions, to prevent or detect
> misstatements on a timely basis.

> Significant Deficiency—a control deficiency, or combination of control deficiencies, that adversely
> affects the company's ability to initiate, authorize, record, process, or report financial data reliably
> in accordance with generally accepted accounting principles such that there is more than a remote
> likelihood that a misstatement of the entity's financial statements that is more than
> inconsequential will not be prevented or detected.

> Material Weakness—a control deficiency, or combination of control deficiencies, that results in
> more than a remote likelihood that a material misstatement of the financial statements will not be
> prevented or detected.

We noted certain matters involving internal control and its operation, and are submitting for your
consideration related recommendations designed to help CCC and CSUS make improvements. We are
providing you with a full detail report of all deficiencies and operational or business observations
identified through the audit process. A description of each matter is further described in the pages to
follow.

This report has been organized by current year comments and comments still applicable and closed
comments. In the current year comments and comments still applicable, detailed comments, findings,
observations, recommendations for improvement, and responses from Connecticut State Colleges and
Universities (CSCU) are outlined by entity for which the comment is applicable. The closed comments
section summarizes prior year findings and recommendations that CSCU have acted upon and have
adequately resolved.

Board of Regents
Connecticut State Colleges and Universities
December 9, 2015

The accompanying comments, recommendations and summaries are intended solely for the
information and use of management and the Board of Regents of CCC and CSUS, and are not intended
to be and should not be used by anyone other than these specified parties.

We appreciate the cooperation and assistance we have received from CCC and CSUS management and
staff in developing our findings, observations and recommendations. We also appreciate the
opportunity to have been of service to you, CCC and CSUS. Should you have any questions about our
findings, observations and recommendations, this letter, or any other matter, please contact us at your
convenience.

Very truly yours,

PricewaterhouseCoopers LLP

Hartford, CT

Connecticut State Colleges and Universities
Index to Report to Management
June 30, 2015

Current Year Comments and Prior Year Comments Still Applicable

I. <u>Connecticut State Colleges and Universities ("CSCU")</u>

    A. **Enterprise Wide Risk Management ***

      Prior Year Observation
Risks continue to expand and grow in every organization, especially in large decentralized organizations such as Connecticut State Colleges and Universities (CSCU). Strategic minded organizations cannot completely eliminate risk, however they do strive to understand their risks, how those risks can impact the organization's academic profile, reputation, health and safety of its students and financial profile, and how such risks can be mitigated to an acceptable level. Risk cannot be avoided, but it can be better understood and balanced in order for CSCU to effectively pursue its strategic goals.

Enterprise wide risk assessments are important, as it is the best way in which organizations can get a handle on the significance of each risk is to the achievement of its overall goals.

      Prior Year Recommendation
CSCU should explore the possibilities of an enterprise risk management program and function. When considering this program, it should seek synergies among institutional compliance, internal audit, and existing risk management functions.

In order for these risk identification and mitigation activities to be successful within an institution, it is important to embed the key components of the risk and compliance framework within the entire organization. It is also important to determine what the criteria are for success and how success will be measured. In order for any risk or compliance program to be regarded as a long-term, viable option for the identification, assessment, and monitoring of risks, there must be perceived and real value derived from execution of the framework.

As educational institutions appropriately increase their focus on enhancing enterprise-wide risk, compliance, and internal functions, it will be important to focus on the efficiency and effectiveness of the integrated risk and compliance program. Ensuring that the return on investment in these individual functions is realized and that institutional accountability for risk identification, monitoring, training, and internal auditing is clear.

      Management's Prior Year Response
We agree that enterprise risk management is a critical assessment and have kicked off the first of a series of discussions at CSCU. We are beginning with the system offices and will extend to the institutions when the framework is stable.

      Current Year Update
This comment is still applicable.

      Management's Response
We agree that CSCU remains a large decentralized organization and a significant transformation typically requires a hard look at the system of controls and associated risks. As part of our transformation, BOR has a number of new executives, all keenly interested in best and strategic practices. As part of the overall controls at BOR, the President holds staff meetings and one-on-one meetings with each of his staff every two weeks. This enables us to assess the most important activities within each function, as well as cross-functional activities.

The CSCU BOR has had an ongoing assessment of risks over the past calendar year, initially focused on BOR activities. It is apparent that a system wide Enterprise Risk Assessment function would be valuable to the accountability and integrity of the CSCU system as a whole. It is the intention of CSCU management to explore the development of a risk management function over the next year.

B. Financial reporting consistency

Observation

CSU's financial operations are decentralized amongst the four universities. With different general ledger charts of accounts at each of the four locations, financial reporting procedures, practices and reporting can often be inconsistent from campus to campus.

Management has been working on developing a consistent chart of accounts to assist in making the financial reporting process less cumbersome, however there are inconsistencies with reports, documentation and review procedures at each location.

Inconsistent practices result in greater control risk as well as a lengthy closing and audit process.

Recommendation

We believe that making a consistent general ledger chart of accounts will greatly benefit the university system. In addition, we recommend that management reinstall quarterly Controller meetings to discuss practices and procedures at each location. A list of differences should be developed and management should focus first on those differences that will most impact the efficiency of the closing process or reduce risks.

- A few items to consider as part of the this process which were identified through audit procedures performed include, Ensuring a consistent methodology in the calculation of current versus long-term classification of the accrued compensated absences; and

- Implementation of a process for identifying and maintaining a listing of commitments, including contracts and leasing agreements which should be disclosed within the financial statements

Management's Response

The process of developing a single chart of accounts has begun. A project team has been identified that includes the four university controllers as well as college accounting staff. The team will begin meeting regularly in 2016. Additionally quarterly Controller meetings will be proposed to discuss and reconcile ongoing differences in accounting processes and reporting.

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II. Connecticut State Universities Systems Office ("CSUSO")

CSUSO Information Technology Comments

A. Perform Banner User Access Review

Observation

A periodic review of Banner user access rights was not completed during the 2015 fiscal year. Performing a timely periodic review of user access rights helps to ensure that access rights are commensurate with user job responsibilities. In addition, the review will also aid in detecting terminated or transferred users that may not have been processed through the standard working practices.

Recommendation

Management should conduct a periodic and cooperative review by both IT and business area owners of user access rights for the Banner application. Such regular reviews of access rights assigned to user accounts would help to ensure that user access to the application's functions and features are commensurate with their jobs responsibilities.

Management's Response

During the transition to a single instance of Banner Finance for the BOR, access was reviewed, granted or removed during the conversion of CSU staff to the new system. This control has been formalized in a procedure and will be conducted, semiannually per the procedure in October and April of each year. The procedure will require an extract of all Banner users at the BOR, plus a matching payroll extract from CORE. This single report is automated and can be done on demand, if necessary. Department managers will review the system access to confirm that no terminated employees retain access to the system, as well as ensure that users' access is appropriately configured so as to be commensurate with job responsibilities. The documentation of the event will be codified electronically on the BOR Share Drive.

B. Enhance New Banner Access Control

Observation

Management has designated the CFO and the Director of Budgeting as the two primary approvers to request new user access to the Banner application; however, evidential matter (e.g., email, signature, etc.) of their approval is not currently maintained as part of the standard new access process. Maintaining evidence of access approval to financially significant systems helps to ensure only authorized access is requested and subsequently provisioned by the Database Administrator.

Recommendation

Management should formalize the new Banner application access process to include the retention of evidence of a valid approval from the CFO and/or the Director Budgeting.

Management's Response
This procedure is also codified but was not followed; likely do to the infrequency of these events at the BOR. During the system consolidation staff turnover resulted in this approval process being given to the Director of budgeting. This approval process will transition back to the System Controller in addition to the CFO. Management will follow these procedures going forward.

III. Central Connecticut State University ("CCSU")

There are no comments applicable to CCSU.

IV. Eastern Connecticut State University ("ECSU")

There are no comments applicable to ECSU.

V. Southern Connecticut State University ("SCSU")

SCSU General Comments

A. Timely P-Card Reviews *

Prior Year Observation
Per policy, P-Card holders are subject to annual audits of P-Card activity. Testing revealed that PCard audits were not done timely in accordance with policy in four (4) out of fifteen (15) instances reviewed.

Prior Year Recommendation
Management should ensure that P-Card audits are performed timely in order to deter and detect misuse or fraudulent spending.

Management's Prior Year Response
Management agrees with the observation. The University is reviewing p-card procedures related to the scope of annual audits and due to the growth of the program (from 100 to over 600 cards) is realign personnel resources to provide timely audit reviews.

Current Year Update
This comment is still applicable. Per policy, P-Card holders are subject to annual audits of P-Card activity. Current year audit testing revealed that P-Card audits were not done timely in accordance with policy.

Management's Response
Management agrees with the observation. The University is in the final stages of updating the p-card policy/procedure manual and addressing the frequency of audits is part of this revision.

SCSU Information Technology Comments

B. **Enhance Network Security Settings ***

Prior Year Observation
The Windows Active Directory is configured with a minimum password length of eight (8) characters; however, there is currently no password expiration. Strong password parameters help to ensure the integrity of the information.

Prior Year Recommendation
Management should consider enhancing the network security settings to force periodic password changes to mitigate the risk of unauthorized access to the network.

Management's Prior Year Response
Management agrees. OIT will modify the password policy to include a forced expiration period, and once that is formalized, we will enforce it.

Current Year Update
This comment is open, PwC notes that the Active Directory password settings remain unchanged and the comment is open. Management has communicated that the finding has been remediated as of FY2016.

Management's Response
Management agrees. IT is completing the implementation of automatic password expiration in a systematic way that is meant to provide a non-disruptive experience.

C. **User Access Termination for Contractors and Temporary Employees ***

Prior Year Observation
End user access to systems and applications is removed upon formal communication from the HR department. Our review of the termination process identified that formal HR communication excludes user provisioning for contractors and temporary employees. Currently there is no formalized process for communicating contractors and temporary employees to the IT department that no longer require access to systems and applications. The lack of a formalized process for communicating contractors and temporary employees that no longer require system and application access increases the risk that access may remain active past the date for which it was authorized. In addition, testing performed to ensure that user access was removed from the Windows Active Directory as well as the Banner financial modules identified that three (3) of five (5) users sampled continue to have an active account.

Prior Year Recommendation
Management should work towards implementing a formalized process to ensure that all contractors and temporary employees have their access to systems and applications disabled/removed in a timely manner. Ensuring that all system and application users have their access disabled/removed timely will help management gain comfort that only authorized end users have active access to key financial and student information. In addition, management should continue to emphasize the importance of removing access which is no longer required to ensure that only authorized users have access to systems and applications.

Management's Prior Year Response
The auto-generated report of Terminated Employees that Windows Server Team has been relying upon to determine account eligibility, has not always been in sync with HR's most accurate and up-to-date records. Therefore, we will be modifying the current process so that the Windows Server Team will regularly receive notification and modify each individual Terminated User Email

notice, as they occur, rather than relying on the auto-generated report. This should resolve the issue as well as streamline the process. In addition to this process, per a prior agreement, on a quarterly basis HR will be providing lists from CORE-CT the following lists: These are the lists that PWC requests every year in preparation for their visit.

- New employees from last date supplied to present
- Transferred employees/new roles assigned from last date supplied to present
- Terminated employees from last date supplied to present
- All current and active employees

Current Year Update
This comment is open. Testing revealed that, of 20 terminated users tested, 3 users had an active Banner account and 1 user had an active A/D account. Upon identification of the active user, the account was immediately disabled by the network administrator.

Management's Response
The auto-generated report of Terminated Employees that Windows Server Team has been relying upon to determine account eligibility, has not always been in sync with HR's most accurate and up-to-date records. Therefore, we will be modifying the current process so that the Windows Server Team will regularly receive notification and modify each individual Terminated User Email notice, as they occur, rather than relying on the auto-generated report. This should resolve the issue as well as streamline the process. In addition to this process, per a prior agreement, on a quarterly basis HR will be providing lists from CORE-CT the following lists: These are the lists that PWC requests every year in preparation for their visit.

- New employees from last date supplied to present
- Transferred employees/new roles assigned from last date supplied to present
- Terminated employees from last date supplied to present
- All current and active employees

As for the three (3) cases with four (4) exceptions that PWC identified, IT learned that HR did not terminate two (2) in a timely fashion in the system and that one (1) resulted from a hardware update that caused a script not to run.

VI. Western Connecticut State University ("WCSU")

WCSU General Comments

A. Write off policy

Observation
Per WCSU policy, write offs of less than $1,000 occur every year and write offs greater than $1,000 require approval and are written off after being approved. Testing revealed that the approval was made but the entry was never recorded in the general ledger. The total amount of the write offs was approximately $701,400 and was fully reserved.

Recommendation
Management should ensure that write offs are appropriately recorded in the general ledger in a timely manner.

Management's Response
WCSU staff will continue to review all aspects of the general ledger to ensure timely entries. In the case of the write offs, OPM did not approve write offs until well after 6/30 which led to the omission of the entry. The write off entry was made in FY16.

VII. Connecticut Community Colleges ("CCC")

CCC Information Technology Comments

A. Perform Banner User Access Review *

Prior Year Observation
A periodic review of Banner user access rights was not completed during the 2013 or 2014 fiscal year. Performing a timely periodic review of user access rights helps to ensure that access rights are commensurate with user job responsibilities. In addition, the review will also aid in detecting terminated or transferred users that may not have been processed through the standard working practices.

Prior Year Recommendation
Management should conduct a periodic and cooperative review by both IT and business area owners of user access rights for the Banner application. Such regular reviews of access rights assigned to user accounts would help to ensure that user access to the application's functions and features are commensurate with their jobs responsibilities.

Management's Prior Year Response
The same procedure outlined for the BOR Banner Access Review will be applied to the 12 member institutions that make up the Connecticut Community Colleges. The same timeline and yearly dates will be applied to this procedure. To ensure separation of responsibilities, the BOR-IT will pull the access list to Banner, along with the payroll data from CORE and provide this information to the Deans of Administration at the 12 campuses. The Deans of Administration will review the system access to confirm that no terminated employees retain access to the system, as well as ensure that users' access is appropriately configured so as to be commensurate with job responsibilities. They will have 30 days to complete the review.

Current Year Update
This comment remains open, as no periodic access review was performed during fiscal year 2015.

Management's Response
This control has been formalized in a procedure and will be conducted, semiannually per the procedure in October and April of each year. The procedure will require an extract of all Banner users at the BOR, plus a matching payroll extract from CORE. This single report is automated and can be done on demand, if necessary. Department managers will review the system access to confirm that no terminated employees retain access to the system, as well as ensure that users' access is appropriately configured so as to be commensurate with job responsibilities. The documentation of the event will be codified electronically on the BOR Share Drive.

B. Develop Disaster Recovery/Business Continuity Plan *

Prior Year Observation
Management has not formally documented a disaster recovery or business continuity plan. Disaster recovery and business continuity plans together will help ensure that management will be able to recover in the event there is an operational failure resulting in a significant business interruption.

A full scale disaster recovery/business continuity plan continues to be an objective of the organization; however, management has not yet finalized a formal plan. Although no formally documented, the current disaster recovery strategy includes the establishment of a "warm" site in Enfield, CT. Management is moving forward to contract with a third party to design the "warm" site, expected to occur in December 2014.

Prior Year Recommendation
Management should continue to work on developing formal disaster recovery and business continuity plans. In addition, once developed, the plan should be tested and updated on a periodic basis. Although management has received funding and approval to conduct Business Impact Analysis with SunGard (in 2005); a formal disaster recovery/business continuity plan has not yet been finalized.

Management's Prior Year Response
Under the Transform 2020 IT Initiatives, there are a number of projects to lay the foundation for disaster recovery architecture and operations. These projects and the funding associates are required in the development of a DR plan, since no architecture or hardware exists to support DR operations. Once the architecture is in place and tested, then the actual plan will be developed, staff will be trained and the plan will be exercised to ensure operability.

Current Year Update
This comment remains open. A full scale disaster recovery/business continuity plan continues to be an objective of the organization; however, management has not yet finalized a formal plan.

Management's Response
Currently the BOR has signed a contract with VMWare for the development of a DR site and plan that will include RTO and RPO functions. The migration to the VSphere cloud will begin with critical log files, the Oracle Database, Banner, and the certification/security infrastructure to allow controlled access. This will take several years overall to complete. By the fall 2015, logs will be lifted to the cloud, 6 months later, the current hardware configurations in the data center will be migrated to virtual machines, and the process will be accelerated to completion. Once the architecture is in place and tested, then the actual plan will be developed, staff will be trained and the plan will be exercised to ensure operability.

Closed comments

The following prior year observations were resolved by Connecticut State Colleges and Universities:

<u>**CSCU**</u>

Financial Reporting - This comment is closed. Although we do recognize there continues to be turnover within the organization and management is working through ensuring there is appropriate oversight and review of financial transactions, including financial reporting and disclosures.

Accounting for Debt Service Reserve Funds - This comment is closed. No related errors were identified in the current year audit.

Federal award compliance and audit requirements (forward looking) - This comment is closed. This was a forward looking comment for guidance which has become effective this year. We do not perform audit work over the A-133.

<u>**CSUSO**</u>

Continuing disclosure requirements - This comment is closed. Management has put in place a review structure to assess continuing disclosure requirements related to its debt, on a quarterly, biannually and an annually basis.

Review Procedures over Potential Unrecorded Liabilities - This comment is closed. We noted no exceptions in our current year testing.

<u>**SCSU**</u>

Journal Entry Create, Post and Approve – This comment is closed. PwC retested this control in FY2015 and no exceptions were noted.

<u>**CCSU**</u>

Enhance Periodic Review of User Access Rights - This comment is closed. PwC retested this control in FY2015, no exceptions were noted.

<u>**CCC**</u>

Accrued Compensated Absences - This comment is closed. PwC noted no exceptions as part of current year testing.

Accounting for Leases – This comment is closed. PwC noted no exceptions as part of current year testing.

INTERIM REPORT FORMS
GENERAL INFORMATION

Institution Name: Southern Connecticut State University

OPE ID: **?** 00140600

		Annual Audit	
	?	Certified:	Qualified
Financial Results for Year Ending:	**?** 06/30	Yes/No	Unqualified
Most Recent Year	**?** 2015	Yes	Unqualified
1 Year Prior	2014	Yes	Unqualified
2 Years Prior	2013	Yes	Unqualified

Fiscal Year Ends on: June 30 (month/day)

Budget / Plans
Current Year 2016
Next Year 2017

Contact Person: **?** Ellen D. Durnin
Title: Provost/Vice President for Academic Affairs
Telephone No: 203-392-5350
E-mail address durnin@southernct.edu

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document		Website Location		Date Approved by the Governing Board
Institutional Mission Statement	?	http://www.southernct.edu/strategic-plan/mission-and-values.html	?	2010

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board		Effective Dates		Website location
Strategic Plans	?	?		?	
Immediately prior Strategic Plan	2007-2012		2007-2012		http://www.southernct.edu/academics/SCSU_Strategic_Plan.pdf
Current Strategic Plan	2015-2025		2015-2025		http://www.southernct.edu/strategic-plan/Strategic-Plan-May-28.pdf
Next Strategic Plan	TBD				

	Year completed		Effective Dates		Website location
Other institution-wide plans*					
Master plan	2015		2015-2025		
Academic plan					
Financial plan					
Technology plan	2016		2015-2025		http://www.southernct.edu/about/technology/strategic_plan.html
Enrollment plan					
Development plan					
Plans for major units (e.g., departments, library)*					
? School of Arts & Sciences	Draft completed (2015-16)		2016-2021		
School of Business	2013		2013-2018		https://www.southernct.edu/academics/schools/business/Business_Strategic_Plan_6.5x9.5_2015.pdf
School of Education	2015		2015-2020		https://www.southernct.edu/academics/schools/education/School_Ed_Strategic_Plan_noGoals.pdf
School of Graduate Studies (Program Prioritization)	2015		2015-2020		http://www.southernct.edu/academics/graduate/grad_programprioritization.pdf
Student Success Task Force	2014		Ongoing		https://www.southernct.edu/studentsuccess/Final%20Report2.pdf
Transfer Task Force	2012		Ongoing		https://www.southernct.edu/studentsuccess/Pre-Campus4%20Appendix%20Transfer%20Task%20Force%20Proposal%202011-12.pdf

EVALUATION	Website location
Academic program review	
Program review system (colleges and departments). System last updated:	? 2014 (undergraduate and graduate)
Program review schedule (e.g., every 5 years)	Every 7 years (undergraduate and graduate)

*Insert additional rows, as appropriate.

Standard 3: Organization and Governance
(Board and Internal Governance)

Please attach to this form:

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

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

Name of the sponsoring entity	Connecticut State Colleges and Universities
Website location of documentation of relationship	http://www.ct.edu/

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

Please enter any explanatory notes in the box below

Standard 3: Organization and Governance
(Locations and Modalities)

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

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment* 2 years prior (FY2014)	1 year prior (FY 2015)	Current year (FY 2016)
?					
? Main campus	New Haven, CT / USA	1893	12,696	12,689	12,518
? Other principal campuses					
? Branch campuses (US)					
? Other instructional locations (US)	East Lyme, CT /USA	1995	125	103	12
? Branch campuses (overseas)					
? Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment* 2 years prior (FY2014)	1 year prior (FY 2015)	Current year (FY 2016)
Distance Learning Programs					
Programs 50-99% on-line					
Programs 100% on-line					
? Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					

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

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date (Fall 2015)

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT		6,860	806		6			7,672
Main Campus PT		1,004	1,091		78			2,173
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT			11					11
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	0	7,864	1,908	0	84	0	0	9,856
Total FTE								0.00
Enter FTE definition:		One FTE equals 15 credit hours.	One FTE equals 12 credit		One FTE equals 12 credit hours.			
Degrees Awarded, Most Recent Year		1,594	837		21			2,452

Notes:

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

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

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

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

Please enter any explanatory notes in the box below

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date (Fall 2015)

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	6		9	15	7,672	7,687
Main Campus PT	19	579	4	602	2,173	2,775
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	25	579	13	617	9,856	10,473
Total FTE				0		0.00
Enter FTE definition:	see explanatory notes					
Certificates Awarded, Most Recent Year						

Notes:

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

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

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

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

Please enter any explanatory notes in the box below

For non-degree students, FTE depends on level of program. For undergraduate students, one FTE equals 15 credit hours. For graduate students, one FTE equals 12 credit hours.

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Program Type)

For Fall Term, as of Census Date	3 Years Prior (Fall 2012)	2 Years Prior (Fall 2013)	1 Year Prior (Fall 2014)	Current Year (Fall 2015)	Next Year Forward (goal) (Fall 2016)
Certificate					
Associate					
Baccalaureate	8,525	8,257	8,133	8,106	8,180
Total Undergraduate	8,525	8,257	8,133	8,106	8,180

Standard 4: The Academic Program
(Headcount by GRADUATE Program Type)

For Fall Term, as of Census Date	3 Years Prior (Fall 2012)	2 Years Prior (Fall 2013)	1 Year Prior (Fall 2014)	Current Year (Fall 2015)	Next Year Forward (goal) (Fall 2016)
Master's	2,526	2,474	2,609	2,283	2,152
Doctorate	66	73	83	84	85
First Professional					
Other					
Total Graduate	2,592	2,547	2,692	2,367	2,237

Standard 4: The Academic Program
(Credit Hours Generated at the Undergraduate and Graduate Levels)

	3 Years Prior (Fall 2012)	2 Years Prior (Fall 2013)	1 Year Prior (Fall 2014)	Current Year (Fall 2015)	Next Year Forward (goal) (Fall 2016)
Undergraduate	116,546.5	112,627.0	110,110.0	109,227.5	119,058.0
Graduate	14,957.0	15,028.0	15,154.0	13,705.5	12,540.5
Total	131,503.5	127,655.0	125,264.0	122,933.0	131,599

Standard 4: The Academic Program
(Information Literacy sessions)

Main campus					
Sessions embedded in a class	60	67	70	45	53
Free-standing sessions	128	117	96	114	125
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions					
URL of Information Literacy Reports					

Please enter any explanatory notes in the box below

(Admissions, Fall Term)

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

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)
Freshmen - Undergraduate [?]					
Completed Applications [?]	4,978	4,870	4,568	8,113	8,000
Applications Accepted [?]	3,756	3,673	3,268	5,241	5,400
Applicants Enrolled [?]	1,360	1,361	1,275	1,394	1,400
% Accepted of Applied	75.5%	75.4%	71.5%	64.6%	67.5%
% Enrolled of Accepted	36.2%	37.1%	39.0%	26.6%	25.9%
Percent Change Year over Year					
Completed Applications	na	-2.2%	-6.2%	77.6%	-1.4%
Applications Accepted	na	-2.2%	-11.0%	60.4%	3.0%
Applicants Enrolled	na	0.1%	-6.3%	9.3%	0.4%
Average of statistical indicator of aptitude of enrollees: (define below) [?]					
Mean SAT Combined (Math and Verbal)	933	929	936	923	935
Transfers - Undergraduate [?]					
Completed Applications	2,017	1,923	1,974	1,992	2,000
Applications Accepted	1,658	1,532	1,556	1,578	1,600
Applications Enrolled	840	764	697	729	750
% Accepted of Applied	82.2%	79.7%	78.8%	79.2%	80.0%
% Enrolled of Accepted	50.7%	49.9%	44.8%	46.2%	46.9%
Master's Degree [?]					
Completed Applications	1,333	1,446	1,461	1,397	1,409
Applications Accepted	697	708	688	690	705
Applications Enrolled	591	586	603	561	585
% Accepted of Applied	52.3%	49.0%	47.1%	49.4%	50.0%
% Enrolled of Accepted	84.8%	82.8%	87.6%	81.3%	83.0%
First Professional Degree [?]					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied	-	-	-	-	-
% Enrolled of Accepted	-	-	-	-	-
Doctoral Degree [?]					
Completed Applications	45	34	46	38	49
Applications Accepted	25	17	21	18	25
Applications Enrolled	22	15	17	16	21
% Accepted of Applied	55.6%	50.0%	45.7%	47.4%	51.0%
% Enrolled of Accepted	88.0%	88.2%	81.0%	88.9%	84.0%

Please enter any explanatory notes in the box below

Implementation of the Common App in 2015 resulted in the large increase in FY2016.

Standard 5: Students
(Enrollment, Fall Term)
Complete this form for each distinct student body identified by the institution (see Standard 5.1)

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?

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Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Goal (specify year)
		(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)
UNDERGRADUATE	?					
First Year	Full-Time Headcount ?	2,169	2,025	2,059	1,947	1,974
	Part-Time Headcount ?	206	225	227	236	235
	Total Headcount	2,375	2,250	2,286	2,183	2,209
	Total FTE ?	2,105	2,086	2,111	2,007	2,026
Second Year	Full-Time Headcount	1,562	1,649	1,486	1,568	1,586
	Part-Time Headcount	152	166	187	173	172
	Total Headcount	1,714	1,815	1,673	1,741	1,758
	Total FTE	1,583	1,680	1,536	1,606	1,621
Third Year	Full-Time Headcount	1,582	1,542	1,550	1,565	1,582
	Part-Time Headcount	259	259	282	257	255
	Total Headcount	1,841	1,801	1,832	1,822	1,837
	Total FTE	1,662	1,621	1,636	1,626	1,641
Fourth Year	Full-Time Headcount	1,976	1,800	1,707	1,789	1,808
	Part-Time Headcount	619	591	635	571	568
	Total Headcount	2,595	2,391	2,342	2,360	2,376
	Total FTE	2,151	1,980	1,904	1,943	1,960
Unclassified	Full-Time Headcount ?					
	Part-Time Headcount					
	Total Headcount	0	0	0	0	0
	Total FTE					
Total Undergraduate Students						
	Full-Time Headcount	7,289	7,016	6,802	6,869	6,950
	Part-Time Headcount	1,236	1,241	1,331	1,237	1,230
	Total Headcount	8,525	8,257	8,133	8,106	8,180
	Total FTE	7,501	7,367	7,187	7,182	7,248
% Change FTE Undergraduate		na	-1.8%	-2.4%	-0.1%	0.9%
GRADUATE	?					
	Full-Time Headcount ?	845	876	894	818	697
	Part-Time Headcount ?	1,747	1,671	1,798	1,549	1,540
	Total Headcount	2,592	2,547	2,692	2,367	2,237
	Total FTE ?	1,434	1,465	1,496	1,334	1,220
% Change FTE Graduate		na	2.2%	2.1%	-10.8%	-8.5%
GRAND TOTAL						
Grand Total Headcount		11,117	10,804	10,825	10,473	10,417
Grand Total FTE		8,935	8,832	8,683	8,516	8,468
% Change Grand Total FTE		na	-1.2%	-1.7%	-1.9%	-0.6%

Please enter any explanatory notes in the box below

(Financial Aid, Debt, Developmental Courses)

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

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

http://www.southernct.edu/strategic-plan/mission-and-values.html

	(FY 2011)	(FY 2012)	(FY 2013)
[?] **Three-year Cohort Default Rate**	5.70%	5.60%	5.90%
[?] **Three-year Loan repayment rate**	78.72%	80.52%	80.69%
(from College Scorecard)			

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)
[?] **Student Financial Aid**					
Total Federal Aid	$77,527,056	$73,041,083	$75,689,035	$77,336,737	$78,750,000
Grants	$12,252,403	$12,933,651	$13,492,501	$13,588,314	$13,600,000
Loans	$64,887,108	$59,859,230	$61,857,748	$63,227,892	$64,600,000
Work Study	$387,545	$248,201	$338,786	$520,531	$550,000
Total State Aid	$4,282,902	$4,104,584	$5,012,701	$4,759,335	$4,800,000
Total Institutional Aid	$18,067,879	$17,820,471	$17,996,366	$19,368,944	$20,800,000
Grants	$18,067,879	$17,820,471	$17,996,366	$19,368,944	$20,800,000
Loans	$0	$0	$0	$0	$0
Total Private Aid	$5,561,058	$8,051,720	$7,243,962	$7,699,827	$8,200,000
Grants	$1,508,737	$1,877,193	$1,876,249	$2,116,902	$2,400,000
Loans	$4,052,321	$6,174,527	$5,367,713	$5,582,925	$5,800,000

Student Debt

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

Undergraduates	73%	73%	74%	75%	75%
Graduates	18%	19%	18%	20%	20%
First professional students					

For students with debt:

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

Undergraduates	$25,456	$25,202	$25,038	$26,266	$27,544
Graduates	$17,021	$18,984	$18,847	$19,576	$20,333
First professional students					

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

Undergraduates	$15,358	$14,960	$14,984	$16,215	$17,547
Graduate Students	$28,628	$21,785	$23,403	$27,590	$32,526
First professional students					

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language					
English (reading, writing, communication skills)					
Math	39%	41%	33%	35%	37%
Other					

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

	3 Years Prior (FY 2013)	2 Years Prior (FY 2014)	1 Year Prior (FY 2015)	Current Year (FY 2016)
? Number of Faculty by category				
Full-time	434	421	439	440
Part-time				
Adjunct	686	643	566	520
Clinical				
Research				
Visiting				
Other; specify below:				
Total	1,120	1,064	1,005	960
Percentage of Courses taught by full-time faculty				
? Number of Faculty by rank, if applicable				
Professor	182	183	181	179
Associate	118	120	128	127
Assistant	122	105	123	126
Instructor	13	14	7	8
Other; specify below:				
Total	435	422	439	440
? Number of Academic Staff by category				
Librarians	14	15	15	15
Advisors	3	3	4	4
Instructional Designers				
Other; specify below:				
Coaches	26	22	25	26
Total	43	40	44	45

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

	3 Years Prior (FY 2013)		2 Years Prior (FY 2014)		1 Year Prior (FY 2015)		Current Year (FY 2016)	
	FT	PT	FT	PT	FT	PT	FT	PT
? Number of Faculty Appointed								
Professor			1					
Associate	6		1		3		1	
Assistant	32		16		25		14	
Instructor	1				1		2	
No rank								
Other								
Total	39	0	18	0	29	0	17	0
? Number of Faculty in Tenured Positions								
Professor	185		183		179		178	
Associate	101		104		112		116	
Assistant	11		7		9		7	
Instructor								
No rank								
Other								
Total	297	0	294	0	300	0	301	0
? Number of Faculty Departing								
Professor	1		2		1		3	
Associate	1		2		4		1	
Assistant	7		10		10		2	
Instructor								
No rank								
Other								
Total	9	0	14	0	15	0	6	0
? Number of Faculty Retiring								
Professor	7		9		8		8	
Associate	2		5		1		3	
Assistant	1				2		1	
Instructor								
No rank								
Other								
Total	10	0	14	0	11	0	12	0

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

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

If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior (FY 2013)			2 Years Prior (FY 2014)			1 Year Prior (FY 2015)			Current Year (FY 2016)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	434	686	1,120	421	643	1,064	439	566	1,005	440	520	960
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	14	1	15	15	1	16	15	1	16	15	1	16
Library Technicians	4		4	6		6	6		6	6		6
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs	41	7	48	37	13	50	47	13	60	51	13	64
Management Occupations	45		45	49		49	47		47	49		49
Business and Financial Operations	66	7	73	67	7	74	66	7	73	65	5	70
Computer, Engineering and Science	35	6	41	35	3	38	26	12	38	26	2	28
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	47	37	84	42	34	76	41	32	73	43	38	81
Healthcare Practitioners and Technical	9	7	16	9	6	15	8	2	10	9	2	11
Service Occupations	112	36	148	109	25	134	107	22	129	112	29	141
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	117	76	193	119	108	227	123	100	223	123	99	222
Natural Resources, Construction, Maintenance	32		32	34		34	30		30	27		27
Production, Transportation, Material Moving	9		9	9		9	9		9	9		9
Total	965	863	1,828	952	840	1,792	964	755	1,719	975	709	1,684

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY 2013)	1 Year Prior (FY 2014)	Most Recent Year (2015)	Percent Change 2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)					
? Cash and Short Term Investments	$78,891,828	$79,782,434	$81,264,361	1.1%	1.9%
? Cash held by State Treasurer				-	-
? Deposits held by State Treasurer	$8,735,133	$8,793,300	$13,312,197	0.7%	51.4%
? Accounts Receivable, Net	$55,740,248	$50,219,646	$57,134,958	-9.9%	13.8%
? Contributions Receivable, Net				-	-
? Inventory and Prepaid Expenses	$515,114	$554,253	$812,570	7.6%	46.6%
? Long-Term Investments				-	-
? Loans to Students	$6,037,883	$3,961,632	$6,113,187	-34.4%	54.3%
? Funds held under bond agreement				-	-
? Property, plants, and equipment, net	$272,403,145	$305,808,257	$340,820,198	12.3%	11.4%
? Other Assets	$42,111	$168,637	$133,003	300.5%	-21.1%
Total Assets	**$422,365,462**	**$449,288,159**	**$499,590,474**	6.4%	11.2%
LIABILITIES (in 000s)					
? Accounts payable and accrued liabilities	$30,030,107	$31,234,460	$40,431,227	4.0%	29.4%
? Deferred revenue & refundable advances	$61,538,564	$56,108,850	$65,014,567	-8.8%	15.9%
? Due to state	$431,164	$383,173	$477,207	-11.1%	24.5%
? Due to affiliates	$69,152	$297,263	$160,684	329.9%	-45.9%
? Annuity and life income obligations				-	-
? Amounts held on behalf of others	$1,672,135	$1,775,312	$2,036,304	6.2%	14.7%
? Long-term investments				-	-
? Refundable government advances	$3,549,051	$3,549,051	$3,549,051	0.0%	0.0%
? Other long-term liabilities	$4,190,934	$2,446,637	$1,652,928	-41.6%	-32.4%
Total Liabilities	**$101,481,107**	**$95,794,746**	**$113,321,968**	-5.6%	18.3%
NET ASSETS (in 000s)					
Unrestricted net assets					
Institutional	**$320,884,355**	**$353,493,413**	**$386,268,506**	10.2%	9.3%
? Foundation	**$1,967,663**	**$2,340,743**	**$2,601,473**	19.0%	11.1%
Total	**$322,852,018**	**$355,834,156**	**$388,869,979**	10.2%	9.3%
Temporarily restricted net assets					
Institutional	**$0**	**$0**	**$0**	-	-
? Foundation	**$6,323,129**	**$9,698,286**	**$10,173,671**	53.4%	4.9%
Total	**$6,323,129**	**$9,698,286**	**$10,173,671**	53.4%	4.9%
Permanently restricted net assets					
Institutional	**$0**	**$0**	**$0**	-	-
? Foundation	**$11,851,269**	**$13,706,461**	**$14,534,987**	15.7%	6.0%
Total	**$11,851,269**	**$13,706,461**	**$14,534,987**	15.7%	6.0%
Total Net Assets	**$341,026,416**	**$379,238,903**	**$413,578,637**	11.2%	9.1%
TOTAL LIABILITIES and NET ASSETS	**$442,507,523**	**$475,033,649**	**$526,900,605**	7.4%	10.9%

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

	Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Year (FY 2016)	Next Year Forward (FY 2017)
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	$88,302,172	$89,018,795	$89,824,943	$97,524,940	TBD
?	Room and board					
?	Less: Financial aid	-$11,888,107	-$11,702,752	-$11,951,624		TBD
	Net student fees	$76,414,065	$77,316,043	$77,873,319	$97,524,940	$0
?	Government grants and contracts	$18,423,962	$18,432,247	$19,950,695		TBD
?	Private gifts, grants and contracts	$1,872,935	$2,158,397	$2,349,389		TBD
?	Other auxiliary enterprises	$24,788,281	$25,722,227	$25,793,442	$26,180,598	TBD
	Endowment income used in operations	$0				
?	Other revenue (specify): Indirect Cost Recoveries	$224,196	$246,542	$148,911		TBD
	Other revenue (specify): All other revenues	$11,838,903	$5,795,550	$5,733,102	$2,365,478	TBD
	Net assets released from restrictions					
	Total Operating Revenues	**$133,562,342**	**$129,671,006**	**$131,848,858**	**$126,071,016**	**$0**
	OPERATING EXPENSES (in 000s)					
?	Instruction	$74,840,193	$79,720,448	$87,841,157		TBD
?	Research	$2,294,120	$2,021,491	$2,234,714		TBD
?	Public Service	$681,911	$804,793	$766,523		TBD
?	Academic Support	$15,604,163	$15,741,715	$17,475,671		TBD
?	Student Services	$19,350,628	$20,280,782	$22,685,126		TBD
?	Institutional Support	$22,586,528	$25,130,552	$27,251,316		TBD
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)	$9,846,004	$11,951,548	$13,869,155		TBD
?	Scholarships and fellowships (cash refunded by public institution)	$19,193,004	$19,753,985	$21,990,651		TBD
?	Auxiliary enterprises	$22,909,406	$23,799,158	$23,692,476		TBD
?	Depreciation (if not allocated)	$18,040,050	$16,264,952	$19,002,258		TBD
?	Other expenses (specify):				$212,175,617	TBD
	Other expenses (specify):				-$1,375,212	TBD
	Total operating expenditures	**$205,346,008**	**$215,469,423**	**$236,809,047**	**$210,800,405**	**$0**
	Change in net assets from operations	**-$71,783,666**	**-$85,798,417**	**-$104,960,189**	**-$84,729,389**	**$0**
	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)	**$65,841,375**	**$78,328,881**	**$85,474,454**	**$84,743,687**	TBD
?	Investment return	**$133,790**	**$121,511**	**$133,640**		TBD
?	Interest expense (public institutions)					
	Gifts, bequests and contributions not used in operations	**$202,704**	**$443,521**	**$312,707**		TBD
?	Other (specify):	**$611,777**	**$614,038**	**$652,034**		TBD
	Other (specify):	**$34,036,441**	**$0**	**$7,343,433**		TBD
	Other (specify):					
	Net non-operating revenues	**$100,826,087**	**$79,507,951**	**$93,916,268**	**$84,743,687**	**$0**
	Income before other revenues, expenses, gains, or losses	**$29,042,421**	**-$6,290,466**	**-$11,043,921**	**$14,298**	**$0**
?	Capital appropriations (public institutions)	**$9,011,266**	**$38,899,524**	**$43,819,014**		TBD
?	Other (specify):					
	TOTAL INCREASE/DECREASE IN NET ASSETS	**$38,053,687**	**$32,609,058**	**$32,775,093**	**$14,298**	**$0**

Standard 7: Institutional Resources
(Statement of Debt)

			3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Year (FY 2016)	Next Year Forward (FY 2017)
		FISCAL YEAR ENDS month & day (06/30)					
		Debt					
		Beginning balance	$268,721,320	$291,178,881	$360,953,669	$339,532,054	TBD
		Additions	$39,360,893	$89,171,003	$23,227,908		TBD
	?	Reductions	($16,903,332)	($19,396,215)	($44,649,523)		TBD
		Ending balance	**$291,178,881**	**$360,953,669**	**$339,532,054**	**$339,532,054**	**$0**
		Interest paid during fiscal year	$10,299,777	$13,565,165	$13,893,196		TBD
		Current Portion	$18,052,030	$20,516,281	$20,247,455		TBD
		Bond Rating					

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

NOTE - All debt is held by the Connecticut State University System on behalf of the 4 universities.

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

Future borrowing plans (please describe)

Please enter any explanatory notes in the box below

These notes apply to all worksheets in Standard 7. The University's Budget is presented in a different format than GASB financial statement presentation shown in the Data-First worksheets which accounts for some of the cells listed as blank. Our budget is presented in a cash basis as to conform to the State's modify cash basis budgeting process. The numbers that appear in the column marked Current Year (FY2016) are from our approved spending plan, and contain only the operational resources (i.e. current unrestricted only). For future years (marked as TBD), the uncertainty of state appropriation/resources, tuition and fee setting, and collective bargaining agreement components make modeling extremely challenging and results of minimal benefit for projection purposes.

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2013)	2 Years Prior (FY2014)	Most Recently Completed Year (FY 2015)	Current Year (FY 2016)	Next Year Forward (FY 2017)
NET ASSETS					
Net assets beginning of year	$282,830,668	$320,884,355	$353,493,414	$386,268,507	TBD
Total increase/decrease in net assets	$38,053,687	$32,609,058	$32,775,093		TBD
Net assets end of year	**$320,884,355**	**$353,493,414**	**$386,268,507**	**$386,268,507**	**$0**
FINANCIAL AID					
Source of funds					
Unrestricted institutional	$18,067,879	$17,820,471	$17,996,366		TBD
Federal, state and private grants	**$22,483,908**	**$25,338,157**	**$26,087,949**		TBD
Restricted funds	**$64,887,108**	**$59,859,230**	**$61,857,748**		TBD
Total	**$105,438,895**	**$103,017,857**	**$105,942,063**	**$0**	**$0**
% Discount of tuition and fees					
[?] % Unrestricted discount					
[?] **FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**					

Please indicate your institution's endowment spending policy:

Southern Connecticut State University Foundation Endowment Spending Policy

The two key components of the policy are to preserve the purchasing power of the assets ("Intergenerational Equity") and to provide a predictable and steady support for programs (i.e. scholarships, awards, etc). Returns over time should be equal to the spending rate plus a consideration of inflation as well as any expense levies.

In order to achieve the above, the Finance Committee approves an annual spending rate by March for the coming fiscal year. December 31 values are used to calculate the spending rate.

The Spending Rate is calculated by taking 4% of the average of the 12 quarters (3 years) market values of the portfolio for the period ending December 31.

An endowment gift must be received by December 31 to be eligible for a spending allocation on the following July 1. Appreciation and/or depreciation in the market value will accrue to each individual endowment fund.

An endowment spending allocation will be suspended from any endowed fund where the market value vs. historical gift value fell to 80% or below (equivalent to 20% or more underwater).

In a prolonged down market, the Finance Committee reserves the right to review the situation and make appropriate adjustments to the spending policy, if necessary.

The Administrative Fee will be charged to each endowed fund (to be used to fund the Foundation's operating budget for the following fiscal year commencing July 1st) based on December 31st market values. The fee charged is one and one quarter (1.25) percent, but may be revised at the Board's discretion.

Underwater Accounts
In the event any of the endowment accounts are underwater, then the Finance Committee shall meet and specifically approve any distribution. If the endowment agreement specifically prohibits distributions for any reason, including underwater situations, the endowment agreement shall prevail and the distributions will be eliminated or reduced in accordance with the donor intent.

Please enter any explanatory notes in the box below

Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2013)	2 Years Prior (FY2014)	1 Year Prior (FY 2015)	Current Year (FY 2016)	Next Year Forward (goal) (FY 2017)
IPEDS Retention Data					
Associate degree students					
Bachelors degree students	76%	73%	75%	75%	77%
? IPEDS Graduation Data (150% of time)					
Associate degree students					
Bachelors degree students	45%	49%	53%	52%	52%
? IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years	45%	49%	53%	52%	52%
Awarded a degree within eight years	48%	53%			56%
Not awarded within eight years but still enrolled	1%	1%			0%
First-time, part-time students					
Awarded a degree within six years	7%	13%	7%	13%	15%
Awarded a degree within eight years	7%	19%			20%
Not awarded within eight years but still enrolled	0%	0%			0%
Non-first-time, full-time students					
Awarded a degree within six years	54%	56%	59%	55%	55%
Awarded a degree within eight years	55%	58%			60%
Not awarded within eight years but still enrolled	1%	1%			0%
Non-first-time, part-time students					
Awarded a degree within six years	23%	35%	28%	34%	35%
Awarded a degree within eight years	30%	36%			40%
Not awarded within eight years but still enrolled	0%	5%			0%
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1 Summer Educational Opportunity Program (SEOP)	78%	75%	65%	91%	74%
2 Southern Challenge		75%	61%	75%	72%
3					
4					
5					
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1 Summer Educational Opportunity Program (SEOP)	39%	41%	48%	41%	40%
2					
3					
4					
5					
Definition and Methodology Explanations					
1 Summer Educational Opportunity Program (SEOP) is a consolidated entity of bridge and access programs as of FY2017, but is reported seperately here for the historical purposes of retention and graduation. Souhtern Challenge was started in FY2013, but is now part of SEOP, so no graduation data is available.					

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

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and Completion and Placement Rates for Short-Term Vocational Training Programs)

	3-Years Prior (FY 2013)		2 Years Prior (FY 2014)		1 Year Prior (FY 2015)		Most Recent Year (FY 2016)	
State Licensure Examination Passage Rates								
Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1 ETS0135- ART CONTENT & ANALYSIS	33	27 or 82%	<10		12	10 or 83%		
2 ETS0133- ART CONTENT & KNOWLEDGE	**<10		***disc					
3 ETS0132- ART CONTENT TRAD CRITIC AESTHETICS	<10		***disc					
4 ETS0131-ART MAKING	<10		***disc					
5 KNOWLEDGE	<10		<10		<10			
6 ESSAYS	<10		-		***disc			
7 KNOWLEDGE	<10		-		<10			
8 CONTENT KNOWLEDGE	<10		<10		<10			
9 ETS5571-EARTH & SPACE SCIENCES	<10		-		<10			
10 EXCEPTIONAL STUDENTS CORE	17	17 or 100%	***disc					
11 CHILDREN (DISC)	<10		<10		<10		***disc	
12 EXERCISES	56	55 or 98%	-		-			
13 ASSESSMENT (DISC)	56	54 or 96%	***disc		-			
14 ETS5033-ELEM ED MULTI SUBJECT MATH (DISC)	52	26 or 50%	44	29 or 66%	30	24 or 80%	***disc	
15 ETS5032- ELEM ED MULTI SUBJ READING LANG ARTS (DISC)	52	46 or 88%	44	40 or 91%	30	29 or 97%	***disc	
16 ETS5035-ELEM ED MULTI SUBJ SCIENCES (DISC)	53	27 or 51%	44	29 or 66%	30	25 or 83%	***disc	
17 ETS5034-ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC)	53	29 or 55%	44	30 or 68%	30	22 or 73%	***disc	
18 ETS5044-ENG LANG LIT COMP CONTENT & ANALYSIS (DISC)	17	14 or 82%	17	16 or 94%	<10		***disc	
19 ETS0041-ENG LANG LIT COMP CONTENT KNOWLEDGE	<10		-		***disc			
20 ETS0042-ENG LANG LIT COMP ESSAYS (DISC)	<10		-					
21 ETS5039-ENG LANG ARTS: CONTENT & ANALYSIS					<10			
22 READING	145	137 or 94%	86	79 or 92%	71	59 or 83%		
23 ETS0435-GENERAL SCIENCE CONTENT KNOWLEDGE	<10		-		-			
24 ETS0433-GENERAL SCIENCE CONTENT ESSAYS (DISC)	<10		-			***disc		
25 ETS5551-HEALTH EDUCATION	<10		-		<10	**disc (5550)		
26 KNOWLEDGE	17	17 or 100%	<10		<10		***disc	
27 ACT1005-OPI ENGLISH					<10			
28 ACT1006- OPI FRENCH			-		<10			
29 ACT1007-OPI GERMAN			<10					
30 ACT1010-OPI ITALIAN			<10		<10			
31 ACT1018-OPI SPANISH	<10		<10		<10			
32 ETS0092-PHYSICAL ED ANALYSIS & DESIGN (DISC)	<10		-		***disc			
33 ETS5095- PHYSICAL ED CONTENT & DESIGN	29	20 or 69%	14	11 or 79%	<10			

34	ETS0091- PHYSICAL ED CONTENT KNOWLEDGE	<10		-		-		
35	ETS0262- PHYSICS CONTENT ESSAYS (DISC)			<10		***disc		
36	ETS5265- PHYSICS CONTENT KNOWLEDGE	<10		<10				
37	ETS5622- PRINC LEARNING & TEACHING K-6	50	47 or 94%	39	38 or 97%	<10		
38	APPL	39	39 or 100%	42	42 or 100%	40	40 or 100%	
39	ETS0081-SOCIAL STUDIES CONTENT KNOWLEDGE	26	22 or 85%	17	17 or 100%	16	15 or 94%	
40	ACT2005-WPT FRENCH	-		-		<10		
41	ACT2009-WPT ITALIAN	-		<10		<10		
42	ACT2015-WPT SPANISH	<10		<10		<10		
43	CAT EXAM(overall pass rates)	134	101 or 75%	190	112 or 59%	230	166 or 72%	108	70 or 65%
44	PRAXIS II-CMD	36	36 or 100%	51	51 or 100%	40	40 or 100%	36	36 or 100%
45	GRADUATE READING Program	159	107 or 67%	328	234 or 71%	252	138 or 55%	162	98 or 60.5%

<10 no scores reported * exam discontinued

? National Licensure Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	MFT (AMFTRB EXAM)	6	6 or 100%	10	6 or 60%	11	11 or 100%	13	12 or 92%
2	FAMILY NURSE PRACTIONER CERTIFICATION	3	3 or 100%	7	7 or 100%	17	17 or 100%	pending	no results to date
3	NCLEX-RN ACE PROGRAM	31	29 or 94%	28	26 or 93%	23	23 or 100%	pending	results due 5/17
4	NCLEX-RN TRAD PROGRAM	82	68 or 83%	78	67 or 86%	54	46 or 85%	pending	results due 5/17
5	CAATE(Athletic Training) *	7	7 or 100%	8	8 or 100%	8	7 or 88%	8	7 or 88%
6	NCTRC-THERAPEUTIC REC**	34	18 or 53%	21	12 or 57%	16 (One year data only)	9 or 56%	Not ready until 12/16	

*% of students who passed exam regardless of attempt #

**NOTE: Scorers lumped together between years to make sure that n is > 12

? Job Placement Rates

	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1										
2										
3										
4										
5										

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)   https://www.southernct.edu/financialaid/GainfulEmployment.html

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

		3 Years Prior (FY 2013)	2 Years Prior (FY2014)	1 Year Prior (FY 2015)	Current Year FY 2016	Next Year Forward (goal) (FY 2)
? Completion Rates						
1						
2						
3						
4						
5						
? Placement Rates						
1						
2						

3					
4					
5					

Please enter any explanatory notes in the box below

* Note: Data collectionfor "Most Recent Year" ends 8/1/2016. Data unavailable until 4/2017.

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

		3-Years Prior		2 Years Prior		1 Year Prior		Most Recent Year	
		(FY 2013)		(FY 2014)		(FY 2015)		(FY 2016)	

? State Licensure Examination Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
4									
5									

? National Licensure Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
4									
5									

? Job Placement Rates

	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1										
2										
3										
4										
5										

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

? Completion Rates

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward
1						
2						
3						
4						
5						

? Placement Rates

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward
1						
2						
3						
4						
5						

Please enter any explanatory notes in the box below

Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2013)	(FY2014)	(FY 2015)	(FY 2016)	(FY 2017)
? **Master's Programs (Add definitions/methodology in #1 below)**					
Retention rates first-to-second year	76%	78%	86%	86%	88%
Graduation rates @ 150% time	70%	68%	72%	68%	70%
Average time to degree	2.4 years	2.4 years	2.5 years	2.8 years	2.5 years
Other measures, specify:					
? **Doctoral Programs (Add definitions/methodology in #2 below)**					
Retention rates first-to-second year	100%	95%	67%	100%	95%
Graduation rates @ 150% time	12%	15%	25%	11%	15%
Average time to degree	7 years	5.6 years	6.3 years	5.4 years	6 years
Other measures, specify:					
? **First Professional Programs (Add definitions/methodology in #3 below)**					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					

Definition and Methodology Explanations

1	Graduate student graduation rates are for Masters degree students only and based on typical two year program.
2	Graduate student graduation rates are for Doctoral degree students only and based on typical four year program.
3	
4	
5	

Standard 9: Integrity, Transparency, and Public Disclosure
(Integrity)

? Policies	Last Updated	? Website location where policy is posted	Responsible Office or Committee
Academic honesty	2012	https://www.southernct.edu/academics/schools/arts/Policy%20on%20Academic%20Misconduct.pdf	Faculty Senate
Intellectual property rights		https://www.southernct.edu/academics/academic-affairs/Intellectual.html	Academic Affairs
Conflict of interest	2013	http://www.ct.edu/files/pdfs/hr-policy-ethics.pdf	Human Resources
Privacy rights	2014	http://www.southernct.edu/offices/registrar/FERPA.html	Registrar
Fairness for students	2016-2017	http://www.southernct.edu/student-life/office-of-student-affairs/student-handbook.html	Student Affairs
Fairness for faculty	2015	https://www.southernct.edu/faculty-staff/hr/forms_documents/Faculty%20Guidebook%202015.pdf	Human Resources
Fairness for staff		https://www.southernct.edu/faculty-staff/hr/policies.html	Human Resources
Academic freedom	2011	http://www.ct.edu/files/pdfs/CSU-AAUP-2007-2011-Contract.pdf	Human Resources
Research		https://southernct.edu/academics/graduate/research/rpp/index.html	Office of Research Integrity
Title IX	2015	https://www.southernct.edu/offices/diversity/sexual-misconduct-response-protocol.html	Office of Diversity and Equity
Other; specify			

Non-discrimination policies

Recruitment and admissions		http://www.southernct.edu/offices/diversity/affirmativeaction.html	Office of Diversity and Equity
Employment		http://www.southernct.edu/faculty-staff/hr/index.html/employeehandbook/	Human Resources
Evaluation		https://www.southernct.edu/faculty-staff/hr/	Human Resources
Disciplinary action		https://www.southernct.edu/faculty-staff/hr/	Human Resources
Advancement		https://www.southernct.edu/faculty-staff/hr/	Human Resources
Other; specify			

Resolution of grievances

Students	2015	https://www.southernct.edu/offices/diversity/sex	Office of Diversity and
Faculty	2015	https://www.southernct.edu/offices/diversity/sex	Office of Diversity and
Staff	2015	https://www.southernct.edu/offices/diversity/sex	Office of Diversity and
Other; specify			

? Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure
(Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	http://southernct.edu/about/scsu-info/index.html/
Notice of availability of publications and of audited financial statement or fair summary	Available on request from Controller's Office
Processes for admissions	http://southernct.edu/admissions/
Processes for employment	http://southernct.edu/faculty-staff/hr/index.html
Processes for grading	https://www.southernct.edu/guides/handbook/SCSUHandbook-2015-2016.pdf
Processes for assessment	https://www.southernct.edu/academics/academic-affairs/assessment-and-planning/
Processes for student discipline	https://www.southernct.edu/guides/handbook/SCSUHandbook-2015-2016.pdf
Processes for consideration of complaints and appeals	https://www.southernct.edu/guides/handbook/SCSUHandbook-2015-2016.pdf

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	**Website location and/or publication where valid documentation can be found**
Statement on Program Excellence (through assessment)	https://www.southernct.edu/academics/learningoutcomes.html
Statement of Learning Outcomes (graduate and undergraduate)	https://www.southernct.edu/academics/learningoutcomes.html
Statement on Job Placement	http://www.southernct.edu/student-life/academic-success/career-services/mission.html
Statement on Student Success	http://www.southernct.edu/studentsuccess/
Example of Student Success	http://www.southernct.edu/giving/theirstories/index.html
Example of Faculty Success	http://www.southernct.edu/faculty-staff/faculty-development/facultywalloffame.html
Examples of Student/Faculty/Staff Success	http://news.southernct.edu/blogs/president/

Date of last review of:	
Print publications	2016
Digital publications	2016

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)

Information	Website location
Institutional catalog	http://catalog.southernct.edu/
Obligations and responsibilities of students and the institution	http://www.southernct.edu/student-life/office-of-student-affairs/student-handbook.html
Information on admission and attendance	http://southernct.edu/admissions/ ; Attendance policies are found on individual syllabi.
Institutional mission and objectives	http://southernct.edu/strategic-plan/mission-and-values.html
Expected educational outcomes	https://www.southernct.edu/academics/learningoutcomes.html
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.southernct.edu/about/
Requirements, procedures and policies re: admissions	https://www.southernct.edu/admissions/
Requirements, procedures and policies re: transfer credit	https://www.southernct.edu/offices/registrar/transfer-credits.html
A list of institutions with which the institution has an articulation agreement	https://bannerweb.southernct.edu/pls/sprod/scsu_transfer.p_student_request
Student fees, charges and refund policies	http://www.southernct.edu/studentaccounts/tuitionfees.html http://www.southernct.edu/studentaccounts/refunds.html
Rules and regulations for student conduct	http://southernct.edu/offices/judicialaffairs/codeofconduct.html
Procedures for student appeals and complaints	https://www.southernct.edu/guides/handbook/SCSUHandbook-2015-2016.pdf
Other information re: attending or withdrawing from the institution	http://www.southernct.edu/offices/registrar/how-to-register.html http://www.southernct.edu/offices/registrar/withdrawal.html
Academic programs	http://www.southernct.edu/academics/degree-programs/
Courses currently offered	https://www.southernct.edu/academics/course-catalog.html
Other available educational opportunities	http://www.southernct.edu/student-life/academic-success/university-access-programs/https://www.southernct.edu/academics/schools/arts/departments/world-languages/studyabroad.html https://www.southernct.edu/academics/schools/arts/departments/honorscollege/
Other academic policies and procedures	https://www.southernct.edu/academics/
Requirements for degrees and other forms of academic recognition	http://catalog.southernct.edu/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	http://catalog.southernct.edu/
Names and positions of administrative officers	http://www.southernct.edu/about/administration/index.html
Names, principal affiliations of governing board members	http://www.ct.edu/regents/members
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	http://www.southernct.edu/academics/schools/education/departments/specialeducationreading/madisoncohort.html
Programs, courses, services, and personnel not available in any given academic year.	http://catalog.southernct.edu/
Size and characteristics of the student body	http://www.southernct.edu/about/facts.html http://factbook.southernct.edu/ http://www.collegeportraits.org/CT/SCSU
Description of the campus setting	https://www.southernct.edu/about/
Availability of academic and other support services	https://www.southernct.edu/student-life/academic-success/academic-success-center/services.html http://www.southernct.edu/student-life/academic-success/center-adaptive-technology/at-resources.html http://www.southernct.edu/student-life/academic-success/academic-advisement/index.html http://www.southernct.edu/student-life/support/drc/ https://www.southernct.edu/student-life/support/veterans-services/ http://www.southernct.edu/academics/international/

Range of co-curricular and non-academic opportunities available to students	http://www.southernct.edu/student-life/activities/officeofstudentlife/involvement/clubsandorganizations/organizationlist.html http://www.southernctowls.com/ http://www.southernct.edu/academics/international/ http://www.southernct.edu/student-life/academic-success/career-services/index.html/students/cooperativeeducation http://www.southernct.edu/offices/first-year-experience/index.html http://www.southernct.edu/offices/judicialaffairs/communityservice.html http://www.southernct.edu/student-life/activities/officeofstudentlife/service/community-service-opportunities.html https://www.southernct.edu/student-life/activities/campus-recreation/intramurals/
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.southernct.edu/student-life/support/mcc/index.html/ http://www.southernct.edu/student-life/health/vpas// https://www.southernct.edu/student-life/support/lgbt/ http://www.southernct.edu/aod/ http://www.southernct.edu/counseling-services/index.html/ http://www.southernct.edu/health-services/index.html/ https://www.southernct.edu/student-life/health/interfaithoffice/ http://southernct.edu/lyman/index.html http://www.southernct.edu/wellness-center//
Institutional goals for students' education	https://www.southernct.edu/strategic-plan/themes.html http://www.southernct.edu/academics/learningoutcomes.html http://www.southernct.edu/offices/first-year-experience/lep/
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://factbook.southernct.edu/retention_rates_of_freshmen.html http://factbook.southernct.edu/graduation_rates_of_freshmen.html
Total cost of education and net price, including availability of financial aid and typical length of study	http://www.southernct.edu/studentaccounts/tuitionfees.html http://www.southernct.edu/financialaid/index.html http://www.southernct.edu/financial-advising/
Expected amount of student debt upon graduation and loan payment rates	http://www.southernct.edu/netpricecalculator/npcalc.htm
Statement about accreditation	https://www.southernct.edu/academics/academic-affairs/assessment-and-planning/neascreaccreditation.html

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify) Include URLs where appropriate.	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(5) What changes have been made as a result of using the data/evidence?	(6) Date of most recent program review (for general education and each degree program)
At the institutional level:	yes	http://www.southernct.edu/academics/learningoutcomes.html	Competency demonstrations; course embedded assessments, capstone project; NSSE, BCSSE, academic program review, accreditation, alumni surveys, and licensure.	Annually by the Office of Assessment and Planning; faculty	Creation of an Academic Student Success Center & a dept. of New Student and Sophomore Programs; Academic Revitalization and Renewal (Improving Advisement via new model); modification/improvement of academic programs, unit operations, policies and instruction; enhance student orientation; more focus on transfer students,	Summer 2015

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For general education if an undergraduate institution:	yes	http://www.southernct.edu/academics/learningoutcomes.html http://www.southernct.edu/offices/first-year-experience/lep/learner_outcomes.html	Multi-State Collaborative to Advance Learning Outcomes Assessment and Collegiate Learning Assessment (CLA+); Common rubrics, i.e., critical thinking, cultural expressions, quantitative reasoning); first year experience, NSSE, BCSSE	Provost and Deans, Liberal Education Program Director, Office of Assessment and Planning, and the Liberal Education Program Committee	Data continue to inform the development of the Liberal Education Program ("General Education")	Summer 2015
Undergraduate Degrees:						
Anthropology BA/BS	yes	http://www.southernct.edu/academics/schools/arts/departments/anthropology/mis	An action plan assembled for the creation of new assessment measures; direct assessment through modules. Currently	Department reviews student essays from courses of full-time faculty. Department meets once a month to	Created a curriculum map. This functions as a survey of faculty members regarding the degree to which	February 2012 *next internal program review 2018/2019 External-a private individual reviewer

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			collect student essays from a variety of courses. Indirect measures developed: alumni, faculty and current student surveys. Individual course assignments (i.e., exams essay, projects) reinforce individual student learning outcomes	discuss ways in which current curriculum serves articulated student outcomes.	specific outcomes are being pursued in the courses which they, as individuals, teach.	2018-2019
Art History, BA	yes	http://www.southernct.edu/academics/schools/arts/departments/art/undergraduateprograms/learningoutcomes.html	Individual course evaluations (e.g., essays, presentations, exams), Senior Seminar Course completion ART 492	Faculty monitor data individually and faculty meet once a semester to share data from course evaluations.	Improved curriculum by using student data to guide lesson planning	November 2009 *next internal program review 3/2017 External-a private individual reviewer, 2017
Art Education, BS	yes	http://www.southernct.edu/academics/schools/arts/departments/art/undergraduateprograms/learningoutcomes.html	Praxis II, course related assessment (e.g., unit plan, lesson plan),Student teaching evaluation, Impact on K-12 Student Learning, Field Experience Evaluation	Individual faculty via courses, student advisor, department assessment coordinator	Status: program is under review-no new students accepted at this time	November 2009 *next internal program review 3/2017 External-none *Program is under review*
Athletic Training, BS	yes	http://www.southernct.edu/academics/schools/education/departments/exercisescience/outcomes.html -	Entrance/retention exams, National Board Certification, Exit interviews, Senior Survey, Alumni Survey, and Employer Survey	Department collects/analyzes results and reports to faculty	Curriculum changes, program examinations revamped to reflect board examination	December 2012 *next internal program review 12/2019 External -. Report due in 2016, and visit in 2017by CAATE
Biology, BA/BS	yes	http://www.southernct.edu/academics/schools/arts/departments/biology/learningoutcomes.html	Assessment occurs in every class –e.g., examinations, written summaries, on-line assessments. Also use student and alumni surveys Assessment exams to be implemented in 2017	Department collects/analyzes results and reports to faculty	Revised curriculum intro, 2014. Dev.of new programs e.g. biotechnology and 4+1- focused more on student advising, more course options and more opp. to conduct research with faculty.	internal program review 4/2016 continuing approval w proviso External-private individual reviewer 2016

					Will again focus on creating pre/post exam for Bio content Mastery	
Business Admin, BS * Concentrations: Accounting Economics/Finance Management/MIS Marketing	yes	http://www.southernct.edu/academics/schools/business/programs/accounting/learningoutcomes.html	Accounting Currently use feedback from Alumni Survey, Interviewee exam and CPA exam passing rates.	Results from these sources are incorporated into curricular changes in the form of additional courses or revision of existing course content. This is done through the department Curriculum committee.	Gate level assessments to be developed. Gate 1: common dept. wide final exam in ACC 310; Gate 2 common department-wide final exam in ACC-410, Gate 3: common assignment in ACC 461, and Gate 4: to be approved capstone Accounting course	Accounting October 2011 *next internal program review 4/2017 External-private individual reviewer 2017
	yes	http://www.southernct.edu/academics/schools/business/programs/economicsandfinance/goals.html	Economics/Finance Junior/Senior essays, course specific exams , and work samples, Quantitative results from ETS field test, Federal Reserve Bank Challenge	Department meets at end of academic year to review and analyze data.	Plan to use ETS Major Field Tests to guide curriculum changes. Also writings and judges' comments from the Federal Reserve Bank Challenge.—-------------------- Matrix developed showing alignment	Economics /Finance March 2010/2011 *next internal program review 11/2017 External-private, individual reviewer 2017
	yes		MGT/MIS Alumni & student	Department Assessment		MGT/MIS Feb. 2010

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		http://www.southernct.edu/academics/schools/business/programs/managementmis/learningoutcomes.html	surveys, Cases, Tests, Exams in specific courses, Portfolios, presentations, papers, debates	Committee analyzes data and presents results to faculty in department.	of 4 outcomes and direct/indirect measures. Pilot assessment program in capstone course 450.	*next internal program review 9/2017 External-private, individual reviewer 2017
		http://www.southernct.edu/academics/schools/business/programs/marketing/learningoutcomes.html	**Marketing** Direct student measures (e.g., cases, papers, exams, presentations, marketing plans, projects, SPSS)	-------------------------- The School of Business Assessment Committee will work with Mktg. department to review course syllabi to align with outcomes.	Development of indirect student measures (e.g., alumni, student, employer surveys), town hall meetings	Marketing Sept. April 2011 *next internal program review 10/2017 External-private, individual reviewer 2017
Chemistry BA/BS	yes	[http://www.southernct.edu/academics/schools/arts/departments/chemistry/programs/undergraduate/learning- outcomes.html](http://www.southernct.edu/academics/schools/arts/departments/chemistry/programs/undergraduate/learning-outcomes.html)	Direct/Indirect measures; Direct include employing Critical Assessment Tools at various stages throughout the program; standardized final exams in large courses; freshman level standardized lab exams Indirect: Alumni, Surveys, Faculty Surveys and UG Student Surveys; course information surveys	The Assessment Coordinator collected data and conducted analysis at the end of the spring semester. Faculty implemented a formal review session and learner outcomes aligned with INTASC & NSTA standards.	Student comments used to generate potential curricular revisions, which were discussed at departmental meetings. Numerous revisions also made to the general chemistry course sequence (e.g., addition of recitation sessions).ACS curriculum changes resulted in the replacement of a 3 credit course with 3, one credit courses.	December 2006 *next internal program review 2022 External-reviewer ACS in 2019
Communication, BS	yes	http://www.southernct.edu/academics/schools/arts/departments/communication/o	Direct and indirect measures. Direct measure assessments include course-embedded tests,	Faculty completed outcome maps for all required courses within the specialization.	The assessment committee, using results from Senior Exit Surveys, will use a revised	April 2013 *next internal program review 2020 External-private, individual

| | | utcomes.html | projects, papers, presentations and Internship Supervisory Surveys. Indirect Measures include course information surveys, senior exit surveys and alumni surveys. | Assessment Committee reviews learning goals for courses to ensure alignment with committee guidelines; assessment committee and coordinator reviews results of Internship surveys & Senior Exit Survey and distributes findings to faculty. | curriculum map to identify where skills are introduced and reinforced within each specialization. The dept. assessment committee worked closely with the curriculum committee to create a consistent set of learning outcomes for each core course. Now require all COM majors to take all five core classes before declaring a specialization. Assessment committee plans to reinforce the importance of portfolios as direct measure; internship evaluation results used to encourage faculty to develop their courses more in current technology; utilizing MS office and excel; the importance of social media and : more real life client experiences to address changes in the work force | Reviewer, 2020 |

Program	Accredited	URL	Assessment Methods	Data Collection/Analysis	Program Improvements	Review Dates
Communication Disorders, BS	yes	https://www.southernct.edu/academics/schools/health/academic-programs/communicationdisorders/undergraduateprogram/	Capstone Rubric, Undergraduate Curriculum Survey; ind. Course assessments, alumni surveys and course evaluations	Department collects/analyzes data and reports via faculty meetings.	Implement 2 new assessment strategies: Capstone Rubric and UCS. Instituted Eng 200 w/UG CMD students; increased access to faculty advisement and research	Internal program review 3/2016 continuing approval granted External – reviewer by ASHA 2018
Computer Science, BS	yes	http://www.southernct.edu/academics/schools/arts/departments/computerscience/outcomes.html	Review of student projects and selected exam questions from key courses, specific assessments in 3 key courses (e.g., student essays, presentations, on-line discussions); New assessment instrument developed and given after completion of the introductory programming sequence to gauge student preparedness for upper division courses.	Department collects/analyzes data and reports to faculty	Program improvement in the following: introduced assignments in CSC 321 that focus on comparing theoretical expectation to measurement; increased focus on algorithm design strategies in CSC 153 and CSC 321; included programming projects as part of assessment data at introductory level; focused on identifying tasks within a project and develop mechanism to identify team member skills and task reassignment	April 2010 *next internal program review 12/2017 External-reviewer by ABET 2016 Draft statement presented to the program; response supplied. Waiting final accreditation report from ABET due late July 2016, with final report coming mid-August-mid-September.
Early Childhood Education, BS	yes	http://www.southernct.edu/academics/schools/education/departments/elementaryeducation/learner-outcomes.html	Praxis II, Gradual release lesson plan, Diagnostic report and lesson plan, Unit wide student teaching evaluation form,	Results are brought to the appropriate curriculum committee (e.g., Early Childhood Curriculum	A new course EDU 314 developed to meet the state's recommendation for a child development	February 2010/2011 *next internal program review 12/2018

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			Integrated unit curriculum, Impact of K-12 Student Learning, Clinical Field Survey, Field Context Statement, Math science & technology integrated unit assignment	Committee). Meet monthly and then report to the full board	course in that program that has an EDU prefix instead of a PSY prefix. This course will be presented to the SOE curriculum committee and UCF this fall 2013	External-recognized NAEYC /NCATE expires 2/2018
Elementary Ed, BS	yes	http://www.southernct.edu/academics/schools/education/departments/elementaryeducation/learner-outcomes.html	Praxis II, Gradual release lesson plan, Critical analysis paper, Final evaluation of student teaching, Impact on K-12 Student Learning, Analysis of student learning, Integrated unit curriculum, Portfolio final project, Clinical field experience evaluation, Candidate's Professional Dispositions Assessment.	Results are brought to the appropriate curriculum committee (e.g., Undergraduate Elementary Curriculum Committee). Meet monthly and report to full department.	Increased student teaching assignments in courses; Student teaching assignments now result in specific lesson plans. Courses added and dropped to better prepare students to pass the new PRAXIS II test and the Foundations of Reading Test. Dropped courses: EDU 301, EDU 309, EDU 320.Coures Added: EDU 305, EDU 306, EDU 317, EDU 324, EDU 325	February /2011 *next internal program review 12/2018 External-recognized ACEI/NCATE expires 2/2018
Earth Science, BA/BS	yes	http://www.southernct.edu/academics/schools/arts/departments/earthscience/mission-statement.html	Alumni, Student and Employer surveys include questions which address specific learning outcomes, professional presentations by senior level students, Earth and Space Science Praxis Content Knowledge Test; thesis, on-going course	Individual instructors continually collect data on their courses, dept. review surveys, and Praxis II test results.	Major efforts in curriculum reform over the last year has focused on transitioning our courses and degree programs to conform to the requirements of the LEP curriculum. Last year we revised 5	March 2012 *next internal program review 3/2020 External-private reviewer in 2020

			level assignments (i.e., papers, exams, lab exercises, reports)		courses that include both non-major courses and introductions to the various earth science sub disciplines that are for both major and non-majors. We anticipate revising another 5 courses this academic year(2013-2014) and will also make changes to some of the major requirements in order to make programs more compatible with LEP and to take advantage of potential improvements highlighted by our outside assessment reviewer,	
Economics, BA	yes	http://www.southernct.edu/academics/schools/arts/departments/economics/learni ng-outcomes.html	Assessments related to specific courses (e.g., essay exams, course projects, written papers, case studies), course evaluations	End of semester faculty review data	Refined teaching strategies, course assignments, homework related to specific courses	March 2010-*next internal program review 11/2017 External-private individual reviewer 2017
English, BA/BS	yes	http://www.southernct.edu/academics/schools/arts/departments/english/undergraduateprograms/learni	Writing for business and industry project, Papers from major courses	Department's assessment committee evaluates and presents to full department.	New major developed, new courses, rubric review for assessment project, new curriculum	May 2010 *next internal program review 3/2018 External – recognized by NCTE /NCATE expires 2/2018

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		ng-outcomes.html			developed	
Exercise Science, K-12 B.S., BA/ BS,	yes	http://www.southernct.edu/academics/schools/education/departments/exercisescience/outcomes.html	Students assessed using 8 programmatic assessments. These are 1. Licensure exam scores, 2. Grades in major courses, 2. Unit and lesson plan project, 4. Student teaching evaluation, 5. Internship mini-study, 6. Collaboration experiences of students, 7. Teaching reflections, 8. Use of technology in fitness lessons	Teacher education program faculty compile the data and meet to discuss implication of the evidence and to determine programmatic strengths and weaknesses based on this data.	1) Course and curriculum changes, 2) additional field experiences	December 2012/2013 *next internal program review 2/2020 External-AAHPERD/NASPE recognized by NCATE expires 2/2018
Geography, 7-12 BS, BA/BS	yes	http://www.southernct.edu/academics/schools/arts/departments/geography/programs/majoringeography.html	Exams, papers, projects in key courses	Department collects information from technique courses. Dept. reviewing assessment instruments to better evaluate program.	In process of planning a strategy to revise program based on evaluation of previous assessments	December 2010 *next internal program review 11/2018 External-private, individual reviewer 2018
History, 7-12 BS, BA/BS	yes	http://www.southernct.edu/academics/schools/arts/departments/history/undergraduate/undergradoutcomes.html	New rubric for assessing final papers in HIS 485; introduced an assessment in HIS 200 as an intermediate assessment of students' progress; discussed and interpreted results as to the purpose of HIS 200 in relation to 300 level courses, Alumni Surveys	The Undergraduate Review Committee reviews papers from HIS 485 using new rubric.	No major changes in the program. New rubric for our Capstone course developed to place us in a better position to collect more useful data.	November 2011/2012 *next internal program review 4/2019 External-reviewer is NCSS, to 2016

Honors College, BA/BS	Yes	https://www.southernct.edu/academics/schools/arts/departments/honorscollege/learning-outcomes.html	Measured through course embedded assessments as well as the completion of a capstone requirement. Course evaluation surveys and exit interviews are used as well.	Honor's College Task Force * Advisory Committee to be formed	New Program revision/New Course proposal made to UCF in fall, 2015.Ten courses developed for the new program. Each syllabus includes how the program goals and objectives are embedded into the course materials. Each course /syllabus must include some specific program outcomes, as well as outcomes specific to that course	Internal Program Review held 10/2015 Private, Individual External Review completed -Fall 2015
Journalism, BA/BS	yes	http://www.southernct.edu/academics/schools/arts/departme	Internship Performance Assessment Measures	Department collects/analyzes data and reports to faculty	New courses, course revisions, etc.	October 2008 *next internal program review extension given . Due date for program report will be decided at mid-September 2016 PRAC meeting. External -none

		nts/journalism/journalismoutcome.html				
Liberal Studies/General Studies(Interdisciplinary Studies) BA/BS	yes	https://www.southernct.edu/academics/schools/arts/departments/interdisciplinarystudies/learning_outcomes.html	Direct Measures-successful completion of the capstone experience course IDS 401 W: Capstone Seminar and administering a student survey Assessing the Effectiveness of IDS 401 on students' learning; Indirect Measures-Alumni and UG Student Surveys as well as the Southern Experience Survey: Interdisciplinary Studies and students written feedback.	16 member Interdisciplinary Studies Committee	Data information used to make 3 new degree programs: IDS BA, IDS -BS and Gen Studies BA for spring 2013. Along with degree program changes, a change in in the name of the program to "Interdisciplinary Studies, "and the restructuring of the former 3cr Liberal Studies coordinator position to a 6 credit Dir.	November 2012 *internal program review 2015 External-private, individual reviewer made in 2012;next scheduled date is 2019
Library Information Service, (Information Management and Services), BS	yes	http://www.southernct.edu/academics/schools/education/departments/ils/sharedvision.html	Specific assignments in core required courses (i.e., term paper, Reference Assignment, Acquisitions and Cataloging Assignment), Capstone experience	Department collected/analyzed data and reported to faculty. TK20 used as a monitoring mechanism. A faculty retreat was held at the end of the fall 2012 semester to analyze, interpret, and discuss the data.	Developed a competencies-based assessment system and monitoring mechanism geared to the required courses, and an assessment and planning process cycle and timeline implemented. Developed rubrics to assess common assignments linked to required courses	December 2011/2012 *next internal program review 2018 External-none
Mathematics, 7-12BS,BA/BS	yes	http://www.southernct.edu/academics/schools/arts/departments/mathematics/Intro.html	Program level goals are interpreted into each course as course goals. The course goal rubric constitutes a description of the range of student outcomes for each	Retreat held during the summer of 2011 to look at final exam questions' results and results from surveys to improve program and student learning.	A course is being developed to address students concern re; lack of programming skills identified in the data collection. Discussion is	April 2011/2012 *next internal program review2019 External-NCTM/NCATE

			objective addressing that goal. Electronic portfolio developed to collect student and teacher perceptions on meeting goals (student outcomes) Final exam questions specific to general education classes, Portfolio in final capstone course, Alumni, current student and faculty surveys.		continuing into this year. New rubrics developed for assessing course goals (student outcomes). Problems identified with the use of the e-portfolio system.	Recognized, expires 2/2018
Media Studies, BA	yes	http://www.southernct.edu/academics/schools/arts/departments/mediastudies/ourgoalsobjectives.html	Assessment survey in capstone course MDS482	Department evaluates assessment in capstone course and other program core courses. Surveys evaluated and the outcomes of assessment discussions are continually implemented.	Modifying the current capstone instrument to better measure learning objectives. Will be administered as a pre/post assessment in MDS482. In process of backwards design where we evaluate our curriculum alignment in terms of how core courses in curriculum prepare students to meet program objectives.	March 2009 *next internal program review 12/2016 _____ External –private, individual reviewer 2016
Music, BA	yes	http://www.southernct.edu/academics/schools/arts/departments/music/learningoutcomes.html	Primarily and directly through coursework; indirectly through student satisfaction surveys, Performance-based assessment, Capstone and Group project-related	Faculty review individual course content and teaching methods, and evaluate student surveys. The Applied Lesson program underwent a	The implementation of a summative student assessment was engaged at the conclusion of the spring 2012 semester.	May 2010 *next internal program review 2/2018 _____ External-private

			assessments	rigorous assessment and was discussed by the department in early May 2012.	Determined that a formal data collection and analysis specific to the LO's warranted. Cultural Expressions task force created a rubric. Rubric utilized in MUS 110 classes.	individual reviewer 2018
Nursing, BS	yes	http://www.southern ct.edu/academics/sc hools/health/academi c-programs/nursing/un dergraduateprograms /learningoutcomes.ht ml	HESI comprehensive exit exam, National licensure exam, Clinical Course evaluations, Clinical portfolios	Department's Quality Improvement Committee, led by the Quality Improvement Coordinator, is responsible for collecting and analyzing outcome data and for making recommendations for program improvement based on that data. The QIC shares data and recommendations with the entire faculty through updates at standing departmental meetings and through regular communication via QIC meeting minutes and monthly reports.	Data from HESI exams informed curriculum improvements. Mandatory, documented meetings between the faculty advisor and the student to discuss plans to meet with NCLEX success (RN pass rates). Undergraduate Nursing Education Exit Survey shows that the factor 'core competency' is a high impact predictor of overall program effectiveness for which the program achieved high performance. New course created and implemented to address a downward trend in one area: assisting patients to	January 2009 *next internal program review 10/2016 _____ External-review by CCNE-2022

					achieve a peaceful end of life.	
Philosophy, BA	yes	http://www.southernct.edu/academics/schools/arts/departments/philosophy/learningoutcomes.html	Students perform a written exegesis & critical analysis of a particular primary text that is the typical philosophical essay. Also collect student and alumni surveys	Observation & discussion amongst faculty of PHI 490 re: observations of student performance across the curriculum. First dept. meeting of each year the chair sets the focus on the upcoming round of assessments. In spring, S & A committee collects a representative essay of each students' work. These are then distributed to each faculty member of the dept. A special department meeting is held to discuss these papers.	Dept. got rid of the History Inventory. Instead, adopted a more holistic and qualitative measure of assessment relying on student essays.	internal program review - November 2015 _____ External- individual, private reviewer 2015

| Physics, 7-12 BS,BA/BS | yes | http://www.southernct.edu/academics/schools/arts/departments/physics/undergraduateprograms/learningoutcomes.html | Direct Measures of student learning-direct assessment data collected in specific courses using pre/posttest assessment using the following assessment instruments: FMCE, DEEM, ECCE, STPS. Student comm. skills and computer presentation skills assessed during capstone project using a standardized rubrics. Scientific reasoning skills are measured using the Lawson. Indirect Measures-Student, Alumni and Employer surveys | Physics department collects data and makes reports to other physics faculty at meetings and retreats. | Revisions made to PHY230/PHY231 sequence of courses to include new equipment, new pedagogical approaches and new curricular materials. Also increase conceptual emphasis of labs and now offer PHY230/PHY231 in each semester. Ranking of program level learning goals and continue to look for educational based research materials Vision for Improvement: | April 2015 *next internal program review 4/2022 _____ External- individual, private reviewer 2022 |

Physics-cont'd.					Improve average levels of conceptual understanding and problem solving; get more students started in PHY230 more quickly; address retention issues; increase the number of majors; reinvigorate the certification track; address gaps in content coverage; build up engineering track; and address gaps in assessment coverage	

Political Science, 7-12 BS, BA/BS	yes	http://www.southernct.edu/academics/schools/arts/departments/politicalscience/learningoutcomes.html	Lit reviews and term papers; papers in PSC 365W; quantitative exercises in PSC 367W; Research paper in capstone PSC 475, Electronic work portfolios, Exit data. A general assessment measure to include GPA and its correlation with capstone grade, capstone paper and 'concept exam'. Also looked at correlation between performance in methodology courses and the capstone seminar.	Department collects /analyzes data and reports to faculty	Proposed revisions to all our undergraduate majors. Henceforth, all major in Political Science (BS, BA, BS w/certification) are required to take a 200 level course in each of the four fields and that all BA take at least one upper division course in each of the four fields. We require all majors to take a course in Research Methods (PSC 365) and the capstone seminar. Four new courses developed: PSC 200, PSC 240, PSC 260 and PSC 270 and 3 out of the 4 classes fit in LEP Tier 2. The remaining course (PSC 240) will be proposed for LEP, Tier I Critical Thinking or Tier 2 Cultural Expressions.	May 2010 *next internal program review 2/2017 _____ External-individual, private reviewer 2017
Psychology, BA/BS	yes	http://www.southernct.edu/academics/schools/arts/departments/psychology/undergraduate/expectedl	Pre/posttest assessment in course on selected learning objectives/goals	Department collects from faculty and discusses at monthly departmental meetings; Assessment Coordinator analyzes	Data collection begun in 2010-11; will use data for program improvement and to determine if	February 2009 *next internal program review 11/2016 _____

				data and reports at departmental meetings.	additional assessment measures needed. A new Psychology program went into effect for fall, 2012 based on assessment results, and will hold students to higher standards. For example, students will be required to take PSY 259 and PSY 393 before taking 400 level courses. A department Assessment Committee was elected in order to help with data collection and the construction of a new comprehensive test.	External-individual, private reviewer 2016
Public Health, BS	yes	http://www.southernct.edu/academics/schools/health/academi c-programs/publichealth/bachelorofscience/competencies.html	Internship exit survey, an Internship Preceptors assessment of students' academic preparation, Degree completion rates, Alumni survey	Data collection by Undergraduate Program Committee	Course changes made including title changes to PCH 275 Health Education to Intro to Health Promotion. We will continue to review additional courses and also plan to discuss our advisement process. Eliminated concentrations and blended courses based upon what we	April 2011 *next internal program review 3/2019 _____ External-by CEPH 2016. Site visit on 4/14th & 4/15th, 2016. Preliminary review completed. Waiting program response. Final status report will be distributed in fall 20116

					learned through the data.	
Recreation,BS	yes	https://www.southernct.edu/academics/schools/health/academic-programs/recreationleisurestudies/programs.html	Program uses both direct and indirect indicators to measure the achievement of student learning outcomes. Direct Measures: include course embedded student learning outcomes and associated competencies, i.e., exams, rubrics, self-assessments; NCTR practice exam; and CPRP practice exam results. Indirect-Alumni Surveys, Student Surveys and exit interviews; intern supervisors ratings/evaluations; and NCTRC national exam results	Department. collects/analyzes data and reports to faculty at department meetings	The development of a new bachelor's degree program in sports mgt., new course revisions of current courses and programs; development and refinement of the CPRP practice exam; creation of an NCTRC exam test bank; and an increase in community engagements.	February 2/2015 External-individual, private reviewer 2015

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Respiratory Therapist, BS New Program	Yes	https://www.southernct.edu/academics/schools/health/academic-programs/exercisescience/respiratory-care-as-bsrt-program/learning_outcomes.html	Program uses both direct and indirect indicators to measure the achievement of student learning outcomes. Direct-faculty designed comprehensive or capstone examination & assignments; portfolios of student work; course grades;indirect-admission&graduation rates; surveys, questionnaires, focus groups and ind. interviews; CoARC Graduate Surveys; student course evaluations	Program faculty, annual report meetings and advisory committee	(5) Data just being collected as the first group of students will enroll in Fall 2016.	(6) Acceptance by NEBHE listing of the SCSU AS to BSRT program for New England Residents, Tuition break program. http://www.nebhe.org/programs-overview/rsp-tuition-break/find-a-program/
Social Work, BS	yes	http://www.southernct.edu/academics/schools/health/academi c-programs/socialwork/bachelorsprogram/CSWE%20Foundation%20Competencies%20BSWMSW.pdf	Minimum of C in field seminar courses; field evaluation ratings given in December and May; Demonstration of professional abilities and attributes and classroom participation rubric; and a review of aggregate course rubric data regarding competencies.	Field seminar instructors monitor seminar grades and field evaluations and a BSW Coordinator and Field Office Director when concerns arise; BSW Coordinator and Student Assistance Team conduct a formal review when indicated; BSW Coordinator reviews the aggregate data in the fall semester each year.	Implicit Curriculum: Several new common activities implemented to include Junior Resume and Interviewing information, Junior Lobby Training Day, Poverty Simulations, Senior Post-Graduation Opportunities, and Senior Self-Care Workshop Explicit Curriculum: move process recordings from the class participation portion to the field evaluation portion to align them with the internship	February 2013 *next internal program review 2020 _____ External- by CSWE 2021

Sociology,7-12 BS, BA/BS	yes	http://www.southernct.edu/academics/schools/arts/departments/sociology/assessmentofsociologydepartment.html	Course level assessments and practice with data sets(quantitative and qualitative) in SOC 440 and SOC 473;final examination and final projects are also used in these courses; students allowed to select one of the 2 courses to meet their program requirement; NIH course and certification in SOC 370 ;core concepts component assessment used in SOC 490 Indirect- student opinion surveys, capstone req. & graduate follow-up studies	Department scores core concepts assessment annually and assesses student measurements and explanatory variables	The most recent change in the Sociology curriculum is the introduction of the Criminal Justice Minor. A review of the data and student feedback has also made faculty realize that students who declare their majors sooner in their career demonstrate a higher understanding of core concepts in Soc.	March 2014/2015 *next internal program review 2022 _____ External-by individual, private reviewer held 2015
Special Education,BS	yes	http://www.southernct.edu/academics/schools/education/departments/specialeducationreading/learneroutcomes.html	Minimum of C in major courses. Gate assignments are assessments related to specific courses that meet the needs of assessing the ten core competencies for CEC. Demonstration of professional attitudes and dispositions 3 times- Licensure examinations: comprehensive and collaboration	Advisors and professors monitor grades and gate level assignments through TK20. Attitudes and Disposition Checklist monitors instructor and/or department chair and referred to Department Student Evaluation and Advisement Committee if need be. Licensure examinations monitored throughTK20 and the SOE Dean's office/Certification Officer.	Revising the curriculum of the Collaborative and Comprehensive Program to reflect curricular changes related to Praxis Examinations. Specific changes include increase in literacy instruction, science instruction and differentiated instruction Exploring an option for a 5 year program where students earn a BS and a MS with certification in both Elementary and Special Education	March 2013 *next internal program review 2022 External- CEC/NCATE recognized expires 2/2018

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Special Education/Elementary Ed Collaborative, BS	yes	http://www.southernct.edu/academics/schools/education/departments/specialeducationreading/learneroutcomes.html	Minimum of C in major courses- Gate assignments are assessments related to specific courses that meet the needs of assessing the ten core competencies for CEC. Demonstration of professional attitudes and dispositions 3 times. Licensure examinations: comprehensive and collaboration	Advisors and professors monitor grades and gate level assignments through TK20. Attitudes and Dispositions Checklist monitors instructor and/or department chair and referred to Department Student Evaluation and Advisement Committee if need be. Licensure examinations monitored through TK20 and the SOE Dean's office/Certification Officer	Revising the curriculum of the Collaborative and Comprehensive Program to reflect curricular changes related to Praxis Examinations. Specific changes include increase in literacy instruction, science instruction and differentiated instruction. Exploring an option for a 5 year program where students earn a BS and a MS with certification in both Elementary and Special Education	March 2013 *next internal program review3/2020 _____ External – recognized by CEC /NCATE 2018

Sport Management, BS	Yes	https://www.southernct.edu/academics/schools/health/academic-programs/recreationleisurestudies/sport-management/sport-management-courses.html	New program-course imbedded outcomes, field experience evaluation.	The evidence is interpreted annually thru the process of writing/reviewing the Department's Annual Report.	Implementation of unique learning outcomes. Also will be disaggregating data to specifically measure these outcomes. Will also develop a separate mission and vision statement and adjust curriculum based on program needs.	Looking to align program with COSMA outcomes. First program review to occur in the Fall 2016
Studio Art, BA/BS	Yes	http://www.southernct.edu/academics/schools/arts/departments/art/undergraduateprograms/learningoutcomes.html	Critiques/portfolio reviews within courses, Senior Exhibition in capstone Course, Exit Survey	Chairperson and discussion at faculty meetings; individual faculty review data for courses.	New course and course revisions; new assessment cycle	November 2009 *next internal program review 3/2017 External-priv.,ind.reviewer 2017
Theatre, BA	Yes	http://www.southernct	Junior Exit Exam,	Department collects	Course Theater	November 2010

		.edu/academics/schools/arts/departments/theatre/learning-outcomes.html	Student/faculty production surveys, course embedded writing projects, individual job placement, employer surveys	/analyzes /discusses data at bi-weekly department meetings.	History now has more emphasis on genre, style and literature; Directors now articulate and disseminate production concepts to entire cast and crew; change in instructors in Intro to Performing, more vocal coaching added.	*next internal program review 4/2017 _____ External –private, individual reviewer 2017
World Languages and Literatures French, 7-12BS, BA/BS German, 7-2BS,BA/BS Italian, 7-12BS,BA/BS Spanish, 7-12BS,BA/BS	yes	http://www.southernct.edu/academics/schools/arts/departments/world-languages/learningoutcomes/frenchgermanitalianandspanish.html	ACTFL Oral proficiency interview, ACTFL written production test, STAMP test, Final exam or project in the second and third semester courses.	Department collects/analyzes data and reports to faculty.	Dr. Gabe, renowned expert in foreign language literacy development, brought in to address ways to include reading into the curriculum.	March 2011 *next internal program review 2/2019 _____ External-byACTFL/NCATE expires 2/2018
Graduate Degrees:						
Art Education, MS	yes	http://www.southernct.edu/academics/schools/arts/departments/art/graduateprogram/learningoutcomes.html	Praxis II, Course level assessment (e.g., lesson plan, unit lesson plan) Final student teaching evaluation, Impact on K-12 Student Learning, Field Experience Evaluation, Assessment of Studio Skills	Individual faculty via courses, student advisor, department assessment coordinator	*Program is under review-not accepting students at this time	October /November2009 *next internal program review 1/2017_____ _____*** Program is under review-not accepting students at this time

Bilingual Education/TESOL, MS	yes	http://www.southernct.edu/academics/schools/arts/departments/world-languages/tesol/orientationhandbook-learningoutcomes.html	Assignments (projects, exams, portfolio, presentation, etc.) tied to specific courses, Exit requirement	Individual faculty review course evaluations, TESOL faculty meet once a year for program review &	Curricular changes -change of texts for FLA/TSL 503; Expansion of content on authentic assessment in	February 2011 *next internal program review 9/2018 _____ Ext.-private, ind reviewer 2018

				planning, TAT program manager meets monthly with students and then shares feedback with 3 World Languages and Literature/TESOL faculty members.	FLA/TSL 521; Requirements of a prerequisite (TSL 502) before TSL505	
Biology, MS	yes	http://www.southernct.edu/academics/schools/arts/departments/biology/learningoutcomes.html	Exit requirements(e.g., thesis/thesis defense, comp. exam, special projects)individual course assessments (e.g., article critiques, oral presentation, reviews), Student/alumni surveys	Course faculty, department faculty, outside accrediting agencies and/or professional review boards	Established graduate committees to help track alumni and evaluate assessment procedures;established guidelines for enhancing curriculum	internal program review 4/2016* did not satisfactorily complete its review External-private, indiv reviewer 2016
Business Admin., MBA	yes	http://ares.southernct.edu//mba/uploads/textWidget/wysiwyg/documents/MBAGrad_Program_Review_Report_February_2005a.pdf	Course related assessments (e.g., exams, research papers, presentations), Capstone Project, Course surveys	Director of each program reviews and meets with individual faculty, Periodic review by School of Business Graduate Committee	Revisions in program requirements (e.g., increase in number of credits), revision of existing course (MBA 510), new course (MBA 548)	December 2009 *next internal program review 11/2017 _____ External-private, individual reviewer 2017
Chemistry, MS	yes	http://www.southernct.edu/academics/schools/arts/departments/chemistry/files/Goals_Leaner_Outcomes_Graduate.pdf	Course embedded assessments including regular quizzes, examinations, writing papers and problem sets. Comprehensive Exam for those on this track. For thesis track, presentation of seminars, writing papers, oral defense and a formal thesis. Thesis is then evaluated by the Department Thesis Committee. Indirect: faculty survey, alumni	Monthly department meetings; thesis evaluated by members of the Departmental Thesis Committee; oral defense evaluated by all full-time faculty members; comprehensive exam graded by the instructor for each core area.	More incorporation of technology into courses; Looked into building a database for graduates to better contact Alumni. We now have an Advisory Committee and have added one FT faculty member to replace one that we lost. We have also been approved to start the search for another	April 2013 *next internal program review 11/2021 _____ - External-by ACS 2019 & internal private reviewer as well 9/2021

			survey		FT position this upcoming year.	
Communication Disorders, MS	yes	http://www.southern ct.edu/academics/sc hools/health/academi c-programs/communica tiondisorders/grad-program/index.html	Praxis II exam, KASA exam, Alumni Surveys, Current student feedback, Completion of Capstone project or Thesis; completion of competency based evaluation for clinical practicum	Department collects/analyzes data (e.g., praxis II pass rates, KASA forms, Employer surveys)and reports back to faculty.	Evaluated and modified the curriculum, hired an additional faculty member in 2014, reactivated 2 courses, initiated a hospital orientation program. Will create future opp. for students to engage in research activities; increase number of highly qualified applicants; increase opp. for student observation & critical analyses; & develop school and medical concentrations within curriculum	internal program review 2/2016 External-by ASHA-2018
Clinical Mental Health Counseling, MS	yes	http://ares.southern ct.edu//counseling_s choolpsychology/uplo ads/textWidget/wysi wyg/documents/Prog ram_Objective_CMH C.pdf	Field Work evaluations, Portfolio review, Specific courses, Comp. exam, Exit Interview	Department collects/analyzes data and reports to faculty.	Program and curricular improvements made	March 2010 *next internal program review 2/2018 _____ External-by CACREP-2019

Computer Science, MS	yes	http://www.southernct.edu/academics/schools/arts/departments/computerscience/graduate/	Review of student projects and selected exam questions from key courses, Specific assessments in 3 key courses (e.g., student essays, presentations, on-line discussions), Alumni surveys, Capstone Exit Requirement	Technical Advisory Committee reviews curriculum. Reading Days are now Assessment Days.	Curricular changes	April 2010 *next internal program review 12/2017 _____ External-by ABET 2016 Site visit made, with draft statement given to institution in March, 2016. Response provided to ABET (via initial acknowledgement of receipt of draft statement)addressing weakness identified regarding a lack of Institutional Support, i.e., resources, including staff, are adequate to provide program support. Intent to submit a due process/post 30 day response submitted. Accreditation decision to be made at end of July 2016, with final report arriving in mid-August/mid-September.

| Counseling(school), MS | yes | http://ares.southernct.edu//counseling_schoolpsychology/uploads/textWidget/wysiwyg/documents/Program_Objective_SC.pdf | Comp Exam, Portfolio Review, Field Work Evaluations, Specific courses, Exit Interview | Department collects/analyzes data and reports to faculty. | Program and curricular improvements made (e.g. programmatic writing workshops) | March 2010 *next internal program review 2/2018 _____ External-by CACREP-2019 |

Creative Writing(English), MFA	yes	http://www.southern ct.edu/academics/sc hools/arts/departme nts/english/creative writing/graduate/lea rning-outcomes.html	Book-length Creative thesis (written and defended)	The Creative Writing Committee will assess and review its goals every five years. This year we will use the Graduate School Program Priority Report to further evaluate our Program.	There are no direct curricular changes but two initiatives; 1) greater focus on teacher training through internships that prepare our students for teaching careers and improve their understanding of writing and reading by instructing others in the classroom 2). Because of the rapid, national growth of the program (students from 12 states in four years), we are emphasizing ways to find supplemental student funding that also assists SCSU	December 2009 *next internal program review 4/2017 _____ External-private, individual reviewer 2017
Education, Elementary Ed, MS	yes	http://www.southernct.e du/academics/schools/ed ucation/departments/ele mentaryeducation/learne r-outcomes.html	Assessments specific to courses (research papers, projects, presentations), Praxis II exam, Exit Requirement	Graduate elementary Curriculum Committee meets monthly and then reports to full board.	Field experience hours increased in the classroom and in the total number of hours required	December 2010 *next int.program review 12/2018External-ACEI/NCATE rec.w/conditions 2/2018 -Review in Process
English, MA/MS	yes	http://ares.southern ct.edu//english/uploa ds/textWidget/wysi wyg/documents/Engli sh_2.pdf	Required Courses and assessments specific to course, Exit Requirement	Department collects/analyze data and reports to faculty.	Now use rubrics to evaluate applications to our MA/MS program. Also, have carefully tailored new comprehensive exam to match our	December 2009 *next program internal program review 3/2018 External-recognized NCTE/NCATE expires 2/2018

					programs' learning outcomes. Moreover, this exam is the default capstone for our MA and MS programs. Students wishing to write theses must now apply to do so.	
Environmental Education, MS	yes	http://www.southernct.edu/academics/schools/arts/departments/sciedu/programs/programgoals.html	Assessments built into courses (essays, exams, portfolios, presentations, lab or project reports, final papers, curriculum), Alumni Survey	Regular faculty meetings and an annual retreat	Modification of course content or pedagogical approaches. Ex. IDS 560 added quantitative exercises to the course	September 2014 *next internal program review 11/2020_____ External-private, individual reviewer 2020
Exercise Science, MS	yes	http://www.southernct.edu/academics/schools/education/departments/exercisescience/outcomes.html	Class assignments, quizzes, examinations, final projects, oral presentations and written assignments in specific courses, Thesis, comprehensive exam and independent study project, alumni, current student and current graduate faculty surveys	Graduate faculty meet regularly with input from graduate assistants.	Tenure track positions added; applied and received accreditation by Commission on Accreditation of Allied Health Education Programs; hired new faculty member in biomechanics	March 2012 *next internal program review 11/2020 _____ External-by NASPE 2019
History, MA/MS	yes	http://www.southernct.edu/academics/schools/arts/departments/history/graduate/graduateoutcomes.html	Written essays, Oral presentations, Book reviews, research papers, presentations, etc. in specific courses, Exit Requirements MA thesis, MS, comprehensive exam, Employer survey	History Department Curriculum Committee meets monthly	Organized a roundtable of former and current students to get program feedback. Created a new capstone and certificates to augment the study of Masters students and to attract foreign students. Working on a proposed Four plus One and	March 2006 *next internal program review is 4/2019 External-by NCSS,2016-Not Nationally Recognized

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					considering setting up another roundtable for fall 2014.
Library Science/Information I Library Science, MLS	yes	http://www.southernct.edu/academics/schools/education/departments/ils/sharedvision.html	Course assignments in core required courses, Capstone experience, Portfolio	Department collects/analyzes data and reports it to faculty.	Program changes included implementing adopted changes in the department, degree, program or assessment methods	May 2011 *next internal program review 11/2019_____ _____External- Not Accredited- In application process
Marriage and Family Therapy, MFT	yes	https://www.southernct.edu/academics/schools/health/academic-programs/marriagefamilytherapy/program/learningoutcomes.html	Course level assessments (i.e., course exam, papers, presentations, course studies). Practicum Performance Evaluation, Clinical Supervision, Site Supervisor internship performance evaluation, comprehensive exam, Alumni Survey	The MFT faculty meet once a month to review program concerns and to review how courses and curriculum meet COAMFTE requirements.	Recent use of data to change curriculum (e.g., reduction of gestalt training to 2 semesters); new course added in psycho-pharmacology, couples therapy, and cultural diversity; integration of clinical experience at the start of the second semester	October 2011 *next internal program review2/2020 _____ External- COAMFTE self-submission report due 2015; accreditation expires 5/2016 Site visit on 4/18 & 19th 2016. Pending final evaluation report from COAMFTE
Mathematics, MS	yes	http://www.southernct.edu/academics/schools/arts/departments/mathematics/Intro.html	Praxis II, Capstone course, Portfolios, Oral Exam, Special Project, Thesis, Alumni Survey, activities, projects, presentations in specific courses	Graduate Program Committee meets on a monthly basis to discuss issues pertaining not only to graduate curriculum but to all aspects of our graduate program, policies, data, etc.	Tackled rules and regulations regarding all 3 capstone experiences and assembled a graduate student handbook.	November 2011 *next internal program review 3/2020 _____ External – recognized NCTM/NCATE expires 2/2018

| Nursing, MSN | yes | http://www.southern ct.edu/academics/sc hools/health/academi c- programs/nursing/gr aduateprograms/grad uatelearningoutcomes .html | Clinical Evaluation Tool(CET), MSN Current Student survey, Capstone-thesis or special project, FNP Certification Exam , Alumni Satisfaction Surveys and Employer Surveys | Department's Quality Improvement Committee and MSN Program Committee work to review and disseminate info. to faculty;FNP pass/fail rates reviewed on a regular basis as well as student opinion surveys given in every course. | Continue to monitor and maintain the success of the FNP pass rate-100%;room for improvement with the integration of high-fidelity simulation and use of standardized patients; Strategies implemented to foster improvement in these student areas: advisor, standardize program; special project process and faculty/ student relationships. Strategies include improved communication re program organization and role of the advisor; special project process streamlined & a fac./studentnetwork tea | internal program review 4/2016 _____ External by CCNE 2022…report due 12/2017 |
| Physics, Applied MS | yes | http://www.southern ct.edu/academics/sc hools/arts/departme nts/physics/graduate programs/graduate-learning- outcomes.html | Employer survey and interviews; enrolled student and graduate surveys; external evaluator | Graduate Committee monthly meetings | First cohort just entered Fall 2012. Rotated course Image Processing 541 with computer science | Accreditation approval in 2012. *next internal program review 3/2022 _____ External-private, individual reviewer 2022 |

Political Science, MS	yes	http://www.southernct.edu/academics/schools/arts/departments/politicalscience/learningoutcomes.html	Comprehensive exam, thesis, or special project, Student & faculty surveys. Course level assessments (e.g., research paper, class presentations, tests)	Department collects/analyzes data and reports to faculty.	Revised what was once a track in Public Administration to be a concentration in Public Policy and Urban Affairs. This revision approved by G. Council and BOR	May 2009 *next internal program review 2/2017 _____ External-private, individual reviewer 2016
Psychology, MA	yes	http://www.southernct.edu/academics/schools/arts/departme	Required course assignments (e.g., assignments, presentation	Grad. Committee meets several times each semester to	Restructuring of comprehensive exam, new course	March 2009 *next internal program review 11/2016

		nts/psychology/gradu ate/learningoutcomes .html	of research) Alumni survey, Comprehensive exam, or Thesis	discuss all aspects of program; long term goals; and possible program changes.	added PSY 589 thesis seminar	External-private, individual reviewer 2016
Public Health, MPH	yes	http://www.southern ct.edu/academics/sc hools/health/academi c-programs/publichealt h/masterofpublicheal th/mphcompetencies. html	Exit Interview, Alumni Survey, Employer Survey, Performance in specific courses, Success in internship, Thesis or special project, Credentialing exam	Graduate Program Committee collects/analyzes data and reports it to faculty.	Two weaknesses addressed: PCH 515 was modified to take a more practical approach to the use of statistic and PCH 586 was taught with a more didactic approach, replacing the seminar theme. As a result of these changes, course outcomes improved. PCH 510 has now been moved to the summer as opposed to the intersession schedule.	March 2011 *next internal program review 3/2019 _____ External-by CEPH 2016. Site visit on 4/14th & 4/15th, 2016. Preliminary review completed. Waiting program response. Final status report will be distributed in fall 20116.
Reading, MS	yes	http://www.southernct. edu/academics/schools/ education/departments /specialeducationreadin g/learneroutcomes.html	Specific course level assessments (e.g., papers, lesson plans, early literacy projects, action research report, applied diversity in literacy, diagnostic portfolio, literacy intervention plan), that align with IRA 2010 Standards; Praxis II scores; comprehensive exam, Alumni Survey, Graduate Student Survey	Meet as a Reading Faculty once per month to address current issues and to make curricular changes as needed. Course syllabi up-dated every semester.	New course added. Diversity in Literacy; Pathways to Literacy Conference held. East Lyme Satellite program developed; improved questions on the survey.	October 2012 *next internal program review 2/2021 _____ External-by ILA/NCATE recognized expires 2/2018
Recreation & Leisure, MS	yes	https://www.southernct.e du/academics/schools/he alth/academic-programs/recreationleisu restudies/therapeutic-recreation-grad/learning-outcomes-therapeutic-	Direct measures-course embedded assignments, capstone experience, exams, national exam	Department faculty review and revise during a scheduled, annual meeting and	Course assignments have changed. The program fosters more of a sense of	March 2013 *next internal program reviews 12/2021 External private, individual reviewer 2021

| | | | pass rates, presentation/projects, pre/post perceived competencies assessment Indirect measures: Alumni survey, graduate student survey, advisory board, curriculum review. | then share results with appropriate parties (e.g., students, advisory board, faculty). Graduate Coordinator develops an annual report that addresses: statistical data relative to admissions, graduation and GPA; findings of assessment of program activities; and program updates/goals. | community because: Increased the number /amount of professional activities of faculty and extent of graduate student involvement; increased graduate student representation on department advisory councils; use of bi-weekly listserv to keep students informed and up-to-date; Created an end of academic year celebration/social event; bi-annual graduate student survey-added survey item' the department promotes an open environment.' Recent survey results indicate that 95% of students who completed the survey either strongly agreed or agreed with this statement. Also, created a system to track student academic progress: incoming graduate students are now assigned a faculty advisor based | |

					upon area of specialization; in fall 2010 a graduate student listserv was created for all graduate students in the program. Advising announcements and information pertinent to graduate students is sent out on a regular basis; faculty advisors do a transcript analysis of their advisees at the end of each spring semester; each summer the graduate coordinator uses banner to review student records to assess progress towards degree completion.	
Romance Languages, MA-French, Italian , Spanish	yes	http://www.southernct.edu/academics/schools/arts/departments/world-languages/romancelanguages/**learningoutcomes.html**	ACTFL Oral proficiency interview, ACTFL written production test, STAMP test, Exit Requirements, Alumni surveys	Department collects/analyzes data and reports to faculty.	Dr. Gabe, renowned expert in foreign language literacy development, brought in to address ways to include reading into the curriculum	February 2007 *next internal program review 2/2019 _____ External-recognized by NCATE, expires 2/2018
School Health Ed, MS	yes	http://www.southernct.edu/academics/schools/health/academic-programs/exercisescience/school-health-education/graduate-program/learning-outcomes.html	Passing rate on the Praxis II content examination, Specific courses designed to measure outcomes to	School Health faculty meet regularly during the academic year and summer (e.g., student	Revised assignments; rubrics revised for research paper; course added;	October 2011 *next internal program review 12/2019 _____

			national standards, specific assessments in these assigned courses (i.e., papers, lit reviews, tests, collaboration activities and projects, power point presentations). Evaluation of Student Teaching, Capstone Project , Exit Interview, Alumni Survey	achievement, design rubrics, review professional standards and competencies).	two hybrid courses added	External-by NCATE recognized, expires 2/2018 (Shape America(Society of Health and Physical Education)
School Psychology, MS	yes	https://www.southernct.edu/academics/schools/education/departments/counseling/SP/	Comp. Exam, Field Work Evaluations, Portfolio system, Specific courses, Exit interview	Core faculty meet 4 times a semester to discuss aspects of program; goals; possible changes in the program, etc.	Developed a matrix, a new core sequence, new courses, and redesigned others.	March 2010 *next internal program review 2/2018_____ External-byNASP 2016-Recognized thru the semester and year of the institutions next NCATE accreditation
Science Education, MS	yes	http://www.southernct.edu/academics/schools/arts/departments/sciedu/programs/programgoals.html	Assessments built into courses (e.g., essays, exams, portfolios, presentations, lab reports, research project, exams, final papers) Alumni Surveys-pre/posttest assessment of LO's. Student surveys administered from ASC handbook	Faculty teaching in program share ideas and discuss successes and challenges at regularly scheduled department meetings and at the annual retreat. We reflect on programs, pedagogy, course content and student experiences.	The development of a Student Handbook in Fall 2015. Also, a review of course syllabi before each upcoming semester, to ensure that they meet the criteria set forth by the ASC.	November 2014 *next internal program review 4/2022 _____ External by NSTA-recognized by NCATE expires 2/2018

| Social Work, MSW | yes | http://www.southernct. edu/academics/schools/ health/academic- programs/socialwork/gr | Professional competencies and practice behaviors are assessed across the | MSW graduate faculty review data analysis results. | MSW Exit Survey and Now/Then Self-Efficacy measure results used to | April 2012 *next internal program review 12/2020 |

		aduate/mastersprogram /CSWE%20Foundation% 20Competencies%20BS WMSW.pdf	curriculum and within each clinical specialty using grading rubrics for assignments in foundation level, practice, policy and HBSE courses. Advanced clinical courses also use grading rubrics for assignments and common assignments across sections of a course; Exit survey, Field Evaluation, and Alumni Survey		discuss course revisions at planning meetings. More focus in SWK 570/571 on areas concerning policy analysis and understanding the context that shape practice. Will share the latest information on psychotropic drugs at one of the common/seminar days required of all students, and add drug information to other practice courses other than SWK 552 Considering instituting a spring semester advisement week for students as this appears to be lacking for students. Will put a link in the program acceptance letter and a link in the TK20 acceptance letter directly to the MSW student handbook. Will reinstitute a career night, offer a session on resume building and licensing, as well as look to modify program plans so students can	External-byCSWE-2021

					take advanced clinical courses prior to final year of practicum. These specific action steps will help enhance data assessment for the program: re-institute assessment committee to review and analyze data and make recommendation on a yearly basis; meet with field instructors and standardize the way that they complete the field instrument; mandate that everyone use the TK20 rubrics that directly measure student behavior(s).	
Sociology, MS	yes	https://www.southernct.edu/academics/schools/arts/departments/sociology/graduateprogram/learningoutcomes.html	Core & elective coursework, Capstone requirements, i.e., exam, thesis, special project; alumni and student surveys	Department Curriculum Committee & Graduate Advisory Committee	Action Plan Developed-addressing program weaknesses. Focus on making program revisions for a more applied MS in Soc.; improving student advisement.. Offered a brown bag series encouraged students to apply for TA's and research fellowships	Internal review-March 2016* did not satisfactorily complete its review _____ External-private, individual reviewer 2015

Special Ed, MS	yes	http://www.southernct.edu/academics/schools/education/departments/specialeducationreading/learneroutcomes.html	Alumni Survey; course specific assessments in adaptive technology, autism spectrum disorders and other disabilities, early childhood, learning disabilities, etc.	Monthly departmental meetings where committee information is shared and the process of program review and evaluation is implemented.	New faculty hires; on-going assessment to keep courses current; held a graduate seminar	October 2012 *next internal program review2/2021 External-by CEC/NCATE recognized 2/2018
Sport and Entertainment Management, MS	Yes	http://southernct.edu/academics/schools/health/academic-programs/recreationleisurestudies/sportentertainment/learningoutcomes.html	New program-course imbedded outcomes, field experience evaluation.	The evidence is interpreted annually thru the process of writing/reviewing the Department's Annual Report.	Implementation of unique learning outcomes. Also will be disaggregating data to specifically measure these outcomes. Will also develop a separate mission and vision statement and adjust curriculum based on program needs.	Looking to align program with COSMA outcomes. First program review to occur in the Fall 2016
Women's Studies,	yes	http://www.southernct.ed	Four core classes and a	The Steering	Discussed and	Spring, 2012 *next internal program review 3/2021

MA, GC		u/academics/schools/arts/departments/womensstudies/academicprograms/learningoutcomes.html	required individualized field experience focus specifically on the academic learning outcomes and individual instructors determine the means by which students demonstrate mastery. Other assessment measures include a thesis, a special project or a comp. exam., alumni survey	Committee, broken into smaller committees (e.g., evaluation, curriculum), meets monthly to discuss the program's mission, student outcomes and methods for measurement.	entertained using another assessment for the Fall 2013. Fall 2012 homecoming added to WMS Annual Graduate Conference; added more diverse courses. For example, incorporated a summer online course for Ecofeminism-summer 2013. Also diversify courses through WMS 599 special topics course (e.g., Take Back the Kitchen…).	External-private, individual reviewer 2021
Counseling(School), SYC	yes	http://ares.southernct.edu//counseling_schoolpsychology/uploads/text Widget/wysiwyg/documents/Program_Objective_SC.p df	Comp Exam, Portfolio Review, Field Work Evaluations, Specific courses, Exit Interview	Department collects/analyzes and reports to faculty.	Program and curricular improvements made	March 2010 *next internal program review 2/2018 _____ External-by CACREP 2019
Educational Coach, SYC	yes	http://www.southernct.edu/academics/schools/education/departments/elementaryeducation/learner-outcomes.html	Students must pass the CAT in order to qualify for certification. We track individual success, first time pass rate, and the percentage of students who earn the 6th year diploma. Students must pass the CAT in order to earn the	Department collects data as does the CSDE who has oversight of our program and the outcomes of our students on the CAT.	In the last 3 years, reviewed all curriculum for the ten program courses, made modification our course work to reflect changes in school leadership responsibilities initiated for public	March 2009 *next internal program review 4/2021 _____ External-private, individual reviewer 2021

			diploma(program requirement)		school administrator related to school reform, teacher and administrative evaluation, curriculum etc. The changes have been incorporated into our leadership prep course work to ensure that our graduates are well prepared. Additionally, we have made changes in course sequence to reflect learning outcomes in a more appropriate sequence for moving through the EDL program.	
Educational Leadership, SYC	yes	http://www.southernct.edu/academics/schools/education/departments/edl/studentoutcomes.html	Course based, specific assessments included school improvement project, culminating assignment (prototype Connecticut Administrator Exam) District Curriculum Analysis, Principal Budget Assignments, Reflective Journal and Professional Development Plan, Paper and Presentation, internships with Portfolio development and presentations. Alumni Survey, Graduate Program Surveys	On-going informal communication with students, along with a review of the Course information surveys after each semester, Strategic planning committee reviews department surveys of students and alumni. Also informal interactions with the leadership of 3 organizations that comprise the educational administration leadership in Connect (CT. Association of	Development of a cohort model results in substantive exchanges and has guided the department in the re-sequencing of program course work. Closer interactions with regional superintendents have provided substantive and ongoing insights into program strengths and weaknesses; Updated the website. Uniform major	November 2012 *next internal program review 4/2020 _____ External-recognized byELCC/NCATE expires 2018

				Schools, CT Association of Public Schools, Shoreline Association of Superintendents) provide feedback.	assessment done on specific courses in EDL: 680, 682,684,685 & 688. Also included the development of a newly created rubric which all faculty in these courses use.	
Elementary Ed Classroom Teacher Specialist, SYC	yes	http://www.southernct.edu/academics/schools/education/departments/elementaryeducation/learner-outcomes.html	Assessments in 5 required courses (e.g., major project, class assignments, grade)	Program Coordinator sees all student data related to learner outcomes	Broad based with students coming for Prek-12 and special education, 3 different tracks to follow	2009 *next internal program review 12/2018 External-by ACEI 2019
Library Science, Info. & Library Science, SYC	yes	http://www.southernct.edu/academics/schools/education/departments/ils/sharedvision.html	Course assignments in core required courses, Capstone experience, Portfolio	Department collects/analyzes data and reports it to faculty.	Program changes included implementing adopted changes in the department, degree, program or assessment methods	May 2011 *next internal program review is 11/2019_____ **Applications for admission are currently suspended*****
Reading, SYC	yes	http://www.southernct.edu/academics/schools/education/departments/specialeducationreading/learneroutcomes.html	Specific course level assessments (e.g., papers, lesson plans, early literacy projects, action research report, applied diversity in literacy, diagnostic portfolio, literacy intervention plan) that align with IRA 2010 Standards; Praxis II scores; comprehensive exam, Alumni Survey, Graduate Student Survey	Meet as a Reading Faculty once per month to address current issues and to make curricular changes as needed. Course syllabi up-dated every semester.	New course added. Diversity in Literacy; Pathways to Literacy conference held; East Lyme Satellite program developed; improved questions on the survey.	October 2012 *next internal program review 2/2021 _____ External –by ILA/NCATE recognized expires 2/2018

Program	Accredited	URL	Assessment Methods	Data Use	Changes Made	Review Dates
School Psychology, SYC	yes	https://www.southernct.edu/academics/schools/education/departments/counseling/SP/	Comp. Exam, Field Work Evaluations, Portfolio review, Specific courses, Exit interview	Department collects/analyzes data and reports to faculty.	Minor course revisions made to a minimum of 10 courses. Major revisions made to CSP 641, CSP 670 and CSP 574. New course CSP 622 going up to graduate council in the fall 2013. Major revisions made to the sequence of courses. Also updated student handbook and some policies and procedures.	March 2010 *next internal program review2/2018 _____ External-by NASP to 2016-2/1/2016 recognized thru the semester and year of the institutions next NCATE accreditation decision in 5 to 7 years
Science Education(ISIS), SYC	yes	http://www.southernct.edu/academics/schools/arts/departments/sciedu/programs/programgoals.html	Evaluation of student journals, reflections, reports and assignments; Alumni and Current Student surveys	Department collects/analyzes data and presents at faculty department meetings. Data is also shared at the faculty retreat.	Action Plan for the future (e.g., student handbook, guiding and retrospective syllabus)	November 2014 *next internal program review 4/2022 _____ External byNSTA 2019
Special Education, SYC	yes	http://www.southernct.edu/academics/schools/education/departments/specialeducationreading/learneroutcomes.html	Alumni Survey; course specific assessments in adaptive technology, autism spectrum disorders and other disabilities, early childhood, learning disabilities, etc.	Monthly departmental meetings where committee information is shared and the process of program review and evaluation is implemented.	New faculty hires; on-going assessment to keep courses current; held a graduate seminar	October 2012 *next internal program review2/2021 _____ External by CEC 2019

| Educational Leadership, Ed.D. | yes | http://www.southernct.edu/academics/schools/education/depa**rtments**/edl/student outcomes.html | Meeting the objectives of the seven core courses; regular alumni and student surveys; also, a Professional Knowledge and Skills Survey to assess perceived change in knowledge and skills; Faculty survey | The Coordinator meets monthly with the Ed.D faculty to discuss coordination & direction of program. Additionally, the Coordinator confers with Ed.D. faculty at twice monthly faculty meetings. | Action plan developed. Familiarize new students with Library resources in the area of print and non-print media and to incorporate doctoral level expectations tied to student use of resources. Identified and implemented | February 2013 *next internal program review is 4/2021 External-private, individual reviewer 2021 |

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					strategies and procedures to enhance communication with students. Maintained the recent reactivation of the program assistant position in the department in support of the doctoral studies program needs. Respond to prospective candidate's interest in exploration of opportunities for creative study options to enhance their education based professional experiences.	
Nursing Education, Ed.D.	yes	http://www.southern ct.edu/academics/sch ools/health/academic - programs/nursing/ed d/index.html –	Major data collection occurs through the use of students' e-portfolios.	An Ed.D. Program Committee evaluates how students meet these learning outcomes.		New program Approved November 2011. Implementation started on August 2012. *next internal program review is 4/2018 External-by CCNE 2022

Institutions selecting E1a should also include E1b.

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

	(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).	(6) Date and nature of next scheduled review.
Athletic Training(undergraduate)	Commission on Accreditation of Athletic Training Education(CAATE)	2008	One faculty member not licensed as an athletic trainer in CT- Certification outcomes not linked on the front page of our program's website *both problems addressed in report	http://www.caate.net/imis 15/caate/	Accredited until 2017
Chemistry (undergraduate)	American Chemical Society	2007	No key issues identified in previous report	http://portal.acs.org/portal /acs/corg/content	Accredited until 2018
Communication Disorders (graduate	Council on Academic Accreditation in Audiology and Speech-Language Pathology(CAA)/AS HA	2011	Issues mentioned: Additional physical space for clinical/lab, office, etc. A shortage of faculty, especially someone with an expertise in autism.	http://www.asha.org/acad emic/accreditation/	Accredited until 2018 *Annual report submitted in 2/ 2014(issues addressed)

Computer Science (undergraduate)	Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)	2012	Draft statement presented in March 2016 by Committee. Program Weakness= Criterion 8-Institutional Support-need more staff report, and Program Concern, Criterion 6, Faculty-need additional full-time faculty	http://www.abet.org/	Accredited to 2016 Draft statement and response written in March 2016. Final accreditation decision to be made during summer meeting in July 2016, with official notification coming in mid-August/September

Counseling (graduate) Counseling and Clinical Mental Health Programs	American Counseling Association Council for Accreditation of Counseling and Related Educational Programs (CACREP)/NCATE	2013	No concerns exist.	http://www.cacrep.org/index.cfm/about-cacrep	Accredited to 3/2019
Early Childhood Undergraduate program, N-3	National Association for the Education of Young Children (NAEYC)/NCATE	2015	met all standards	http://www.naeyc.org/	National recognition expires 2/2018
Graduate Collaborative Early Childhood Program N-Grade 3	National Association for the Education of Young Children (NAEYC)/NCATE	2015	met all standards	http://www.naeyc.org/	National recognition expires 2/2018
Educational Leadership (Superintendent) School District Level	Educational Leadership Constituents Council(ELCC) *currently not nationally recognized	2014	1.1 Develop a District Vision of Learning, not met. 1.2 Articulate a District Vision of Learning, not met. 1.3 Implement a District Vision of Learning, not met. 1.4 Steward a District Vision of Learning, not met. 1.5 Promote Community Involvement in District Vision, not met. 2.1 Promote a Positive District Culture, not met. 2.2 Provide Effective Instructional Programs within District, not met. 2.3 apply Best Practice to Student Learning, not met. 2.4 Design Comprehensive Professional Growth Plans not met. 3.1 Manage the District Organization, not met. 3.2 Manage District Operations, not met. 3.3 Manage District Resources, not met. 4.1 Collaborate with Family and other Community Members, not met.:4.2 Respond to Community Interests and Needs, not met. 4.3 Mobilize Community Resources, not met. 5.1Acts with Integrity, not met. 5.2 Acts Fairly, not	http://www.npbea.org/wp/wp-content/uploads/2015/06/ELCC-District-Level-Standards-2011.pdf	2014 *currently not nationally recognized

Educational Leadership(ADV) <u>School Building level</u>	Educational Leadership Constituents Council(ELCC)	2013	met. 5.3 Acts Ethically, not met. 6.1 Understand the Larger Educational Context, not met. 6.2 Respond to the Larger Educational Context, not met. 6.3 Influence the Larger Educational Context, not met;7.5planned and guided cooperatively, not met <u>School Building Level</u> No deficiencies, weaknesses, etc.	http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676	National recognition - 2/2018
Elementary Education undergraduate Elementary Education Graduate Certification Elementary Education Collaborative Program-Elem/SED	Association for Childhood Education International (ACEI)/NCATE ACEI/NCATE EECP/NCATE	2015 2016-response to conditions report 2015	**UG** Science-met with conditions; 2.5 The arts, met with conditions; 2.6 Health Education, met with conditions; 2.7 Physical Education, not met. **GRAD** 2.5- the arts, not met; 2.6. Health Education, not met 2.7 Phy. Education, not met; 3.1 Integrating and applying knowledge for instruction met w/conditions; 5.2, Collaboration with families, colleagues and community agencies, met w /conditions. Area for consideration-revision of assessments to include data on meeting 2.5, 2.6,2.7 listed above. <u>Elementary Education Collaborative Program</u> Standard 2-	http://acei.org/	UG National recognition Expires 2/2018 GRAD Status given on 8/2016 *Not Recognized. National recognition expires 2/2018

			2.5 the arts, met with conditions; 2.6 health education, met with conditions; 2.7 Phy. Education, met with conditions		
English (graduate)	National Council of Teachers of Englsih (NCTE)NCATE	2013	National recognition-No key issues identified	http://www.ncte.org/	National recognition expires 2/2018
English (undergraduate)	(NCTE)NCATE	2015	met all standards-no key issues identified	http://www.ncte.org/	National recognition-expires 2/2018
Exercise Science (undergraduate) k-12 Teacher Education	National Association for Sport and Physical Education (NASPE)NCATE	2013	Areas for consideration: the program should consider revising assessment 5 to more clearly define candidates' impact on student learning. Identify 'N' on data charts.	http://www.playgroundprofessionals.com/encyclopedia/n/national-association-sport-and-physical-education	National recognition expires 2/2018

Exercise Science (undergraduate)	American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)AKA SHAPE Commission on Accreditation of Allied Health Educational Programs (CAAHEP)	2014 2014	II.B. Appropriateness of Goals and Learning Domains-current Advisory Board not meeting annually; IV. B.2-Student and Graduate Evaluation/Assessment Outcomes Reporting-quantitative data from graduate and employer surveys is not up to date;	http://www.aahperd.org/ www.caahep.org	Accredited to 2019 report due spring 2016 *interim progress report due 6/2014 Next comp. evaluation to occur no later than 2019
Foreign Language (undergraduate and graduate)	American Council on the Teaching of Foreign Languages (ACTFL)NCATE	2014	UG & Graduate No key issues identified	http://www.actfl.org/i4a/pages/index.cfm?pageid=1	National recognition Expires 2/2018
Human Performance (undergraduate)	Commission on Accreditation of Allied Health Educational Programs (CAAHEP)	2014	No key issues identified –see exercise science	http://www.caahep.org/	Accredited to 2019, spring report due 2016
Information & Library Science (MLS) New Program MLIS School Library Media Specialist	American Library Association * accreditation withdrawn 6/2013. American Library Association & American Association of School Librarians(ALA/AASL)	2014 2016 2016	Better defined/connected program level goals, outcomes and program objectives; Faculty deficient in research or other appropriate scholarship(standard 3.5) Standard 1-Teaching for learning, not met, Standard 2-Literacy and Reading, not met; Standard 3-Information & Knowledge, not met, Stand 4 Advocacy & Leadership, not met; Standard 5 Program Management, not met. Area for Consideration –report did not follow guidelines for report submission	http://www.ala.org/	Annual report submitted 8/2014*not accredited New Program MLIS pre-candidacy status *Further development required 8/2016 Revised Report required.

| Marriage & Family Therapy (graduate) | Commission on Accreditation for Marriage and Family Therapy Education | 7/2014 | Concerns noted in 2009(last, completed review) Standard 2c academic support services are sufficient to ensure quality and are evaluated on a regular basis; Standard 3c curriculum is logically structured to meet expected program outcomes, 3e didactic and clinical teaching/learning practices and learning environments support the achievement of expected and actual student learning outcomes; Standard 4a student performance in both coursework and clinical practice is evaluated by faculty and supervisors and reflects achievement of expected outcomes. Evaluation policies and procedures are defined, published and consistently applied, 4b Programs will have policies and procedures specifying how to collect information about students' demonstrated achievements of graduates and employer satisfaction. 4c program outcome data are analyzed to provide evidence of program effectiveness and are used to foster ongoing program involvement, 4d faculty outcomes demonstrate achievement of the program's educational outcomes, and enhances program quality and effectiveness | https://www.aamft.org/iMIS15/AAMFT/Content/coamfte/about_coamfte.aspx | Extension granted –report due 5/2015 accreditation extended to 5/2016. Site visit held 4/18 & 4/19/2016. July 2016 status, waiting for final evaluation report from COAMFTE. |

Mathematics(undergraduate and graduate)	National Council of Teachers of Mathematics(NCTM)NCATE	2/1/2015	See list UG & Grad not met in Appendix	http://www.nctm.org/	National recognition- expires 2/2018
Nursing (graduate and undergraduate)	Commission on Collegiate Nursing Education (CCNE)	2012	Compliance concern for master's program with respect to element II F: demonstrate that the parent institution and program provide and support an environment that encourages faculty practice in keeping with the mission, goals, and expected faculty outcomes	http://www.aacn.nche.edu /ccne-accreditation	Accredited to 2022. Interim progress report due 12/2017
Public Health (undergraduate and graduate)	Council on Education for Public Health (CEPH)	2009	Faculty qualifications for teaching bio stats; Tracking of BS alumni & UG graduation rates	http://www.ceph.org/	Accredited to 2016 – Site visit 4/14 /2016 & 4/15th 2016. Preliminary report provided in July 2016. Status: waiting for final accreditation report in fall 2016.
Reading 6th Year Consultant (specialist) and Reading MS Reading Specialist (graduate)	International Literacy Association (ILA)NCATE	8/1/2013	All standards met	http://www.literacywor ldwide.org/	National recognition – expires 2/2018

School Health(graduate)	SHAPE America(Society of Health and Physical Education	2/1/2015	St. 6 Administration and Coordination-met with conditions, key element B	http://www.shapeamerica.org/about/	National recognition: expires 2/2018
School Psychology (graduate)	National association of School Psychologists (NASP)NCATE	2/1/2016	St. 1-School Psychology program context/structure-not aligned to any particular assessment; St. 5 direct & indirect services: systems level service schools, not met;5.2 preventive & responsive services , not met; St. 9.6 the program employs a systematic, valid process to ensure that interns demonstrate competencies to begin effective practice as school psychologists, not met	http://www.nasponline.org/certification/index.aspx	National recognition— 2/1/2016 Recognized thru the semester and year of next NCATE accreditation decision in 5-7 years
Science Education (undergraduate and graduate)	National Science Teachers Association (NSTA)NCATE	2/1/2013	UG and GRAD standards all met	http://www.nsta.org/	National recognition – expires 2/2018

Social Studies (undergraduate)	National Council for the Social Studies (NCSS)NCATE	2/1/2016	UG	http://www.socialstudies.org/standards/teacher	National recognition-2/1/2016 program is recognized thru the semester and year of the institution's next NCATE accreditation decision in 5-7 years.
History/Social Studies (graduate)	NCSS/NCATE	2/1/2016	Graduate St. 1.1 culture and cultural diversity, met with conditions. St. 1.5 Individuals, groups and institutions, met w/conditions. St. 1.8 Science, Technology and Society, met w/ conditions. Areas of Concern: it is suggested that the program provide solid, evidence-based support of candidate content knowledge across the 10 NCSS themes.		2/1/2016 -Not nationally recognized.
Social Work (undergraduate and graduate)	Council on Social Work Education(CSWE)	10/2013	No key issues identified	http://www.cswe.org/	Accredited to 10/2021

Special Education UG Collaborative Elementary/Special Education	Council for Exceptional Children (CEC)NCATE	8/2014	Met all standards	http://www.cec.sped.org//AM/Template.cfm?Section=Home&WebsiteKey=ccc2b576-80bf-48af-8827-0acb530166fb	National recognition – expires 2/2018
Special Education-undergraduate	CEC/NCATE	8/2014	Met all standards.		National recognition – expires 2/2018
Special Education Graduate	CEC/NCATE	8/2014	Met all standards.		National recognition – expires 2/2018

| | National Council for Accreditation of Teacher Education (NCATE)Council for the Accreditation of Educator Preparation(CAEP) | November 2014 | Areas for Improvement – Standard I Candidate Knowledge, Skills and Professional Dispositions –the unit does not have a reliable assessment to evaluate candidate disposition-ITP AND ADV programs; Standard 2 Assessment System and Unit Evaluation-the unit does not systematically or effectively utilize feedback from graduates and employers to improve the quality of programs and the operation-ITP & ADV programs and the unit does not systematically collect and analyze assessment data for advanced programs for teachers not leading to certification- ADV programs; Standard 3 Field Experience and Clinical Practice-the unit does not ensure consistent management of field experiences and clinical practice-ITP & ADV programs and the unit does not link data and assessments connected to field experiences and clinical practice to the conceptual framework; Standard 4 Diversity-the unit does not ensure that all candidate have field work or clinical experiences with P-12 students from diverse populations ADV programs and there is little evidence that the unit provides feedback to candidates to improve the skills necessary to t each students from diverse populations; Standard 6 Unit governance and Resources the unit budget does not adequately support the on campus and clinical work essential for the preparation of candidates in the ADV programs. | http://www.ncate.org/ http://caepnet.org/ | Nov/2014 granted continuous accreditation Site visit Spring 2019 |

Appendix Mathematics UG and Graduate not met

UG; 10.3 apply the major concepts of abstract algebra to justify algebraic operations and formally analyze algebraic structures; 10.5 use technological tools to explore algebraic ideas & representations of information and in solving problems; 11.4 build and manipulate representations of two and three dimensional objects and visual objects from different perspectives; 12.4 use technological tools to explore and represent fundamental concepts of calculus; 13.3 use technological tools to solve problems involving the use of
discrete structures and application of algorithms; 14.2 use appropriate methods such as random sampling or random assignment of treatments to estimate populations characteristics, test conjectured relationships among variables and analyze data; 14.6 draw conclusions involving uncertainty by using hands-on and computer based simulations for estimating probabilities and gathering data to make inferences and conclusions

Grad: 10.3 apply the major concepts of abstract algebra to justify algebraic operations and formally analyze algebraic structures; 10.5 use technological tools to explore algebraic ideas & representations of information and in solving problems; 10.6 demonstrate knowledge of the historical development of algebra including contributions from diverse cultures; 11.4 build and manipulate representations of two and three dimensional objects and visual objects from different perspectives; 12.4 use technological tools to explore and represent fundamental concepts of calculus; 13.3 use technological tools to solve problems involving the use of discrete structures and application of algorithms; 14.2 use appropriate methods such as random sampling or random assignment of treatments to estimate populations characteristics, test conjectured relationships among variables and analyze data; 14.6 draw conclusions involving uncertainty by using hands-on and computer based simulations for estimating probabilities and gathering data to make inferences and conclusions

Southern Connecticut State University
501 Crescent Street
New Haven, CT

Report in Preparation
For
Off Campus Site Visit
to the
SCSU Graduate Program at the Grove School
Madison, Connecticut

February 2016

Program: **MS Special Education**
              Coursework for Cross Endorsement in Special Education

Location: **Grove School, Madison, CT**

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 69 undergraduate and 47 graduate degree programs. SCSU offers graduate programs in over 50 areas of study in the fields of education (including library science and information technology), business, health and human services, and arts and sciences.

SCSU has five primary academic divisions: the School of Education; the School of Arts and Sciences; the School of Business; the School of Health and Human Services; and the School of Graduate Studies. In 2012 SCSU was re-accredited for a 10 year period by the New England Association of Schools and Colleges (NEASC).

In the fall of 2015, the university served 10,473 students. Of those, 8,106 were undergraduate students and 2,367 were graduate students. Over 2,600 students live on campus. Nearly 85% of the students are in the 18 -29 age group, with more than 45% falling in the 20-24 age bracket. More than 59% of our students classify themselves as Caucasian, 16.0% as African-American, 9.3% as Hispanic and 3.0% as Asian and 2% are multi-racial. Approximately 9% of students chose not to identify their ethnicity. More than 63% of the students are female and 96% are Connecticut residents. SCSU has students from virtually every town in Connecticut, 30 other states and 5 countries. SCSU serves a diverse student population, half of whom are the first in their families to graduate from college, and over 29% are students of color. The university also provides a range of educational support services to 668 students with disabilities, one of the largest populations on any Connecticut campus, and SCSU's regionally known Disabilities Resource Center attracts both in-state and out-of-state students.

The university awarded 2,428 degrees in 2014-2015, including 1,577 bachelor's degrees, 636 master's degrees, 203 6th year diplomas and twelve doctoral degrees.

The university employs a primarily unionized workforce of approximately 975 individuals full-time including 65 business and financial operations employees; 43 community service, legal, arts and media staff; 26 computer, engineering and science employees; 9 healthcare practitioners; 21 librarians and library technicians; 49 management employees; 27 natural resources, construction and maintenance staff; 123 administrative support employees; 51 instructional support staff; and 9

production, transportation, material moving employees. The 440 full-time and 512 part-time teaching faculty are all represented by the American Association of University Professors (AAUP).

University facilities include 38 buildings on a 171-acre campus. SCSU has recently undergone one of the largest building construction programs in its 115-year history. An updated master plan has also been developed which will guide construction of new facilities in the next 5 to 10 years. The Hilton C. Buley Library has recently been renovated and is now one of the largest libraries in the state. The School of Business has recently completed renovation and addition to its building and the university has taken a quantum leap forward with the recent opening of its Academic Science and Laboratory Building. SCSU has an Endowment of $14.5 million and an operating budget of $218 million.

SCSU is one of the 17 institutions that comprise the CSCU, the Connecticut State Colleges and Universities System. CSCU includes the four state universities – Southern Connecticut State University, Central Connecticut State University, Eastern Connecticut State University, and Western Connecticut State University – the 12 Connecticut Community Colleges and Charter Oak, an on-line state college. The governance of the CSCU is the responsibility of the Board of Regents (BOR) for Higher Education.

Off-Campus Program at the Grove School in Madison, CT

The off-campus site to be visited is located at the Grove School in Madison, Connecticut. Initially, this program was offered in 1995 in Lisbon, CT and then moved to East Lyme, CT in the fall of 2008. The program moved to the Grove School campus in Madison, CT in the fall of 2015. The program offers course work that enables students who already have a current CT teaching certification in another area to obtain a cross endorsement in Special Education from the CT State Department of Education **and/or** a Masters Degree in Special Education. This program, in this new location, provides a broader catchment area that continues to meet a significant need in the southeastern part of the state to produce highly-qualified special education teachers, a shortage area in our state. The current cohort of 14 students began at the Grove School in the fall of 2015. They are expected to complete their program in December 2016.

Admissions: Candidates for the SCSU Graduate Program at the Grove School apply for admission into the degree or cross endorsement classes as any other SCSU graduate degree candidate and undergo the same admissions decision process. The admission process includes the graduate school application, all prior transcripts, two letters of recommendation, a copy of a current certification in CT in an area other than special education (if student is seeking a cross endorsement), an essay, verification of a background check, the purchase of TK20 (the SCSU school of education data collection platform) and a signed copy of the School of Graduate Studies *Student Retention and Continuation Policy*. Medical information required of

all SCSU graduate students is also required for the students in the off campus site. Once all required documents are received and reviewed by faculty, the student has an interview with an advisor and together they create the student's plan of study.

Instruction: Instructors for the SCSU Graduate Program at the Grove School cohort include current full time SCSU faculty from the Department of Special Education/Reading at Southern Connecticut State University, emeriti faculty and selected credentialed adjuncts that have experience teaching courses as adjuncts on the SCSU main campus in New Haven. Adjuncts for this program are selected, hired and supervised in the same manner as adjunct instructors for the program on the main campus. All teaching faculty and SCSU support staff at the site are paid by Southern Connecticut State University.

Contractual Relationships

SCSU has an agreement with the Grove School for facilities usage. There are no contractual relationships relative to programs or any academic services.

Fulfillment of the Standards for Accreditation

The mission of the SCSU Graduate Program at the Grove School is in concert with the University Mission Statement:
SCSU provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive University, Southern is committed to academic excellence, access, social justice and service for the public good.

The SCSU Graduate Program at the Grove School is also aligned with the four goals in the School of Education Strategic Plan:
Goal #1   Provide an engaging, relevant, high quality academic experience
Goal #2   Develop environments, systems, and resources that support creativity, innovation, research and scholarship.
Goal #3   Build collaborative synergies with schools, leaning centers and agencies.
Goal #4   Establish efficient, effective, and well-managed systems to maximize fiscal, human and physical resources.

Planning and Evaluation: Curriculum planning and evaluation for this off-site MS and/or cross endorsement course of study is a regular part of the Special Education & Reading Department's planning and evaluation activities. This off-site program is included in the Department's program review and evaluation conducted by the SCSU Graduate Council. The content in each course is the same as the content in the courses offered on the main campus. The faculty is consistent with those on the main campus. Student evaluations for each course are the same as those on the main campus. The off-site SCSU Graduate Program at the Grove School is part of SCSU's special education program that regularly undergoes a five-year graduate program review by the Academic Standards Committee of SCSU's Graduate Council and is

part of the School of Education's NCATE (CAEP) review, last completed in 2014. All course work is aligned with the Council for Exceptional Children standards for initial educators and the advanced standards in special education, the Interstate Teacher Assessment and Support Consortium (INTASC) standards and the Connecticut Common Core of Teaching Standards. Students in the program must pass a series of "Gate" courses that all students on the main campus seeking a master's degree must pass in their program. At each "Gate" students must pass a specific gate related assignment and/or an Attitudes and Disposition Evaluation that is the same for master degree candidates on the main campus. If, for any reason, the assignment or evaluation is not passed, the student is automatically referred to the department *Student Evaluation and Assessment Committee (SEAC)* for further action.

Southern Connecticut State University provides all program resources with the exception of instructional space, which is provided by the Grove School. Classes are held in the Grove School media center. This room is large enough to accommodate the students in the cohort. The graduate students sit at tables suitable for adult learners. The room is equipped with technology for teaching and is temperature-controlled in all types of weather. There are clean restrooms available and parking is available in walking distance to the media center. Although the Grove School is a day middle and secondary school as well as a residential secondary school (NEASC approved), Grove students are not allowed in the media center during SCSU classes and are not engaged in any activities near the media center that would be disruptive or distracting to the SCSU graduate classes.

Organization and Governance
The operation of the off-campus program is completely integrated into the governance system of the institution as described in the previous section. All aspects of oversight, rigor and quality of instruction are incorporated into SCSU's on-site institutional systems. The program coordinator is either the Department of Special Education Chair or a faculty member who reports directly to the department chair. Each night classes are held in the off-site location, a program coordinator and/or administrative assistant who reports to the department chair, in addition to the faculty course instructor, remains on site during class time in case the faculty member or students require additional assistance.

Programs and Instruction
Same Standards: The off-campus program maintains the same academic standards as those programs/courses offered on the main campus. The curriculum, materials, assignments and faculty are the same as those on the main campus as described above.

Sufficient Resources: The SCSU Graduate Program at the Grove School is fully integrated into the budget of the department of Special Education/Reading. This ensures sufficient resources to sustain and improve programming and instruction. Some instructional and testing materials are stored at the Grove School site. Sufficient funds exist for guest speakers, library resources and instructional

materials. Each year, faculty are encouraged to submit requests for instructional resources.

Currency of Courses, Appropriate Learner Outcomes, and Assessment: In the fall of 2012, the Department of Special Education/Reading at Southern Connecticut State University successfully completed its five-year Graduate Council Academic Standards review process, thus assuring the currency of its curriculum in the special education Masters program and cross endorsement plan of study. The review process also ensures that the program's student learning outcomes are clearly articulated and adequately assessed. The student learning outcomes are aligned with the standards for NCATE (CAEP) accreditation, the Council for Exceptional Children standards, the INTASC standards and the Connecticut Common Core of Teaching standards.

The course sequence for the current cohort at the SCSU Grove Program is as follows:

Semester	Course	Title	Instructor	Credentials	Position
Fall 2015	SED 325	Curriculum &Methods for Exceptional Individuals	E. Battaglia	Ed.D.	Adjunct
Fall 2015	SED 365	Basic Principles of Assessment & Remediation	Y. Wei	Ph.D.	Assistant Professor
Fall 2015	SED 527	Classroom Group Processes with Exceptional Children	J. Saltman	Ph.D.	Prof Emeritus
Spring 2016	SED 530	Approaches to LD Issues & Research	E. Battaglia	Ed.D.	Adjunct
Spring 2016	SED 523	Developmental Intervention with Emotional Behavior Disorders	K. Faraclas	Ph.D.	Assistant Professor
Spring 2016	SED 435	Language Arts Adjunct For Exceptional Individuals	G. Wygonik	6th Year	
Summer 2016	SED 535	Programming for Learning Disabilities: Middle School and Secondary	D. Spera	6th Year	Adjunct
Summer 2016	SED 529	Clinical Practice In Emotional Behavior Disorders	G. Wygonik	6th Year	Adjunct
Summer 2016		Clinical Practice In Learning Disabilities	G. Wygonik	6th Year	Adjunct
Fall 2016	SED 526	Seminar in Education For Emotional Behavior Disorders	J. Saltman	Ph.D.	Prof Emeritus
Fall 2016	SED 536	Diagnostic Testing And Reporting in Learning Disabilities	G. Wygonik	6th Year	Adjunct
Fall 2016	SED 537	Seminar in Learning Disabilities	R. Tamura	Ph.D.	Associate Prof

Faculty: The SCSU Graduate Program at the Grove School has a cadre of faculty from diverse backgrounds and educational experiences. The adjuncts in the program are currently working in the field of special education in CT public schools and bring with them knowledge of current practices and state requirements in public schools.

The full-time faculty who teach in the program often teach the same courses to the graduate students on the main campus.

Student Services: All students in the SCSU Graduate Program at the Grove School have access to university student services. Each student, upon acceptance and enrollment is issued a "Hoot Loot" card which serves as the student's university ID and allows students to access all SCSU campus facilities and events that are available to students in the main campus programs. Students have access to the Buley Library books and research materials either through on-site visitation or through on-line services via *CONSULS. CONSULS* offers many electronic databases and full text journal articles. Therefore, in most cases students will have access to their needed library resources without coming to the main campus. Each student in the SCSU Graduate Program at the Grove School receives academic advisement and pre-registration advisement each semester from their assigned full-time faculty advisor. In addition, faculty teaching at the SCSU Grove program offer office hours either before or after class for students who seek extra help or information from their course professor. Student complaints can be made via e-mail directly to the department chair or dean of the school of education but are more readily heard and resolved at the Grove site by the SCSU administrative assistant or cohort coordinator. Complaints that cannot be resolved on site may be forwarded to the main campus for resolution following university policies. All students in the SCSU Graduate Program at the Grove School are invited and encouraged to attend their graduation ceremony on campus once their program is completed. Students in this off campus cohort receive the same number of graduation tickets for family and friends as the students who completed their program on the main campus.

Financial Services: Students in the SCSU Graduate Program at the Grove School are eligible to apply for financial aid through the university's Office of Financial Aid. Personnel from the Office of Financial Aide speak to the cohort students during their off-site orientation held at the Grove School and give them the information and appropriate forms to process their financial aid application.

Academic Advisement: Dr. Ruth Eren, Chair, Department of Special Education/Reading currently provides primary academic advisement for all students in the cohort each semester at the off-campus site.

Delivery of Course Materials: Students purchase their course text and supplies at the university bookstore or online from a vendor of their choice, just as any student on the main campus would do each semester.

Personal Counseling and other Health Services: These services are available on the main campus to the off-site students, should they choose to avail themselves of these services.

Physical Resources: The SCSU Graduate Program at the Grove School is given access to the media center located in the main school building on the Grove Campus. As

mentioned previously, all SCSU classes are held in the media center where the space is more than adequate. A small office is maintained for administrative and student assistance needs. Some instructional testing materials and equipment are stored in locked cabinets in this office space but all SCSU graduate student records and information are kept in a locked file in the office of Special Education/Reading on the main campus.

Financial Resources: As noted earlier, the expenses for the SCSU Graduate Program at the Grove School are included in the budget of the Department of Special Education/Reading on the main campus with the exception of full-time and adjunct faculty salaries which are part of the university budget. Expenses include administrative costs as well as supplies and materials. Revenues are derived from student tuition and fees.

Public Disclosure: All information about the SCSU Graduate Program at the Grove School is included in the graduate catalogue and the plan of study is on file in the SCSU School of Graduate Studies. All courses and instructional faculty are included in the fall, spring and summer Schedule of Classes published by the university.

Integrity: The SCSU Graduate Program at the Grove School has been approved along with all on-campus programs in the School of Education by the Connecticut Department of Higher Education and the Connecticut State Department of Education. As the SCSU Graduate Program at the Grove School contains courses that are identical to the courses offered in the cross endorsement and MS programs on the main campus, the integrity of the course work, student performance and degrees for which students are prepared is ensured.

Plans for Additional Instructional Locations: The School of Education is looking strategically at the possibility of developing additional instructional locations.