



Fifth Year Report 2007-2008

NEASC



Table of Contents



Preparation of the Report	3
Institutional Overview	3
Response to Areas Identified for Special Emphasis	5
Area 1: Assessment of Student Learning Outcomes	5
Area 2: Doctoral Program in Instructional Leadership	8
Area 3: Comprehensive Planning Process	12
Area 4: Part-Time Faculty	14
Narrative	17
Standard I: Mission and Purposes	17
Standard II: Planning and Evaluation	18
Standard III: Organization and Governance	19
Standard IV: The Academic Program	21
Standard V: Faculty	27
Standard VI: Students	31
Standard VII: Library and Other Information Resources	35
Standard VIII: Physical and Technological Resources	38
Standard IX: Financial Resources	40
Standard X: Public Disclosure	42
Standard XI: Integrity	44
Issues and Initiatives	45
Appendices, Including Enrollment and Fiscal Data	47
Appendix A: WCSU Strategic Plan	48
Appendix B: MFA in Professional Writing Distance Education Information	50
Appendix C: Assessment of Student Learning Outcomes	68
Appendix D: Consultant Report on EdD Program Conducted by Dr. Dennis Shirley, Boston College	77
Appendix E: EdD in Instructional Leadership Advisory Board Members	80
Appendix F: Survey of Departments Regarding Integration of PT Faculty into Academic Life	81
Appendix G: WCSU Organizational Chart	82
Appendix H: WCSU Facilities	84
Appendix I: Financial Resources	85
Appendix J: CIHE Data Forms	85
Appendix K: Public Disclosure	104
Appendix L: Option E1: E1a. Inventory of Educational Effectiveness Indicators	106
Appendix M: Forms S.1-S.4, Retention and Graduation Rates	117

Preparation of the Report



During the Spring semester of 2007, President James Schmotter appointed Provost and V.P. for Academic Affairs Linda K. Rinker to serve as NEASC liaison and to lead a Steering Committee charged with managing the NEASC 5-Year Report process at Western Connecticut State University (WCSU). The committee members, who broadly represent the communities within the university (unions, students, faculty, and administrators) are Dr. Carol Hawkes, Dr. Ellen Durnin, Dr. Koryoe Anim-Wright, Dr. Walter Bernstein, Dr. Karen Burke, Ms. Lorraine Capobianco, Dr. Brian Clements, Dr. Karen Daley, Dr. James Donegan, Dr. Josie Hamer, Mr. William Hawkins, Mr. Sean Loughran, Dr. Ed O'Hara, Mr. Imran Qazi, Mr. Paul Steinmetz, and Dr. Jerry Wilcox. Dr. Wilcox chaired the subcommittee on Assessment of Student Learning Outcomes; Dr. Burke chaired the subcommittee on the Doctoral Program in Instructional Leadership; Dean Durnin and VP Maribeth Amyot Co-Chaired the subcommittee on Comprehensive Planning Process; and Dean Hawkes Chaired the subcommittee on Part-Time Faculty.

Dr. Robert Froh, Associate Director, Commission on Institutions of Higher Education at NEASC, visited the Committee on campus to overview the NEASC 5th Year Review process. Subsequently, every member of the Committee received a standard to review and was encouraged to build a team of individuals to assist them in writing a response. Based on NEASC feedback, the Committee established three goals for the Report:

- To review new leadership and new directions implemented since the last review
- To report on areas of emphasis with specific focus on changes that have occurred since the site visit 2003 and on action required prior to the 2013 site visit
- To identify the future direction and strategic plan for the next five years

Provost and Vice President for Academic Affairs Dr. Linda K. Rinker and her two co-chairs of the Committee, Dr. Ellen Durnin (Dean of Graduate and External Programs) and Dr. Carol Hawkes (Dean of the School of Visual and Performing Arts), created a web site for use of the Committee during the process: <http://www.wcsu.edu/neasc/>. All documents used in this review process were posted to the web site. Committee members began drafting, reviewing, and revising sections of the Review during the Spring 2008 semester.

Institutional Overview

Western Connecticut State University (WCSU) serves the state of Connecticut as a dynamic, technologically advanced, collaborative, learning-centered, public comprehensive university that generates exciting, innovative progress from rich traditions. Located in Danbury, a major city in Fairfield County in the foothills of the Berkshire Mountains, 65 miles north of Manhattan and 50 miles west of Hartford, the university comprises 398 acres and two campus locations: Midtown Danbury and the Westside campus. The city of Danbury is home to about 80,000 residents, and downtown Danbury is just a few minutes' walk from the Midtown campus.

WCSU was founded by community leaders who recognized the need to address the seriously insufficient number of schoolteachers in Connecticut. To that end, the Danbury State Normal School was established in 1903 on what is now the site of the Old Main Building. In 1983 WCSU transitioned to University status.

One of four universities within the Connecticut State University System (CSUS), WCSU serves over 6,211 undergraduates and graduate students at the Bachelor's

Institutional Overview

and Master's levels, including a cohort of 60 in a program new in 2003, the Ed. D. in Instructional Leadership. Over half of our students come from Danbury and the surrounding areas, including Bethel, New Milford, and New York state. In addition, WCSU students represent 7 different countries. The university offers thirty-seven undergraduate majors, fifty-nine minors, and seventeen graduate programs. As a dynamic and vibrant institution, WCSU continues to fulfill its mission to serve the people of Connecticut as a center for education in the Arts and Sciences, Teacher Education, Visual & Performing Arts, Business, and Graduate Education.

The university is guided by the strong and visionary leadership of Dr. James Schmotter, who has revitalized the university through the introduction of an exciting and inclusive strategic planning process. This Strategic Plan (Values & Vision) has provided direction for the university and has identified institutional priorities. The university's educational philosophy is consistent with the State System's historical purpose—to provide an affordable, high quality education to the citizens of Connecticut. Please see the Strategic Plan in Appendix A.

As part of WCSU's commitment to high academic standards, we can report the following status on accreditation. In addition to its accreditation by the New England Association, the university is accredited by the Connecticut Board of Governors for Higher Education.

Individual programs at the university are accredited by:

- The Connecticut State Education Department
- The American Chemical Society
- The Commission on Collegiate Nursing Education
- The Council for Accreditation of Counseling and Related Educational Programs
- The Council on Social Work Education
- The National Association of Schools of Music

Accreditations in Progress:

- Commission on Accreditation of Allied Health Education Programs
- National Council for Accreditation of Teacher Education
- Association to Advance Collegiate Schools of Business

In composing this Report, the Steering Committee has used the valuable information about the university's status and institutional character from the initial NEASC visit of 2003 and has addressed the recommendations from the NEASC commission. The findings of the original self study and the recommendations from the commission have guided the planning making process for the next phase of growth and development for WCSU.

Of particular focus here are the four recommendations for improvement in areas of special emphasis from the 2003 NEASC review. This 5th Year Report identifies the definitive progress WCSU has made in the areas of emphasis and in the NEASC Standards since the Evaluation Team's visit in October 2003. The report highlights the university's proud recent achievements such as the establishment of the School of Visual and Performing Arts, licensure of the MFA in Professional Writing (see also the Distance Education form in Appendix B), accreditation of the EdD in Instructional Leadership, and creation of a new Master of Arts in Teaching program. The report also identifies the challenges that lie ahead. Preparation of this report reflects the active involvement of faculty, students, administrators, and staff

Response to Areas Identified for Special Emphasis



Area 1: Assessment of Student Learning Outcomes

Focus: Continued progress in implementing the assessment of student learning outcomes across the curriculum.

Description

Building on the assessment plans reported to NEASC in October 2006, faculty continue to: (a) collect and analyze assessment data; (b) discuss recommendations for changes to curriculum and instruction as warranted; and (c) revise assessment plans based on findings of the assessment process ("closing the loop").

After the 2006 report to NEASC, plans for assessment were collected and posted on the University's website, together with relevant links and documents. The Institutional Assessment Plan (see Appendix C) calls for ongoing collection, analysis, and dissemination of information on student learning outcomes in every degree program, together with annual reporting of the status of program assessment. The plan states, in part, "As recommended by the Assessment Committee, a separate Assessment Update section will be included in each department's Annual Report to the Dean."

Beginning in 2004-05, Deans and department chairs have been charged with the responsibility for conducting annual assessments of student learning outcomes, including: (1) reporting of results—particularly student attainment of program learning objectives; and (2) documenting changes in curriculum and/or instruction made (or contemplated) in response to departmental discussion of assessment results. See #5 in the following section for changes made due to findings of the various departmental assessment processes.

Current

During academic years 2006-07 and 2007-08, WCSU faculty and staff undertook several important assessment initiatives:

(1) Approval of the Academic Program Review Process by university governance.

The Senate Committee on Undergraduate Curriculum and Academic Standards (CUCAS) approved the document describing the Academic Program Review Process at a meeting on December 20, 2007 (see Appendix C). The statement of purpose asserts, in part, "In order to create and sustain quality programs, WestConn shall . . . use findings from the assessment of student learning outcomes to enhance curriculum and instruction. . . ." Further, the approved document states that "[a]ll undergraduate and graduate degree programs . . . will undergo review every ten years."

(2) Public meetings on the assessment of general education conducted by the university's General Education committee.

The General Education committee has held open meetings twice a month, and in Spring 2008 held two general meetings to present updates on the plan for assessment of General Education. The Dean of Arts and Sciences and a team of faculty convened a team meeting at the General Education Assessment Conference in Miami on March 1-3, 2007 to gather information and resources to use in the process of creating a solid assessment plan for our General Education program.

(3) Demonstration and use of TK20 software for organizing assessment data and related materials for teacher preparation programs.

With the assistance of University Computing staff, WCSU's department of Education and Educational Psychology pilot tested the TK20 software as one component of its efforts to achieve NCATE accreditation. Faculty will

Response to Areas Identified for Special Emphasis

continue to be trained in the application of TK20 to the education of teacher candidates, including the preparation and evaluation of electronic portfolios.

(4) Incorporation of assessment funds into the budgets of each school dean.

Some of these assessment funds support faculty and staff development and the rest pay for supplies related to the coding and collection of assessment data.

Nineteen faculty members and two administrators recently attended off-campus workshops and conferences on various aspects of assessment. Among the academic departments represented were Theatre Arts, Health Promotion and Exercise Science, Nursing, Education and Educational Psychology, Social Work, Writing, Psychology, and Management. In addition, 46 people from WCSU attended the fourth annual CSUS Assessment Conference hosted by WCSU (12 A&S, 4 Ancell, 17 SPS, 5 VPA, and 8 other/admin.).

(5) Eleven departments showed clear progress in the collection, analysis, and discussion of data on the attainment of student learning objectives.

Examples of Ongoing Assessment Projects

- **Biology** faculty pilot-tested the ETS Major Field Test in Biology. Thirteen students took the test and their average score was 160 (national mean=153.6). Next year, all seniors will take this test.
- The **Chemistry** department has utilized standardized national exams, developed by the American Chemical Society Examinations Institute, as an assessment tool in the evaluation of instructional effectiveness and student learning for the past 10 years. Exams are administered in the following courses: General, Organic, Analytical, Physical, Biochemistry, Inorganic and Instrumental Chemistry. The Department also assesses students through Senior Research (CHE 330) and either Inorganic Chemistry (CHE 311) or Biochemistry II (CHE 422). In these courses students are required to do an oral presentation and write a term paper or research thesis—enabling faculty to quantitatively assess their communication skills, both written and oral.
- The Communication department is moving away from student self-report data for assessing the program and toward learning outcomes by degree option. Learning outcomes are listed and senior theses were scored using their rubric in three categories.
- The **Computer Science** department is using the ETS Major Field Test in Computer Science with graduating seniors. Results are expected in 2007-08.
- The **History** department has “closed the loop” on a three-year reading of student portfolios in the core major courses. As a result, the department will review the role and content of the Senior Seminar.
- The **Mathematics** department has chosen to use the ETS Major Field Test in Mathematics. As a result of the testing outcomes, the department is revising the BA-Mathematics program. The program will be designed to improve students’ knowledge base in such areas as discrete mathematics and proofs. In particular, testing will be shifted to the senior year so more of the courses are completed prior to taking the test.

Response to Areas Identified for Special Emphasis

- The **Physics/Astronomy/Meteorology** department is in the midst of creating a rubric to integrate the different types of assessments that are conducted in each of the three primary areas.
- The **Psychology** department used an objective test designed by a senior faculty member. Results suggested the need for greater standardization of the major, and standardization occurred in 2006-07. For example, the introductory course outline now includes a list of topics that must be covered. The 2007-08 assessment will focus on the students' acquisition of knowledge and ability to conduct research. Capstone course or senior seminar papers will be evaluated using the same rubric used in the undergraduate journal.
- The **Social Sciences** department continues to use pre/post tests and self-assessment instruments. Portfolios also were assessed for proficiency regarding their four student learning outcome areas: (a) theory and concepts, (b) research methodologies, (c) skills/ behaviors, and (d) information technology/ literacy. Findings have suggested the need for more emphasis on quantitative research methods. In addition, students will submit all future portfolios electronically via the campus-wide network.
- **World Languages** faculty has followed the 2005-06 assessment of writing proficiency objectives for all Spanish majors by "closing the loop" in 2006-07 with regard to three writing objectives that are promoted by ACTFL, the American Council on the Teaching of Foreign Languages.
- During the 2006-07 academic year, the Finance Department completed the following four steps as part of its ongoing assessment of its baccalaureate program: (a) Constructed a Curriculum Map that cross-references all program learning objectives to the courses (b) Revised the Finance Department Senior Survey to elicit information specific to the Finance curriculum, advisement of Finance majors and employment of Finance majors while in the program and upon graduation. The revised survey will be administered in Spring 2008. (c) Reviewed student presentation materials and write-up of the case Coke vs. Pepsi, 2001. Each faculty member independently evaluated the student cases, the results were discussed, and an overall assessment was reached. (d) Created a more detailed Presentation Assessment Form for the evaluation of student presentations.

Projection

Members of the WCSU community will strive to achieve full compliance with the University assessment plan for every degree program and for General Education.

- (1) Even programs that are not scheduled for review are expected to submit annual Assessment Updates with their annual reports. Moreover, several degree programs are expected to achieve accreditation in the next few years, and the results of assessment of student learning outcomes will be important for their accreditation efforts.
- (2) The University Senate committees on General Education and Assessment will continue to hold open meetings on assessment and related topics.
- (3) In meetings with faculty, Deans will continue to stress the importance of keeping assessment plans up-to-date. In meetings with Deans, the Provost will stress the importance of documenting assessment of student learning outcomes, including the prompt submission of Annual Assessment Updates to the Director of Institutional Research and Assessment.

Response to Areas Identified for Special Emphasis

(4) The Assessment Committee will continue to provide advice and assistance to departments struggling with various aspects of assessment. All schools are represented on this committee, and the Dean of Students and Director of Institutional Research and Assessment are also members.

(5) By the end of 2008-09, the General Education committee will disseminate a plan for the assessment of General Education learning outcomes.

Documentation

During 2006-07, the Assessment Committee reviewed a collection of documents for possible inclusion in the university's website. With the support of the Provost, the approved materials were posted online in February 2007 (see <http://www.wcsu.edu/assessment/faq.asp>).

In addition to materials previously shared with deans and faculty, committee members constructed two new documents, "The Institutional Plan for Implementation of Student Outcomes Assessment" and "Answers to Frequently Asked Questions (FAQ) about Assessment at WestConn." The Institutional Plan clearly states, "As recommended by the Assessment Committee, a separate Assessment Update section will be included in each department's Annual Report to the Dean." The FAQ document amplifies and clarifies the Institutional Plan. These two documents were prominently featured on the new assessment website.

Area 2: Doctoral Program in Instructional Leadership

Focus: Continued progress in fully implementing the program and developing and implementing specific measures to evaluate the program's success.

Description

In its December 21, 2006 letter to Dr. James W. Schmotter, President, NEASC requested:

that, in addition to providing the information included in all interim reports and the matters specified in our letter of March 23, 2004, the University give emphasis to its success in developing and implementing specific measures to evaluate the success of the doctoral program in instructional leadership.

The Commission noted that Western Connecticut State University provided solid evidence that it is assessing student learning in the doctoral program, *but not much information about its evaluation of overall program success.* This section includes specific measures to evaluate the success of the doctoral program as a whole, considering curriculum, instruction, advising and support services, among other program elements.

Program Objectives

Both external and internal evaluations of WCSU's EdD in Instructional Leadership will focus on the objectives of the program. These objectives are varied and vital to the professional development of educators and improved student achievement. The program is designed to:

- (1) Prepare PK-12 educators to assume roles of leadership in the conceptualization, initiation, assessment and redesign of initiatives for classrooms, schools, and districts.
- (2) Prepare PK-12 educators to conduct meaningful site-based inquiry pertaining to student achievement, program assessment and other measures of educational success.

Response to Areas Identified for Special Emphasis

- (3) Prepare PK-12 educators to develop and implement innovative curricula that focus on excellence and equity in education.
- (4) Prepare PK-12 educators to implement school-wide and district-wide professional development activities utilizing applied research, instructional technology and best practices in PK-12 schools.
- (5) Prepare PK-12 educators to implement school-wide and district-wide professional development activities consistent with emerging national standards as articulated by relevant professional specialty associations (2001, 2007).

Internal Evaluations

Table 1 includes the assessments used in the collaborative process of gathering, analyzing, interpreting, and using evidence to answer internally raised questions about the quality and effectiveness of the Instructional Leadership Doctoral Program. The results of this process verify the strengths in the program as well as identify areas, structures, and educational practices that warrant improvement to enhance doctoral student learning and improve the overall effectiveness of the EdD program. Each source in Table 1 is described in the text following the table.

Table 1: Internal Assessments of WCSU Doctoral Program in Instructional Leadership

Source of Data/Type of Data	Data Collection Plan	Outcome	Program Objectives
<i>Program Satisfaction Survey</i> (current doctoral students)	Conducted every other year	2005-2006 2007-2008	Objectives 1, 2, 3
<i>Program Satisfaction Survey</i> (selected university personnel)	Conducted every other year	WCSU Values and Vision group interviews 2004-2005 Results of Group Interviews by Consultant, Dr. Dennis Shirley, January 2007 (see Appendix D)	Objectives 4, 5
<i>Program Satisfaction Survey</i> (local school administrators)	Conducted every other year	WCSU Values and Vision group interviews 2004-2005 Results of Group Interviews by Consultant, Dr. Dennis Shirley, January 2007 (see Appendix D)	Objectives 1, 2, 3, 4, 5
<i>WCSU Ed.D. Exit Survey</i>	Collected upon Graduation	Spring 2008 (Members of the first cohort of Ed.D. students will be graduated in May 2008)	Objectives 1, 2, 3
<i>Three-Year Post Graduation Survey</i>	Collected every three years after graduation	Begin 2011 (Members of the first cohort of Ed.D. students will be graduated in May 2008)	Objectives 1, 2, 3, 4, 5
<i>Doctoral Dissertation Review</i>	Conducted every two years	Begin two years after the first graduation of Cohort One Spring 2010, 2012, etc.	Objective 4

Program Satisfaction Surveys

These anonymously collected data will be used by the EdD committee to assess aspects of the selection and admissions process, mentoring and advising practices, curricular processes and procedures, the overall program environment and levels of socio-academic integration, the adequacy and structure of financial support, the de-

Response to Areas Identified for Special Emphasis

gree of transparency about faculty expectations, and the efficacy and timing of professional development experiences and programs. The instrument was adapted from the CSU Student Satisfaction survey. The immediate benefits to using measures such as these in formative assessment include (1) ensuring that the program is meeting faculty expectations and institutional goals and (2) enhancing the competitiveness of doctoral programs and their responsiveness to students, employers, and the public.

Exit Survey

How Ed.D. students experience their doctoral journey and how they view its relevance once they transfer the knowledge to a career are valuable sources of evidence about the efficacy of the doctoral educational practices. The WCSU Ed.D. Exit Survey is adapted from the Council of Graduate Schools Ph.D. Completion Project. The Ph.D. Completion Project launched in 2004 by CGS recently compiled preliminary results of its three-year research project. This survey includes questions regarding general information, selection/admissions, mentoring, advising, financial support, program environment, curricular processes and procedures, research experiences, and career and professional development. The Dean of Graduate Studies, the coordinator of the Ed.D. Program, and Ed.D. faculty members will analyze the responses to these questions each year. The first cohort of Ed.D. students will be graduated in May 2008. Therefore the initial WCSU Ed.D. Exit Survey will be administered in June 2008.

Three-Year Post Graduation Survey

As universities measure their success in part by the success of their graduates, a three-year post graduate survey will be conducted to compile information related to career paths of Ed.D. graduates to determine employment patterns overall and specifically in instructional leadership positions. Such ongoing efforts to identify and examine the outcomes of this program are essential to the success of the Instructional Leadership Program at WCSU. WCSU's Ed.D. coordinator will consult with the directors at the twelve other Instructional Leadership programs in the U.S. and will develop an appropriate post-graduation survey based upon a review of their materials. The first cohort of Ed.D. students will be graduated in May 2008. Therefore the initial Three-Year Post Graduation Survey will be administered in 2011.

Doctoral Dissertation Review

The Ed.D. Dissertation in Instructional Leadership is the final product of at least five years of study and independent research. The dissertations produced by WCSU students will reflect the education and training received, the technical skills, and the analytic and writing abilities developed in a doctoral program. As the final product of doctoral education the dissertation embodies the performance goals and objectives of the program.

Faculty dissertation advisors will conduct a review of dissertations completed during the previous two years. The review will be organized around the following topics: types of research questions addressed, theoretical/conceptual frameworks, data collection methods, data analysis methods, and presentations and publications resulting from dissertation research. The first cohort of Ed.D. students graduated in May 2008. Therefore the Doctoral Dissertation Review will begin after May 2009 and include two years of completed dissertations.

External Evaluations

National-Level Accreditation and Evaluation

The Ed.D. Instructional Leadership Program policies and activities are consistent with the published standards of the National Council for the Accreditation of Teacher Education (NCATE). All WCSU education programs, graduate and undergraduate, will be responsive to the following NCATE standards:

Response to Areas Identified for Special Emphasis

Standard 1: Candidate Knowledge, Skills and Dispositions
 Standard 2: Assessment System and Unit Evaluation
 Standard 3: Field Experiences and Clinical Practice
 Standard 4: Diversity
 Standard 5: Faculty Qualifications, Performance and Development
 Standard 6: Unit Governance and Resources

Table 2: Assessment for NCATE Standards

NCATE Standards	Name of Assessment	Type or Form of Assessment
	Application-Years teaching, Graduate GPA, GRE or MAT scores, Recommendations, Interviews, overall score	Background qualifications, Ability test
1. CONTENT KNOWLEDGE	Comprehensive Exam for Ed.D. in Instructional Leadership: Part 1	Exam: Short answer/ Application
	Comprehensive Exam for Ed.D. in Instructional Leadership: Part 2	Exam: Short answer/ Application
2. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE AND SKILLS AND DISPOSITIONS	Leadership Portfolio	5-point Rubric: Vision for a School and a District Response to a School/District Crisis Leadership Plan (including Candidate dispositions as Leaders)
	Planning Portfolio	5-point Rubric: Professional Development Plan; Program Evaluation
	Doctoral Proposal	Pass/Fail evaluation by a committee of advisors
	Doctoral Dissertation	Pass/Fail evaluation by a committee of advisors and an outside reader
3. EFFECTS ON STUDENT LEARNING AND CREATING AN ENVIRONMENT THAT SUPPORTS LEARNING	Student Learning Portfolio	5-point Rubric: Relating Theory to Practice Exercises; Newsletter; Analysis of Questioning Skills
4. OTHER ASSESSMENTS ADDRESSING STANDARDS	Follow-up survey to school district supervisor	15-item survey

An NCATE accreditation visit is scheduled for spring 2009. The preconditions report was sent to NCATE on September 13, 2007. All Specialized Professional Association (SPA) reports are due by February 15, 2008.

While the EdD program does not have to apply to a SPA, the 092 certification will submit 2 reports to the Educational Leadership Constituent Council (ELCC). One report will be for building-level administrators and the other will describe how WCSU's program addresses district-level standards. Both SPA reports will be filed since the certification related to the 092 endorsement in Connecticut includes both school building administrators and district administrators, up to and including the position of Assistant Superintendent.

Response to Areas Identified for Special Emphasis

WCSU chose to pursue the 092 certification for its doctoral students, which was subsequently approved by the Connecticut State Department of Education and the Connecticut Board of Governors for Higher Education in September 2007. Only students from the EdD program are eligible to apply to this endorsement area. A direct request was made by the Western Connecticut Superintendent's Association (WCSA) membership to the EdD Program administrators to add the certification for Intermediate Administration and Supervision (Endorsement #092) to WCSU's EdD Program. This certification was described by the superintendents as being a vital addition to the EdD Program.

Regional-Level Accreditation and Evaluation

As evidenced by this report, Western Connecticut State University regularly provides a self-study report to the New England Association of Schools and Colleges (NEASC).

State- and Local-Level Accreditation and Evaluation

The Connecticut State Department of Education adopted NCATE standards and accreditation requirements reflect these national standards. WCSU's most recent CSDE accreditation visit occurred in 2004.

The Connecticut Department of Higher Education requires that an annual report be submitted each year on the progress of the doctoral program.

In addition, the program was evaluated by a consultant, Dr. Dennis Shirley, from Boston College. This external review included conducting a site visit, reviewing data, interviewing key players, and writing a report. A holistic picture of the effectiveness of the doctoral program can be created by experienced faculty from outside collecting a variety of evidence from a wide range of sources.

The School of Professional Studies, housing the E & EP Department, has representation at the meetings of the Western Connecticut Superintendent's Association (WCSA). This connection has meant that these administrators receive a regular report about the EdD Program's activities and the WCSA members have been asked to provide WCSU with feedback concerning the needs of the instructional leaders in their schools. For example, in a general list of suggestions made prior to the beginning of the program, the WCSA commented that this doctoral degree presented an opportunity to create a new vision of professionalism in education with an emphasis on instruction, a strong inquiry base among educators, and a focus on the multiple roles of leaders at the building and district levels. These considerations were fully taken into account in the development of the curriculum for this degree program and continue to drive program revisions.

An Advisory Board for the program has been established to provide objective guidance; please see Appendix E.

Area 3: Comprehensive Planning Process

WCSU is proud to share the new strategic planning process in which the university has engaged since NEASC's last visit to campus. The process was collaborative, inclusive, and transparent, and has engaged stakeholders across the university community.

WCSU began a new strategic planning process almost four years ago; it built upon previous plans while providing direction for all future initiatives. Individuals and groups across the university and within the community at large were interviewed in 2004-2005, and their responses were compiled as part of the Values and Visions process designed to clarify WCSU's identity and perception while identifying key opportunities.

Response to Areas Identified for Special Emphasis

Major themes emerged in the areas of academics, community, identity, resources, and students. The Extended President's Advisory Council (EPAC) and the University Planning and Budgeting Committee (UPBC) held a retreat to identify areas the university wished to develop, and five action teams were created, each to address a specific issue. The teams reported after the 2005-2006 academic year in a town meeting format. A second retreat was held where information gathered was integrated, and a draft vision statement for the university was developed. The Strategic Planning Steering Committee was created, with co-chairs of the five action teams (strategic enrollment management, student success, comparative advantage, summer and intersession programs, and community partnerships) as members. This team met throughout summer and fall 2007 and drafted a strategic plan consistent with the university's vision statement and the recommendations of the action teams.

Multiple opportunities were provided for individuals and groups to contribute to this important document. All academic and administrative department heads were asked to draft a topic for their departmental meetings and to provide feedback to the co-chairs of the Strategic Planning Steering Committee. Numerous student groups formally reviewed the draft plan and furnished feedback as well. In addition, the draft plan was made available on the university's website, with a mechanism for anonymous feedback. The Strategic Planning Steering Committee held open forums on campus, and the draft plan continued to be refined based upon feedback received. In March 2007, the University Senate unanimously endorsed the strategic plan, reflecting the broad-based support and unifying effect of the inclusive process used to develop the plan.

The plan, as adopted, consists of a Vision Statement and six Strategic Planning Goals:

Western Connecticut State University capitalizes on its *outstanding faculty* and its *location* in the greater New York metropolitan area to create a *diverse university community* that—in its *range of quality academic programs* and in its enriching and supportive *student-focused environment*—is characteristic of New England's best small private universities, but with *much more affordable costs*.

Strategic Planning Goals

- (1) **Outstanding Faculty:** Retain and attract outstanding faculty who excel in their subject area and discipline and are committed to excellence in teaching, ensuring student success, and advancing the university.
- (2) **Location:** Create opportunities for students and faculty by capitalizing on Western Connecticut State University's location in Danbury, Connecticut, a New England city characterized by its economic vibrancy and its diverse citizenry, as well as our proximity to the educational and cultural riches of New York City.
- (3) **Diverse University Community:** Further develop an environment that values and affirms the unique contributions of Western's many constituent populations, recognizes the learning opportunities that differences can create, and strengthens connections among our various community members.
- (4) **Range of Quality Academic Programs:** Offer a range of quality academic programs, including featured signature programs that together educate a diverse student population and meet the needs of the state and region within the context of a global environment.

Response to Areas Identified for Special Emphasis

(5) **Enriching and Supportive Student-focused Environment:** Foster a holistic approach to intellectual and social growth and development that prepares students to be productive citizens of the state of Connecticut and the world by developing their knowledge, experience, and critical thinking and by fostering life-long learning characterized by intellectual curiosity, imagination, and creativity.

(6) **Cost:** Deliver outstanding value to students through effective management of the university and the provision of student financial assistance, thereby maintaining the affordability and access of a mid-sized public university while creating the quality experience of the best private institutions.

Concurrently with development of the Strategic Plan, the university's Facilities Master Plan was developed. This plan sets forth facilities projects from 2006 through 2015 and beyond, aligning physical resources with projected enrollment in academic and co-curricular programs. Development of the Facilities Master Plan over a two-year period, like the development of the Strategic Plan was inclusive of all department university constituencies and consistent with the university's vision for its 10-year plan. The CSU Board of Trustees adopted the Facilities Master Plan in March, 2007. The spending plan for 2007-08 was developed with these directions in mind. Financial investments were made a priority areas identified through the planning process, including investments in graduate education, student services, the library, and information technology. Specific resources such as new faculty lines, library acquisitions, residence hall improvements, etc., are identified in the reports on NEASC Standards. For an overview of resources deployment, please go to our website <http://wcsu.edu/financeadmin/> and click the spending plan button. Note that key investments are reflected within the structure of each of the six goals identified in the Strategic Plan.

With both the Strategic Plan and the Master Facilities Plan adopted in the spring of 2007, the university now has cohesive, widely embraced directions for use of its energies and resources. For updates on how the university is implementing its initiatives in each of the six goal areas, visit <http://wcsu.edu/strategicplan/progress>.

Area 4: Part-Time Faculty

Focus: Progress in integrating part-time faculty into the academic life of the institution

Description

Since its last comprehensive self-study and reaccreditation in 2003, Western Connecticut State University has made substantial progress in integrating part-time faculty into the academic life of the institution.

Conditions of Employment

The negotiated CSU-AAUP Collective Bargaining Agreement of August 25, 2007, improves the status of part-time faculty by improving compensation and job stability:

- Guaranteed increases in part-time salary rates and payment schedules
- Two-semester part-time contracts on specified conditions of seniority (former limit one semester)
- Late cancellation fee to part-time faculty for courses canceled less than 7 business days before the first day of classes.
- Increased maximum allocation of travel and workshop funds to part-time faculty

The proportion of part-time to full-time faculty is limited by the CBA to 20-21% of workload. This means that in headcount part-time faculty outnumber full-time. In Fall

Response to Areas Identified for Special Emphasis

2007, with a part-time ratio of 19.04%, WCSU employed 316 part-time faculty and 241 full-time (212 teaching faculty and 29 coaches, counselors, and librarians). The university has implemented a plan to further reduce the adjunct ratio, consistent with the goals of keeping the student/faculty ratio at 16:1, keeping students in the classroom with as many full-time faculty members as possible, and keeping classroom sizes as small as possible.

Academic Practice

Teaching faculty at WCSU, full-time and part-time, are assigned to academic departments. Academic life for faculty is therefore department-based, from appointments, course assignments, and evaluation to participation in department meetings and special events. At WCSU twenty-six departments are distributed among the four schools of the university: School of Arts & Sciences (13 departments), Ansell School of Business (6 departments), School of Professional Studies (4 departments), and School of Visual & Performing Arts (3 departments). Among all departments, the integration of part-time faculty into academic life has been a priority over the past five years; differences in practice exist, however, depending on the nature of subject matter and school traditions. To determine progress and identify differences, every academic department was surveyed in Fall '07 on its practice in five key areas (see Appendix F for chart summarizing response).

1. Evaluation of teaching effectiveness

We believe that evaluation of the teaching effectiveness of part-time faculty is a highly important issue for WCSU. Not only is evaluation essential for monitoring instructional quality, but it also recognizes the professional status of part-time faculty. All faculty should receive serious evaluation of their professional effectiveness. In 2003, however, the teaching effectiveness of part-time faculty at the university was rarely evaluated, since the CBA did not require it. Our 2003 self-study for reaccreditation commented on the lack of "policy or standard practice on evaluation of part-time faculty," and the report of the NEASC Visiting Team expressed concern.

By Fall '07 this problem had been resolved. Every department now regularly evaluates the teaching effectiveness of part-time as well as full-time faculty. Most departments evaluate teaching in every course taught by a part-time faculty member every semester. Fifteen departments require both student and peer evaluation; eleven require student evaluation only.

2. Participation in department meetings

Part-time faculty were rarely invited to attend department meetings in the past. Exclusion from meetings meant exclusion from the exchange of ideas among departmental faculty, since part-timers' credentials in the discipline often went unrecognized.

In Fall '07 fifteen departments reported that they regularly invite part-time faculty to their meetings and seven reported that they do this periodically. Usually part-timers do not have the vote but participate in all other ways. Departments that do not invite regular attendance issue memos and newsletters to keep part-time faculty informed.

3. Office space, with computer and telephone access

Office space for part-time faculty remains an issue because of a space shortage university-wide. Twelve departments report that their part-time faculty have access to shared office space with computer and telephone access. Eight departments report no part-time office space, however, and six are indefinite. We recognize the need for space and access to technology and are working to resolve this problem.

Response to Areas Identified for Special Emphasis

4. Identification of part-time faculty in the university catalog

In the past departments listed only full-time faculty in academic program sections of the university catalog. As of Fall 2007, however, sixteen academic departments (over 60%) regularly list part-time as well as full-time faculty. Seniority in service is the usual criterion for listing part-timers. Catalog listings are consistent with the increasingly inclusive view of department membership.

5. Recognition of part-time faculty for academic achievements

Academic departments university-wide recognize achievements of part-time as well as full-time faculty (e.g., advanced degrees, publications, awards) in the annual report to the dean of their school. In addition, seven awards specifically recognizing part-time faculty achievements have been established by departments and/or schools.

The following examples show the range of departmental and school commitment to integrating part-time faculty into academic life.

School of Arts and Sciences

- (1) **Department of Communication.** Classes taught by part-time faculty are subject to peer evaluation by full-time faculty members; part-time members are also invited to observe classes taught by full-time faculty. The department plans an award, Adjunct Professor of the Year.
- (2) **Department of Mathematics.** Part-time faculty are invited to all department meetings and special events. Recommendations of those teaching developmental courses (below degree level) are sought in particular and taken seriously when changes are made. The department recognizes a problem in that few major courses are taught in the evening, so few full-time faculty are available to confer with part-time faculty during evening hours.
- (3) **Department of Social Sciences.** The same evaluation procedures (student and faculty evaluations) are used for both part-time and full-time faculty. In addition, part-time faculty are invited to all department meetings with voting privileges, and the Chair meets with them individually or in small groups to discuss university policies and classroom procedures.
- (4) **Department of Writing, Linguistics, and Creative Process.** This is a new department, and to inform part-time faculty of its programs and philosophy it held an Adjunct Forum two weeks before the start of the Fall 2007 semester. Every part-time faculty member was assigned a full-time mentor. Regular consultation was scheduled and a comprehensive website established.

Ancell School of Business

No office space for part-time faculty exists in the Ansell School. Part-timers make use of the faculty lounge for conferences when needed, but accommodations are far from satisfactory.

- (1) **Department of Finance.** Full-time and part-time faculty are evaluated by the same instruments and peer observation procedures. Evaluations count 95% in decisions to re-hire part-time faculty. All part-time faculty are invited to attend department meetings and participate in departmental decision-making.
- (2) **Department of Management, Department of Management Information Systems.** Both departments employ a relatively large number of senior part-time faculty. Both invite part-time faculty to attend department meetings as

Response to Areas Identified for Special Emphasis

non-voting members. The Management department hosts a Saturday meeting of full-time and part-time faculty every semester.

School of Professional Studies

The School of Professional Studies has adopted school-wide a system of comprehensive part-time faculty evaluation, using both student opinion surveys and peer observation. The department Chair discusses outcomes and concerns, if any, with the part-time member, and continuing concerns are weighed up to 50% in decisions to re-hire. The School holds an Adjunct Appreciation Luncheon each year to recognize part-time achievements and awards.

All four departments in the School of Professional Studies — Education, Health Promotion and Exercise Sciences, Nursing, and Social Work — are notable for their number of senior part-time faculty with long records of successful teaching at WCSU.

School of Visual and Performing Arts

Specialization in the arts leads to a high number of part-time faculty in this school. All departments invite part-time faculty to meetings. The Department of Art and the Department of Music list part-time faculty in the university catalog (NASM accreditation standards require this in Music). The Department of Theatre Arts lists part-time faculty on its website.

Assessment

Substantial progress has been made, but needs still exist. Nine departments request better office space for part-time faculty. Five ask for better access to secretarial and technical services for those who teach in the evening. Three recommend orientation programs for part-time faculty.

These requests will be priorities as efforts continue.

Narrative

NEASC
Fifth Year Report 2007-2008

Standard I: Mission and Purposes

Description

The mission and purposes of Western Connecticut State University have been enhanced and more fully realized but not essentially changed since the comprehensive self-study of 2003. The university remains true to its mission as stated in the self-study:

Mission

Western Connecticut State University serves as an accessible, responsible, and creative intellectual resource for the people and the institutions of Connecticut. We strive to meet the educational needs of a diversified student body through instruction, scholarship and public service. WCSU aspires to be a public university of choice for programs of excellence in the liberal arts and the professions by providing full-time and part-time students with the necessary background to be successful in their chosen careers and to be productive members of society. It accomplishes this by emphasizing:

- A strong liberal arts foundation
- Strong skills in communication, problem solving, and critical thinking
- Opportunities for experiential, cooperative and internship experiences
- A strong background in information technologies
- Interdisciplinary programs

Narrative

- A strong sense of commitment to public service
- A personalized learning environment

The intensive Values and Vision planning process initiated by President James Schmotter in 2004, in which more than 600 stakeholders on-and off-campus were engaged, built upon the principles and values of the university mission (this process is described as an Area of Emphasis). The Vision Statement that drives our Strategic Plan incorporates these values:

Western Connecticut State University capitalizes on its *outstanding faculty* and its *location* in the greater New York metropolitan area to create a *diverse university community* that—in its range of quality academic programs and in its enriching and supportive *student-focused environment*—is characteristic of New England's best small private universities, but with *much more affordable costs*.

Appraisal

The reports that follow show the university's response to each NEASC standard and also the extent to which WCSU is fulfilling its mission and responding to the corresponding, consistent ideals of its vision statement. To cite only a few examples, please note the development of new international programs and partnerships, the establishment of a School of the Visual and Performing Arts with close ties to the arts centers in New York City yet affordable costs, our first endowed professorship, incentives and recognition for scholarship, and new opportunities for student leadership and experience. Institutional effectiveness has been enhanced, we believe, by the ongoing, dynamic process of evaluation, strengthening, and implementation of vision and mission.

Projection and Effectiveness

The vision and plans of the university will evolve according to the ongoing participatory process established by President Schmotter in accordance with the mission outlined here. The ongoing Self-Studies have and will continue to serve as useful guides in keeping the university's vision and plans in line with its mission.

Standard II: Planning and Evaluation

Description

Please refer to Area 3: Comprehensive Planning Process in the Response to Areas for Special Emphasis section of the report.

Appraisal

With both the Strategic Plan and the Master Facilities Plan adopted in the spring of 2007, the university now has cohesive, widely embraced directions for use of its energies and resources. The spending plan for 2007-08 was developed with these directions in mind. Financial investments were made a priority areas identified through the planning process, including investments in graduate education, student services, the library, and information technology.

Projection

Please refer to the Goals section of Area 3: Comprehensive Planning Process in the Response to Areas for Special Emphasis.

Effectiveness

Current and future decisions on spending for resources such as new faculty lines, library acquisitions, residence hall improvements, creation of new academic programs, etc., are made according to annual review of the Strategic Plan and the Master Facilities Plan in cooperation between the administration and the established university

Narrative

planning and review processes, including the UPBC, as outlined in Standard III: Organization and Governance.

Standard III: Organization and Governance

Description

The Board of Trustees (BOT) for the Connecticut State University System is responsible for the governance of the four universities under its jurisdiction: Central Connecticut State University (New Britain), Eastern Connecticut State University (Willimantic), Southern Connecticut State University (New Haven), and Western Connecticut State University (Danbury). The CSU system, in turn, is under the jurisdiction of the Board of Governors for Higher Education and its Department of Higher Education. The BOT determines the general policy of the University System, reviews and approves institutional budget requests, sets tuition and fees, and appoints the chancellor of the system and the university presidents.

The BOT is made up of fourteen members appointed by the governor and four members elected by the students, one from each of the constituent universities of the CSU system as specified by the Connecticut General Statutes. Members are guided by the Connecticut Code of Ethics for Public Officials. The BOT appoints university presidents, to whom it delegates a broad range of powers and responsibilities.

The division of authority between the CSU System Office and each campus is delineated in a number of places, including state statutes, the Trustees' Personnel Policies for Management and Confidential Professional personnel, the Board of Trustees' resolutions (compiled in the Board Policy Book), the annual letter of priorities from the chancellor to the individual university presidents, and longstanding practices.

The Chancellor, the Chief State System of Higher Education executive officer, is responsible for day-to-day operations in accordance with policies prescribed by the BOT. Duties of the Chancellor include policy formulation for Board consideration, comprehensive planning to establish priorities and procedures of operations and development among the institutions with respect to the role and scope of each institution, and monitoring of all collective bargaining process subject to the final approval of the Board.

The Board meets quarterly and holds some of its meetings on campuses of the universities of the CSUS of Higher Education. At each meeting, the Board receives and acts on reports from the four committees: Finance, Administrative, Academic and Student Affairs, and Advancement. The Chancellor also reports at each meeting concerning a wide range of matters within the state system.

The president of the University is the chief executive officer of the institution. The current president, Dr. James Schmotter, was appointed on August 1, 2004.

WCSU is organized administratively into four divisions: Academic Affairs; Finance and Administration; Student Affairs; and Institutional Advancement. The day-to-day operations of the University are reviewed and discussed by the Vice Presidents during weekly staff meetings with the President. Every other week the Extended President's Advisory Council (EPAC) meets with the President and Vice Presidents to discuss the issues of the university. Members of this committee are: the Dean of Arts & Sciences, the Dean of Ansell Business School, the Dean of the School of Professional Studies, the Dean of the School of Visual and Performing Arts, the Dean of Graduate and External Programs, the Associate Vice President for Human Resources, the Chief Information Officer, the Director of Multicultural and Affirmative Action Programs, Associate Vice President for Facilities, Director of Admissions, Director of Public Relations, Fiscal Affairs Director, Dean of Student Affairs, and the Enrollment Management Officer.

Narrative

Since the University's Comprehensive Report, a number of changes and new appointments at the vice president and management level have occurred. Appointments since that time include a Vice President for Finance and Administration (appointed 2005), Vice President for Institutional Advancement (appointed 2006), a Provost and Vice President for Academic Affairs (appointed 2006), and Director of Multicultural and Affirmative Action Programs. Other positions that are currently being filled are the Research and Grants officer, the Registrar, the Director of Libraries and a new position, the International Services Coordinator.

The organizational structure of WCSU clearly delineates lines of responsibility with regard to administrative personnel. There are six administrative divisions of the university that report to the President: Academic Affairs, Student Affairs, Administration and Finance, Advancement, Information Technology, and Affirmative Action/Human Diversity. An organizational chart showing the administrative divisions and their subdivisions and a list of stakeholders in university governance are provided in Appendix G.

WCSU Governance System

The current university governance system consists of one major body, the University Senate, which exists by the will of the Faculty. Its existence is based upon the principle that to institute new policies or change existing policies concerning matter over which local university autonomy exists it is necessary to have the approval of the University Administration, i.e., the President and his designated representative(s); the University Senate, if it wishes to act; and the Student Government Association Senate, if it wishes to act.

The University Senate is responsible for a set of committees that make recommendations to the Senate, and the Senate makes recommendations to the President, who has final authority to make decisions and/or make recommendations to the Chancellor.

The University Senate's mission is to function as a representative body of faculty and professional staff to initiate and/or review academic matters and other matters that may impact the University, including especially the university's planning process, which is managed by the University Planning and Budgeting Committee (UPBC). The University Senate is composed of a representative from each academic department, two students, and representatives from the professional staff and management of the University.

Collective Bargaining Units

There are six bargaining units on the Western Connecticut State University campus: The American Association of University Professors (AAUP), State University Organization of Administrative Faculty (SUOAF), Administrative and Residual (A&R), Protective Services, Maintenance and Service Unit, and the Administrative Clerical Bargaining Unit.

AAUP

The AAUP is the bargaining unit for all faculty of the University. It monitors the implementation of the Collective Bargaining Agreement and issues relating to it. A set of contractual committees, including committees on faculty, tenure and promotion, and sabbatical leave, make recommendations directly to the President.

Appraisal

State oversight and the collective bargaining process largely dictate the university's organization and governance. The administration and the University Senate are cooperative partners in the university's effective governance.

Narrative

Projection

The process of governance is laid out for the university through 2011 by the current Collective Bargaining Agreement.

Effectiveness

The Collective Bargaining process and the strict oversight of the UPBC provide regular review cycles for the university's governance.

Standard IV: The Academic Program

Description

Undergraduate Degree Programs

As noted in the NEASC 2003 report, WCSU has made substantial progress toward maturing as a university. The curricular changes of the last five years have furthered WCSU's transformation from an institution focused on training educators into a wide-ranging university offering undergraduate and graduate degrees in a variety of fields and particular niches within those fields. Much of the progress in the last five years has been to clarify program rationales and improve the clarity of degree program designs; this progress has led to the upgrading of departmental curricula by creating new courses more pertinent to the needs of our students as they enter the marketplace, changing existing course descriptions and outlines in order to make them more applicable to current academic and professional needs, and deleting moribund or obsolete courses. What follows is a summary of the curricular initiatives implemented since 2003:

- The Communications and Theater department was split into two separate departments, the Department of Communications and the Department of Theater Arts. New courses were added in each department, existing courses were upgraded, and obsolete courses were deleted. The changes provide students the ability to specialize in greater detail in their field of choice and allow the two departments to grow their programs according to the specific needs and demands of their profession.
- The establishment of a new School of Visual and Performing Arts in June, 2006 brought together the Department of Art, the Department of Music, and the new Department of Theatre Arts. In April 2007 the Governor of Connecticut approved bonding for a new building, the Instructional Center for the Arts, to house the school. The building will be constructed on the Westside campus.
- The former English Department was split into two departments, the Department of English and the Department of Writing, Linguistics, and Creative Process. The Department of English focuses on the study of literature and prepares students for professions where complex reading, critical thinking, and clear writing are important. A full complement of new courses was created to replace the old program, which was deleted. These new courses are more in keeping with literary studies as implemented in English Departments throughout the country, and should lead to increased professional and graduate opportunities. The Department of Writing, Linguistics, and Creative Process prepares students to pursue creative writing, journalism, business and technical writing, and other types of professional writing in preparation for careers in writing or for further study in writing at the graduate level. Many of the existing writing courses were upgraded and many new courses were added to supplement an already vibrant writing curriculum.

Narrative

- The Mathematics and Computer Science Department split into two departments, the Department of Mathematics and the Department of Computer Science. This enabled each department to develop its program according to the specific needs of its students. New courses were created, existing course outlines were upgraded, and moribund courses were deleted.
- The Department of History implemented a series of new courses and deleted an equivalent number of old courses that had not been taught for many years. The new courses are much more field specific than the older subject-based courses, and should prepare students better for passing the Praxis exam and GRE exam, as well as make them more conversant with the backgrounds and sources of current historical developments. In addition, many History courses were upgraded via changes to their course descriptions and course outlines.
- The former Department of Foreign Languages has become the Department of World Languages and Literatures. A major revision of the language offerings has occurred, with the creation of many new courses and the deleting of many obsolete courses. The series of new language courses has been implemented to meet the needs of students in an increasingly diverse and complex America, as well as to help students compete in an ever-expanding world marketplace.
- The Department of Biological Sciences has created new courses to expand its B.A. in Biology with an Ecology Option.
- The Department of Justice and Law Administration added several new courses to its major, expanding the options available to students studying terrorism and violent crime.
- The Department of Social Work added a writing-intensive course for its majors. This will train social work graduates to write in their field.
- The Department of Marketing has upgraded several of its upper-level courses to adjust to changes in the field of marketing.
- The Department of Psychology has revised several of its 200- and 300-level courses to bring them in line with current professional and academic practices.
- The Department of Accounting has revised several of its 300-level courses to bring them in line with current professional and academic practices.
- The Department of Health Promotion and Exercise Sciences is implementing a thorough revision of their program to better meet the needs of majors and non-majors who must fulfill the physical education requirement.

General Education and the First Year Experience

The University has been actively engaged in a review and renewal of the general education curriculum since December 2002 when a General Education Ad Hoc Task Force was formed. After nearly two years of meetings and discussion, a Task Force report was written, disseminated and presented to the University Senate. The report contained seven recommendations for improving and reinvigorating the general education curriculum: 1) formation of a permanent standing general education committee, 2) requirement of a first year seminar, 3) increase and enhancement of the writing intensive requirement, 4) addition of an information literacy requirement, 5) restructure of general education requirements into educational objectives, 6) requirement of e-portfolios, 7) modification of the advising system.

Narrative

To date, two of those recommendations have been implemented. 1) The University Senate Committee on General Education was formally established in March 2005 "to ensure that the general education curriculum is consistent with the mission of Western Connecticut State University, the State of Connecticut's general education requirements, and the New England Association of Schools and Colleges (NEASC) accreditation standards." As a result, new courses being proposed to fulfill general education requirements must be reviewed and approved by the committee before being considered by the Committee on Undergraduate Curriculum and Academic Standards (CUCAS). 2) The General Education Committee subsequently worked with other campus groups, committees, and offices and proposed an integrated first year experience program, grounded in the general education curriculum. The program was implemented in fall 2007 with 1/3 of the first year class. In fall 2008, 2/3 of the first year class will be included in the first year (FY) experience, and it is expected that all first year students in fall 2009 will be included in the FY experience program.

Students who are part of the FY experience program must take 3 FY designated courses in the first 30 credit hours. These courses, distributed throughout the curriculum, are existing 100 level general education courses that have been modified to explicitly address issues that are important for general education courses in general, and important for first year students, in particular. For a 100 level general education course to be designated as an FY course, it must include three elements that address academic skills and methods and two elements that address university success factors. Examples of elements of academic skills and methods are critical thinking, information literacy, oral communication, and ethics, among others. Examples of elements of university success factors are knowledge of university support services, ability to work collaboratively, and proficiency with information technology, among others.

The following departments offered FY courses in Fall07: Chemistry, Communication, English, History, Nonwestern Cultures, Psychology, Social Sciences, and Writing. The selection of FY courses for Spring 2008 will include those offered in Fall 2007 as well as additional chemistry and history courses, and a course from the Math department.

In addition, the university has begun a "One Book, One Community" common read program, which will engage students across the university (especially first-year students) in common texts and common questions. The text (*The Namesake*, by Jhumpa Lahiri, for 2008-09) and related events such as author appearances will be integrated into courses across the curriculum beginning in Fall '08 and continuing throughout the spring semester. This program encourages the WCSU community, the Danbury schools, and the wider Danbury community to read the same text and to come together for special events, such as on-campus appearances by the novelist and by the director of the film adaptation. This is one of the few one-read programs where a university, a city, a public library, and a public school system have formed a partnership to foster richer bonds and wider understanding. Please visit www.danburylibrary.org/oboc.

Majors

Please refer to the list of recent changes in programs and majors under "Undergraduate Degree Programs" in this section.

Graduate Degree Programs

The process of program and curriculum review and creation has not changed since the last report—the Graduate Council serves as the gatekeeper for all changes in Graduate curriculum.

Narrative

The MFA in Professional Writing, a low-residency program that employs a mixture of distance education and campus activity, launched in the Fall of 2005 and has graduated 22 students. The School of Professional Studies has proposed a new MAT program; all other changes in graduate curriculum in the last five years have been at the course level.

Integrity of Academic Credit

Practices to ensure the integrity of academic credit at the undergraduate level remain essentially unchanged since the last report. In Fall 2008, the Committee on Undergraduate Curriculum will commence a review of all undergraduate academic programs.

Undergraduate: Transfer Process, AP Credit, CLEP and HS Co-Op

The university, in cooperation with the CSU system and local community colleges, has, however, implemented transfer and articulation agreements. In summary:

- 1991 Connecticut Articulation Model for Nurse Educational Mobility
- Joint Statement on Articulation between CCC and CSU
- CCC—Statewide Articulation for General Education—includes CSU, UCONN, and private colleges
- CCC AS Business to WCSU BBA—Business Core Courses only
- Norwalk Community College (NCC)—WCSU Computer Security Program Articulation
- Music Education Pathway Collaborative NCC—WCSU
- Music Education Pathway Collaborative (Naugatuck Valley Community College (NVCC)—WCSU
- NVCC—WCSU Computer Science Articulation
- NCC—WCSU Computer Science Articulation
- Goodwin College—WCSU Articulation Agreement
- General Admission and Transfer Credit Evaluation Guidelines among CSU
- NVCC—WCSU Transfer Compact
- NCC—WCSU Transfer Compact
- NCC—WCSU Human Services to Social Work Pathway
- NVCC—WCSU Human Services to Social Work Pathway

The university also has established:

- A Pathway to Teaching Careers agreement (signed in 2004) facilitates a smooth transition for students pursuing the baccalaureate degree. This agreement was revised and finalized between Western, NVCC, and NCC in 2006.
- The Waterbury Nursing Pathways Agreement was signed by Naugatuck Valley Community College, WestConn at Waterbury, and UConn at Waterbury in 2004 to promote nursing as a career of choice, and to provide students with seamless articulation from associate, bachelor, and master degree programs. Each institution is solely responsible for delivering its degree in Waterbury (NVCC associates, WestConn at Waterbury bachelors, and UConn masters); and the institutions provide joint advertisement, articulation, and academic advisement among the programs. The agreement provides a unique model for the state of a community college, CSU, and UConn campuses working collaboratively to address the local, state, and national nursing shortage.

Narrative

- A guaranteed admissions program allows admission to a CSU institution by completing a joint admission form or completing an associate's degree at a CCC with a GPA of 2.0.

As the AP program grows and matures, the university increases its acceptance of these courses based on agreement of the appropriate departments. The following AP exams are accepted for credit at Western.

Exam	Credits	Course Equivalent
American History	6	HIS 148, 149
Art	6	ART 100, 101
Biology	8	BIO 103, 104
Chemistry	8	CHE 110, 111
Classics	6	CS 170
English Lang: Literature	6	WRT 101, 991W (ENG 145, 146)
European History	6	HIS 186, 187
French	6	(Check with department— sequences changed)
(Literature	6	FR 101, 102)
(Language	6	FR 103, 104)
Geography	3	GEO 100
German	6	GER 103, 104
Mathematics (Cal. AB)	4	MAT 181
Mathematics (Cal. BC)	8	MAT 181, 182
Music	6	MUS 100, REG 100
Physics (B)	8	PHY 120, 121
Physics (A)	8	PHY 110, 111
Psychology	3	PSY 100
Spanish	6	SPA 103, 104
Statistics	3	MAT 120

CLEP exams are administered in the areas listed below. These are acceptable for credit in appropriate departments. Information regarding the CLEP exams can be found at <http://www.wcsu.edu/testing/cleptests.htm>.

Algebra, College	English
American Government	Educational Psychology,
American Literature	English Composition
Analyzing and Interpreting Literature	Financial Accounting
Biology	French Language
Business Law, Introductory	Freshman College Composition
Calculus	German Language
Chemistry	History of the United States I:
College Composition with Essay	Early Colonization to 1877
Pre-Calculus	

Narrative

History of the United States II: 1865 to the Present	Microeconomics, Principles of Natural Sciences
Human Growth and Development	Pre-Calculus
Humanities	Principles of Western Civilization I: Ancient Near East to 1648
Information Systems and Computer Applications	Psychology, Introductory
Macroeconomics, Principles of	Social Sciences and History
Marketing	Sociology, Introductory
Mathematics	Spanish Language
Management, Principles of	Western Civilization II: 1648 to Present

The Mathematics Department administers a High School Calculus Co-op program, in which students may obtain credit for Calculus I and II at Western by completing an approved course at a cooperating high school. The curriculum at the high school level is monitored by a faculty member in the Mathematics department at Western.

Graduate

At the program level, each program devises methods and measures appropriate to its field in major areas such as quality of advising, regular program review and change process, and standards for and supervision of adjuncts and graduate assistants. Recent program review activity among graduate programs includes:

- Quality of advising
 - (1) **EdD, Instructional Leadership**—This program uses a cohort system with set sequence of courses; but formal dissertation advisement is provided at regular intervals
 - (2) **MS, Education**—In addition to regular one-on-one advising, the department has produced extensive materials and video to supplement advisement
- Program review
 - (1) **MHA**—The program is reviewed regularly and is currently being measured against Commission on Accreditation of Healthcare Management Education criteria.
 - (2) **Program in Astrophysics and Meteorology**—The program is currently reviewing curriculum, revising Astronomy/Astrophysics track, and considering reduction in program tracks to better serve students.
 - (3) **MS, Ed.**—An ongoing Grad. Curriculum Committee discusses courses and programs monthly; students are surveyed annually and revises programs based on student responses (for example, number of online courses, nature of final research project, changes in prerequisites, adding more technology to course description)
 - (4) **MBA**—An MBA Instructors Group meets frequently to discuss program structure relative to employer needs, linkages among courses, exchange of course materials, monitoring and revising 2-year course plan, alternative scheduling formats, curriculum of competing MBA programs, pursuit of accreditation.
 - (5) **MS, Nursing**—The program reviews each course at the end of the semester; program is also reviewed in response to practical challenges and certificate requirements, with regular comprehensive program review every five years.

Narrative

(6) **MFA, Writing**—The program solicits semi-annual student feedback on the program, which has resulted in course changes, changes in the way internships are managed in the program, and final portfolio requirements. Will undergo 5-year program review from outside reviewer.

- **Quality Control of Courses Taught by Adjuncts**

- (1) **MHA and MFA, Writing**—Every adjunct syllabus reviewed by Coordinator

- (2) **MBA**—Peer visitations, program review of texts and assignments

- (3) **MS, Ed**—Mentor and orientation provided for new teachers and adjuncts

- (4) **MA, English/Writing Concentration**—Mentor provided for new teachers, adjuncts, and graduate assistants; all graduate assistants meet regularly as a group with a faculty supervisor

- (5) **MFA, Writing**—Coordinator provides course assistance materials and holds meetings with adjuncts semi-annually

All graduate programs use student evaluations of programs to monitor quality of the programs. The EdD in Instructional Leadership also hosts regular meetings with community stakeholders (local school districts) to ensure that the curriculum and individual courses are meeting the needs of teachers and districts and meeting the standards of the field.

Assessment

Please see Area 1: Assessment of Student Learning Outcomes in the Response to Areas of Special Emphasis section of this report.

Appraisal

The university has processes in place to ensure the integrity of undergraduate, graduate, and transfer academic credit. Please refer to Standard VI: Students for further information on services the university provides to ensure student success within the curriculum.

Projection and Effectiveness

The Committee on Undergraduate Curriculum will commence its review of undergraduate programs in Fall 2008; it is university policy that programs undergo review at least once every ten years.

Standard V: Faculty

Description

The faculty at Western Connecticut State University continues to pursue scholarship, research, and creativity and is supported in its acquisition of the knowledge, skills, and best pedagogical practices. The administration supports this endeavor and has supported processes and mechanisms to evaluate, encourage, and support faculty.

Teaching and Advising

Since the date of the 2003 report WCSU has been improving teaching and advising in several ways. We have begun implementing a first year experience program and we significantly enhanced the effectiveness of the Center for Excellence in Learning and Teaching and the Academic Advisement Center. Each of these initiatives is congruent with the goals of the strategic plan adopted in 2006, has been embraced by the faculty, staff and administration, and received sufficient funding for their respective missions. Also, the university has renewed its commitment to clear and practicable policy on faculty scholarship and the tenure and promotion review process in the new Collective Bargaining Agreement.

Narrative

First Year Experience

Section 5.1 of the strategic plan mandates that the university, "Expand opportunities to strengthen partnerships between faculty and students in the academic arena in order to strengthen the collaborative nature of the educational experience provided by WestConn." This goal has been partially achieved by a first year experience as called for in section 1.5A.

Students will have the opportunity to interact with full-time faculty in at least three small-section classes in their first year, and to experience the kinds of relationships and learning activities not often possible in large, introductory classes. By forming relationships and being exposed to the range of resources on campus, students will develop an appreciation and excitement for learning and be better prepared for the future demands of advanced college work.

http://www.wcsu.edu/committees/gened/fye/fye_students.asp

The First Year Experience program developed by the General Education Committee was implemented in fall 2007 with 1/3 of the first year class. In fall 2008, 2/3 of the first year class will be included in the first year (FY) experience, and it is expected that all first year students by fall 2009 will be included in the FY experience program. Fulltime faculty members were invited to revise existing 100-level General Education courses to meet these requirements. Rather than imposing a uniform structure on these courses, the General Education Committee elected to provide faculty members with as much flexibility as possible in designing FY courses. Therefore, the decision about the particular components of academic skills and university success factors that were included in each FY course was left to the individual instructor.

Center for Excellence in Learning and Teaching (CELT)

The strategic plan calls for, "Opportunities for faculty members to explore new modes of course delivery, teaching tools, and classroom management" (1.3.D.10). CELT has provided numerous opportunities to improve the quality of learning and teaching at WCSU since 2003, offering approximately twenty-five programs and one-time workshops or discussions. These have included presentations to students and faculty by Richard Light, author of *Making the Most of College*; new faculty mentoring programs and orientations; and creation of a website that provides schedule information and resources for faculty. CELT has offered approximately twenty workshops or discussion groups on topics including; first year students: what they expect; what we expect; assessment of teaching and learning; expectations about class requirements and course levels; teaching styles; the whole student; promoting faculty career development through assessment; plagiarism and the academic community; and digital native students and digital immigrant professors. The installation of CELT in a permanent facility in 2006, with appropriate secretarial support, has significantly enhanced the ability of the organization to fulfill its mission.

Director of Faculty Advising

WCSU's strategic plan emphasizes the importance of improving academic advisement in several sections of the strategic plan:

Support and promote quality academic advising as an attribute of outstanding faculty, especially as related to ensuring student success (1.4)

Improve and support ongoing advisement of students across all programs, including undergraduate and graduate, part-time and full-time, day and evening, non-traditional and transfer populations (4.2.A 4).

In the Summer of 2007 the Provost appointed a Director of Faculty Advising to coordinate efforts to find and distribute best practices in advising and expand advising opportunities. The Director of Faculty Advising formed a team of five faculty members, and the resulting program assisted students through the registration process,

Narrative

enabling them to find courses, resolve scheduling conflicts, and answer questions during orientation and throughout summer. The program provided registration, major changes, and course changes for all students requiring assistance. An "Advising to Go" program has also begun, providing students with on-site advising on a quick-visit basis in the Student Center.

During the Spring, 2007 semester, the Director met with the Advising Committees of each school and with many individual faculty members to promote a simplified advising checklist for each program. Similar in construction to a program sheet, but used and stored electronically, the checklist system is user friendly for students and always available. The initiative is to help faculty develop checklists for their programs and provide demonstrations on how to store the records on a shared drive so that all department members are able to retrieve it.

Scholarship and Creative Activity

Expectations of scholarship requirements continue to be clearly stated at both the University level and the departmental level. These requirements are consistent with the University mission and purposes. The new collective bargaining agreement (2007-2011) in Articles 4 and 5 delineates professional rights and responsibilities related to academic freedom, tenure, types of appointments, and procedures for evaluation.

As is consistent with the mission statement of the University, the primary purpose of Western Connecticut State University continues to be facilitating learning. To that end, the mission also "requires faculty to be active scholars." Since the last report several changes have been added to support faculty in their pursuit of research and creative activities.

Overall, there has been an increase of external grant funding for research since the last report. The Office of Grant Programs has been working to increase access to all faculty to existing grant opportunities, to educate faculty on writing and obtaining grant funding and work with faculty who are interested in obtaining large external and CSU grants. This office works to maintain the federal standards for the ethical conduct in research through working with the Institutional Review Boards Committee on campus, renewing federal assurances for research and working with faculty in these areas. The IRB continues to work with faculty to clarify the process for review of research and educate about the standards for ethical research by reviewing forms and improving access through web-site availability of information. The University continues to meet state and federal standards for ethical human and animal research on campus.

In addition, several mechanisms continue to exist to support research and creative activity. In the new collective bargaining agreement, funds were increased by 10% for both reassigned time for research (article 10.6.4) and faculty development (10.6.5). Applications for reassigned time for research are competitive and submitted to the Research and Development Committee for evaluation and selection. This committee reports an increase of 20% in application this year and is working to revise forms and educate faculty on successful applications through the Office of Grant Programs. Another source of support for additional scholarship for faculty are the new technology grants offered by the Provost and the increase in the collective bargaining agreement supporting travel, retraining, curriculum development, and research grants. Faculty continue to have the opportunity to take apply to take sabbatic leaves for the purpose of "scholarly development and creative endeavors." Faculty may also apply for funds from the second round of funding for the President's Initiative. Applicants submit for funding of creative projects addressing the University's global objective of learning through diversity. Faculty development funds are non-competitive, and the Faculty De-

Narrative

velopment and Recognition Committee evaluates applications per the collective bargaining agreement.

The Faculty Development and Recognition Committee also is responsible for faculty recognition. Changes in the process has been revised this year to allow online submission of application for recognition. New also since the last report is the Western Research Day or WRD in which campus-wide student and faculty research is recognized and displayed in a research conference format. The Office of the Provost confers a Teaching Excellence Award each academic year; in 2007-08 the award went to Prof. Kevin Jay Isaacs of Music. In 2006/07 Prof. Ruth Guyer of Biology received the WCSU Trustees Teaching Award as well as the CSU (system-wide) Teaching Award and Prof. Shouhua Qi of English received the WCSU Trustees Research/Creative Activities Award. In 2007-08 Prof. Robin Flanagan of Psychology received the WCSU Trustees Teaching Award, and Prof. Shane Murphy of Psychology received the WCSU Trustess Research/Creative Activities Award.

Another innovation supporting creativity is the expansion of technological resources for both faculty and students. University Computing has added an expanded web-based learning platform, done extensive training of faculty, upgraded and expanded our website and offers several options for complementing traditional teaching with technology based strategies for learning and curriculum delivery. An example is the collaboration of the nursing department with University Computing to acquire Human Patient Simulators that are run on several computers and supported by our technology services. The addition of these simulators has increased the nursing faculty's ability to teach via technology and spurred research within the department exploring critical thinking and simulation.

Standards to uphold academic freedom and ethics in teaching continue unchanged and are consistent with the Mission, Principles, and Values of Western Connecticut State University. Article 4.2 in the new collective bargaining agreement outlines principles and procedures regarding academic freedom.

Tenure and Promotion

Information about the process of review for tenure and promotions may be found in the Faculty Handbook, which may be found online on the university website and is available in hard copy as well. There have been no changes or the process for evaluation of scholarship for faculty as it is detailed in the last report. Related changes to the collective bargaining agreement are as follows:

- 4.11.4-4.11.14, 4.12, 4.15: Substitution of the Provost for the President in the evaluation process.
- 4.11.14 Appeal to the President if the Provost disagrees with two of the three evaluations entities (DEC, Dean, and Promotion and Tenure Committee) and denies tenure • 4.15.1 Endowed chair position.

In addition, the Promotion and Tenure committee continues work to educate and facilitate faculty on the promotion and tenure process. This committee reviewed and updated committee bylaws (10/2007), has added a feedback loop to increase clarity of communication with candidates and has revised letters sent out to candidates for promotion and tenure. For tenure letters, the recommendation now indicates "recommend" or "not recommend." For promotion, the letter indicates "recommend," "satisfactory but insufficient progress," or "not recommend;" in the cases of insufficient progress or not recommended, the committee checks off deficiencies in the candidate's portfolio (as of 2006-07). These changes were made in response to requests made by the University Senate. The Promotion and Tenure Committee continues to hold yearly information sessions for both candidates and departmental evaluation committees to answer questions and review the process.

Narrative

Appraisal

Since 2003, WCSU has seen an increase in both internal and external funding to support faculty research and creative activity, and the university has amended the tenure and promotion process in the Collective Bargaining Agreement. Faculty are generously supported in their need to conduct these activities in their fields.

Projection

Going forward, we hope to:

- Continue developing many of our current programs and develop resources in order to better equip faculty to offer advising services to the student population.
- Develop a description of steps in the advising process; develop a handbook for students from admission through graduation. This process has been started and material gathered to contribute to such a document. Also under consideration is a similar document for faculty.
- Develop a process for maintaining electronic records of advisement.
- Develop the substructure of funding that supports scholarship, research, and creative activity

Effectiveness

The addition of funding for reassigned time and funding for research grants has begun to address one concern in the last report. As a university whose primary mission is teaching, balancing scholarship, research and creative activity with full academic, service and advising loads was a concern. Taken together, the progress made overall in support of these endeavors as cited above, and the University is addressing these issues on a continuous basis.

Standard VI: Students

Description

Admission

Enrollment at the University has grown since the last report and is projected to continue growing. New student applications are up 13.4% from last year. This year 5,351 students (81.2% freshmen and 18.8% transfers) applied to Western Connecticut State University. Approximately 58% of the freshman students applying were accepted and 63% of the transfer applicants were accepted. 90% of students enrolled at the university are from CT, and 10% are from other states and countries, with 16.5% minority enrollment. Our first-time, full-time freshman cohort is the largest in recent years (916 students, up 7.1% from the previous year). Full-time undergraduate enrollment continues to be strong, increasing 5.9% from last year.

The gender mix for freshman applicants (56% female, 45% male) and transfer applicants (57% female, 43% male) reveals a more equitable match than the national trend toward a much higher percentage of females applying. WCSU continues to reflect the population of an urban university with applicants who are 26.9% students of color. This ethnic mix reflects the diverse population of the surrounding region. Our EAP (summer academic skills program) has remained steady during the past few years in its mission to help at-risk students.

Admission Requirements and Placement

Admissions criteria and requirements are published in both hard copy and electronic versions. In addition, information is sent to high schools and community colleges within the region. The Admissions Office and academic faculty continue to address the qualifications of the incoming class as it relates to their standards. The university

Narrative

continues to use SATs, placements, and performance in university coursework to identify students in need of support services (from the Advisement Center, Student Technology Training Center, the Learning Centers in Math and English, and the Disability Service Center). All student populations are integrated within the academic structure of the university. The Enrollment Management Committee and Education Achievement and Access Committee specifically address the needs of the incoming class.

The university administers placement tests in math and English for all students who do not satisfy appropriate testing requirements. In addition, chemistry placements are required for those entering the sciences, nursing, and health professions. There are also several foreign language placement exams given to students. When students don't place at the necessary levels, remedial coursework is offered.

Retention

Based on the recommendations of the 2005-2006 Student Success and Strategic Enrollment Management action teams, a number of improvements were implemented in academic advising, course scheduling, financial aid, and customer service. The one-year retention percentage for first-time, full-time freshmen increased to 73.1% (compared to 66.5% in Fall 2006, 71.8% in Fall 2005, and 71.5% in Fall 2004). The minority freshmen retention rate increased by 6.6%, from 70.6% to 77.2%.

The improved rate demonstrates that the University is recruiting and enrolling students who are well prepared for the academic challenges that they will face at Western. The collaborative Building a Bridge project with Danbury and Bethel high schools has been successful in decreasing the number of students needing remediation. Among the long-term goals of this project was to realize an increase in student retention rates. In just two years, we are already seeing results. The one-year retention rate for students in the Bridge schools ... is 72.4%, compared with 64.1% for students from all other high schools. ..."

As the result of a Nellie Mae Foundation Grant for the new Project IMPACT in 2007-08, the University gathered information about the recruitment, retention, and graduation rates of Latino/Hispanic, African American, and White students, as well as projected changes in the ethnic and racial composition of surrounding communities. We are now able to monitor progress in the rates for each of these ethnic/racial groups.

Measurement and Reporting

WCSU uses the following measures of undergraduate student success:

- (1) Satisfactory progress toward degree (i.e., undergraduate completion of twelve or more credits per semester with a cumulative grade point average of 2.0 or higher).
- (2) One year retention rates (i.e., the percentage of entering students re-enrolling for a second year).
- (3) Six-year graduation rates (the federal standard for baccalaureate programs).
- (4) Transition from Exploratory Studies to declared majors before completing 60 credits.
- (5) Transition from remedial status to college level coursework within 24 credits. Entering students placed in WRT 098 and/or MAT 098 must complete the appropriate remedial course work.
- (6) Attainment of the prescribed cumulative grade point average (GPA) for the student's major program (for example, 2.3 for Business majors and 2.8 for Teacher Certification candidates).

Narrative

To maintain eligibility for Title IV federal funds, WCSU must respond to the annual IPEDS Graduation Rates Survey (GRS). This survey is now part of online data collection every spring semester. Accordingly, we compile a tracking record of degree-seeking students who entered as first-time full-time undergraduates six years ago. We then calculate the numbers and percentages graduating in four years or less, in five years, and in six years. These rates are disclosed to the public through a federal website known as the College Navigator (previously called the College Opportunities Online Locator).

In addition, the annual Spending Plan submitted to the CSUS Board of Trustees and the Connecticut State Legislature contains measures of six-year graduation rates and one-year retention rates. Each table compares several recent entering cohorts of first-time full-time students. These rates were first calculated using the entering cohort of fall 1990, and the calculations are updated annually.

Graduation

WCSU's six-year graduation rate still languishes below 40%, with only minimal improvement over the past three years. Improving this performance must continue to be an important institutional goal, and our academic community understands this. Considerable collective effort by faculty and administration has focused on developing a better understanding of reasons behind these low rates, and recent improvements in retention are encouraging. But continuing attention to this issue is essential.

Benchmarking Retention and Graduation

In June 2005 WCSU chose ten peer (comparative) institutions judged to be similar in size, scope, and mission. The university annually monitors selected performance indicators for WCSU and its 10 peers, who are:

Clarion U of PA	SUNY College at Fredonia
Framingham State College (MA)	SUNY College at Plattsburgh
Indiana U-South Bend	U of Michigan-Flint
Rutgers-Camden (NJ)	U of Wisconsin-River Falls
Shippensburg U of PA	Worcester State U (MA)

Current goals for retention and graduation include:

- (1) To improve the six-year graduation rate from the current 35% to the peer-group average of 51% in five years. We realize that this is an ambitious goal.
- (2) To improve the one-year retention rate from 73% to the peer-group average of 81% in five years.

Student Services

Since the last NEASC report the Division of Student Affairs has made significant progress toward realizing the University's goal to make the campus truly student centered. During the "Vision and Values" process, six major strategic goals were identified in the final plan, one of which reads as follows:

The University shall create an enriching and supportive student-focused environment. It will foster a holistic approach to intellectual and social growth and development that prepares students to be productive citizens of the State of Connecticut and the world by developing their knowledge, experience, and critical thinking and by fostering life-long learning characterized by intellectual curiosity, imagination, and creativity.

Within the Division of Student Affairs a new vision statement was also developed for the purpose of guiding the work in providing co-curricular programs, activities, and services to students.

Narrative

The Division of Student Affairs will drive the transition to become a more student-centered and service-oriented campus. As such, the Division will work closely and proactively with academic affairs to develop high quality programs and services which will enhance student understanding of global issues, the value of service to the greater community, student retention and the importance of leadership in transforming lives.

Policies related to the University's disciplinary process, sexual assault protocol, drug and alcohol use, housing and residence life, computer usage, file sharing, student government, clubs and organizations grade appeal, academic honesty are all carefully described for students in a Student Handbook which is published and distributed annually and made available on the web as well. The Vice President for Student Affairs, the Dean and Assistant Dean of Student Affairs meet regularly with students to explore issues and problems related to campus life. Students are actively recruited and serve on dozens of campus wide committees, both academic and non-academic and provide on-going critical feedback for faculty and administration. The high level of student engagement on these various committees is a recent indicator that student engagement in university affairs is at an all time high.

A new Student Leadership Certification program is currently being developed in collaboration with Academic Affairs. The program will identify up to thirty students each year who will be nominated by faculty and staff to take part in a 24 hour leadership course which will encompass concepts of communication, organization, mediation and conflict management. Following the course, students will have to complete at least 40 hours of leadership work on campus. The program is being created under the leadership of Dr. Averell Manes a professor in Social Sciences in collaboration with student affairs staff. There are currently more than 65 clubs and organizations on campus many of which are relatively new and reflect the ever changing needs of students who come to campus.

Athletic programs have been extremely vibrant over the last five years. The University competes in eight programs for women and six programs for men, compliant with all NCAA Division III standards. Upon his arrival in 2004, the President asked the Vice President for Student Affairs to create a President's Athletic Advisory Council, which has been meeting for two years includes members of the faculty, athletic staff, and administration. This year, the women's soccer team played in the Division III Final Four championship round for the first time in their history.

Two years ago the Division of Student Affairs, for the first time in its history, decided to implement a comprehensive self-study process utilizing the Council for the Advancement of Standards (CAS Standards) for every department. Consultants from the University of Hartford were brought to campus and met with all the Division Directors during which time the directors learned about the CAS assessment process and its critical importance to maintaining quality of programs and services.

Financial Aid also has concluded a period of self study and evaluation resulting from the process required in the development of the Universities' Strategic Plan. The outcomes of this detailed examination includes better service, a centralized student finance center, more timely information, and greater student access to funds and the information necessary to receive those funds, and faster aid awards. Consequently students better understand their bills, and the aid staff is able to devote greater time counseling families on the numerous financial solutions at their disposal.

Appraisal

The Division offers students a comprehensive set of programs and services which include Athletics and Recreation, two Student Centers, Career Development, Mental Health Counseling, Disability Services, Health Services, Campus Ministry, Drug and

Narrative

Alcohol Prevention, Housing and Residence Life, Pre-collegiate and Educational Access service programs. Each area is staffed with fully prepared (most at the Master's and many at the Doctoral level) professionals dedicated to meeting the needs of a diverse population of students. Advising to Veteran students is available through the office of Financial Aid and Veteran Affairs.

Projection

This May, each director will make a formal presentation to the Vice President for Student Affairs and the Dean of Students regarding the results of their almost two-year self-study analysis. This comprehensive and voluntary process of self-assessment will yield important program data and related information which can be used to improve services for students. The process will also provide meaningful data that can be used to request critical resources in the future, particularly as the evaluations help to analyze our effectiveness in meeting stated goals and objectives.

Effectiveness

The Student Affairs self-assessment, the university's annual reporting on retention and graduation, improvement in advising services, and the university's recent success at improving retention and graduation rates attest to the effectiveness of the university's processes for monitoring and improving student services.

Standard VII: Library and Other Information Resources

Description

Libraries

The libraries have made substantial and steady progress toward fulfilling their mission by seeking to be an active partner in the teaching and learning process and by becoming a flexible, responsive, and proactive organization.

Strengths/Areas of Progress

Budget. The library budget has increased dramatically since the 2003 self-study report was completed (see table 1). The increased financial support has allowed the libraries to address some outstanding collection deficiencies and has provided an opportunity for the library to be more responsive to curricular and patron needs.

Table 1. Library Materials Budget

Year	Budget	% increase
2002-2003	\$472,214	--
2003-2004	\$563,214	19.2%
2004-2005	\$665,214	18.1%
2005-2006	\$683,100	2.6%
2006-2007	\$683,100	--
2007-2008	\$783,100	14.6%
	<i>Overall increase 02/03 - 07/08</i>	<i>65.8%</i>

With the arrival of a new Director of Library Services (July 2007), the libraries have adopted an allocation and ordering policy that gives the librarians additional control over subject resources and collections to ensure that the budget is spent wisely and efficiently.

Narrative

Staffing. Staffing has improved—both libraries are now fully staffed, including restoration of support staff lines that had been lost during Connecticut’s 2002 budget crisis. Staff has also been reorganized into logical functional areas, giving the librarians responsible for such areas the necessary control and support to maintain and improve services.

Collection development. After many years of stagnation, an overall collection development policy was drafted and adopted by the library faculty and administration. Subject-specific policies are currently being refined by the appropriate liaison librarians. Additionally, the libraries are making concerted efforts to purchase digital and electronic versions of reference works whenever available and financially feasible.

Archives and special collections. A new Archivist and Special Collections Librarian (August 2007) has brought the department into the digital age with online finding aids, collection digitization projects, and promotion and utilization of the library’s institutional repository (DSpace).

Challenges/Areas of Focus

Information literacy. The library faculty adopted an Information Literacy statement in 2003, but the concept of information literacy continues to be a challenge for the university. From 2002 to 2004, several librarians participated in a campus-wide General Education Task Force to discuss the advantages and shortcomings of the general education curriculum. As a result of these discussions, the general education curriculum—especially through the newly established First Year Experience Program—is being targeted as a vehicle for embedding information literacy concepts into coursework and major programs.

Digital initiatives. In recognition of the continually developing digital environment, the libraries need to position themselves as full participants and leaders in creating, describing, and preserving digital assets such as research, learning objects, tutorials, images, and more.

Systems review and assessment. The library faculty and staff are engaged in a comprehensive review and assessment of processes, services and policies. Initial attention will be given to the acquisitions and materials processing systems, as well as statistical analysis of collections.

University Computing

Strengths/Areas of Progress

Technology in the Classroom. 127 classrooms (100% of the classrooms that are capable of being equipped with technology) have been equipped with technology (at a minimum of an instructor PC, LCD projector, and VHS/DVD player). Of these 127, 19 are multi-station classrooms with PCs and 3 are multi-station with Macs.

Wireless. WCSU continues to fulfill its goal of having a secure wireless network available throughout both campuses. 100% of residence halls will have wireless network access by Fall 2008, along with 4 classroom buildings, 2 student centers, and the Haas library. The athletic complex will be wireless in January, 2008.

Staffing. Staffing levels have remained relatively constant in the past 5 years. One position was transferred to another department and one position has been frozen until July 2008. University Computing stands to make up the lost position by a vacant position which is being transferred from the CSU System Office. Through normal attrition there are currently 3 vacancies (excluding the frozen position and potential transfer from the System Office) with searches to fill these in progress.

WestConduit. The Campus Pipeline (now Luminis) portal which has been branded as WestConduit went live in 2005 and serves to digitally unify the University by consolidating campus announcements, events, Banner online services, Blackboard Vista

Narrative

course management, Lotus Notes web mail, and other services to a single, easily accessible via the Internet location.

Culture of Evidence. University Computing is piloting a survey system from Select-Survey.net which can be used for feedback purposes throughout the University.

WCSU Strategic Plan. WCSU successfully developed a strategic plan earlier in 2007 and is in process of implementing it. Many of the objectives have technological components so University Computing will be intimately involved.

Challenges/Areas of Focus

Bond Money. The State of Connecticut issues bond funds on a fiscal year basis for equipment purchases. The State has not disbursed funds for fiscal 2006-07 and fiscal 2007-08. This will eventually have an impact on computer replacements and new equipment purchases.

Help Desk. The main University Computing help desk hours remain Monday through Friday 8:30 AM to 4:30 PM. The CSU System has a contract with the Connecticut Distance Learning Consortium (CTDLC) to handle Blackboard Vista trouble calls and questions after hours through December 31, 2008.

Media Services

Strengths/Areas of Progress

Instructional design services. Media Services now offers instructional design services to faculty and has created an Instructional Design Center for use by faculty, students and staff. The Center is equipped with the necessary hardware, software and peripherals to produce quality materials and to convert analog formats to digital formats.

Staffing. Media Services was able to fund a full-time professional staff position to assist faculty and to oversee media support for events in the evening. This person is currently working 12pm—8pm which greatly enhances our ability to provide professional services in the evening.

Challenges/Areas of Focus

Equipment funding. While the university provides sufficient financial support for Media Services operations, equipment funding continues to be an issue due to inadequate funding levels and delays in the state releasing bonded money.

Appraisal

The libraries, university computing, and media services have all increased service areas since 2003 despite underfunding from the state for equipment purchases. These efficient increases in service have provided both students and faculty with enhanced ability to pursue research and interact.

Projection

The libraries and University Computing will be involved in a university-wide effort to increase information literacy among all constituencies.

Effectiveness

The current library systems review and the involvement of both the library and University Computing in ongoing General Education and Strategic Planning attest that these branches are not only conducting self-review, but sufficiently engaged in the university's review process

Narrative

Standard VIII: Physical and Technological Resources

Description

WCSU has completed a University Strategic Plan that will guide us into the future. Work has already begun on how Information Technology can assist in achieving the goals and sub-goals set forth in the University Strategic Plan. Once the Information Technology priorities are defined, dollars and staff resources will be re-examined and aligned with the University Strategic Plan.

Over the past several years, the university has made significant investments in facilities, both in the form of new construction and in renovations and improvements (a list of facilities is available in Appendix H) consistent with the comprehensive Master Plan for 2005-15 and the Strategic Plan. Since 2003, the university has opened four new facilities:

- A new 350-bed LEED-certified residence hall (Centennial Hall) and associated 450-car parking garage, opened August 2004
- A new, award-winning, state-of-the-art 122,00 square foot science building; this is the first State-funded building to seek LEED-silver certification, opened August 2005
- A new 800-car parking garage for students on Midtown, opened August 2006
- A new 49,000 square foot LEED-certified campus/student center on Westside, opened January 2007

Also during this period, the university acquired two strategically positioned parcels adjacent to our Midtown campus. Additionally, we invested in HVAC upgrades to Newbury residence Hall, renovations to Warner Hall, telecommunications improvements between and within Midtown and Westside campuses, site improvements on both campuses, renovations to academic buildings, improvements to recreation and athletic facilities, and renovations to Old Main Hall, where Admissions and student services are co-located. All these facilities investments were made to service growing enrollments and to deliver improved services for students, faculty, and staff. These investments are further detailed in Appendix I.

To address major capital facilities needs, the university recently completed a comprehensive facilities planning process, culminating in adoption of our Facilities Master Plan. The Plan sets forth facilities projects from 2006 through 2015 and beyond to further align physical resources with projected enrollment by academic and co-curricular programs. Development of the facilities master plan occurred over a two-year period and was inclusive of all departments and university constituents. The facilities master plan was adopted by the CSU board of trustees in March 2007.

The first phase in development of the facilities master plan involved a complete space inventory, which was then analyzed relative to departments, enrollment, and space utilization standards. This study revealed that the university presently has sufficient office, classroom, and laboratory space. However, shortages were noted relative to residential capacity to house students. For academic year 2007-08, this shortage was addressed by the opening of a privately-managed, 300+ residence hall located close to the Midtown campus and available exclusively to Western's full time students. Capacity will increase again in academic year 2008-09 when Fairfield Hall comes back on-line. The university will also convert double rooms to triple occupancy in the Fall semester as needed to house qualified students who otherwise will not have housing. We plan to pursue planning and construction of another residence hall through the State process as well.

Narrative

Another framework that enhances the link between the university's physical resources and its academic, student, and financial plans is the work of the Facilities Team for Strategic Plan Implementation. This team is one of eight charged with implementation of the strategic plan relative to a specific functional area. The team, made up of administrators, facilities professionals, faculty, staff, and students, has reviewed the strategic plan and identified six facilities initiatives deemed critical to the strategic direction of the university. The team is in the process of determining milestones and assessment techniques for each initiative and will meet every six weeks over the next three years to review progress and make corrections as warranted.

The six initiatives identified are:

- (1) Establish operational and service standards and guidelines relative to facilities
- (2) Establish space utilization decision framework and implement the process
- (3) Develop more integrated/joint planning, particularly with academic affairs
- (4) Improve university image through quality facilities and communications of same
- (5) Improve processes for identification and execution of facility and infrastructure requirements
- (6) Implement Master Plan

The last five years have proven to be challenging, successful, and exciting for Information and Instructional Technology at WCSU. We have increased our Computer Center lab hours to meet student demand. Workshops and one-on-one tutoring have also increased in the Student Technology Training Center. We have responded to the faculty need for training and support in the use of Blackboard (WebCT) Vista resulting in continuous increases in the number of on-line courses, hybrid courses, and technology enhanced courses. WCSU's website has been enhanced to align it to the University Strategic Plan. University Computing worked closely with University Relations and University Publications and Design to develop WCSU's web site, including new and enhanced sites, such as admissions and prospective students, academic advisement, scholarships, news and events, registration, and the School of Visual and Performing Arts. A new technology website was also released to respond to user feedback.

Improvements in the Telecommunications data/network services area have been made to improve reliability, security, and structure. The Midtown to Westside connection has been upgraded to gigabit fiber from 20Mb ATM and our firewalls have been upgraded to gigabit capacity. The Danbury to Waterbury bandwidth was increased by 100x. Protecting our assets is also important. As such, we are putting access control on all our classrooms. We are about 40 percent complete.

Appraisal

While great strides have been made in upgrading and adding facilities and technology, work remains to be done to secure sufficient funding to enable implementation of the facilities master plan and to align the sequencing and designation of planned bonded funds with the projects specified in the plan. Funding of operating costs for new buildings continues to be a challenge to be managed, as State funding for this purpose is limited.

During Spring 2007, the CIO stated that the university must ensure that the software needs of academic departments are met to continue to be competitive in the marketplace. To that end, we are surveying faculty to find out what software is needed to attain that goal.

Narrative

Projection

Presently, Fairfield residence Hall is undergoing a comprehensive gut-rehab and is scheduled to reopen in August 2008. Many "minor capital" projects also have been completed to address preventative and deferred maintenance and to rehabilitate space for improved functionality.

Looking out ten years, the study forecast the need for new construction, renovations, and space utilization changes in the years ahead based on the university's enrollment and programmatic plans. Phase-one projects of the facilities master plan are listed below in priority order;

- Westside campus: New 169,112 square foot Visual and Performing Arts facility, new 500 car parking garage, mini power plant, associated quad improvements, and University Boulevard realignment.
- Midtown campus: New 300 bed residence hall, new 400 car parking garage, and boiler house facility equipment renovations and upgrades.
- Westside campus: Westside Classroom Building renovation and 51,180 GSF general purpose addition—for offices, classrooms, library, bookstore, etc.
- Midtown campus: Berkshire Hall reconfiguration and expansion—for instructional and recreational use.
- Midtown campus: Student Center expansion and renovation, particularly for expanded student dining facilities.
- Midtown campus: White Hall renovation.

Within buildings, realignment of personnel and functions is planned as well to bring departments together in a more logical manner. Additionally, certain student services will be co-located to create a student success center.

The University has set a goal of making both campuses, including all residence halls and outside gathering areas, 100 percent wireless by Fall 2008.

Effectiveness

The university implemented new processes for identifying and communicating priorities for facilities. For minor capital projects (\$2 million or less), university constituents route facilities requests to their division vice president for prioritization. The four division vice presidents and the president meet to discuss and agree upon the university-wide priorities for the upcoming year. Approved projects are then posted on the university web site.

WCSU has completed a University Strategic Plan that will guide it into the future. Work has already begun on how Information Technology can assist in achieving the goals and sub-goals set forth in the University Strategic Plan. Once the Information Technology priorities are defined, dollars and staff resources will be re-examined and aligned with the University Strategic Plan.

Standard IX: Financial Resources

Description

The University receives its funding from the State of Connecticut, tuition, and fees revenue. The legislature appropriates the General Fund to the Connecticut State University System (CSU). The University receives 38 % of its operating funds from the state appropriations. Even though the state appropriation has not increased at the same rate as expenses, the University has been able to cover the operating expenses through increased enrollment, tuition and fee increases, conservative budgeting, and strategic reallocation of resources.

Narrative

In FY07, the University ended the fiscal year with a slight surplus. This was the result of keeping both staffing and operating expenses level. This was accomplished at the same time the University opened four new buildings in three years and added a second student food service are at the Westside Campus for the residents living there. The University has set aside reserves to pay emergencies and unforeseen circumstances such as higher than expected energy costs.

Debt Services Management

Construction projects involving facilities funded by student fees are funded through the sale of bonds authorized by the General Assembly. These facilities include residential halls, student centers, food service, and parking structures. Management prioritizes capital projects to ensure projects meet University goals within the available funding. Bond funds are used to purchase equipment and campus wide minor capital projects.

Budget Control and Fiscal Autonomy

WCSU operates under the applicable provisions of the Connecticut State Statutes that mandate responsibility and accountability to the Board of Trustees (BOT) of the CSU System. The Vice President of Finance and Administration consolidates the budget requests based on meetings with the various departments including Admissions, Financial Aid, Student Affairs and Academic Affairs and in consultation with the University Planning and Budgeting Committee. The university has streamlined the budgeting process in the last two years by requiring all departments to present proposed budgets to the UPBC in February. This annual proposed budget is then presented to the President. The final decisions are based on achieving the strategic plan. The University reallocates the use of assets to achieve its goals within its budget. WCSU has identified positions critical to the strategic plan and has eliminated current vacancies to align with the strategic plan. The budget process ensures that we support the student related expenses and spend within our financial constraints. The approved operating budget is then forwarded to the Board of Trustees

Financial Reporting

Detailed monthly financial statements are issued to the departments to ensure actual expenses are reviewed in a timely matter. These reports provide both actual expenses and the related budget. The University follows guidelines provided by the System Office, State Comptrollers office, and its own written procedures. The CSU system requires a mid-year review of the financial status of the University to ensure we are in line with our budget projections. The University is audited by both the State Auditors of Public Accounts (APA) and the Price Waterhouse Coopers Auditors.

Institutional Advancement

This department coordinates all fundraising activities with alumni and staff. It also controls all gifts and donations to ensure that they are used for their designated purposes. IA is in the process of hiring additional staff in order to promote increased giving to the University

Foundation

The Foundation reviews and administers funds donated by corporations and individuals to promote the educational mission of the University. The Foundation operates as an independent organization that is audited separately from the university. As of June 30, 2007 the Foundation had net assets of \$11 million.

Appraisal

The University has a Fiscal Year 08 operating budget of \$98 million, an increase of 9% above the prior year. Full time undergraduate enrollment increased over 6% from

Narrative

FY07 to FY08. The enrollment increase is based upon both increased acceptances and a higher retention rate. The University has also opened four new buildings in the last three years.

Projections

The University's enrollment will continue to grow at both the undergraduate and graduate level. In anticipation of this growth the University plans to hire 5 new full time faculty members each year for the next several years. This will add faculty to departments in need of staff. The operating budget will continue to be prepared very conservatively in order to absorb the extra expenses related to the increased enrollment.

The unrestricted reserves are at a very favorable level. The CSU BOT requires unrestricted reserves of between 5% and 7% of the University total budgeted educational and auxiliary services expenditures for the current fiscal year. The University's facilities 10-year master plan and strategic plan were both adopted in 2007 and will provide guidance for future expenditures.

Effectiveness

Regular audits performed by the university, by the system, by the state, and by independent auditors have provided sufficient oversight to keep the university in a financially responsible position.

Standard X: Public Disclosure

Description

Western Connecticut State University maintains a comprehensive and fully functional website that strives to meet the needs of its various constituencies. Current and prospective students have the ability to navigate up-to-date information regarding programs, courses, registration deadlines and procedures, admissions processes, and more. Moreover, an evolving website policy dictates that certain web documents—such as the undergraduate catalog—be designated as “single-source” documents to avoid duplication and therefore possible misinformation that can occur when information is maintained in different places.

The information the university shares with, and presents to, the public is obtained from offices responsible for the collection, analysis and maintenance of data that directly impacts students and the public. The sources include:

- Information gathered from annual surveys conducted by the Office of Institutional Research;
- Information gathered from the Offices of Enrollment Management and Financial Aid that speaks to information pertaining to those departments;
- Information gathered from the Office of Institutional Research at the CSU System office.

The institution annually publishes both an undergraduate and a graduate catalog, available in print and on the web. WestConn at Waterbury offers two bachelor-completion programs in Management and Nursing—these programs are clearly listed and described in appropriate publications. Additionally, the Waterbury location has a dedicated web presence where information about the location, the services, the courses offered, and special registration processes are all addressed.

The University website includes pages for current and prospective students and has several listings of contact information, including an electronic phone book of all employees.

Narrative

An online form from the admissions office includes an area for the community to request university publications. Additionally, routine requests for information are promptly responded to, most within a 24-hour period. A copy of the university's most recent audited financial statement may be obtained from the Director of Fiscal Affairs/Controller. In addition to providing prompt and accurate information in response to requests, the university also publishes information that pertains to some of the above items via a number of avenues including the Catalog, View book, university WebPages, President's Annual Report, and the university news publication Communiqué. Media placement stories that directly speak to the advantages of an education from WCSU also list some of the above information.

WCSU publishes the names and degrees of full-time teaching and administrative faculty in the undergrad and grad catalogs (both online and in print). Listings of Board of Trustees members are commonly available on the university web site, in the annual report, and the two catalogs. This information also is printed in other specialized publications we do throughout the year - i.e. reports from the president, accreditation documents.

The university publishes on its website current information regarding the characteristics of the WCSU student body (headcount, FTEs by school, admissions breakdown, profile of first time full time students and the geographic origins of our undergraduates). Additionally, information regarding the campus setting is available in our catalogs, on the website and many student publications. Information about financial aid and achievements of graduates and faculty is also available on the web and in other official university publications. Last year, the university printed a brochure that highlighted the achievements and successes of alumni and published a 4-year State of the University document.

Departmental goals and assessment plans are on file in the Office of Institutional Research and Assessment. The plans include measures of student attainment of departmental learning objectives, as well as timetables for collection of data. Each October, the University submits an accountability report to the state legislature through the Department of Higher Education. University wide retention and graduation rates are available in a number of online publications and documents. The university will continue to work to make sure other pertinent information, such as passing rates for Praxis II and Nursing certification and placement data, are readily available to students.

Accreditation information can be found in both graduate and undergraduate catalogs. This page mentions the institutions current accreditation status through NEASC as well as the accreditation status of other accredited programs at the university.

Appraisal

In presenting itself to students and other members of the interested public, the institution provides information that is complete, accurate, and clear. Information sent to students and other members of the media is based on data and facts gathered from a number of sources. These sources include WCSU's Office of Institutional Research, which gathers and analyzes information from student surveys and other relevant sources and university offices.

Projections

The university plans upgrades to the university website for more efficient distribution of information to the public. This upgrade will be an important part of the ongoing implementation of the Strategic Plan.

Effectiveness

The university meets published requirements for public disclosure via the variety of online and print publications described above.

Narrative

Standard XI: Integrity

Description

Western Connecticut State University is a community of learners with a belief in and firm commitment to high ethical standards. These standards and principles are viewed as a way of ensuring the maintenance of an environment of mutual respect. These standards also embody our dealings with students, faculty, staff, external agencies and organizations, and the general public. Members of the university foundation sign an ethics statement annually; members of the student body are currently contemplating a code of ethics policy and the student code of conduct further delineates acceptable student behavior. All contracts that govern WCSU employees contain some code of conduct to which members are required to adhere. Additionally, the university's statement of values includes statements that suggest appropriate behaviors for all members of the university community.

The university's policies on academic honesty, prohibition of copyright infringement, privacy rights, and fairness for all constituents are listed in the print and online versions of the faculty handbook.

The University is governed by conflict of interest rules authorized by the state of Connecticut. All University policies are distributed to employees at the time of hire. The employees sign a statement that they have received the policies and a copy of the signed statement is placed in the employee's personnel file. Policies on student code of conduct, education policies and procedures, including judicial review and the appeals process, are detailed in the student catalogs and other documents distributed by the Office of Student Affairs, which periodically reviews all policies and procedures.

Moreover, faculty members at WCSU are members of the Connecticut State University American Association of University Professors (CSU-AAUP). This organization is an affiliate of the national American Association of University Professors.

The CSU-AAUP represents the professional and economic interests of the State University faculties. It follows and implements the policies and standards recommended by the national AAUP wherever possible and appropriate. The CSU-AAUP provides fair and adequate representation through collective bargaining and grievance procedures to all members of the faculty. (Excerpted from the CSU-AAUP Constitution)

The student handbook expresses clearly the university's commitment to free exchange of ideas and intellectual freedom in the pursuit of one's education. The university's does have authorization from the legislature to operate as a university and the grant all the degrees it currently offers. The university also has memorandums of understanding with universities local, state, national and international universities. The criteria in the memorandums of understanding govern those relationships.

The university's affirmative action policy is widely disseminated to the university community annually. Additionally, it is available online and stresses the importance of embracing non-discriminatory policies in all aspects of collegial interaction as well hiring processes. The university's values statements also express these sentiments.

All workshops, institutes, conferences and other instructional and enrichment programs fall under an academic or administrative unit. The directors, deans and vice presidents of those units work with the organizers to ensure that these programs are consistent with the university's mission and vision and are appropriate for the community we serve.

The university has formal authority from the State of Connecticut to award all degrees. New degree programs must pass through a multistage review process culminating in review by the Connecticut Department of Higher Education. In addition

Narrative

to the New England Association of Schools and Colleges, the University is accredited by the Connecticut Board of Governors for Higher Education, and the Connecticut Department of Education.

Each bargaining unit has its own grievance procedures. A copy of the appropriate collective bargaining contract, which contains the grievance procedures, is given to each employee when they are hired. Whenever a new contract is negotiated a new contract is sent to each employee.

All University policies are distributed to employees at the time of hire. The employees sign a statement that they have received the policies and a copy of the signed statement is placed in the employee's personnel file.

The print and online versions of the undergraduate and graduate catalogs as well as the WCSU Student Rights and Responsibilities Handbook distributed by the Office of Student Affairs, describe the student code of conduct, a statement of judicial procedures and steps for appeal, and guidelines on academic integrity.

Appraisal

WCSU values the role of CIHE as the regional accrediting body and, therefore, strives to fulfill all requirements as openly, honestly, and with integrity. The university works to adhere to all standards on institutional integrity established by the Commission.

Projections

The strong commitment of the WCSU community to high quality and success in reaching the goals of the strategic plan includes a commitment to integrity in all operations. Members of the faculty, administration, and staff, students, and members of the external community involved with the university as advisors or program participants are held and will continue to be held to high standards of ethics, honesty, and fairness to all.

Effectiveness

Regular review and assessment of policies to ensure integrity is conducted by administration and governance university-wide and action is taken as needed keep standards and implementation at a high level.

Issues and Initiatives

NEASC
Fifth Year Report 2007-2008

The Strategic Plan of Western Connecticut State University reflects the collective effort and priorities of the entire university community, working with strong presidential leadership over the past four years. As described in our Areas of Emphasis report on the Comprehensive Planning Process, every constituency and more than 600 individual stakeholders participated in developing the plan and making the commitment to reach its goals of high quality and continued development and growth. We share the belief that implementation must continue on a strong base of inclusion and collaboration.

Issues

Ongoing issues will continue to challenge us in faculty, location, diversity, academic quality, student-focused environment, and costs. We are confident that we will address these issues successfully and achieve our strategic goals.

Issues and Initiatives

Initiatives

The following initiatives will be significant in meeting goals of the Strategic Plan:

- **Outstanding faculty.** Recruit and retain faculty with a record of success and/or demonstrable potential as teachers and scholars. Support faculty needs and give public recognition to achievement. Strengthen academic advisement. Clarify procedures and expectations for the evaluation of faculty.
- **Location.** Strengthen relationships and form partnerships with organizations and individuals able to enhance the university's teaching and learning environment, both regional (including the NY/CT metropolitan area) and global. Increase student internship and career opportunities. Expand fundraising in the area, work closely with regional legislators, and publicize location as contributing to the distinctiveness of the university.
- **Diverse University Community.** Recruit and retain students, faculty, administrators, and staff to enhance and expand the university's commitment to diversity. Success will require strategic enrollment management, involving all university constituencies and the external community, and also academic programs, activities, and events that provide opportunities to learn through differences.
- **Range of Quality Academic Programs.** Develop and apply guidelines to ensure both an appropriate range of programs and high academic quality. Identify and adopt quality standards for each program, provide needed resources and infrastructure, implement outcomes assessment, and schedule comprehensive program review. Obtain professional accreditation where available (e.g., AACSB, CACREP). Identify and publicize outstanding programs as contributing to the distinctiveness of the university.
- **Enriching and Supportive Student-focused Environment.** Help students to become good citizens of the university, the state and nation, and the world by developing their knowledge, experience, critical thinking, and commitment to life-long learning. Make use of collaborative and experiential learning (e.g., student/faculty collaboration, learning communities, American Democracy Project, opportunities for international study), strengthen academic support and advisement, improve class scheduling and facilities, provide and encourage participation in campus events and activities. Improve graduation rates, pass rates on professional examinations, acceptance rates in graduate programs, job placement rates and employer satisfaction surveys.
- **Cost.** Through effective cost management and fundraising to increase scholarships and student aid, maintain the affordability and access that are essential to our mission as a state university. Make affordability and access part of our marketing identity to recruit qualified students.

Perspective

As we look toward the future, our commitment is strong. We believe that the NEASC visiting team in 2013 will see a university that has realized the goals of the Strategic Plan.

NEASC

Fifth Year Report 2007-2008

Appendices

- A. Strategic Plan
- B. MFA in Professional Writing Distance Education Information
- C. Assessment of Student Learning Outcomes
- D. Consultant Report on EdD Program
- E. Ed.D. Advisory Board
- F. Survey of Departments Regarding Integration of PT Faculty into
..... Academic Life
- G. WCSU Organizational Chart
- H. WCSU Facilities
- I. Financial Resources
- J. CIHE Data Forms
- K. Public Disclosure
- L. Inventory of Educational Effectiveness Indicators
- M. Graduation



Appendix A: Strategic Plan

Message from the president

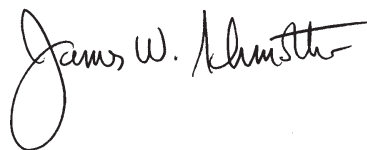
The following pages contain the Strategic Plan that will shape the development of Western Connecticut State University in the years ahead. It represents the work of literally hundreds of members of our extended academic community over the past three years. These individuals are acknowledged on the next page, and I know all in the community share my sincere gratitude for their work and input. Beginning with the Values and Vision process in 2004-2005, continuing with the Action Teams of 2005-2006, and culminating with the drafting and wide community comment on the plan this year, this roadmap for our future is the product of engaged, collective effort. In my experience, it is a model of collaborative university planning.

This plan presents a vision for our future that is ambitious, yet achievable. Its recommendations build upon the considerable strengths that our university possesses and confront with realism areas of opportunity for improvement. Many of its directions and recommendations are extensions of work currently underway and so build upon successes. On this foundation, which I described in my inaugural address as the "Four Pillars" of Mastery, Creativity, Diversity, and Opportunity, the plan's roadmap will lead us to new levels of excellence in service to our students, colleagues, and extended local and professional communities.

As I learned more about WCSU in the process that brought me to the job I'm honored to hold today, I became convinced that the university possessed opportunities to grow and develop that are truly unique in public higher education today. And I also recognized that many prospective colleagues shared that conviction. My three years here, and the collective work which has created this plan, have only strengthened this belief. In its organizational culture, people, and promise, WestConn is indeed a special place. And we can become, as a public university with "many of the characteristics of New England's best small private universities," one of the leading institutions of our type in the Northeast.

From this document will result not more plans and assignments for ad hoc committees, but engagement by the departments, governance bodies and people who will conduct the work necessary to maintain momentum toward our ambitious goals. If the history of the past three years is any guide, that momentum will be built on the dedication, intelligence and commitment that typifies the people of WestConn. I'm proud to be with you on this journey, and I do look forward to our next steps together.

Sincerely,



James W. Schmotter

Appendix A: Strategic Plan, cont'd.

The following members of the university community were actively involved in the strategic planning process. I thank them for their dedication to our university.

Strategic Planning Steering Committee Members (2006-07)

Maribeth Amyot *, Vice President for Finance and Administration

Walter Bernstein, Vice President of Student Affairs

Walter Cramer, Dean of Students

Ellen Durnin *, Dean of Graduate & External Programs

Dan Goble, Professor/Chairperson, Music & Music Education

Norine Jalbert, Professor, Psychology

Allen Morton, Dean of Ansell School of Business

Vijay Nair, Librarian

Patricia O'Neill, Assistant Professor, Psychology

Burton Peretti, Professor/Chairperson, History & Non-Western Culture

Linda Rinker, Provost/Vice President of Academic Affairs

Linda Vaden-Goad, Dean of Arts & Sciences

Katy Wiss, Associate Dean, School of Arts & Sciences

Strategic Action Team Members (2005-06)

Community Partnerships

Maribeth Amyot, Vice President for Finance and Administration

Koryoe Anim-Wright, Vice President of Institutional Advancement

Tony Ciarleglio, Director of Cooperative Education, Career Development Center

Allen Morton *, Dean of Ansell School of Business

Vijay Nair *, Librarian

Fred Tesch, Professor/MBA Coordinator, Management

Comparative Advantage

Koryoe Anim-Wright, Vice President of Institutional Advancement

Ellen Durnin *, Dean of Graduate & External Programs

Ron Drozdenko, Professor/Co-Chairperson, Marketing

Dan Goble, Professor/Chairperson, Music & Music Education

Burton Peretti *, Professor/Chairperson, History & Non-Western Culture

Sara Slater-Smith, Student, Arts & Sciences

Steven Ward, Professor, Social Sciences

Jerry Wilcox, Director, Institutional Research and Assessment

Strategic Enrollment Management

Maribeth Amyot *, Vice President for Finance and Administration

J.J. DePasqua, Student, Meteorology

Bill Hawkins, Enrollment Management Officer

Sam Johnson, Associate Director, Residence Life

Melissa Jones, Student, Justice and Law Administration

Appendices, including enrollment and fiscal data

Strategic Enrollment Management, cont'd.

Ron Kutz, Professor, Mathematics
Tom Monks, Associate Professor, Accounting
Shane Murphy, Assistant Professor, Psychology
Patricia O'Neill *, Assistant Professor, Psychology
Paul Prisco, Associate Registrar
Marge Steinberg, Associate Professor, Social Work
Roy Stewart, Interim Provost/Vice President of Academic Affairs

Student Success

George Bates, Student, Music; Student Government Association President
Walter Bernstein *, Vice President of Student Affairs
John Burrell, Head Football Coach, Athletics
Lorraine Capobianco, Chief Information Officer, University Computing
Irene Duffy, Registrar
Pat Geraci, Associate Professor, Nursing
Larry Hall, Director, Admissions
Chris Kukk, Associate Professor, Social Sciences
Khalda Logan, Assistant Professor, Communication
Mary Kay Loomis, Librarian
Amanda Lubell, Assistant Professor, Mathematics
Katrina Smith, Assistant Counselor, Counseling Center
Linda Vaden-Goad *, Dean of Arts & Sciences

Summer & Intersession

Walter Cramer *, Dean of Students
Norine Jalbert *, Professor, Psychology
Gary Levy, Associate Director of Housing & Residence Life
John Murphy, Director, Facilities Scheduling & Promotions
Laura Piechota, Musical Arts Assistant, Music & Music Education
Katy Wiss *, Associate Dean, School of Arts & Science

Values and Vision Task Force (2004-05)

Koryoe Anim-Wright, Vice President of Institutional Advancement
Colleen Delaney, Associate Professor, Nursing
Marcy Delcourt *, Professor, Education and Educational Psychology
Tim Doran, Interim Administrator of Special Events and Stewardship
Cat Ferrigno, Student, Arts & Sciences
Maureen Gernert, Director, Career Development Center
Ed Hagan, Professor, English
Larry Hall, Director, Admissions
Fernando Jimenez, Associate Professor, Music & Music Education
Karen Koza, Assistant Professor, Marketing
Vijay Nair, Librarian

Appendices, including enrollment and fiscal data

Values and Vision Task Force (2004-05, cont'd.)
Tom Philbrick, CSU Professor, Biological & Environmental Sciences
Steven Roscoe, Student, Business Administration
Janette Santizo, Student, Arts & Sciences
James Schmotter *, President
Fred Tesch, Professor/MBA Coordinator, Management
Linda Vaden-Goad, Dean of Arts & Sciences

* Denotes co-chairs

Strategic Planning Goals

- (1) **Outstanding Faculty:** Retain and attract outstanding faculty who excel in their subject area and discipline and are committed to excellence in teaching, ensuring student success, and fostering a diverse academic community.
- (2) **Location:** Create opportunities for students and faculty by capitalizing on Western Connecticut State University's location in Danbury, Connecticut, a New England city characterized by its economic vibrancy and its diverse citizenry, as well as our proximity to the educational and cultural riches of New York City.
- (3) **Diverse University Community:** Further develop an environment that values and affirms the unique contributions of Western's many constituent populations, recognizes the learning opportunities that differences can create, and strengthens connections among our various community members.
- (4) **Range of Quality Academic Programs:** Offer a range of quality academic programs, including featured signature programs that together educate a diverse student population and meet the needs of the state and region within the context of a global environment.
- (5) **Enriching and Supportive Student-focused Environment:** Foster a holistic approach to intellectual and social growth and development that prepares students to be productive citizens of the state of Connecticut and the world by developing their knowledge, experience, and critical thinking and by fostering life-long learning characterized by intellectual curiosity, imagination, and creativity.
- (6) **Affordability:** Deliver outstanding value to students through effective management of the university and the provision of student financial assistance, thereby maintaining the affordability and access of a mid-sized public university while creating the quality experience of the best private institutions.

Goal 1: Outstanding Faculty – Retain and attract outstanding faculty who excel in their subject area and discipline and are committed to excellence in teaching, ensuring student success and fostering a diverse academic community.

1.1 Facilitate recruitment, hiring, and first year success of outstanding faculty through process improvements. Toward this end, the university will explore the feasibility of the ideas listed below:

- A. Flexibility in the total compensation package to attract and retain strong faculty, including exploring third party supplements of negotiated faculty salaries, (e.g.: University Foundation, endowed chairs, etc.).

Appendices, including enrollment and fiscal data

- B. Possibilities for supporting faculty and administrator housing (e.g. rental and purchase properties, on-campus faculty in residence).
 - C. Graduated moving expenses for office contents based on distance of move.
 - D. Adequate office space and clerical, secretarial, and technical support for all faculty, full-time and part-time.
 - E. Research/creative activities "start-up" funds for new faculty.
 - F. Reduced load in first year for new faculty.
 - G. Sufficient financial support throughout the faculty search process.
 - H. Recruit and hire, where appropriate, international faculty.
- 1.2 Articulate the set of preferred faculty qualifications and characteristics that best describe WCSU's commitment to outstanding faculty within our teaching and student-focused mission and vision. Evaluate candidates relative to these qualifications and characteristics when making hiring decisions.
- A. Define the qualifications and characteristics that typify outstanding faculty for WCSU and determine how to assess those credentials in candidates. Include excellence in subject area and discipline, commitment to excellence in teaching, excellence in scholarship and creative activities, commitment to student success, and commitment to fostering a diverse academic community.
 - B. Clearly communicate in recruitment materials and emphasize in the recruitment process the preferred characteristics and qualifications for WCSU as defined above. Establish the preferred qualifications as employment objectives where appropriate.
- 1.3 Develop and maintain an enriching academic environment consistent with WCSU's mission and vision that contributes to retention and development of outstanding faculty.
- A. Hire full-time faculty adequate to the needs of the students and their programs of choice. Develop objective criteria for determining appropriate numbers of faculty (adjunct credits, overload credits, etc).
 - B. Schedule courses so that our class sizes fit the recommendations of disciplinary and/or accrediting bodies.
 - C. Provide quality facilities and technological infrastructure.
 - D. Explore the feasibility of educational and professional opportunities, such as those listed below:
 - (1) Increased resources for special initiatives such as the "President's Initiative for Global Realities".
 - (2) Increased resource allocations for faculty success, especially among non-tenured and adjunct faculty, e.g. travel money for faculty to attend conferences, funds for faculty performances, guest lectures, etc.
 - (3) Increased resources for adjunct faculty to participate in classroom enrichment experiences.
 - (4) Additional opportunities for team teaching and other collaborative learning experiences.
 - (5) Increased opportunities for faculty to study abroad and for faculty exchange programs abroad and in the states; development of international partnerships.
 - (6) Faculty in residence concept.

Appendices, including enrollment and fiscal data

(7) Increased funding for faculty-student collaborations (research and creative activities).

(8) Funding for the creation of endowed chairs.

(9) Engagement of faculty members in activities which enrich their professional development and add value to their discipline and to the university and are consistent with the vision statement elements.

(10) Opportunities for faculty members to explore new modes of course delivery, teaching tools, and classroom management.

(11) Enhanced support for sponsored research and other faculty grants.

1.4 Support and promote quality academic advising as an attribute of outstanding faculty, especially as related to ensuring student success.

A. Offer advisement training in the Advisement Center and encourage departments to improve student advisement. For degrees that are collaborative between departments, involve both departments in the process.

B. Generate a rubric for defining good advisement in the disciplines and in General Education.

C. In order to facilitate optimal advisement conditions for students and faculty mentors, determine the appropriate number of advisees for full-time faculty and full-time advisees using guidelines from accreditation associations and other appropriate sources. For example, ACT suggests no more than 20 students for full-time teaching faculty (defined as teaching 12 credits or more per semester) and 300 students per full-time staff advisors.

D. Strengthen advisement in the summer. One possible means to consider is possibly using faculty who would like to assume responsibility for advisement in their areas during summer and intersession terms and offering load credits for summer advisement.

E. Offer new training programs for advisors that include input from student, staff, faculty and professional associations, recognizing the different types of advisement that are necessary for fostering student success.

F. Establish connections between faculty advisors and other academic advisors to deliver coordinated and consistent high quality advising.

G. Assess effectiveness of academic advisement; develop and apply advisement assessment tools. (Consider use of NSSE for this purpose).

1.5 Develop a uniform and transparent faculty evaluation process with clearly articulated expectations. Include expectations for demonstrating excellence in subject area and discipline, excellence in teaching and creative activity, ensuring student success including the role of student advisement, and fostering a diverse academic community. In the interim, provide training on proper application of the existing evaluation process.

Goal 2: Location - Create opportunities for students and faculty by capitalizing on Western Connecticut State University's location in Danbury, Connecticut, a New England city characterized by its economic vibrancy and its diverse citizenry, as well as our proximity to the educational and cultural riches of New York City.

2.1 Enhance the teaching and learning environment for WCSU students and faculty by developing and drawing on relationships with prominent organizations and individuals in the region in areas spanning the arts, sciences, business, other professional programs and technology

Appendices, including enrollment and fiscal data

Develop and expand relationships

- A. Determine the types and nature of relationships in the region that would be beneficial for the university overall and for each area to develop.
- B. Compile lists of organizations and individuals in the region that meet the criteria.
- C. Develop compelling materials expressing the mutual benefits to be gained through relationships with WCSU.
- D. Contact organizations and individuals by drawing on introductions from advisory boards and faculty (full and part time), through identifying mutual connections, and through cold calling. Continually cultivate relationships for the benefit of WCSU.
- E. Join appropriate/high profile professional organizations with expertise relevant to programs, centers, etc. Where possible, assume responsible positions within these organizations, sponsor/co-sponsor conferences, symposia, etc.

Leverage educational benefits of relationships

- F. Bring representatives of the region's rich cultural and professional mosaic into the classroom to serve as lecturers, student mentors, and advisors on student projects.
- G. Create a professional/artist in residence, depending on the expert's background. Publicize the professional/artist in residence internally and externally.
- H. Recruit experts as adjunct professors.
- I. Create advisory boards for all relevant university programs.
- J. Tap advisory board members for assistance in areas such as creation of internship and cooperative experiences, development of a speakers' bureau, student mentoring programs, and fundraising for specific initiatives.
- K. Carve out a role as facilitator/resource for conferences/symposia for region's leading professionals and their organizations. Assess the potential of developing a conference facility and associated services.
- L. Foster and arrange opportunities for students to attend and participate in cultural enrichment programs (e.g. Yale Repertory Theatre, Metropolitan Museum, Tanglewood Arts Center).

2.2 Take advantage of and seek opportunities for integrating global perspectives into curricular and co-curricular activities that emanate from the cultural diversity of the NY/CT metropolitan area.

- A. Encourage global perspectives as learning outcomes in appropriate courses.
- B. Integrate global issues and perspective in curricular and non-curricular areas and organizations. Additionally, build on community and organizational partnerships that offer cultural diversity to our students and faculty in student life activities.
- C. Use experimental opportunities such as the President's Initiative as a platform for creating global content for courses.
- D. Identify and pursue grants from funding sources that emphasize/ focus on global education initiatives.

Appendices, including enrollment and fiscal data

- 2.3 Establish additional career development and placement opportunities for students by drawing more effectively on business, artistic, scientific, and other professional resources available to the university community.
- A. Further develop and use contacts from advisory boards, faculty, alumni, etc.
 - B. Highlight student work in areas such as service learning, art exhibits, etc. to create a portfolio /dossier to make a case for student employment opportunities.
 - C. Promote the value of WCSU academic programs in fostering readiness to enter careers and the general job market.
 - D. Join relevant professional associations and generate leads/opportunities from organization placement services.
 - E. Create additional student internship/coop opportunities.
 - F. Foster collaboration and feedback between career services and academic departments regarding career development and placement.
- 2.4 Implement a robust fundraising program for scholarships, the general endowment, university programs, centers, and other needs. Position the university for fundraising with individuals and organizations in Fairfield, Litchfield, Westchester, and Putnam Counties, New York City and other opportunistic locations.
- A. Develop a series of compelling cases for support based on strategic, programmatic, and facilities plans.
 - B. Hire fundraisers and researchers to identify and target prospective donors; develop and implement strategies geared to engage prospects and ultimately increase private contributions.
 - C. Consult with and engage advisory boards, faculty, alumni, etc. to develop and follow-up on fundraising leads.
 - D. Cultivate sponsorship of programs (e.g. lecture series, arts events, degree programs, schools) based upon the identified and potential strengths of programs.
 - E. Create recognition/sponsorship levels for individuals and organizations based on philanthropic support.
- 2.5 Develop and implement a comprehensive governmental affairs program, with emphasis on state and local (town-gown) relationships and programs. Work with area legislators to gain their support for the university's mission-related role in the community and unique economic realities.
- 2.6 Publicize our regional distinctiveness. Include a regional distinctiveness component in WCSU branding and marketing efforts. Where meaningful, connect location, including proximity to NYC, with marketing efforts geared toward enrollment management and specifics of academic programs.
- 2.7 Leverage location-based opportunities to secure grants for university initiatives from federal, state, and private funders.
- Goal 3: Diverse University Community** - Further develop an environment that values and affirms the unique contributions of Western's many constituent populations, recognizes the learning opportunities that differences can create, and strengthens connections among our various community members.
- 3.1 Expand and enhance the diversity of our student body.
- A. Further develop and implement our Strategic Enrollment Management (SEM) plan to identify all the types of students that WCSU wants to recruit (demo graphics, majors, etc.), and include immediate and long-term goals.

Appendices, including enrollment and fiscal data

- (1) Include strategies which address student, faculty and staff orientation activities, as well as ongoing academic and student life programs, in order to develop and sustain a diverse university community.
 - (2) Define criteria for use in targeted recruitment by major or program. Academic departments should establish criteria that identify a prospective student profile that is consistent with student success and with the department's goals and the university's mission.
 - a. Raise the academic standards and competency bar for incoming freshmen, thus improving their graduation rate. Required applicant essays are one method to do so.
 - b. Establish target profiles for full-time incoming students and recruit accordingly. Targets would include GPA, SAT, in/out of state, major, residential/commuter, athletics, others.
 - (3) Include special populations at WCSU such as part time, summer, graduate, international students, student-athletes, online CSU, and representatives from diverse community groups in overall SEM plan.
 - (4) Benchmark results of the implementation of the SEM to the criteria annually.
- B. Identify and expand recruitment strategies consistent with the SEM plan.
- (1) Expand inquiry pool and increase applications through targeted recruitment and outreach activities directed toward prospective student populations including those in high schools, community colleges and non-traditional student sources.
 - (2) Provide mechanisms for sharing "lessons learned" among faculty for best practices of high school student recruitment by department/program.
 - (3) Strengthen appeal of WCSU to community college students through increased visits/presence, targeted scholarships, articulation agreements.
 - (4) Formalize dual admissions agreements with appropriate feeder institutions and provide necessary administrative support for transfer students.
 - (5) Selectively expand geographical scope of recruitment activities; evaluate lower Fairfield and Bridgeport counties, eastern CT, and NY more aggressively.
 - (6) Build connections with the local immigrant populations to develop understanding and relationships that enhance recruitment and engagement of a more diverse student body.
 - (7) Link with local businesses, educational institutions, and other organizations to develop interest in graduate programs among employees.
 - (8) Further develop connections with targeted high schools to build Western's reputation with principals, guidance counselors, and students.
 - (9) Explore an extension of the New England Regional Student Program tuition discount – or some similar financial arrangement – to nearby New York state residents, since they represent our largest feeder of out of state students.

Appendices, including enrollment and fiscal data

- C. Ensure that the SEM plan is in alignment with all other relevant university plans such as marketing, financial aid and development plans. Use the SEM plan in conjunction with marketing, recruitment, and scholarship award decisions.
 - D. Increase faculty involvement in the recruitment process, with a goal of 100% participation by academic departments in conversion activity.
 - (1) Solicit faculty who would be willing to allow prospective students to attend their classroom lectures on specified occasions. Have outstanding faculty provide special "one time" lectures for prospective students on high visibility occasions, e.g., honors student recruitment.
 - (2) Involve faculty in advisement and/or teaching programs with prospective students both on and off campus.
 - (3) Solicit information from each academic department about the activities/programs that prospective students in their discipline are likely to be involved with; use this information for targeted recruitment by major.
 - E. Involve students, alumni, and parents in the recruitment process.
For example:
 - (1) Establish a Student Ambassador Program for recruitment and as a resource for converted students, and explore structuring the ambassador program "for credit" as an internship.
 - (2) Ask parents to provide testimonials for marketing.
 - (3) Involve alumni in recruitment – to answer questions, and to demonstrate the value of the WCSU experience.
 - (4) Foster student, alumni, and parent representation at admissions fairs.
 - F. Support the SEM plan with a comprehensive institutional marketing plan and a robust financial/aid scholarship program — especially as it relates to developing an environment that values diversity, access, and excellence.
 - (1) Identify key audiences, messages, and vehicles; be willing to expand prospective student audience beyond the traditional feeder areas and schools.
 - 2) Develop marketing efforts that focus on the diversity of on-campus programs and activities and design specialized marketing approaches to highlight unique programs.
 - (3) Create a cohesive WestConn scholarship program with a marketing identity; promote and administer the program to recruit targeted students using a combination of need and merit/talent based awards. Develop specific scholarship program elements designed to recruit specific student profiles, e.g. possibly offer scholarships to every valedictorian in key recruiting areas.
 - (4) Increase fundraising efforts to grow the number of merit/talent based scholarships available for student recruitment.
- 3.2 Recruit and support a diverse faculty, staff and administration.
- A. Expand efforts to create diverse candidate pools. Increase collaboration among the academic and administrative departments, Human Resources, and the Director of Multicultural Affairs and Affirmative Action in developing recruitment strategies.

Appendices, including enrollment and fiscal data

- B. Explore grant and other funding opportunities to support diverse faculty and diverse interests.
 - C. Develop a mentoring plan that supports a diverse faculty and staff.
 - D. Generate synergy between faculty recruitment and the university's marketing plan so that diversity can become a selling point for potential hires.
 - E. Generate synergy between the community opportunities and a diverse faculty and staff.
 - F. Enhance the appreciation for the diversity of positions in the university by creating a "job shadowing" program.
- 3.3 Enhance and expand connections between students, faculty, and programs and the diverse community surrounding WCSU.
- A. Promote areas of excellence in the university and invite the Danbury and regional communities to participate in WCSU's activities and programs that highlight diversity as a way to enrich all parties.
 - B. Provide expertise, service and representation from university personnel to organizations whose missions are similar to WCSU's. (e.g. Hord Foundation, The Bridge to Independence Through Career Opportunities, Latino Scholarship Fund).
 - C. Reach out to create and sustain strong relationships with ethnic communities and actively cultivate activities and programs of mutual interest and benefit.
 - D. Encourage WCSU alumni to return to campus for special events and assure them that their donations and participation are important to the University.
 - (1) Ensure that development activities reflect the great diversity of programs, people, and activities on campus and in the community (e.g. Macricostas Endowed Chair).
 - (2) Tie alumni invitations to campus to activities that encourage or promote diversity.
 - (3) Tie requests for alumni giving to programs that encourage or promote diversity.
 - E. Support international student associations and the International Center, highlighting their contributions to the university community and emphasizing global awareness.
 - F. Support other student associations that contribute to the diversity of the university and the region.
 - G. Establish international partnerships and integrate the inherent diversity into curricular and non-curricular university life.
- 3.4 Build on the diverse student body, faculty, staff, administration, and community, by developing and encouraging programs, events, initiatives, and opportunities that promote and reflect diversity.
- A. Provide appropriate programming activities and support for special populations such as part-time, evening, graduate, non-traditional, persons with disabilities, and offsite location students as well as for traditional age students.
 - B. Support existing and innovative programs that develop and promote diversity in academic programs and disciplines, as well as in library resources, software, travel, etc.
 - C. Identify, expand, and enhance places where diverse interactions can occur.
 - D. Encourage and promote student participation in university committees.

Appendices, including enrollment and fiscal data

- E. Promote alumni involvement in the campus community.
 - (1) Identify alumni liaisons to various aspects of the university.
 - (2) Involve alumni in orientation and student life activities. Invite successful alumni to the university to speak and meet with students.
 - (3) Establish student support programming by alumni such as resume writing and career networking.
 - (4) Involve alumni in the annual graduation ceremony.
 - F. Involve parents in orientation, student life, and parents' club.
 - (1) Offer the opportunity each semester for parents to address faculty and staff regarding their expectations of WCSU for their children (focus/feedback groups).
 - (2) Provide a role for parents in fundraising.
 - G. Plan academic and student support programs with diversity in mind.
 - H. Evaluate the potential of offering more online and hybrid courses to meet the needs of working adults and of technologically savvy students.
- Goal 4: Range of Quality Academic Programs** - Offer a range of quality academic programs, including featured signature programs that together educate a diverse student population and meet the needs of the state and region within the context of a global environment.
- 4.1 Develop and apply guidelines that balance and prioritize components of the objectives of (a) offering a range of programs that educates a diverse student population and meets the needs of the state and region, and (b) offering quality programs, which generally require limiting the number of programs to ensure adequate resources necessary to sustain quality.
 - 4.2 Identify the range of academic programs to be offered at the university, both at the undergraduate and graduate level, across all schools.
 - A. Investigate and provide the appropriate mix of academic programs for our role as a comprehensive university. Offer academic programs that respond to the interests and needs of our students for liberal arts and professional education and to short and long term workforce needs of the state and region within the context of WCSU's mission, vision and resources.
 - (1) Benchmark the university's offerings with peer and aspirational institutions' programs.
 - (2) Develop methodologies that allow for evaluating academic program offerings and outcomes within the context of the university's mission and vision statements. Develop guidelines for implementing new programs and eliminating those that may not be needed.
 - (3) Assess the balance of graduate and undergraduate programs on a regular basis.
 - (4) Improve and support ongoing advisement of students across all programs, including undergraduate and graduate, part-time and full-time, day and evening, non-traditional and transfer populations.
 - (5) Increase opportunities for experiential, cooperative and internship experience across academic programs.
 - (6) Stimulate and prepare students to pursue life long learning and educational experiences while preparing them to achieve success and contribute as productive citizens in the diverse, global environment of the 21st century.

Appendices, including enrollment and fiscal data

- (7) Provide a meaningful first-year experience for all incoming freshmen and transfer students where appropriate. Incorporate both academic and student services/affairs elements. Consider involving current upper-class students in teaching roles.
- (8) Partner with community colleges to identify and provide degree completion program offerings for their graduates as consistent with WCSU's priorities.
- (9) Enhance/incorporate global perspectives into academic courses.
- (10) Evaluate distance learning options for academic programs; develop a university position and strategy regarding distance learning.
- (11) Evaluate use of summer and intersession courses within academic programs.

B. Promote and support university-wide interdisciplinary activities that encourage interaction of diverse populations such as the President's Initiatives, common readings, performing arts events, student cultural passports, distinguished speaker and athletic events.

- (1) Utilize the university website and other media to promote activities to students, faculty and staff. Foster use of WestConduit to communicate upcoming events and activities.
- (2) Group activities together to maximize participation across diverse populations.
- (3) Consider offering credit for attendance at activities that promote learning across disciplines.
- (4) Provide increased opportunities for interdisciplinary course offerings.

C. Improve student registration and course transfer processes for WCSU students in courses at other CSU's, and vice versa.

4.3 Identify quality standards for each academic program in keeping with the mission and vision of WCSU. Engage in continuous assessment of all programs to ensure that they meet established quality standards. Develop and implement improvement plans for any programs that fall below the standards.

Quality standards may include:

- A. All programs eligible for accreditation will develop a plan to achieve this quality standard; those without accrediting bodies will engage in program review involving outside experts in their discipline.
- B. Student learning outcomes will meet discipline-specific standards.
- C. Pass rates on professional examinations such as Praxis II, CPA, NCLEX.
- D. Placement rates with employers; possibly implement employer satisfaction surveys and assess results as feedback on the quality of education WCSU students received in preparation for their careers.
- E. Graduate school acceptance rates; possibly implement surveys of WCSU alumni who go on to graduate school for feedback on their view of the quality of education they received in preparation for graduate school.
- F. Evidence of ongoing creative activity that supports faculty members' teaching and provides currency in their disciplines.
- G. Academic achievement.
- H. Quality of academic advising delivered to students.

Appendices, including enrollment and fiscal data

- 4.4 Provide resources and foster activities that promote quality in university programs.
- A. Provide sufficient full-time faculty to maintain program integrity.
 - B. Improve opportunities for faculty development.
 - C. Provide infrastructure and support for faculty and staff to meet student and program needs.
 - (1) Full-time faculty: provide release time/support for scholarly activity;
 - (2) Adjunct faculty: create the appropriate physical and technological environment; communicate university policies and procedures.
 - D. Link planning, budgeting, quality considerations, marketing, and academic programs.
 - E. Incorporate assessment and action on student learning outcomes for all programs.
- 4.5 Improve and maintain facilities and technology infrastructure that encourage university-wide interaction and engender quality.
- A. Public spaces such as cafés, lounges, computer labs, quad areas, library group study spaces, student center facilities, athletics and recreation facilities, Ives Concert Hall, Higgins Art Gallery and those at Western at Waterbury should be available to students, faculty and staff.
 - B. All university gathering spaces should be listed in one on-line location and University individuals and groups should be assisted in reserving such facilities for academic and non-academic activities.
 - C. Areas conducive to faculty interaction should be developed on each campus.
 - D. Technology enhancements, such as wireless gathering areas, should be explored, with a goal of bringing diverse university groups together. Develop IT infrastructure to support virtual communities.
- 4.6 Develop a process to define and articulate our signature programs for the purposes of university identity, marketing, and recruiting.
- Potential criteria for Signature Programs may include:
- A. Strengthen our *partnerships* with the people and institutions of Connecticut.
 - B. Meet the *needs* of the state and region.
 - (1) Workforce
 - (2) Personal and professional lifelong development
 - (3) Citizenship.
 - C. Contribute to and be consistent with the university's unique identity.
 - D. Be *attractive* to donors, potential students, and faculty in relation to the mission, goals, and objectives of the university.
 - (1) Enhance recruitment of students.
 - (2) Improve institutional advancement opportunities.
 - (3) Serve as an intellectual and cultural center for the region.
 - (4) Meet niche interests/opportunities (e.g. meteorology, music) afforded by our unique region, expertise, or needs.
 - E. Be *accredited*, have potential for accreditation, or external recognition if no accrediting body exists.
- 4.7 Communicate effectively to targeted audiences about the range and quality of academic programs.

Appendices, including enrollment and fiscal data

- A. Incorporate messages and descriptions of academic programs in institutional marketing plan.
 - B. Identify and implement strategies to improve U.S. News and World Report ranking, consistent with mission and academic plan.
- Goal 5: Enriching and Supportive Student-focused Environment** - Foster a holistic approach to intellectual and social growth and development that prepares students to be productive citizens of the state of Connecticut and the world by developing their knowledge, experience, and critical thinking and by fostering life-long learning characterized by intellectual curiosity, imagination, and creativity.
- 5.1** Expand opportunities to strengthen partnerships between faculty and students in the academic arena in order to strengthen the collaborative nature of the educational experience provided by WestConn.
- A. Implement first year experience proposed by the General Education Committee. Evaluate expansion of FYE program scope to include student support services in addition to academic emphasis.
 - B. Promote and support extra-curricular student research and scholarship.
 - C. Create learning communities.
 - D. Strengthen faculty/student connections.
 - E. Encourage respect and respectful treatment for all people by incorporating the values into the university culture.
 - F. Strive to maintain small class size.
 - G. Create places for informal interaction between faculty and students; consider faculty/student mixers once per semester.
 - H. Better utilize technology as a means of facilitating communication between faculty and students.
 - I. Develop programs that encourage pride, cooperative efforts between faculty and students (e.g. research day) and other activities that build spirit.
- 5.2** Emphasize connections between learning opportunities on WCSU campuses and the regional and global environments.
- A. Develop and promote social action programs for students (e.g. American Democracy Project, community service opportunities, etc.).
 - B. Build connections with the Danbury community.
 - C. Encourage study abroad experiences.
 - D. Integrate existing work experiences with learning experiences; consider building internship and community service projects as components or options associated with student academic majors.
 - E. Encourage experiential learning for every student.
 - F. Actively communicate these opportunities within the university community.
- 5.3** Strengthen and expand academic support practices so that our students are more likely to realize their potential and better able to take advantage of the opportunities that our university provides.
- A. Establish a consistent and sustained effort to prepare freshmen before and during their first year for college-level work and assess their overall and academic performance carefully and frequently.
 - B. Provide timely recognition of and intervention with at-risk students.

Appendices, including enrollment and fiscal data

- C. Recognize and celebrate outstanding students.
 - D. Explore additional support for students in reading and developmental math; explore increasing the number of student tutors in learning labs.
 - E. Explore additional support for students with disabilities and other situations that affect academic success.
 - F. Create a "Student Success Center" in which support services are delivered in student-accessible space.
 - G. Explore partnerships with community colleges to deliver developmental math and English courses at Danbury and Waterbury.
 - H. Continue to develop partnerships with high schools to improve preparedness of high school graduates for university-level academic work.
 - I. Determine the need for various student services on each campus and the need for extended hours at certain times of the year, and provide these services to students.
 - J. Coordinate retention efforts systematically.
 - K. Improve coordination and cross-functional understanding between offices of cashier, registrar, and financial aid to improve student services. Strive more toward efficient services and avoid sending students to multiple offices.
 - L. Educate the university community about student support systems.
- 5.4 Further develop and maintain a university culture that enriches students, faculty, staff and the community on all campuses (Midtown, Westside, Waterbury).

Physical Plant

- A. Create a Master Plan to improve all physical campuses.
- B. Provide appropriate student housing facilities.
- C. Establish a visitor's center function on each campus.
- D. Improve transportation between campuses.
- E. Provide physical spaces conducive to informal interactions between students, faculty and staff
- F. Build and maintain a focus on the environment, incorporating recycling, material and energy conservation, sustainability, civic-mindedness to local and global risks, needs and challenges.
- G. Develop a wireless campus.
- H. Conduct on-going assessment of two-campus university environment and take steps to counter any negative impacts.

Programming opportunities

- I. Enhance and focus student life programming to meet student interests while providing intellectual and social development.
- J. Improve recreation and fitness/wellness programming for students, faculty and staff. Design programs to appeal to and engage the majority of residential students.
- K. Establish and maintain a perpetual calendar of regular and predictable activities; develop a key dates to remember ID card.
- L. Position and promote intercollegiate athletics in university life to develop university pride and affinity among students, alumni, faculty, and staff. Build connections between people and programs in athletics, academic affairs, and other university areas.

Appendices, including enrollment and fiscal data

- M. Define and assign responsibilities for summer school and intersession.
 - N. Continue to examine and revise non-credit programming; establish and deliver consistent programs as appropriate to the university's mission.
 - O. Plan and implement ongoing cultural programs for students including music, the arts, theatre, dance, and film events aimed at intellectual and social growth as well as entertainment.
 - P. Develop protocols for communication of campus events to students on a regular basis (e.g. electronic, print and other media). Establish means of communicating with students regarding programs and activities.
 - Q. Develop and implement a plan for the best use of the new Westside Campus Center to meet university needs and priorities.
 - R. Develop an awareness of specialized services such as counseling, career development, campus ministries and disabilities office among those who would benefit from them. Consider incorporating this information into orientation, FYE, and other established programs.
 - S. Establish joint academic/student affairs programs in the residence halls such as faculty in residence, theme housing, arts in the residence halls, featured lectures, and international programs, when beneficial.
 - T. Extend hours for needed services such as the library.
 - U. Increase student activities/programming on weekends.
 - V. Develop specific programs that introduce the history of WCSU to current students and celebrate university highlights over time.
 - W. Develop and support efforts and programs to enhance the sense of pride for WCSU.
 - X. Improve collaboration between student affairs and academic affairs relative to student services and programming.
 - Y. Consider awareness and action programs concerning local and global issues of environmental stewardship.
- 5.5** Improve and enrich the advising experience so that both faculty and students value advising as an integral part of life at a university.
- A. Improve advising by:
 - 1. Creating a comprehensive advisement manual and website.
 - 2. Designing and offering an advisement module for new and existing faculty members and new students.
 - B. Hire faculty members who value the priorities and environment of a primarily teaching institution.
 - C. Clarify expectations for delivering quality academic advising.
 - D. Enhance focus on advising relative to general education requirements in addition to major-specific requirements.
 - E. Create specialized programs or expertise for advisement of transfer students.
 - F. Incorporate advising into faculty evaluation.
 - G. Strengthen advisement during the summer.
- 5.6** Improve scheduling to optimize the academic experience.
- A. General education course scheduling Within departments, courses that fill general education requirements should be available in both MWF and TR schedules, with reasonable balance between these two formats.

Appendices, including enrollment and fiscal data

B. Evening scheduling

1. Periodically assess evening scheduling practices. Determine whether multiple-section evening courses on two evenings rather than one would be practical and desirable for some courses and students (e.g. developmental courses and general education courses). Also assess whether classes held in the evenings would have sufficient/more demand during the day.
2. Assess whether sufficient demand exists to offer more evening classes so that evening students may complete their degrees in a quicker time frame.

C. Standard time slots For courses below the 300 level that are taught between 8:00 AM and 3:00 PM, use standard MWF and TR slots.

D. Systematically stagger class start times on the two campuses.

E. Use software to project course scheduling needs to allow students to move through their programs in a more timely fashion.

F. Consider preferred registration in general education courses Upper-level students who have not filled particular general education requirements should be given priority registration for the required general education course, followed by lower-level students, and last by upper-level students who have already filled the general education requirement in question.

G. Block schedule freshmen students.

H. Publish course offerings further in advance – one to two years, if feasible.

I. Where feasible, build a schedule of offerings that is sustained over time. Determine the right mix of courses, and the best dates and times for them to run based on student needs, and maintain that core schedule consistently to the extent possible every semester. (This may not be the best arrangement for all disciplines). Avoid cancelling classes.

J. Establish a “common hour” during the school week.

Goal 6: Affordability - Deliver outstanding value to students through effective management of the university and the provision of student financial assistance, thereby maintaining the affordability and access of a mid-sized public university while creating the quality experience of the best private institutions.

6.1 Effective university management through integrated planning and decision-making.

A. Develop and implement our strategic plan to guide the direction and decisions of the university. Incorporate strategic plan vision, objectives, and strategies in an integrated manner across functional and cross-functional areas. Emphasize fundamentals of institutional quality and student affordability. Establish processes for regular review of the plan, assessment and reporting of progress vs. goals, and adjustments as warranted.

Planning and decision-making structure to include:

Strategic plan. The strategic plan sets forth the vision and goals of the university and the primary strategies for achieving these goals. From the strategic plan, implementation will occur through the achievement of integrated, outcome-oriented priorities in the following functional and cross-functional areas:

1. Academic
2. Financial
3. Strategic enrollment management

- 4. Diversity
- 5. Physical plant/facilities
- 6. Information technology
- 7. Student engagement
- 8. Identity and institutional advancement (including fundraising, marketing, and other advancement activities)

B. Develop the means to align resources with highest priorities in a transparent manner. Consider the impact of all decisions on both quality (as set forth in plans and strategic objectives) and on student access and affordability.

6.2 Affordability and access through scholarship and student aid.

A. WCSU scholarship program

Create a cohesive WestConn scholarship program with a marketing identity; promote and administer the program to recruit targeted students using a combination of need and merit based awards. Develop specific scholarship program elements designed to recruit specific student profile, e.g. possibly offer scholarships to every valedictorian in key recruiting areas.

B. Fundraising campaign for scholarships

Establish fundraising goals and the case for support for the need and merit based scholarship program; kick-off and implement scholarship fundraising campaign.

C. Packaging/marketing financial aid and scholarships

Coordinate administration and communication of awards for need, merit and talent for admitted students; package, label, and market combined awards to recipient students on a more timely basis for greater impact. Convey the total amount of all awards, and clearly reference the percentage of total tuition and fees covered by the combined award when appropriate for recruitment. Institute deadlines for scholarship applications.

D. Recognition of scholarship recipients

Institute annual traditions honoring incoming and returning scholarship students (and possibly prospective students not yet committed); consider a recognition event with students, faculty and donors; consider a special event at orientation for scholarship recipients.

E. Maximization of scholarships and other student aid for recruitment purposes

Give first priority for all WCSU and WCSU Foundation scholarship and student financial aid awards to the admissions office to use in recruitment, including those designated by major; if not awarded via recruitment, then departments would take responsibility for awarding for retention. Exception: talent-based scholarships that require auditions; these programs would work with the admissions office to provide selection criteria and would make the final decision.

F. Student employment

Provide meaningful student employment opportunities on campus, at expanded levels if possible. Communicate effectively to students, faculty, and staff regarding the availability of student employment opportunities and how to participate.

Appendices, including enrollment and fiscal data

G. Internal student aid

Explore potential internal techniques for increasing student aid, such as summer housing discounts, increasing the tuition set-aside, earmarking operating funds for student aid. Analyze the cost/benefit of these potential techniques to the university within the context of its plans and strategic objectives.

Appendices, including enrollment and fiscal data

Appendix B: MFA in Professional Writing Distance Education Information

The MFA in Professional Writing, housed in the Department of Writing, Linguistics, and Creative Process, began operation in Fall 2005. It is a low-residency program, and most of its course work (with the exception of 1-3 online workshops offered each semester) consists of independent study courses conducted via distance education methods. There are no on-campus courses in the program, though there is a required on-campus residency prior to each semester.

TABLE 1. Program and Certificate Description

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Program or Certificate Name	Level of Degree (A, B, M, D) or Certificate (C)	Initiation Date (First Enrollment) (Year Only)	Number of Required Credits	No. of Credits Which May be Completed On-Line
MFA in Professional Writing	M	2005	60	60

INSTITUTION:

TABLE 2. Students

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Program or Certificate Name	Matriculated Students	Degree or Certificate Completers to Date	Total Number of Students Taking Courses on Ground*	In-State Students Taking Courses On-Line	Out-of-State Students Taking Courses On-Line	Students Based in Other Countries Taking Courses	Total Number of Students Taking Courses On-Line
MFA in Professional Writing	39	20	0	28	11	0	39
							0
							0
							0
							0
							0
							0
							0
							0
							0
TOTAL	39	20	0	28	11	0	39

*Students enrolled in programs described in this table.

Appendices, including enrollment and fiscal data

Appendix B: MFA in Professional Writing Distance Education Information, cont'd.

TABLE 3. Faculty

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Program or Certificate Name	Faculty Teaching in The Program (Headcount)				FTE Faculty in Program	Number with Highest Degree	
	Faculty Employed Full Time at The Institution		Faculty Employed PT at The Institution	Total Faculty in Program		PhD or Equivalent	Masters or Equivalent
	FT in Program	PT in Program					
MFA in Professional Writing	1	6	36	43	27.5	29	14
				0			
				0			
				0			
				0			
				0			
				0			
				0			
				0			
				0			
				0			
				0			
				0			
TOTAL	1	6	36	43	27.5	29	14

INSTITUTION:

TABLE 4. Course enrollments and completions

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the courses may be completed entirely on-line

Courses Offered On-Line	Fall '07	Spring '08	Year Total*	Fall '06	Spring '07	Year Total*	Fall '05	Spring '06	Year Total*
Undergraduate									
Total Number of courses									
Total on-line enrollments									
On-line course completions									
Graduate									
Total Number of courses	77	66	178	77	86	163	44	43	131
Total on-line enrollments	112	103	250	106	124	230	65	63	172
On-line course completions	112	99	245	100	118	218	60	58	162
TOTAL									
Total Number of courses	77	66	178	77	86	163	44	43	131
Total on-line enrollments	112	103	250	106	124	230	65	63	172
On-line course completions	112	99	245	100	118	218	60	58	162

* For year total, include all offerings, including Fall and Spring terms, short-terms, summer, and non-term-based offerings

APPENDIX C: Assessment of Student Learning Outcomes

This appendix contains:

- (1) WCSU's Institutional Plan for Implementation of Student Outcomes Assessment
- (2) WCSU's newly approved Academic Program Review Process, revised to include greater attention to student learning outcomes assessment.

The Institutional Plan for Implementation of Student Outcomes Assessment

Overview

- WCSU's Assessment Plan calls for ongoing collection, analysis, and dissemination of information on student learning outcomes in every degree program, together with annual reporting of the status of program assessment.
- The Assessment Update for each degree program is an integral part of the annual report of each school, department, and division.
- Administrative implementation of policy on learning outcomes assessment begins with the Academic Dean, is carried out by department Chairs, is reported to the Dean, and finally goes to the Academic Vice President, with a copy to the Assessment Committee for policy review.
- Time and complexity can make assessment a burden. Complexity is not mandated, however, either by Assessment Committee guidelines or by NEASC. Departments can meet basic requirements with a simple plan, provided it gives evidence of assessing student learning outcomes in each program, responding to data that shows a need for curricular change, and repeating the assessment cycle for continuous improvement.
- For satisfaction and success, departments should choose options appropriate for their programs. It is unlikely that a single approach to assessment will be suitable for all programs. Measurement can be qualitative as well as quantitative. NEASC recognizes a broad range of valid options for providing evidence of student learning (see below).

Procedures and Responsibilities

(1) Academic Dean

- Review the assessment status of all programs in the school or division.
- Give the Chairs of departments already successfully assessing learning outcomes copies of the NEASC statements on evidence. Agree on format for the Assessment Update to be included in each department's annual report.
- Confer with the Chairs of departments whose programs need better assessment. Explain how policies can be implemented. Give the Chairs copies of NEASC guidelines and agree on format for the Assessment Update to be included in the department's annual report.

(2) Department Chair

- Chairs will work with their program faculty at every stage of development. Some Chairs, especially at the graduate level, may delegate responsibilities to program coordinators. However, the Chair remains responsible for the department's annual report.

- Assessment Guidelines for Departments should be helpful as Chairs and their faculty begin, complete, and resume the five-stage assessment cycle:
 - Determining program goals and objectives
 - Gathering direct evidence of student learning outcomes
 - Interpreting the evidence
 - Making changes for improvement
 - “Closing the loop” of the cycle
- It is critical that departments complete and report on all five stages and not stop short. The only way to make assessment effective is to complete the cycle.
- As recommended by the Assessment Committee, a separate Assessment Update section will be included in each department’s Annual Report to the Dean.

(3) Academic Dean

- Review the annual reports of departments. Check to be sure that each includes a complete Assessment Update section. If needed elements are missing, return reports to departments for completion.
- Submit completed reports, with the Dean’s report, to the Academic Vice President.
- Submit copies to the Assessment Committee for governance review and recommendations.
- Work with departments to continue the effective assessment of student learning outcomes.

(4) Academic Vice President/Assessment Committee

- Vice President reviews the reports for academic standards and compliance.
- The Assessment Committee reviews the reports for implementation of policy

Western Connecticut State University Academic Program Review Process *Approved by Committee on Undergraduate Curriculum and Academic Standards on Dec. 20, 2007*

Purpose and Rationale

- (1) All WestConn undergraduate and graduate degree programs approved by the Connecticut Department of Higher Education (DHE), and all academic program options with program sheets will undergo review every ten years. Scheduled academic reviews are an integral part of the University’s strategic planning process. They support ongoing efforts to demonstrate institutional effectiveness and maintain accreditation by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC-CIHE).
- (2) In order to create and sustain quality programs, WestConn shall: (a) carefully examine the integrity of all academic programs; (b) gain and maintain a competitive advantage in the recruitment and retention of students, faculty, and staff; (c) use findings from the assessment of student learning outcomes to enhance curriculum and instruction; and (d) analyze and project resource needs and policy implications.

Appendices, including enrollment and fiscal data

- (3) The Provost will announce the program review schedule by May 1 of each year for the following academic year.

Procedures

- (1) The academic program review process should facilitate improvement of the quality of the academic programs at WestConn.
- (2) The academic program review process should document and analyze the current status of programs in terms of: (1) their contributions to the University's mission; (2) the outcomes of program activities relative to program goals; (3) the human, physical and fiscal resources of the programs; and (4) their intangible benefits ("value added" and other qualitative aspects).
- (3) The academic program review process should identify program goals and needs over the next ten years, as well as delineating an action plan for achieving these goals.
- (4) Departments scheduled for review of one or more academic programs should undertake the following three-year process.
- a. Program faculty meets with the Provost for orientation to the program review process.
 - b. Faculty selects a Departmental Program Review Committee (DPRC). In many cases it makes sense for all faculty in a department to work on the review process.
 - c. The program review committee recommends candidates for external evaluators to the appropriate dean.
 - d. Deans in consultation with the Provost typically will select two external evaluators.
 - e. The program review committee analyzes the program's mission fit, outcomes assessment, resources and benefits.
 - f. The program review committee writes a self study report including an action plan addressing its recommendations. The maximum length of the report is five (5) pages, excluding appendices. The committee submits the document to the program's faculty, chair and dean for review and reaction.
 - g. If necessary, the self study report will be revised and resubmitted to the dean.
 - h. External evaluators receive the self study report, conduct a site visit, and submit a written report to the dean and the committee.
 - i. After reviewing the external evaluators' report, the program review committee will revise the action plan portion of the self study report as needed and submit it to the dean for review and recommendations.
 - j. The dean adds a summary statement and submits the self study with its action plan to the Provost for review and reaction.
 - k. The Provost reviews all documents associated with the program review—including past reviews, if any exist—and forwards all of the review documents to the appropriate committee (either CUCAS or Graduate Council) for review and recommendations.
 - l. CUCAS or Grad Council examines the self study and makes recommendations to the Provost.

m. The Provost submits written reactions and, where appropriate, recommendations to the program review committee and to the University community.

Contents of Program Self-Study

(1) Baseline program data in tabular format...

(2) Mission Fit

- a. Program review committee examines and when necessary suggests revision of the program's mission, goals, and/or objectives to ensure congruence with the University's mission.
- b. The program review committee examines curriculum, courses, policies and procedures for congruence with the program's mission, goals, and objectives. Appropriate standards from national and professional organizations shall also be considered.
- c. The program review committee analyzes program statistics and other available local and national demographic information to determine present and future demand for the program.

(3) Assessment of Student Learning Outcomes

- a. The most recent Assessment Update -- a required section of every academic department's annual report -- should be compared to the program's stated goals and objectives for student learning.
- b. Assessment Updates should be examined for appropriate analysis of achievement of student learning outcomes (quantitative and/or qualitative).
- c. Assessment Updates should be examined for evidence that curriculum and/or instruction has been modified, where appropriate, in response to assessment results.

(4) Resources

The program review committee examines the program organization and resources (human, physical and fiscal) in terms of their adequacy in supporting the program in its effort to meet its mission, goals and objectives.

Action Plan

- (1) As part of the self study process, the program review committee will prepare and submit a document explaining the program's action plan for the next ten years.
- (2) The focus of the action plan should be on the aspects of the program that will be maintained, deleted, and/or modified to ensure the achievement of the program's objectives in a cost effective manner.
- (3) External evaluators, dean, and program faculty will review the self study report's action plan and make recommendations.
- (4) A final version of the action plan will be prepared by the program review committee and submitted to the dean and the Provost.

Timeline

Year 1

- Orientation of program personnel to the review process by Provost
- Selection of Program Review Committee
- Collection and analysis of self study data by the committee, facilitated by the office of Institutional Research and Assessment

Appendices, including enrollment and fiscal data

- Preparation of the Self Study Report and action plan by the Program Review Committee
- Dean reviews the Self Study Report and action plan and makes recommendations
- Selection and approval of external evaluators

Year 2

- Program faculty review the Self Study Report and action plan, submitting reactions to the Program Review Committee
- Dean reviews and submits written reactions to the Program Review Committee
- If necessary, the Self Study Report and action plan will be revised
- Self Study Report and Action Plan are submitted to the external evaluators
- External evaluators conduct a site visit during the fall semester
- External evaluators submit a written report to the department and dean by January 15
- Program Review Committee and the dean review the external evaluators' written report
- Program Review Committee revises the action plan, if necessary, and submits the action plan to the program faculty for review by April 30
- Revisions to the action plan will be made, as necessary
- Dean reviews all relevant documents (self study, external evaluators' report and action plan), writes a summary statement and submits all documentation to the Provost by May 31

Year 3

- Deans and Provost review all program review documents and prepare a summary cover page
- Provost forwards all program review documents with summary cover sheet to the appropriate University Senate committee (CUCAS or Grad Council) by October 15
- The Senate committee reviews all documents and makes a recommendation to the Provost by April 1
- Provost submits all relevant documents to the President by May 1
- Provost provides the Program Review Committee and dean with written reactions (and recommendations where appropriate) by July 1

Years 4 and 5

- Implementation of the program's action plan.

External Evaluators

- (1) During the first year of the three-year cycle, the faculty shall recommend a maximum of three external evaluators to the dean.
- (2) The external evaluators shall include individuals from NEASC institutions and/or practitioners in the field and/or members of professional associations.
- (3) The dean will review the curriculum vitae of potential external evaluators before approving the team of evaluators. In case of a disagreement, the dean and program review committee will meet to resolve the issue.

Appendices, including enrollment and fiscal data

- (4) The dean will contact the recommended individuals and make arrangements concerning duties, timeline, and compensation (travel, honoraria, and additional stipend for writing the final report).
- (5) The dean will send the external evaluators copies of the program review committee's self study report and action plan at least two weeks prior to the site visit.
- (6) Usually a one or two-day visit by the evaluators is planned. Ideally, the visit should occur during the fall semester of the second year of the cycle.
- (7) The external evaluators will attempt to meet with all program faculty, program chair, dean, Provost, students, alumni, and representatives from the community who employ or provide field experience sites for program students.
- (8) The opportunity for structured as well as unstructured meetings with program faculty should be planned for the external evaluators.
- (9) The external evaluators' written report shall be submitted within one month of the visit and shall address the strengths and weaknesses of the program together with the viability of the action plan.

Suggested Indicators for Academic Program Review

(1) Curriculum

- a. Pass rates on Licensure/Certification Exams (examples: NCLEX-RN, Praxis II)
- b. Results of portfolio evaluation, capstone course projects, juried performances and/or comprehensive exams
- c. Results of pretest-posttest comparisons
- d. Reports of external evaluators, employers, and advisory committees
- e. Benchmark comparisons with peer programs at other universities

(2) Student Enrollment, Retention, Satisfactory Progress and Graduation Rates

- a. Efforts of program faculty to recruit, retain, and graduate students
- b. Efforts of University staff to recruit, retain, and graduate students
- c. Advisement efforts
- d. Mentoring, tutoring, and/or learning communities
- e. Student involvement in co-curricular and/or community activities
- f. Diversity of student population
- g. Retention rates of students one year, two years and three years after matriculation
- h. Persistence rates between Year 1 and Year 2
- i. Graduation rates after four, five, and six years
- j. Analysis of cumulative credits and grade point averages
- k. Analysis of withdrawing students' reasons for leaving

(3) Faculty Characteristics

- a. Faculty credentials appropriate to discipline
- b. Faculty development, community service, and scholarly activities
- c. New options and/or initiatives

Appendices, including enrollment and fiscal data

(4) Placement of Program Graduates

- a. Employment rates (overall and/or in field) one or more years after graduation
- b. Rates of graduate/professional school applications and acceptances

(5) Survey Evidence

- a. Surveys of supervisors of student teachers and/or interns/co-op/practicum students
- b. Surveys of recent graduates and/or other alumni of the program
- c. Surveys of current students
- d. Changes made or contemplated as a result of analyses of survey data

(6) Accreditation

- a. State or regional accreditation efforts
- b. National accreditation efforts

(7) Intangible Outcomes

- a. benefits to University community
- b. benefits to external community

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- (6) Accreditation
 - a. State or regional accreditation efforts
 - b. National accreditation efforts
- (7) Intangible Outcomes
 - a. benefits to University community
 - b. benefits to external community

APPENDIX D: Consultant Report on Ed.D. Program Conducted by Dr. Dennis Shirley, Boston College

Memorandum

From: Professor Dennis Shirley

To: Western Connecticut State University Faculty and Administrators in the Instructional Leadership Doctoral Program

Subject: Site Visit Report

Date: March 5, 2007

The following are observations and recommendations based upon a site visit to review Western Connecticut State University's doctoral program in Instructional Leadership on January 29, 2007. This site visit continues a longer history of relationship between the site visitor with program leaders, dating back to a first visit to review a proposal to create the program in January 2002 and continuing with a speaking engagement and workshop for the first cohort of doctoral students in November 2003. The data for this report are drawn from multiple sources.

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First, individual interviews were conducted with

- President James Schmotter
- Provost Linda Rinker
- Dean Lynne Clark
- Dean Ellen Durnin
- Department Chair Kay Campbell
- Program Director Marcy Delcourt
- Professor Karen Burke

Second, three separate focus groups were assembled to discuss the program, comprising

- five faculty members;
- thirteen current doctoral students from the first and second cohorts;

Appendices, including enrollment and fiscal data

- seven members of the Advisory Board.

Finally, I was able to review extensive print material on the program. These included

- two reports to the Board of Governors for Higher Education in Connecticut (from 2005 and 2006);
- a progress report for the New England Association of Schools and Colleges (NEASC) on the program (2006);
- the application for the certificate in intermediate administration or supervision (2006);
- a draft version of the program report for the preparation of educational leaders based on National Council for the Accreditation of Teacher Education (NCATE) standards (2007);
- application materials;
- the program's web site and affiliated links.

From these sources the following features of the program become evident.

First, assessments from students in the doctoral program and educational leaders on the Advisory Board were overwhelmingly positive in tone. Students expressed enthusiasm and appreciation for the academic rigor of the program, for faculty responsiveness to their concerns and needs, and for the direct relevance of their coursework to the enhancement of their instructional leadership. They stated that the range and depth of the program enabled them to obtain a better appreciation for the complexities of teaching and learning in their schools and gave them valuable scientific and philosophical background to be able to explain and expand upon the diversity of their teaching practices. They contended that their coursework was often immediately relevant to the teaching issues that they dealt with on a daily basis, and that their skills as instructional leaders had been strengthened in many ways that they had not anticipated. In short, they conveyed an infectious enthusiasm that indicated that the program is very much meeting the needs of teachers and principals for greater leadership development and technical expertise in classrooms and schools.

As a professor of education who is well aware that one of the persistent criticisms of schools of education for decades has been that they are excessively theoretical and irrelevant to the concerns of teachers, principals, and superintendents, I found myself admiring the commitment, talent, and vision of the faculty and staff at WCSU who created and are sustaining the Instructional Leadership doctoral program.

While a certain amount of self-selection may well be involved in the students who attended the focus group interviews, I should note that I have made other site visits to other institutions for similar purposes in the past and that students are entirely capable of being frank about their likes and dislikes of their programs. Some sessions have actually turned into something on the order of venting sessions for students. There was a natural ease and confidence in the WCSU students that indicated that their enthusiasm for the program was genuine and not entangled with politically-motivated desires to make a positive impression on the site visitor.

I should note that there was one outlier among the students who was seeking a greater degree of academic expertise in said individual's academic content matter. Other students rejoined that a strength of the program resided in the diversity of interests among cohort participants, including a full range of academic disciplines as well as those with cross-cutting concerns such as special education, the education of English language learners, and the use of technology in schools and classrooms.

Second, the collaborative nature of the instructional leadership doctoral program was evident throughout this site visit. Within WCSU, the program is viewed by students, faculty, and administrators to be internally coherent and well sequenced. Dis-

Appendices, including enrollment and fiscal data

cussants held that the doctoral program is embedded in a broader, university-wide commitment to the improvement of public education that they find praiseworthy and worthy of emulation by other universities. Significantly, local educational leaders on the Advisory Board agreed, confirming that the doctoral program is meeting their needs for highly qualified teachers and administrators.

The high level of collaboration was evident not only in regard to the doctoral program, but was apparent up to the uppermost levels of the university. Members of the Advisory Board, for example, credited President Schmotter and Provost Rinker for demonstrating an exemplary level of proactive leadership in reaching out to local school districts to ascertain and meet their needs and to create new institutional linkages. Hence, distributed leadership across multiple levels of WCSU gave the program credibility and momentum in the eyes of local educational leaders that bodes well for continued success and capacity enhancement in the future.

Third, increased efforts in regard to the recruitment of applicants to the doctoral program are appropriate and are underway. Fifty applicants applied to the program in the 2003-2004 school year yet only 25 in 2005-2006. This does not appear to be a critical concern in terms of a good yield of student credit hours, since 18 students did enroll with the second cohort and a doctoral program should not be much larger than that to maintain an optimal sense of community. Dean Durnin, Professor Delcourt, and their colleagues recognize that a strong applicant pool is crucial for the success of the program and they are now exploring a multifaceted recruitment strategy to expand the applicant pool for 2007-2008. These include direct mailing to teachers' homes throughout the region and outreach to professional networks such as the Connecticut Education Association and the Western Connecticut Superintendent Association.

From these observations the following recommendations may be advanced.

First, I would describe the WCSU instructional leadership doctoral program as something of a well-kept secret in terms of its national visibility. Educators in national networks such as the Holmes Partnership (www.holmespartnership.org) and the National Network for Educational Renewal (<http://depts.washington.edu/cedren/nner/index.htm>) that promote school-university partnerships and inform members of research and funding opportunities most likely do not know about the WCSU program even though your work is of direct relevance to their mission. I encourage institutional membership in either one of these groups to enhance the program's visibility at a national level. With such visibility, your program faculty, area school administrators, and doctoral students will learn about other educational change efforts that are occurring nationally. They can develop their professional networks and can address similar problems with those who seek to develop intellectual capital and partnership capacity in similar ways. This might lead to participation in federal or privately-funded grants that can bring additional resources and prestige to the Instructional Leadership program.

Second, the solid and excellent intellectual foundation of the program may now be built upon to conduct research about the program itself. Traditionally, schools of education have offered doctoral degrees to future administrators or those who intend to enter the professoriate, with the result that programs geared to preparing highly-qualified teachers who wish to stay in the classroom have been neglected. With increasing recognition among policy makers and the general public about the high degree of correlation between teacher quality and pupil achievement, there is a growing consensus (accompanied by real urgency) about the need to create doctoral programs that respond to the particular needs of classroom teachers and do not draw them away from daily contact with students. Since innovation is never easy and inevitably involves losses as well as gains, the creation and sustainability of the Instructional Leadership doctoral program is an achievement worthy of scholarly inquiry

Appendices, including enrollment and fiscal data

and belongs to the domain of what the late Ernest Boyer described as the “scholarship of application.”

Third, there is always a temptation with any successful program to rest upon one’s laurels and to continue practices that have proven their worth in the past. I advise WCSU faculty and administrators affiliated with the Instructional Leadership doctoral program to develop not just short-term plans for recruitment, networking, and dissemination, but also to develop intermediate and long-term goals for the program in terms of its desired constituency, research trajectory, and capacity enhancement. For example, you may wish to consider some of the following ideas:

- The creation of an electronic network that will enable graduates from the program to remain in continual contact with program faculty and administrators to assist with student recruitment and to develop new lines of research and grant funding;
- Requiring all doctoral students to share the results of their research with colleagues in their buildings, district administrators, and/or school board members to assure that knowledge is socialized and to inform the public about new knowledge that is being generated by participation in the doctoral program;
- Innovative institutional strategies that enable graduates of the doctoral program to establish part-time residencies on the WCSU campus while enabling higher education faculty to acquire reciprocal roles as part-time teachers and administrators in the local school system to expand capacity and share new forms of knowledge generated through collaborative partnerships.

In closing, I should like to reiterate my enthusiastic support for the work that WCSU faculty and administrators have made with the creation and development of your innovative and successful Instructional Leadership doctoral program. It has been a great pleasure to work with you over the past five years and to witness the creation of a program that combines academic rigor, community responsiveness, and teaching excellence.

Appendix E: Ed.D. in Instructional Leadership Advisory Board Members

Board Member	Title/Affiliation
Mayor Mark Boughton	Mayor of Danbury
Dr. A. Langer, Chair Exec. Info.	Columbia University
Dr. Thomas Cordy	Education Department, WCSU
Mr. Gary Chesley	Superintendent, Bethel School Dist.
Ms. Theresa Eberhard Asch	Member, CSU Board of Trustees
Dr. Sandra Kase, Asst. Supt.	NYC Dept of Education, Retired
Ms. Patricia Michael, Principal	Barlow Mountain Elementary School, Ridgefield
Dr. William Glass	Assoc. Supt., Danbury Pub. Schools
Dr. K. Michael Hibbard	Asst. Supt. North Salem Pub. Schools
Ms. Michelle Rutledge	Teacher, Anna Rockwell School
Dr. John Briggs, Professor	English Department, WCSU
Dr. Marcia Delcourt	Coordinator of EdD in Instructional Leadership Program, WCSU
Dr. Karen Burke	Education Department, WCSU

WCSU Ex-officio Members:

Dr. Linda Rinker • WCSU • Provost and Vice President

Dr. Lynne W. Clark • WCSU • Dean, School of Professional Studies

Dr. Ellen Durnin • WCSU • Dean, Graduate Studies & External Programs

Appendix F: Survey of Departments Regarding Integration of PT Faculty into Academic Life

INTEGRATION OF PT FACULTY INTO ACADEMIC LIFE

Summary of Departmental Survey -- Fall 2007

SCHOOL OF ARTS & SCIENCES

Dept.	Evaluation	Meetings	Office Space	Catalog	Recognition
BIO	Student/Peer	Yes	Sometimes	No	Yes
CHE	Student/Peer	Yes	Shared	Yes	Yes
COM	Student/Peer	Sometimes	Sometimes	No	Yes
CS	Student/Peer	Sometimes	Sometimes	Yes	Yes
ENG	Student/Peer	Sometimes	Sometimes	No	Yes
HIS	Student/Peer	Yes	Shared	Yes	Yes
MAT	Student	Yes	Shared	Yes	Yes
PHI	Student	Yes	Shared	Yes	Yes
PAM	Student	Yes	Sometimes	No	Yes
PSY	Student	Yes	Shared	Yes	Yes
SOC	Student/Peer	Yes, plus vote	Shared	Yes	Yes
WLL	Student/Peer	Yes	Shared	Yes	Yes
WRT	Student/Peer	Consultation	Shared	No	Yes

ANCELL SCHOOL OF BUSINESS

Dept.	Evaluation	Meetings	Office Space	Catalog	Recognition
ACC	Student	No	No	No	No
FIN	Student/Peer	Yes	No	No	Yes
JLA	Student	Yes	No	Yes	Yes
MGT	Student	No	No	Yes	No
MIS	Student	Sometimes	No	No	No
MKT	Student/Chair	Yes	No	Yes	Yes

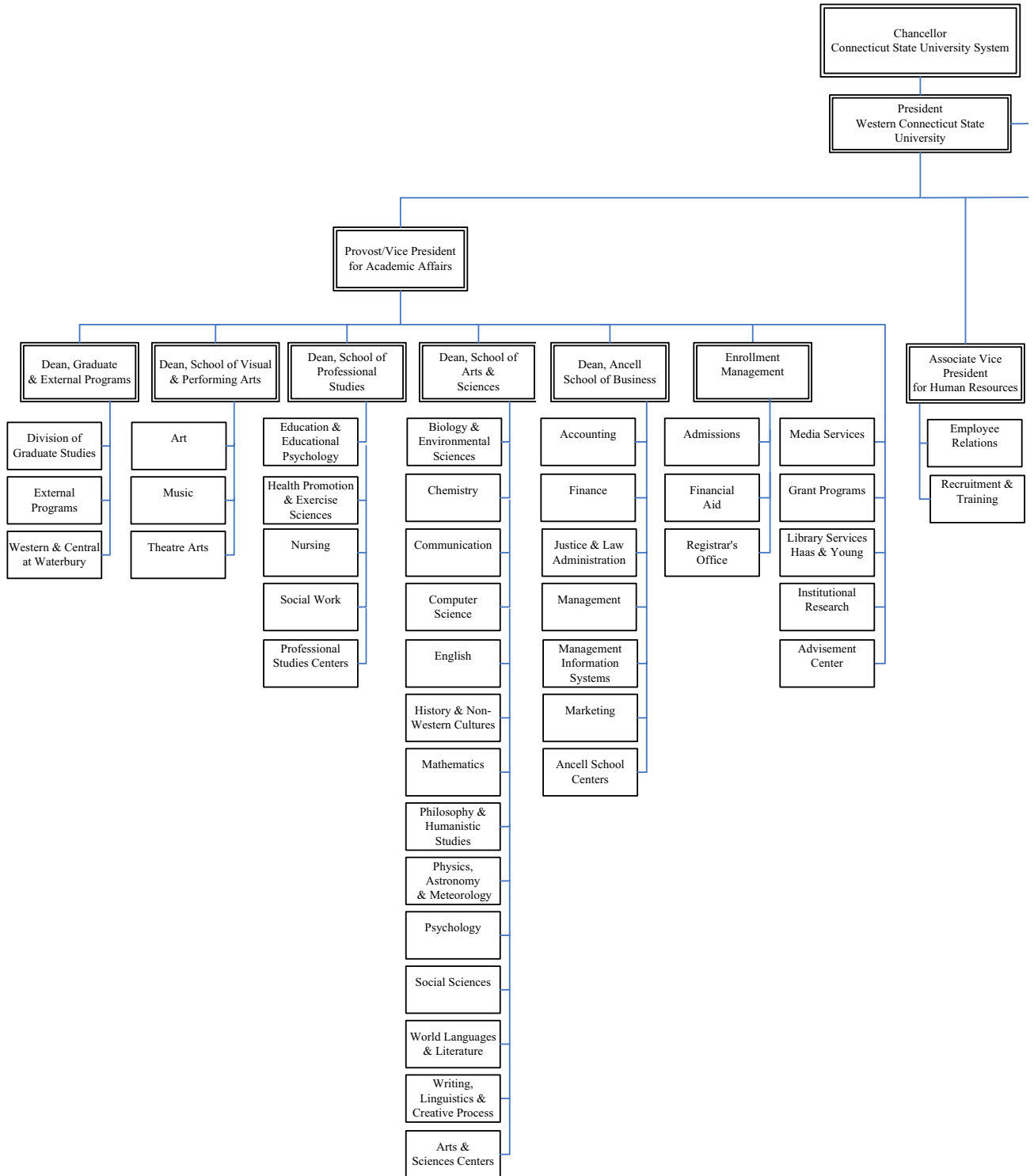
SCHOOL OF PROFESSIONAL STUDIES

Dept.	Evaluation	Meetings	Office Space	Catalog	Recognition
ED/EPY	Student	Yes	Shared	No	Yes
HPX	Student/Peer	Yes	Shared	Yes	Yes
NUR	Student	No	No	No	Sometimes
SW	Student/Peer	Sometimes	Shared	Yes	Yes

SCHOOL OF VISUAL AND PERFORMING ARTS

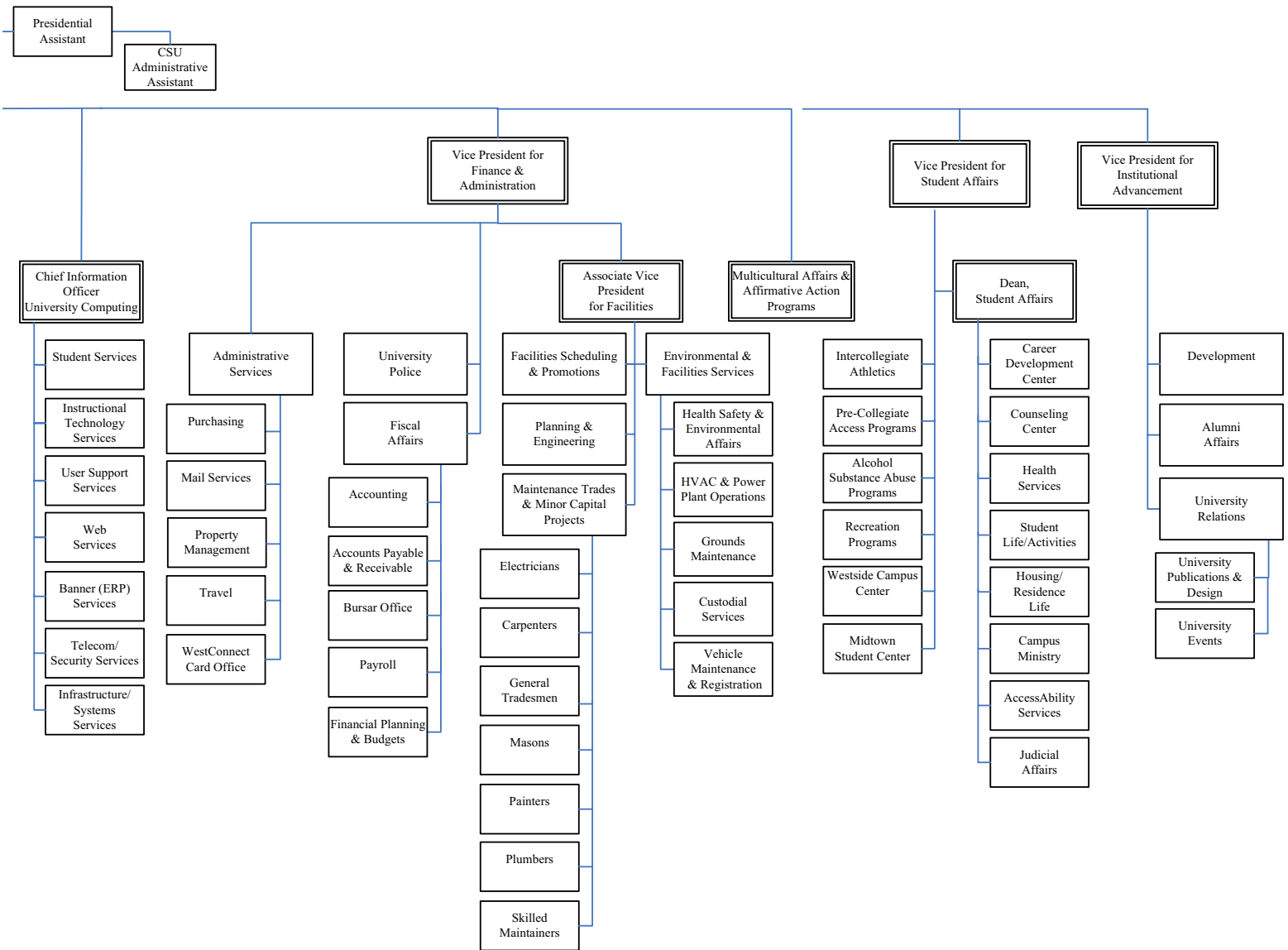
Dept.	Evaluation	Meetings	Office Space	Catalog	Recognition
ART	Student	Yes	No	Yes	Yes
MUS	Student/Peer	Sometimes	Shared	Yes	Yes
THR	Student/Peer	Sometimes	Shared	Yes	Yes

Appendix G: WCSU Organizational Chart



Appendices, including enrollment and fiscal data

Appendix G: WCSU Organizational Chart, cont'd.



Updated 08/01/2008

APPENDIX H: WCSU Facilities

Buildings located on the Midtown campus include:

Five multipurpose academic/classroom buildings

- Berkshire Hall, with offices, classrooms, a gymnasium, a weight/fitness room, and two theaters
- Higgins Hall and Annex, with offices, classrooms, and laboratories
- Science Building, with offices, classrooms, and laboratories
- Warner Hall, with offices, classrooms, meeting space, and a lounge area
- White Hall, with offices, classrooms, and a theater

Haas Library

Student Center, with offices, student meeting and lounge areas, dining facilities and a theater

Four multipurpose administrative/service buildings

- Alumni Hall, with offices, a child care center, and meeting space
- Old Main, with student services and administrative functions
- Police Department/Energy Plant
- University Hall, with administrative offices

Three residence halls with approximately 600 beds: Fairfield Hall, Litchfield Hall, and Newbury Hall

Two parking garages: White Street garage and Fifth Avenue garage

Buildings and facilities located on the Westside campus include:

Westside Classroom Building, a multipurpose facility with offices, classrooms, computer center, student lounge, campus library, and bookstore

Westside Observatory

Westside Campus Center, with offices, student meeting and lounge areas, dining facilities, and cardio-fitness room

Athletic and recreation facilities

- Westside Athletic Complex, a turf athletic field that seats 2500 spectators
- O'Neill Center, a multipurpose indoor athletic facility that seats 4500 spectators and includes a weight/fitness room, swimming pool, and offices
- Baseball and softball fields
- Six tennis courts
- Two recreation/practice fields

Ives Concert Park, an outdoor performance venue with a 2500 square foot gazebo and a pond

Westside Nature Preserve, a 33 acre tract for educational and recreational use

Three residence halls with approximately 1000 beds: Centennial Hall, Grasso Hall, and Pinney Hall

One parking garage

Western at Waterbury courses and associated offices are housed in Founders Hall on the campus of Naugatuck Valley Community College.

Other buildings owned by the university but presently limited in use include the Roberts Avenue School, Holy Trinity Church, the Richa house and the armory

Appendices, including enrollment and fiscal data

Appendix I: Financial Resources

CHEFA Fund Expenditures - Capital Projects


	Centennial and Garage	Hall Fifth Avenue	Garage	Westside Campus Center	Other Repairs *	Total
FY04	12,659,786.01	-		271,710.00	431,750.00	13,363,246.01
FY05	15,715,555.38	-		635,126.81	48,500.00	16,399,182.19
FY06	1,335,733.24	9,189,572.20		10,094,286.75	1,306,492.68	21,926,084.87
FY07	9,178.53	6,788,156.07		5,377,227.46	10,537.72	12,185,099.78
FY08	-	1,089,048.87		310,600.17	-	1,399,649.04

* Includes Fairfield Hall Annex Roof, Grasso Hall Window Replacement, Pinney Hall Parapet Repair and Newbury Hall HVAC

Bond Commission Allocations - Capital Projects

	Warner renovations	Hall Telecom renovations	Various renovations GF	Various renovations AF	Holy purchase	Trinity	Fairfield Renovations	Hall WSSC	Science Building Equipment	Purchase 30 Ninth Street	Academic Building renovations
FY04	815,880.00	306,850.00	430,000.00								
FY05			900,000.00	505,000.00	410,000.00		495,000.00	500,000.00	2,200,000.00		
FY06			240,000.00							597,000.00	225,000.00
FY07			280,000.00				6,111,578.00				450,000.00
FY08			730,000.00	365,000.00							625,000.00

Appendix J: CIHE Data Forms



**New England Association of Schools and College
Commission on Institutions of Higher Education**
209 Burlington Road • Bedford, MA 01730
phone: (781) 271-0022 • fax: (781) 271-0950
<http://www.neasc.org>

**CIHE DATA FORMS FOR PUBLIC INSTITUTIONS
GENERAL INFORMATION**

Institution Name:	Western Connecticut State University												
? FICE Code:	1380												
? Carnegie Classification:	Master's L: Master's Colleges and Universities (larger progr												
? Financial Results for Year Ending:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Fiscal year ends:</td> <td style="border: 1px solid black; padding: 2px;">30-Jun-07</td> </tr> <tr> <td style="width: 50%;">Annual Audit</td> <td></td> </tr> <tr> <td style="text-align: center;">Certified: Qualified</td> <td></td> </tr> <tr> <td style="text-align: center;">Yes/No Unqualified</td> <td></td> </tr> <tr> <td style="text-align: center;">Yes Unqualified</td> <td></td> </tr> <tr> <td style="text-align: center;">Yes Unqualified</td> <td></td> </tr> </table>	Fiscal year ends:	30-Jun-07	Annual Audit		Certified: Qualified		Yes/No Unqualified		Yes Unqualified		Yes Unqualified	
Fiscal year ends:	30-Jun-07												
Annual Audit													
Certified: Qualified													
Yes/No Unqualified													
Yes Unqualified													
Yes Unqualified													
? Contact Person:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Name:</td> <td style="border: 1px solid black; padding: 2px;">Jerry Wilcox, Ph.D.</td> </tr> <tr> <td>Title:</td> <td style="border: 1px solid black; padding: 2px;">Director, Institutional Research and Assessment</td> </tr> <tr> <td>Telephone Number:</td> <td style="border: 1px solid black; padding: 2px;">203-837-8242</td> </tr> <tr> <td>E-mail address:</td> <td style="border: 1px solid black; padding: 2px;">WilcoxJ@wcsu.edu</td> </tr> </table>	Name:	Jerry Wilcox, Ph.D.	Title:	Director, Institutional Research and Assessment	Telephone Number:	203-837-8242	E-mail address:	WilcoxJ@wcsu.edu				
Name:	Jerry Wilcox, Ph.D.												
Title:	Director, Institutional Research and Assessment												
Telephone Number:	203-837-8242												
E-mail address:	WilcoxJ@wcsu.edu												

13-Aug-08

Appendices, including enrollment and fiscal data

Appendix J: CIHE Data Forms, con'd.

CIHE DATA FORM 1
STATEMENT OF REVENUES AND EXPENSES (000 OMITTED)

Western Connecticut State University FISCAL YEAR ENDS JUNE 30		3 YEARS PRIOR (FY 2004)	2 YEARS PRIOR (FY 2005)	1 YEAR PRIOR (FY 2006)	MOST RECENTLY COMPLETED FY (FY 2007)	CURRENT BUDGET (FY 2008)
2	OPERATING REVENUES					
3	? TUITION & FEES	\$30,773,645	\$31,866,411	\$31,591,772	\$34,561,916	\$37,749,007
4	? AUXILIARY ENTERPRISES (Enter here and/or on line 9)					
5	? LESS: SCHOLARSHIP ALLOWANCE	-\$1,968,230	-\$2,046,083	-\$2,413,948	-\$2,321,349	-\$2,708,646
6	NET STUDENT FEES	\$28,805,415	\$29,820,328	\$29,177,824	\$32,240,567	\$35,040,361
7	? GOVERNMENT GRANTS & CONTRACTS	\$3,702,801	\$3,907,681	\$4,566,998	\$4,666,057	\$5,565,570
8	? PRIVATE GIFTS, GRANTS & CONTRACTS	\$26,175	\$50,113	\$11,311	\$22,003	\$1,633
9	? AUXILIARY ENTERPRISES (Enter here or on line 4)	\$8,921,741	\$9,568,940	\$11,255,592	\$12,551,513	\$12,121,235
10	? OTHER	\$14,905,240	\$78,045,744	\$47,870,681	\$16,215,518	\$7,518,244
11	TOTAL OPERATING REVENUES	\$56,361,372	\$121,392,806	\$92,882,406	\$65,695,658	\$60,247,043
12	OPERATING EXPENSES					
13	? INSTRUCTION	\$23,164,328	\$24,351,687	\$32,509,925	\$28,263,431	\$28,875,070
14	? RESEARCH	\$382,114	\$372,276	\$628,846	\$665,382	\$611,568
15	? PUBLIC SERVICE	\$383,133	\$435,030	\$383,104	\$393,948	\$489,677
16	? ACADEMIC SUPPORT	\$6,349,722	\$8,118,931	\$7,434,463	\$6,464,285	\$8,647,375
17	? STUDENT SERVICES	\$7,266,062	\$7,248,715	\$9,072,509	\$9,316,765	\$11,102,737
18	? INSTITUTIONAL SUPPORT	\$13,794,055	\$14,029,014	\$15,705,417	\$16,850,215	\$17,357,335
19	? OPERATION, MAINTENANCE OF PLANT	\$11,134,583	\$71,583,482	\$33,448,966	\$25,682,621	\$19,358,391
20	? SCHOLARSHIPS & FELLOWSHIPS	\$5,280,798	\$7,053,148	\$6,068,762	\$4,128,834	\$6,586,936
21	? AUXILIARY ENTERPRISES	\$5,394,445	\$5,576,598	\$8,172,360	\$6,722,443	\$8,870,294
22	? DEPRECIATION	\$5,769,158	\$6,537,462	\$7,491,026	\$8,170,011	\$8,535,512
23	OTHER					
24	TOTAL OPERATING EXPENDITURES	\$78,918,398	\$145,306,343	\$120,915,378	\$106,657,935	\$110,434,895
25	OPERATING LOSS	-\$22,557,026	-\$23,913,537	-\$28,032,972	-\$40,962,277	-\$50,187,852
26	NON OPERATING REVENUES					
27	? STATE APPROPRIATIONS (NET)	\$32,513,134	\$35,380,291	\$36,911,023	\$39,867,331	\$41,038,300
28	? INVESTMENT INCOME	\$151,598	\$456,694	\$956,349	\$1,335,368	\$1,898,983
29	INTEREST INCOME					
30	? OTHER	\$4,909,833	\$34,565,976	\$2,284,660	\$4,500,659	\$4,813,611
31	NET NON OPERATING REVENUES	\$37,574,565	\$70,402,961	\$40,152,032	\$45,703,358	\$47,750,894
32	INCOME BEFORE OTHER REVENUES EXPENSES, GAINS OR LOSSES	\$15,017,539	\$46,489,424	\$12,119,060	\$4,741,081	-\$2,436,958
33	? CAPITAL APPROPRIATIONS	\$2,307,880	\$9,593,848	\$3,383,121	\$2,050,629	\$3,913,416
34	OTHER					
35	TOTAL INCREASE/DECREASE IN NET ASSETS	\$17,325,419	\$56,083,272	\$15,502,181	\$6,791,710	\$1,476,458

**CIHE DATA FORM 2
STATEMENT OF CHANGES IN NET ASSETS AND INDEBTEDNESS (000 OMITTED)**

Western Connecticut State University FISCAL YEAR ENDS JUNE 30		3 YEARS PRIOR (FY 2004)	2 YEARS PRIOR (FY 2005)	1 YEAR PRIOR (FY 2006)	MOST RECENTLY COMPLETED FY (FY 2007)	CURRENT BUDGET (FY 2008)
3	NET ASSETS					
4	NET ASSETS BEGINNING OF YEAR	\$119,315	\$ 136,640	\$ 192,723	\$ 208,225	\$ 215,017
5	? TOTAL INCREASE/DECREASE IN NET ASSETS	\$17,325	\$56,083	\$15,502	\$6,792	\$1,476
6	NET ASSETS END OF YEAR	\$ 136,640	\$ 192,723	\$ 208,225	\$ 215,017	\$ 216,493
8	INDEBTEDNESS					
9	BEGINNING BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10	ADDITIONS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11	? REDUCTIONS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12	ENDING BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13	INTEREST PAID DURING FISCAL YEAR					
14	CURRENT PORTION					

STATEMENT OF CHANGES IN NET ASSETS AND INDEBTEDNESS (000 OMITTED)

Note: Entries for this data form can be obtained from the institution's general-purpose financial statements (GPFS).

**CIHE DATA FORM 3
STUDENT CHARGES**

Western Connecticut State University YEAR ENDS JUNE 30	FISCAL	3 YEARS PRIOR (FY 2004)	2 YEARS PRIOR (FY 2005)	1 YEAR PRIOR (FY 2006)	MOST RECENTLY COMPLETED FY (FY 2007)
---	--------	-------------------------------	-------------------------------	------------------------------	--

3	?	TUITION AND FEE CHARGES				
4		FULL-TIME UNDERGRADUATE STUDENT				
5		IN-STATE	5,045	5,513	5,800	6,106
6		OUT-OF-STATE	1,203	13,029	13,739	14,428
7		PART-TIME UNDERGRADUATE STUDENT				
8		IN-STATE	\$250 per credit hour	\$287 per credit hour	\$290 per credit hour	\$304 per credit hour
9		OUT-OF-STATE	\$250 per credit hour	\$287 per credit hour	\$290 per credit hour	\$304 per credit hour
10		FULL-TIME GRADUATE STUDENT				
11		IN-STATE	5,690	6,212	6,541	6,884
12		OUT-OF-STATE	12,648	13,694	14,444	15,169
13		PART-TIME GRADUATE STUDENT				
14		IN-STATE	\$285 per credit hour	\$327 per credit hour	\$330 per credit hour	\$346 per credit hour
15		OUT-OF-STATE	\$285 per credit hour	\$327 per credit hour	\$330 per credit hour	\$346 per credit hour

17	?	ROOM AND BOARD CHARGES				
18		UNDERGRADUATE STUDENT				
19		GRADUATE STUDENT				
18		UNDERGRADUATE STUDENT	6,580	7,085	7,353	7,942
19		GRADUATE STUDENT	6,580	7,085	7,353	7,942

CIHE DATA FORM 4
STUDENT ADMISSIONS DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education

Western Connecticut State University		FALL	4 YEARS AGO (Fall 2003)	3 YEARS AGO (Fall 2004)	2 YEARS AGO (Fall 2005)	1 YEAR AGO (Fall 2006)	CURRENT YEAR (Fall 2007)
TERM (YEAR)							
2	? FIRST-YEAR STUDENTS						
3	COMPLETED APPLICATIONS		3626	3816	3469	3831	4345
4	APPLICATIONS ACCEPTED		2008	2003	2029	2181	2512
5	APPLICANTS ENROLLED		808	765	774	855	916
6	AVERAGE STATISTICAL INDICATOR OF APTITUDE OF ENROLLEES (describe below)		978	999	998	1000	983
7	? TRANSFERS-UNDERGRADUATE						
8	COMPLETED APPLICATIONS		851	864	885	962	1006
9	APPLICATIONS ACCEPTED		446	572	581	644	635
10	APPLICANTS ENROLLED		242	341	382	407	392
11	? MASTER'S DEGREE STUDENTS						
12	COMPLETED APPLICATIONS		637	540	521	477	312
13	APPLICATIONS ACCEPTED		350	348	326	306	198
14	APPLICANTS ENROLLED		315	310	316	272	96
15	? FIRST-PROFESSIONAL DEGREE STUDENTS						
16	COMPLETED APPLICATIONS						
17	APPLICATIONS ACCEPTED						
18	APPLICANTS ENROLLED						
19	? DOCTORAL DEGREE STUDENTS						
20	COMPLETED APPLICATIONS		48		21		30
21	APPLICATIONS ACCEPTED		27		18		25
22	APPLICANTS ENROLLED		0		17		5

Description of statistical indicator of aptitude of first-year enrollees (average combined SAT, average rank in high school graduating class, etc.):

Average combined SAT (Verbal plus Math)

Appendix J: CIHE Data Forms, con'd.

**CIHE DATA FORM 5
STUDENT ENROLLMENT DATA (Fall Term)
Credit Seeking Students Only, Including Continuing Education**

Western Connecticut State University		4 YEARS AGO (Fall 2003)	3 YEARS AGO (Fall 2004)	2 YEARS AGO (Fall 2005)	1 YEAR AGO (Fall 2006)	CURRENT YEAR (Fall 2007)
2	? UNDERGRADUATE					
3	? FIRST YEAR: FULL-TIME HEADCOUNT	1895	1498	1588	1574	1740
4	? PART-TIME HEADCOUNT	323	110	157	111	112
5	TOTAL HEADCOUNT	2218	1608	1745	1685	1852
6	? TOTAL FTE	1938	1486	1585	1555	1737
7	? SECOND YEAR: FULL-TIME HEADCOUNT	894	822	827	908	944
8	PART-TIME HEADCOUNT	198	109	108	109	88
9	TOTAL HEADCOUNT	1092	931	935	1017	1032
10	TOTAL FTE	945	830	844	915	938
11	? THIRD YEAR: FULL-TIME HEADCOUNT	639	794	789	854	840
12	PART-TIME HEADCOUNT	119	165	144	171	157
13	TOTAL HEADCOUNT	758	959	933	1025	997
14	TOTAL FTE	676	834	824	902	874
15	? FOURTH YEAR: FULL-TIME HEADCOUNT	358	733	778	771	830
16	PART-TIME HEADCOUNT	160	347	331	367	381
17	TOTAL HEADCOUNT	518	1080	1109	1138	1211
18	TOTAL FTE	403	845	868	878	941
19	? UNCLASSIFIED: FULL-TIME HEADCOUNT	28	26	20	24	21
20	PART-TIME HEADCOUNT	622	533	453	495	406
21	TOTAL HEADCOUNT	650	559	473	519	427
22	TOTAL FTE	236	226	194	188	168
23	TOTAL UNDERGRADUATE HEADCOUNT	5236	5137	5195	5384	5519
24	TOTAL UNDERGRADUATE FTE	4198	4221	4315	4438	4658
25	? GRADUATE					
26	? FULL-TIME HEADCOUNT	93	97	94	77	98
27	? PART-TIME HEADCOUNT	750	650	618	625	594
28	TOTAL GRADUATE HEADCOUNT	843	747	712	702	692
29	? TOTAL GRADUATE FTE	354	338	326	294	328
30						
31	GRAND TOTAL HEADCOUNT	6079	5884	5907	6086	6211
32	GRAND TOTAL FTE	4552	4559	4641	4732	4986
UNDERGRADUATE RETENTION AND GRADUATION RATES						
34	1ST YEAR STUDENTS RETURNING FOR 2ND YEAR	71%	72%	72%	67%	73%
35	? GRADUATION RATE	36%	33%	35%	37%	39%

DEFINITION OF UNDERGRADUATE FTE
DEFINITION OF GRADUATE FTE

Credit Hours divided by 15
Credit Hours divided by 12

Appendix J: CIHE Data Forms, con'd.

**CIHE DATA FORM 6
PROJECTED FINANCIAL, TUITION AND FEE, AND ENROLLMENT
DATA FOR NEXT THREE YEARS**

?	Western Connecticut State University	Fiscal	FY 2009	FY 2010	FY 2011
	Years				

PROJECTED FINANCIAL DATA (000s omitted)

3	TOTAL OPERATING REVENUES	\$68,872	\$72,784	\$76,916
4	TOTAL OPERATING EXPENDITURES	\$108,951	\$114,292	\$120,161
5	TOTAL OPERATING LOSS	(\$40,079)	(\$41,508)	(\$43,245)
6	NET NON OPERATING REVENUE	\$44,605	\$45,479	\$47,832
7	CAPITAL APPROPRIATIONS AND OTHER REVENUE	\$3,913	\$3,913	\$3,913
8	TOTAL INCREASE/DECREASE IN NET ASSETS	\$8,439	\$7,884	\$8,500

PROJECTED TUITION AND FEE CHARGE

11	FULL-TIME UNDERGRADUATE STUDENT			
12	IN-STATE	\$7,088	\$7,412	\$7,751
13	OUT-OF-STATE	\$16,225	\$16,986	\$17,783
14	PART-TIME UNDERGRADUATE STUDENT			
15	IN-STATE	\$319/credit	\$325/credit	\$325/credit
16	OUT-OF-STATE	\$319/credit	\$325/credit	\$325/credit
17	FULL-TIME GRADUATE STUDENT			
18	IN-STATE	\$7,951	\$8,318	\$8,702
19	OUT-OF-STATE	\$17,047	\$17,849	\$18,689
20	PART-TIME GRADUATE STUDENT			
21	IN-STATE	\$363/credit	\$370/credit	\$370/credit
22	OUT-OF-STATE	\$363/credit	\$370/credit	\$370/credit

PROJECTED ENROLLMENT

31	UNDERGRADUATE STUDENTS			
32	FULL-TIME HEADCOUNT	4360	4490	4625
33	PART-TIME HEADCOUNT	1151	1151	1151
34	IN-STATE HEADCOUNT	3933	4051	4173
35	OUT-OF-STATE HEADCOUNT	427	439	452
36	TOTAL HEADCOUNT	5511	5641	5776
37	TOTAL FTE	4637	4762	4892
38	GRADUATE STUDENTS			
39	FULL-TIME HEADCOUNT	100	103	106
40	PART-TIME HEADCOUNT	588	588	588
41	IN-STATE HEADCOUNT	93	96	99
42	OUT-OF-STATE HEADCOUNT	7	7	7
43	TOTAL HEADCOUNT	688	691	694
44	TOTAL FTE	326	329	332

Appendices, including enrollment and fiscal data

Appendix J: CIHE Data Forms, con'd.

CIHE DATA FORM 7
FACULTY PROFILE

Western Connecticut State University		4 YEARS AGO (Fall 2003)		3 YEARS AGO (Fall 2004)		2 YEARS AGO (Fall 2005)		1 YEAR AGO (Fall 2006)		CURRENT YEAR (Fall 2007)		
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
3	?	NUMBER OF FACULTY										
4		PROFESSOR	82		86		92		93		92	
5		ASSOCIATE	41		46		45		52		54	
6		ASSISTANT	62		63		60		51		61	
7		INSTRUCTOR	1		1		0		4		5	
8		OTHER		231	0	285	0	288	0	281	0	316
9		TOTAL	186	231	196	285	197	288	200	281	212	316
10		AGE (MINIMUM, MAXIMUM, MEDIAN)										
11		PROFESSOR: MINIMUM	40.4		39		40		41		37.8	
12		MAXIMUM	81.4		82.4		87.6		81.8		82.8	
13		MEDIAN	57.6		58		58.6		58.5		59.1	
14		ASSOCIATE: MINIMUM	31.3		32.4		33.3		33.7		32.7	
15		MAXIMUM	63		64		63.6		64.6		65.6	
16		MEDIAN	49.3		50.4		50.4		49		50.4	
17		ASSISTANT: MINIMUM	30.7		29.7		30.7		31.7		27.8	
18		MAXIMUM	69.7		70.7		71.7		73.2		73.7	
19		MEDIAN	47.5		47.2		47.5		48.9		48.9	
20		INSTRUCTOR: MINIMUM	40.3		57.9		N/A		44		32.7	
21		MAXIMUM	40.3		57.9		N/A		59.9		60.4	
22		MEDIAN	40.3		57.9		N/A		55.8		48.6	
23		OTHER: MINIMUM										
24		MAXIMUM										
25		MEDIAN										
26		MALE / FEMALE										
27		PROFESSOR: MALE	55		57		61		62		59	
28		FEMALE	27		29		31		31		33	
29		ASSOCIATE: MALE	20		24		25		24		26	
30		FEMALE	21		22		20		28		28	
31		ASSISTANT: MALE	30		26		25		25		30	
32		FEMALE	32		37		35		26		31	
33		INSTRUCTOR: MALE	0		1		0		3		3	
34		FEMALE	1		0		0		1		2	
35		OTHER: MALE	0	140	0	166	0	171	0	168	0	183
36		FEMALE	0	91	0	119	0	117	0	113	0	133
37		TOTAL MALE	105	140	108	166	111	171	114	168	118	183
38		TOTAL FEMALE	81	91	88	119	86	117	86	113	94	133

Appendices, including enrollment and fiscal data

Appendix J: CIHE Data Forms, con'd.

**CIHE DATA FORM 7
FACULTY PROFILE**

Western Connecticut State University		4 YEARS AGO (Fall 2003)		3 YEARS AGO (Fall 2004)		2 YEARS AGO (Fall 2005)		1 YEAR AGO (Fall 2006)		CURRENT YEAR (Fall 2007)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
39	YEARS AT THIS INSTITUTION (MINIMUM, MAXIMUM, MEDIAN)										
40	PROFESSOR: MINIMUM	1		2		0		0		1	
41	MAXIMUM	40		41		42		43		44	
42	MEDIAN	19.6		19.9		19.8		20.1		20.9	
43	ASSOCIATE: MINIMUM	0		0		0		0		0	
44	MAXIMUM	31		32		33		34		35	
45	MEDIAN	8.7		8.5		8.8		8.7		8.8	
46	ASSISTANT: MINIMUM	0		0		0		0		0	
47	MAXIMUM	12		13		14		13		14	
48	MEDIAN	2.2		2.4		3.1		3.1		2.7	
49	INSTRUCTOR: MINIMUM	0		0		N/A		0		0	
50	MAXIMUM	0		0		N/A		0		1	
51	MEDIAN	0		0		N/A		0		0.4	
52	OTHER: MINIMUM										
53	MAXIMUM										
54	MEDIAN										
55											

Appendices, including enrollment and fiscal data

Appendix J: CIHE Data Forms, con'd.

**CIHE DATA FORM 7
FACULTY PROFILE**

Western Connecticut State University		4 YEARS AGO (Fall 2003)		3 YEARS AGO (Fall 2004)		2 YEARS AGO (Fall 2005)		1 YEAR AGO (Fall 2006)		CURRENT YEAR (Fall 2007)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
56	HIGHEST DEGREE EARNED										
57	DOCTORATE (All Terminal Degrees)										
58	PROFESSOR	75		78		83		86		84	
59	ASSOCIATE	37		42		40		47		51	
60	ASSISTANT	46		46		48		43		47	
61	INSTRUCTOR	0		0		0		0		0	
62	OTHER	0		0		0		0		0	
63	TOTAL	158		166		171		176		182	
64	MASTER'S										
65	PROFESSOR	7		8		9		6		7	
66	ASSOCIATE	4		4		4		5		2	
67	ASSISTANT	15		16		12		8		15	
68	INSTRUCTOR	1		1		0		3		4	
69	OTHER	0		0		0		0		0	
70	TOTAL	27		29		25		22		28	
71	BACHELOR'S										
72	PROFESSOR	0		0		0		0		0	
73	ASSOCIATE	0		0		0		0		0	
74	ASSISTANT	0		0		0		0		0	
75	INSTRUCTOR	0		0		0		0		0	
76	OTHER	0		0		0		0		0	
77	TOTAL	0		0		0		0		0	
78	PROFESSIONAL LICENSE										
79	PROFESSOR	1		1		1		1		1	
80	ASSOCIATE	0		0		0		0		0	
81	ASSISTANT	0		0		0		0		0	
82	INSTRUCTOR	0		0		0		1		1	
83	OTHER	0		0		0		0		0	
84	TOTAL	1		1		1		2		2	
85	TEACHING LOAD										
86	FALL TERM ONLY FOR EACH YEAR (MINIMUM, MAXIMUM, MEDIAN IN CREDIT HOURS)										
87	PROFESSOR: MINIMUM	12		1		3		2		3	
88	MAXIMUM	18		16		18		18		18	

Appendices, including enrollment and fiscal data

Appendix J: CIHE Data Forms, con'd.

CIHE DATA FORM 7
FACULTY PROFILE

Western Connecticut State University		4 YEARS AGO (Fall 2003)		3 YEARS AGO (Fall 2004)		2 YEARS AGO (Fall 2005)		1 YEAR AGO (Fall 2006)		CURRENT YEAR (Fall 2007)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
89	MEDIAN	9		10		11		10		12	
90	ASSOCIATE: MINIMUM	3		2		3		1		3	
91	MAXIMUM	18		15		16		18		18	
92	MEDIAN	12		12		12		10		11	
93	ASSISTANT: MINIMUM	1		3		2		2		3	
94	MAXIMUM	18		18		17		18		18	
95	MEDIAN	12		12		12		12		12	
96	INSTRUCTOR: MINIMUM	12	1	12	1	8	1	3	1	6	
97	MAXIMUM	16	9	16	9	16	10	12	10	12	
98	MEDIAN	12	6	12	4	12	6	11	4	12	
99	OTHER: MINIMUM										
100	MAXIMUM										
101	MEDIAN										
102											
103	Explanation of teaching load (if not measured in credit hours):										
104											
105											
106	BASE SALARY FOR ACADEMIC YEAR (MINIMUM,MAXIMUM, MEDIAN)										
107	PROFESSOR: MINIMUM	62,791		66,941		50,000		72,357		73,469	
108	MAXIMUM	96,688		91,150		93,640		96,450		113,547	
109	MEDIAN	81,010		83,956		86,421		90,058		92,343	

Appendices, including enrollment and fiscal data

Appendix J: CIHE Data Forms, con'd.

CIHE DATA FORM 7
FACULTY PROFILE

Western Connecticut State University		4 YEARS AGO (Fall 2003)		3 YEARS AGO (Fall 2004)		2 YEARS AGO (Fall 2005)		1 YEAR AGO (Fall 2006)		CURRENT YEAR (Fall 2007)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
110	ASSOCIATE: MINIMUM	53,269		55,162		56,265		56,017		56,169	
111	MAXIMUM	73,835		76,566		78,765		81,127		82,750	
112	MEDIAN	65,026		67,299		68,655		68,829		71,260	
113	ASSISTANT: MINIMUM	40,482		45,988		48,706		48,484		50,342	
114	MAXIMUM	59,771		61,982		63,889		65,806		67,122	
115	MEDIAN	52,452		54,717		57,462		59,968		60,400	
116	INSTRUCTOR: MINIMUM	40,000		42,930		0		48,852		45,181	
117	MAXIMUM	40,000		42,930		0		58,145		59,308	
118	MEDIAN	40,000		42,930		0		54,412		51,984	
119	OTHER: MINIMUM										
120	MAXIMUM										
121	MEDIAN										
122	FRINGE BENEFITS (MINIMUM, MAXIMUM, MEDIAN)										
123	PROFESSOR: MINIMUM										
124	MAXIMUM										
125	MEDIAN										
126	ASSOCIATE: MINIMUM										
127	MAXIMUM										
128	MEDIAN										
129	ASSISTANT: MINIMUM										
130	MAXIMUM										
131	MEDIAN										
132	INSTRUCTOR: MINIMUM										
133	MAXIMUM										
134	MEDIAN										
135	OTHER: MINIMUM										
136	MAXIMUM										
137	MEDIAN										
138	NUMBER OF FACULTY APPOINTED										
139	PROFESSOR					1		1		0	
140	ASSOCIATE	1		3		1		1		1	
141	ASSISTANT	20		18		8		11		19	
142	INSTRUCTOR	1		1		0		4		3	
143	OTHER										
144	TOTAL	22	0	22	0	10	0	17	0	23	0

Appendices, including enrollment and fiscal data

Appendix J: CIHE Data Forms, con'd.

**CIHE DATA FORM 7
FACULTY PROFILE**

Western Connecticut State University		4 YEARS AGO (Fall 2003)		3 YEARS AGO (Fall 2004)		2 YEARS AGO (Fall 2005)		1 YEAR AGO (Fall 2006)		CURRENT YEAR (Fall 2007)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
145	NUMBER OF FACULTY IN TENURED POSITIONS										
146	PROFESSOR	80		84		90		92		91	
147	ASSOCIATE	32		36		36		37		47	
148	ASSISTANT	4		6		10		11		8	
149	INSTRUCTOR	0		0		0		0		0	
150	OTHER										
151	TOTAL	116	0	126	0	136	0	140	0	146	0
152	NUMBER OF FACULTY DEPARTING										
153	PROFESSOR	0		1		2		0		1	
154	ASSOCIATE	0		0		1		1		0	
155	ASSISTANT	13		9		5		5		8	
156	INSTRUCTOR	1		1		0		2		1	
157	OTHER										
158	TOTAL	14	0	11	0	8	0	8	0	10	0
159	NUMBER OF FACULTY RETIRING										
160	PROFESSOR	0		0		3		3		2	
161	ASSOCIATE	0		1		1		1		0	
162	ASSISTANT	0		2		0		0		0	
163	INSTRUCTOR	0		0		0		1		0	
164	OTHER									0	
165	TOTAL	0	0	3	0	4	0	5	0	2	0

Appendices, including enrollment and fiscal data

Appendix J: CIHE Data Forms, con'd.

CIHE DATA FORM 7
FACULTY PROFILE

Western Connecticut State University		4 YEARS AGO (Fall 2003)		3 YEARS AGO (Fall 2004)		2 YEARS AGO (Fall 2005)		1 YEAR AGO (Fall 2006)		CURRENT YEAR (Fall 2007)	
		FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
166	NUMBER OF FACULTY BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT										
167	NAME OF DEPARTMENT OR ACADEMIC UNIT										
168	Accounting	5	13	6	10	6	11	6	11	6	11
169	Art	7	18	8	22	8	23	8	26	8	27
170	Biology	9	11	9	12	10	10	10	11	10	11
171	Chemistry	8	12	8	11	7	12	7	12	8	13
172	Communications & Theatre Arts	12	21	12	7	0	0	0	0	0	0
173	Communication	0	0	0	0	9	23	9	26	9	20
174	Computer Science	4	7	5	7	4	8	4	7	4	8
175	Div. of Justice & Law Administration	8	17	8	18	8	18	8	17	10	17
176	Education & Educ. Psychology	16	23	15	23	15	23	16	21	16	27
177	English	16	41	17	40	17	57	18	43	10	11
178	Finance	5	10	5	7	4	8	5	6	5	7
179	Health Promotion & Exercise Sci.	2	18	4	19	4	20	4	16	4	15
180	History	7	26	8	26	8	28	10	32	11	31
181	Management	7	16	8	17	8	16	8	17	10	16
182	Management Info Systems	5	7	5	8	5	7	5	9	5	11
183	Marketing	4	6	4	6	4	7	4	7	3	5
184	Mathematics	10	35	11	36	11	39	12	40	12	39
185	Music & Music Education	10	25	10	19	12	31	11	36	12	37
186	Nursing	14	9	18	12	17	15	16	16	18	16
187	Philosophy & Humanistic Studies	4	8	3	8	3	10	3	8	3	8
188	Physics, Astronomy & Meteorology	5	5	4	5	5	7	5	7	5	5
189	Psychology	10	25	11	25	11	28	10	23	10	24
190	Social Sciences	12	32	11	33	11	29	11	40	13	39
191	Social Work	4	6	4	6	4	7	4	6	4	8
192	Theatre Arts	0	0	0	0	4	8	4	9	4	9
193	World Literature & Languages	2	7	2	9	2	8	2	10	2	9
194	Writing, Linguistics & Creative Process	0	0	0	0	0	0	0	0	10	63
195	TOTAL	186	398	196	386	197	453	200	456	212	487

Appendices, including enrollment and fiscal data

Appendix J: CIHE Data Forms, con'd.

**CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM**

FALL TERM (YEAR)			4 YEARS AGO (Fall 2003)	3 YEARS AGO (Fall 2004)	2 YEARS AGO (Fall 2005)	1 YEAR AGO (Fall 2006)	CURRENT YEAR (Fall 2007)
2		UNDERGRADUATE PROGRAM					
3		ASSOCIATE					
4	AS	Liberal Arts	36	24	27	32	38
6		BACCALAUREATE					
7	BBA	Accounting	187	175	194	223	270
8	BA	American Studies - English	4	5	8	13	8
9	BA	American Studies - History	1	1	3	1	2
10	BA	Anthropology/Sociology	24	24	32	33	36
11	BA	Art	195	181	151	161	167
12	BA	Biology	88	109	116	127	130
13	BBA	Business Undecided	34	20	15	6	5
14	BA	Chemistry	36	48	64	65	61
15	BA	Communication	178	255	240	235	239
16	BS	Community Health	33	37	48	48	29
17	BA	Computer Science	110	89	78	82	76
18	BA/BS	Contract Major	2	1	2	1	1
19	BA	Earth and Planetary Sciences	5	5	5	7	9
20	BA	Economics	7	13	9	9	7
21	BS	Elem Ed: American Studies	24	27	25	21	26
22	BS	Elem Ed: Anthropology/Sociology	14	13	10	9	7
23	BS	Elem Ed: Biology	10	13	10	6	15
24	BS	Elem Ed: Communications	38	42	35	29	25
25	BS	Elem Ed: English	75	62	54	44	52
26	BS	Elem Ed: History	49	45	54	48	43
27	BS	Elem Ed: Mathematics	42	50	46	49	45
28	BS	Elem Ed: Political Science	2	3	1	2	2
29	BS	Elem Ed: Psychology	121	104	106	109	121
30	BS	Elem Ed: Social Sci	33	23	18	16	14
31	BS	Elem Ed: Spanish	16	14	10	9	8
32	BS	Elem Ed: Undeclared	14	1	0	0	0
33	BS	Elem Ed: Writing	23	26	28	22	23
34	BA	English	40	33	42	41	49
35	BA	English: Professional Writing	61	84	102	97	94
36	BA	English: Writing Option	14	8	3	3	3
37	BA	Exploratory Studies	429	426	487	534	551
38	BBA	Finance	128	122	126	130	154
39	BS	Health Education	36	49	68	70	44
40	BS	Health Promotion Studies	0	0	1	19	65
41	BA	History	73	83	100	93	117
42	BS	Justice and Law Administration	413	393	414	427	463
43	BBA	Management	314	326	379	421	391
44	BBA	Management Information Systems	168	134	100	88	89
45	BBA	Marketing	194	177	161	166	185
46	BA	Mathematics	30	29	23	25	38
47	BA	Mathematics/Computer Science	1	0	0	0	0
48	BS	Medical Technology	11	17	16	28	23
49	BS	Meteorology	45	44	40	53	51
50	BA	Music BA	17	18	33	32	41

Appendices, including enrollment and fiscal data

Appendix J: CIHE Data Forms, con'd.

**CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM**

FALL TERM (YEAR)			4 YEARS AGO (Fall 2003)	3 YEARS AGO (Fall 2004)	2 YEARS AGO (Fall 2005)	1 YEAR AGO (Fall 2006)	CURRENT YEAR (Fall 2007)
51	BM	Music BM	72	80	74	67	74
52	BS	Music Education BS	111	109	103	98	99
53	BS	Nursing	68	88	141	162	177
54	BS	Nursing: RN to BS	16	19	28	34	35
55	BS	Nursing: Pre-Nursing	138	141	96	111	111
56	BA	Political Science	56	64	50	62	56
57	BA	Pre-Dental	2	0	0	0	0
58	BA	Pre-Law	5	6	7	3	3
59	BA	Pre-Medical	10	9	6	2	6
60	BA	Psychology	249	271	259	248	263
61	BS	Secondary Ed: Biology	19	15	15	18	14
62	BS	Secondary Ed: Chemistry	3	2	3	4	3
63	BS	Secondary Ed: Earth Science	11	8	13	7	10
64	BS	Secondary Ed: English	63	53	57	44	39
65	BS	Secondary Ed: History	97	101	104	93	80
66	BS	Secondary Ed: Math	33	42	48	42	38
67	BS	Secondary Ed: Social Science	11	10	11	10	8
68	BS	Secondary Ed: Spanish	12	20	16	12	13
69	BS	Secondary Ed: Writing	2	11	12	14	16
70	BA	Social Sciences	22	30	25	23	30
71	BA	Social Work	88	95	102	113	128
72	BA	Spanish	6	10	11	10	12
73	BA	Theatre Arts	119	40	55	54	60
75	ND	Nonmatriculant	648	560	475	519	427
76		TOTAL UNDERGRADUATE	5236	5137	5195	5384	5519

Appendices, including enrollment and fiscal data

Appendix J: CIHE Data Forms, con'd.

**CIHE DATA FORM 8
STUDENT HEADCOUNT BY UNDERGRADUATE MAJOR AND GRADUATE PROGRAM**

FALL TERM (YEAR)			4 YEARS AGO (Fall 2003)	3 YEARS AGO (Fall 2004)	2 YEARS AGO (Fall 2005)	1 YEAR AGO (Fall 2006)	CURRENT YEAR (Fall 2007)
78		GRADUATE PROGRAM					
79		MASTERS					
80	MFA	Art	16	13	16	16	17
81	MA	Biol. & Environmental Sciences	22	14	14	11	14
82	MBA	Business Administration	82	58	61	59	65
83	MS	Counselor Education (Community)	37	33	44	41	43
84	MS	Counselor Education (School)	46	56	49	48	46
85	MA	Earth and Planetary Sciences	2	1	0	2	4
86	MS	Education (excluding Counselor)	308	222	180	173	138
87	MA	English	8	6	5	4	3
88	MA	English, Literature Option	22	17	16	18	15
89	MA	English, TESOL Option	6	5	8	3	5
90	MA	English, Writing Option	20	15	11	11	10
91	MHA	Health Care Administration	26	29	27	24	26
92	MA	History	50	45	33	37	35
93	MS	Justice Administration	20	21	18	13	11
94	MA	Mathematics	8	0	3	8	5
95	MS	Music Education	0	25	33	24	24
96	MSN	Nursing	23	30	29	26	26
97	MFA	Writing	0	0	21	32	36
99		FIRST-PROFESSIONAL	0	0	0	0	0
101		DOCTORAL					
102	EdD	Instructional Leadership	0	20	36	35	50
104		OTHER GRADUATE LEVEL					
105	CERT	Post Bac. (Teacher Cert.)	77	66	62	47	41
106	ND	Nonmatriculant	70	71	46	70	78
108		TOTAL GRADUATE	843	747	712	702	692
110		GRAND TOTAL	6079	5884	5907	6086	6211

Appendices, including enrollment and fiscal data

Appendix J: CIHE Data Forms, con'd.

CIHE DATA FORM 9
CREDIT HOURS GENERATED BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT

		4 YEARS AGO (Fall 2003)	3 YEARS AGO (Fall 2004)	2 YEARS AGO (Fall 2005)	1 YEAR AGO (Fall 2006)	CURRENT YEAR (Fall 2007)
2	? NAME OF DEPARTMENT OR COMPARABLE UNIT					
3	? UNDERGRADUATE					
4	School of Arts and Sciences					
5	Biology	4,433	4,170	4,348	4,662	5481
6	Chemistry	3,427	3,563	3,601	3,460	3937
7	Communication	7,840	7,245	6,303	7,522	7789
8	Computer Science	2,374	2,246	2,409	2,528	2674
9	English	11,699	11,397	11,908	13,064	6289
10	History	11,580	11,193	12,177	12,238	12793
11	Mathematics	12,904	13,125	12,850	13,258	13778
12	Physics, Astronomy and Meteorology	1,538	1,782	1,883	1,539	1718
13	Philosophy	3,885	3,666	3,669	3,850	3406
14	Psychology	10,731	10,666	11,126	10,576	11147
15	Social Sciences	14,388	14,020	13,507	15,414	17138
16	World Literature & Languages	2,085	1,950	1,854	2,124	2215
17	Writing, Linguistics & Creative Process	0	0	0	0	7305
18	Ansell School of Business					
19	Accounting	3,390	3,069	3,552	3,501	3651
20	Finance	3,258	2,895	2,424	2,565	2694
21	Justice and Law Administration	7,639	7,629	7,845	8,348	8879
22	Management	3,732	4,086	4,384	4,224	4560
23	Management Information Systems	2,937	2,118	2,544	2,487	2613
24	Marketing	2,248	1,852	1,816	1,958	1988
25	School of Professional Studies					
26	Education and Educational Psychology	4,200	4,450	3,737	2,862	3237
27	Health Promotion and Exercise Sciences	4,336	4,395	4,719	4,675	4715
28	Nursing	2,165	2,320	2,646	3,051	3286
29	Social Work	1,148	1,374	1,805	1,814	1788
30	School of Visual and Performing Arts					
31	Art	4,208	4,278	3,999	3,890	4292
32	Music and Music Education	4,829	4,991	4,865	5,118	5505
33	Theatre Arts	0	886	2,068	1,844	1667
34	Cooperative Education (Co-Op)	91	82	82	66	105
35	TOTAL UNDERGRADUATE LEVEL	131,064	129,448	132,120	136,636	144648

Appendices, including enrollment and fiscal data

Appendix J: CIHE Data Forms, con'd.

**CIHE DATA FORM 9
CREDIT HOURS GENERATED BY DEPARTMENT OR COMPARABLE ACADEMIC UNIT**

		4 YEARS AGO (Fall 2003)	3 YEARS AGO (Fall 2004)	2 YEARS AGO (Fall 2005)	1 YEAR AGO (Fall 2006)	CURRENT YEAR (Fall 2007)
GRADUATE LEVEL						
38	School of Arts and Sciences					
39	Biology	172	136	168	177	209
40	Chemistry	0	0	0	3	0
41	Communication	63	63	42	33	24
42	English	545	376	1,170	1,165	420
43	History	681	579	456	421	453
44	Mathematics	129	198	63	126	126
45	Physics, Astronomy and Meteorology	16	6	0	46	33
46	Psychology	36	0	0	0	0
47	Social Sciences	6	0	0	0	0
48	World Literature & Languages	0	0	0	21	0
49	Writing, Linguistics & Creative Process	0	0	0	0	987
50	Ansell School of Business					
51	Accounting	72	81	138	108	117
52	Finance	285	165	195	219	258
53	Justice and Law Administration	198	144	138	81	93
54	Management	861	852	723	651	636
55	Management Information Systems	75	42	63	75	72
56	Marketing	243	198	150	198	171
57	School of Professional Studies					
58	Education and Educational Psychology	5,124	4,878	4,654	4,197	4618
59	Nursing	176	309	209	254	240
60	School of Visual and Performing Arts					
61	Art	401	367	454	450	501
62	Music and Music Education	227	273	315	300	390
63	TOTAL GRADUATE LEVEL	9,310	8,667	8,938	8,525	9348
64	TOTAL	16972	15976	15977	15058	16444

Appendices, including enrollment and fiscal data

Appendix K: Public Disclosure

Para-graph	Information	Web addresses	Print Publications
10.2	How can inquiries be made about the institution? Where can questions be addressed?	https://wcsu.edu/admissions/request.asp	Undergraduate Catalog, Graduate Catalog
10.2	Notice of availability of publications and of audited financial statement or fair summary	https://www.wcsu.edu/financeadmin/Files/03_CSU%20Audited%20Financials%20FY2006.pdf	PWC CSU System Combined Financial Statement June 30, 2007
10.3	Institutional catalog	https://www.wcsu.edu/catalogs/	Undergraduate Catalog, Graduate Catalog
10.3	Obligations and responsibilities of students and the institution	https://www.wcsu.edu/currentstudents/wcsu_handbook0708.pdf	Student Handbook
10.3	Information on admission and attendance	https://www.wcsu.edu/admissions/	Undergraduate Catalog, Graduate Catalog
10.5	Institutional mission and objectives	https://www.wcsu.edu/president/vision-principles.asp	Undergraduate Catalog
10.5	Expected educational outcomes	https://www.wcsu.edu/catalogs/undergraduate/outcomes.asp	Undergraduate Catalog
10.5	Requirements, procedures and policies re: admissions	http://wcsu.edu/admissions/	Undergraduate Catalog, Graduate Catalog
10.5	Requirements, procedures and policies re: transfer credit	http://wcsu.edu/admissions/	Undergraduate Catalog, Graduate Catalog
10.5	Student fees, charges and refund policies	http://www.wcsu.edu/registration/tuition.asp	Undergraduate Catalog, Graduate Catalog
10.5	Rules and regulations for student conduct	https://www.wcsu.edu/catalogs/undergraduate/stu_life.asp	Undergraduate Catalog, Graduate Catalog
Para-graph	Information	Web addresses	Print Publications
10.5	Other information re: attending or withdrawing from the institution	https://www.wcsu.edu/cashiers/fees-description.asp	Undergraduate Catalog, Graduate Catalog
10.5	Academic programs	https://www.wcsu.edu/catalogs/undergraduate/degrees.asp	Undergraduate Catalog, Graduate Catalog
10.5	Courses currently offered	http://online.wcsu.edu/openclose/	Undergraduate Catalog, Graduate Catalog
10.5	Other available educational opportunities	https://www.wcsu.edu/aac/	Undergraduate Catalog, Student Handbook
10.5	Other academic policies and procedures	http://www.wcsu.edu/registrar/policies.asp	Undergraduate Catalog, Graduate Catalog
10.5	Requirements for degrees and other forms of academic recognition	https://www.wcsu.edu/registrar/drequire.asp	Undergraduate Catalog, Graduate Catalog
10.6	List of current faculty, indicating department or program affiliation, distinguishing between full- and part-time, showing degrees held and institutions granting them	http://www.wcsu.edu/directory/	Undergraduate Catalog, Graduate Catalog
10.6	Names and positions of administrative officers	http://www.wcsu.edu/president/staff.asp	Undergraduate Catalog, Graduate Catalog
10.6	Names and principal affiliations of members of the governing board	http://www.ctstateu.edu/trustees/boardmembers.htm	

Appendices, including enrollment and fiscal data

Appendix K: Public Disclosure, cont'd.

Para-graph	Information	Web addresses	Print Publications
10.7	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	https://www.wcsu.edu/waterbury/	Undergraduate Catalog, Graduate Catalog
10.8	Programs, courses, services, and personnel not available in any given academic year.	https://www.wcsu.edu/pcaap/eap/program.asp	Student Handbook
10.9	Size and characteristics of the student body	https://www.wcsu.edu/president/facts-figures.asp	
10.9	Description of the campus setting	https://www.wcsu.edu/about/	Undergraduate Catalog, Graduate Catalog
10.9	Availability of academic and other support services	http://www.wcsu.edu/committees/gened/fye/success/default.asp	Student Handbook
10.9	Range of co-curricular and non-academic opportunities available to students	http://www.wcsu.edu/studentcenter/studentorg/	Student Handbook
10.9	Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.wcsu.edu/technology/	Undergraduate Catalog, Graduate Catalog
Para-graph	Information	Web addresses	Print Publications
10.10	Institutional goals for students' education	https://www.wcsu.edu/multicultural/aa-policy.asp	Undergraduate Catalog, Graduate Catalog
10.11	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	https://www.wcsu.edu/ira/	
10.11	Total cost of education, including availability of financial aid and typical length of study	http://www.wcsu.edu/registration/tuition.asp	Undergraduate Catalog, Graduate Catalog
10.11	Expected amount of student debt upon graduation		
10.13	Statement about accreditation	https://www.wcsu.edu/neasc/standards.asp	Undergraduate Catalog

Appendices, including enrollment and fiscal data

Appendix L: Option E1:E1a: Inventory of Educational Effectiveness Indicators

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(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?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.
At the institutional level	Yes	http://www.wcsu.edu/president/vision-principles.asp AND p. 10 and 41 in the Undergraduate Catalog 2007-2008	The CSUS Survey of Recent Graduates (administered annually since 1996) and the National Survey of Student Engagement (NSSE; administered in 2001, 2002, 2008 and 2009)	The Assessment Committee and Director of Institutional Research & Assessment coordinate dissemination of findings and recommendations.	Annual discussion of survey data by senior administrators
For general education	Yes	https://www.wcsu.edu/registrar/gerequire.asp AND p. 42-44 in the Undergraduate Catalog 2007-2008	Beginning in Fall 2008 the <i>Measure of Academic Proficiency and Progress</i> (MAPP) test will be administered in conjunction with the Voluntary System of Accountability (VSA).	The General Education Committee reports to the Provost and the University Senate	The First Year Experience began in Fall 2007; data analysis will begin in Fall 2008.
List each degree program 1. American Studies BA/BS	Yes	P. 47 in the Undergraduate Catalog.	The American Studies Program is assessed as part of the program assessment for its two sponsoring departments: History and English.	See info for History and English departments.	See information for History and English departments.
2. Anthropology/ Sociology BA/BS	Yes	In the A&S Annual Report and in the Department Annual Report.	Students submit electronic portfolios. The new e-portfolios include reflective essays, describing students' current paths. Students also write a senior thesis, and the best theses are published in the Social Sciences Journal.	A faculty assessment committee evaluates and interprets the data/evidence.	Findings have suggested the need for more emphasis on quantitative research methods, and this suggestion has been integrated into students' curricula.
3. Biological and Environmental Sciences MA	Yes	http://www.wcsu.edu/catalogs/graduate/ AND p. 57 in the WCSU Graduate Catalog 2008-2009	Comprehensive examination or thesis & defense	Graduate Faculty Committee	Revision of comprehensive exam
4. Biology BA/BS	Yes	P. 67 of the Undergraduate Catalog.	All students must successfully complete a Senior Research Project. Students also must complete an Exit Exam. The department views both as capstone experiences.	All faculty are involved in assessing the capstone experiences. Formal presentations on Senior Research Projects are made to the faculty on Research Day, and all faculty evaluate the Exit Exam results.	A new rubric for judging Senior Research Projects will be implemented in 2008-09. The use of the Exit Exam is new; therefore, there is insufficient data to make any recommendations.
5. Chemistry BA/BS	Yes	P. 69 of the Undergraduate Catalog.	The Chemistry Dept. administers standardized national chemistry exams developed by the American Chemical Society Examinations Institute. The department also assesses the Senior Research project.	All departmental faculty are involved in evaluating the assessment data.	As a result of assessment of the Senior Research Project, the department has increased its emphasis on good communication skills (oral and written).

Appendices, including enrollment and fiscal data

Appendix L: Option E1:E1a: Inventory of Educational Effectiveness Indicators, cont'd.

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(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?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.
6. Communication BA/BS	Yes	P. 71 of the Undergraduate Catalog and Annual Report.	Capstone course (COM 495 Senior Thesis).	Capstone course instructors review by student and section.	Problems in any of the learning outcomes lead to curriculum revision. Recent change: making Communication Theory a prerequisite for COM 495 with a grade of C or better.
7. Computer Science BA	Yes	P. 74 of the Undergraduate Catalog.	The department has begun administering the ETS Field Test in Computer Science to assess key concept.	All faculty are involved in evaluating the assessment data.	The decision to use the ETS Field Test was based on the department's desire to measure students' knowledge in a national context.
8. Contract Major BA/BS	Yes	From the program coordinator	This is an interdisciplinary program and assessment of student work is conducted in tandem with departmental assessment.	Assessment is coordinated through the program director.	This is an interdisciplinary program and changes are made at the program and participating department level.
9. Earth and Planetary Sciences BA/BS	Yes	Pp. 82-83 of the Undergraduate Catalog.	Pre- and post-tests are administered for in MTR 150, a course taken by most majors. Internships and senior projects are also assessed.	A faculty assessment committee evaluates and interprets the data/evidence.	Internship sponsors are now asked to assess interns.
10. Earth and Planetary Sciences MA	Yes	WCSU Report to NEASC on "Implementing Student Learning Outcomes Across the Curriculum" Oct. 2006	Thesis	Graduate Faculty Committee	Comprehensive revision of curriculum 2008-2009
11. Economics BA	Yes	In the A&S Annual Report and in the Department Annual Report.	Students submit electronic portfolios. In prior years, pre- and post-test and self-assessment instruments were used. The new e-portfolios include reflective essays, describing students' current paths. Students also write a senior thesis, and the best theses are published in the Social Sciences Journal.	A faculty assessment committee evaluates and interprets the data/evidence.	Findings have suggested the need for more emphasis on quantitative research methods, and this suggestion has been integrated into students' curricula.

Appendices, including enrollment and fiscal data

Appendix L: Option E1:E1a: Inventory of Educational Effectiveness Indicators

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(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?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.
12. English BA/BS	Yes	P. 48 of the Undergraduate Catalog.	Pre- and post-test instruments and other forms of assessment for core courses (ENG 130W, 209, 210, 211, 212, 213, and 470).	The faculty hold assessment sessions at the end of each semester, and they assess student learning in the core courses. The evidence is then interpreted by the chair of the department assessment committee.	The department just began the assessment process. Evidence, however, indicates that student learning outcome have been very well met in these courses. Therefore, at this point, no change has been recommended.
13. English MA	Yes	WCSU Report to NEASC on "Implementing Student Learning Outcomes Across the Curriculum" Oct. 2006	Thesis or Comprehensive Exam	Graduate Faculty Committee	Faculty to create a plan for portfolio review
14. History BA/BS	Yes	Pp. 47-50 in the Undergraduate Catalog.	Senior seminar research paper in HIS 490	Dept. assessment committee back-reads HIS 490 section papers	Findings from HIS 490 have led the department to explore revisions of undergraduate curriculum
15. History MA	Yes	WCSU Report to NEASC on "Implementing Student Learning Outcomes Across the Curriculum" Oct. 2006	Thesis or Comprehensive Exam	Graduate Faculty Committee	Revised standards & procedures for comprehensive exams
16. Honors Inter-disciplinary BA/BS	Yes	From the Director of the Honors Program	This is an interdisciplinary program and assessment of student work is conducted in tandem with departmental assessment.	Assessment is coordinated by the Honors Director.	This is an interdisciplinary program; changes are made at the program and participating department level.
17. Liberal Arts AS	Yes	From the program coordinator.	This is an interdisciplinary program and assessment of student work is conducted in tandem with departmental assessment.	Assessment is coordinated by the program director.	This is an interdisciplinary program; changes are made at the program and participating department level.

Appendices, including enrollment and fiscal data

Appendix L: Option E1:E1a: Inventory of Educational Effectiveness Indicators, cont'd.

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(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?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.
18. Mathematics BA/BS	Yes	P. 79 of the Undergraduate Catalog.	The department administers the ETS Field Test in Mathematics to students who have successfully completed MAT 416 (Abstract Algebra). The department has also begun an examination of developmental and calculus sequences to determine how well they serve the campus community.	A faculty assessment committee evaluates and interprets the evidence.	The department added the MAT 416 requirement as a prerequisite for taking the ETS Math Field exam because it realized that students who had not taken MAT 416 were not performing as well on the exam.
19. Mathematics MA	Yes	WCSU Report to NEASC on "Implementing Student Learning Outcomes Across the Curriculum" Oct. 2006	Thesis or Comprehensive Exam	Graduate Faculty Committee	Annual review of exam, paper & defense results
20. Medical Technology BS	Yes	Outcomes are available to students from the Program Director.	Students are in residence for coursework at Danbury Hospital where they are supervised by hospital staff. Student progress and performance are followed by an assessment survey completed for each student at the end of the program. Upon completion of the B.S. degree, students take a certification exam.	Assessment data are interpreted by the WCSU Director of the Medical Technology Program and the Director of Medical Technology at Danbury Hospital.	The program has a small number of students. It is therefore difficult to analyze trends. Most of the students taking the certification exam are transfer students or post-baccalaureate students who have taken the biology electives elsewhere.
21. Meteorology BS	Yes	Pp. 82-83 of the Undergraduate Catalog.	Pre- and post-tests are administered for in MTR 150, a course taken by most majors. Internships and senior projects are also assessed.	A faculty assessment committee evaluates and interprets the data/evidence.	Internship sponsors are now asked to assess interns.
22. Political Science BA/BS	Yes	In the A&S Annual Report and in the Department Annual Report.	Students submit electronic portfolios. In prior years, pre- and post-test and self-assessment instruments were used. The new e-portfolios include reflective essays, describing students' current paths. Students also write a senior thesis, and the best theses are published in the Social Sciences Journal.	A faculty assessment committee evaluates and interprets the data/evidence.	Findings have suggested the need for more emphasis on quantitative research methods, and this suggestion has been integrated into students' curricula.
23. Professional Writing BA/BS	Yes	P. 94 in Undergraduate Catalog.	Students submit Senior Portfolios as a graduation requirement. Students also complete a Senior Thesis Project.	A faculty assessment committee evaluates and interprets the data/evidence.	The Writing Dept. was formed in 2007-2008 as a result of ongoing assessment of majors' needs.
24. Professional Writing MFA	Yes	http://www.wcsu.edu/catalogs/graduate/ AND p. 67 in the WCSU Graduate Catalog 2008-2009	Portfolio, Thesis, Practica & Internships	Graduate Faculty Committee & Writing Mentors	Revision of measurement tool 2008

Appendices, including enrollment and fiscal data

Appendix L: Option E1:E1a: Inventory of Educational Effectiveness Indicators, cont'd.

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(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?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.
25. Psychology BA/BS	Yes	p. 85 of WCSU Undergraduate Catalog and in "Handbook for Psychology Majors"	Data/evidence varies with program objective. Includes pre/post-test of general knowledge with PSY 100 students; a first year/senior year test of general psychological knowledge; a new in-house assessment of knowledge/competency of statistical and research design; capstone course for exiting seniors.	Faculty with expertise in the various area(s) assess the data. Results are reported back to department for discussion.	Data are discussed at department meetings. Recent changes include raising from the course level from 200 to 300 for several courses in the major; revising the PSY 100 outline to ensure key material is covered; and establishing a "C-" as a minimum requirement for research and methods courses.
26. Social Sciences BA/BS	Yes	P. 87 of the Undergraduate Catalog. In the A&S Annual Report and in the Department Annual Report.	Students submit electronic portfolios. In prior years, pre- and post-test and self-assessment instruments were used. The new e-portfolios include reflective essays, describing students' current paths. Students also write a senior thesis, and the best theses are published in the Social Sciences Journal.	A faculty assessment committee evaluates and interprets the data/evidence.	Findings have suggested the need for more emphasis on quantitative research methods, and this suggestion has been integrated into students' curricula.
27. Spanish BA/BS	Yes	Pp. 93-94 of Undergraduate Catalog.	The department assesses oral and written communication skills in a number of courses, including Intermediate Spanish.	All faculty are involved in evaluating the assessment data	As a result of a 2007-2008 assessment of student writing in Spanish, the department will recommend more complex writing assignments in Intermediate Spanish and a continuous focus on writing assignments throughout core Spanish courses.
28. Accounting BBA	Yes	Course syllabi	Major projects include: accounting simulation, audit simulation, business valuation case study, fraud examination term papers and presentations that provide record of student accomplishments	Course instructors evaluate work and grade students	Courses are modified based on feedback from students and instructors
29. Business Administration MBA	Yes	WCSU Report to NEASC on "Implementing Student Learning Outcomes Across the Curriculum" Oct. 2006	Capstone Project & EBI MBA Exit Assessment	Graduate Faculty Committee & Business Advisory Group	Regular meeting of MBA faculty to review assessment data
30. Finance BBA	Yes	The Finance Department Annual Report	Senior Case Studies in Capstone Course	Finance Faculty Interprets Evidence. Process Consists of Individual Evaluation Against Learning Objectives Followed By Departmental Discussion	Findings Used as Basis For Curriculum Changes. Changed Made Include Increased Instructional Emphasis on Cash Flow; Addition of FIN 230 to FIN 310 prerequisites; Increased Emphasis on Computer Analysis in FIN 486

Appendices, including enrollment and fiscal data

Appendix L: Option E1:E1a: Inventory of Educational Effectiveness Indicators, cont'd.

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(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?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.
31. Health Administration MHA	Yes	WCSU Report to NEASC on "Implementing Student Learning Outcomes Across the Curriculum" Oct. 2006	Capstone Project	Graduate Faculty Committee	Changed capstone course curriculum & benchmarked against Commission on Accreditation of Health-Care Management Education criteria
32. Justice Administration MS	Yes	WCSU Report to NEASC on "Implementing Student Learning Outcomes Across the Curriculum" Oct. 2006	Capstone Project	Graduate Faculty Committee	Curricular change to capstone course to reflect feedback
33. Justice and Law Administration BS		http://www.wcsu.edu/catalogs/undergraduate/outcomes.asp AND p. 61-62 in the WCSU Undergraduate Catalog 2007-2008	Capstone courses JLA 400, Research Methods and JLA 405 Research Seminar, thesis papers are reviewed by other faculty	Other departmental faculty conduct a blind review of the thesis papers and evaluate them utilizing a matrix. The Chair compiles the assessments	All departmental faculty review the compiled assessments each year and make appropriate changes. Several curriculum changes have resulted as well as a decision to incorporate more ethics, writing and critical thinking components into each class
34. Management BBA	yes	Internal Department document	Process in development	Management Dept	Reviewed by Department followed by potential recommendations
35. Management Information Systems BBA	Yes	P. 48 in the Undergraduate Catalog	Capstone course, feedback from employers and cooperative education supervisors, and alumni emails	The MIS chair and other faculty who see the seniors do presentations	Visio and MS Projects are used in other courses

Appendices, including enrollment and fiscal data

Appendix L: Option E1:E1a: Inventory of Educational Effectiveness Indicators, cont'd.

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(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?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.
36. Marketing BBA	Yes	Department Minutes; the key learning outcome is the ability to produce a comprehensive marketing plan. Key learning objectives for required courses will be reviewed and further specified in the Fall 2008 semester.	Capstone course marketing plan project, Fall '08; also developing a multiple choice test based on key learning objectives in required courses.	Marketing faculty, External executive reviewers, Advisory Board	Changes in the four required courses, development of managerial writing course
37. Counselor Education MS	Yes	http://www.wcsu.edu/catalogs/graduate/ AND p. 83-84 in the WCSU Graduate Catalog 2008-2009	Practica & Internship, National Counselor Exam, Practicum Research Paper	Graduate Faculty Committee & Site Supervisors	Curricular revisions proposed in 2008-09 to meet new CACREP standards
38. Education MS	Yes	http://www.wcsu.edu/catalogs/graduate/ AND p. 76 in the WCSU Graduate Catalog 2008-2009	Capstone Project or Thesis or Grant Application	Graduate Faculty Committee	Curricular changes to capstone in 2007-2008
39. Elementary Education BS	Yes	http://www.edu.edu 2007/2008 Undergraduate catalog – Pg. 105	State certification exams- Praxis I & II; State Clinical Student Teaching Assessment, State Modified B.E.S.T. Portfolio	Each year assessment data, submitted by faculty instructors and candidates on prescribed dates, are collected and aggregated by the program's faculty assessment coordinator by the conclusion of the Spring semester. Early in the Fall semester, the entire department's faculty meet as a whole to review and interpret the data, and then collectively approve of curricular and/or assessment changes.	The findings are used to make admission and/or curricular revisions, and/or modifications and additions to the assessment tools and measures. For example, the addition of methodology courses for social studies, and science; the addition of a second, 4 credit mathematics content course.

Appendices, including enrollment and fiscal data

Appendix L: Option E1:E1a: Inventory of Educational Effectiveness Indicators, cont'd.

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(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?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.
40. Health Education BS	Yes	http://www.edu 2007/2008 Undergraduate catalog – Pg. 110 -111	State certification exams- Praxis I & II; State Clinical Student Teaching Assessment, State Modified B.E.S.T. Portfolio	Annually assessment data which is submitted by faculty instructors (and candidates) on prescribed dates, are collected and aggregated by the program's faculty assessment coordinator by the conclusion of the Spring semester. Within the first month of the Fall semester, the entire department's faculty meet as a whole to review and interpret the data, and then collectively approve of curricular and/or assessment changes.	The findings are used to make admission and/or curricular revisions, and/or modifications and additions to the assessment tools and measures. For example, the addition of a Community Health course for candidates to have the opportunity to demonstrate health education to the larger community and not just the school community.
41. Health Promotion Studies BS	Yes	http://www.edu 2007-2008 Undergraduate catalog – Pg. 112	Programs Pre-post Content Exam, Capstone Course e-portfolio; Field Assessment, National Licensure Exam CHEF	Annually assessment data which is submitted by faculty instructors (and candidates) on prescribed dates, are collected and aggregated by the program's faculty assessment coordinator by the conclusion of the Spring semester. Within the first month of the Fall semester, the entire department's faculty meet as a whole to review and interpret the data, and then collectively approve of curricular and/or assessment changes.	The findings are used to make admission and/or curricular revisions, and/or modifications and additions to the assessment tools and measures. For instance, the addition of a student e-portfolio to demonstrate student's developmental changes over time.

Appendices, including enrollment and fiscal data

Appendix L: Option E1:E1a: Inventory of Educational Effectiveness Indicators, cont'd.

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(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?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.
42. Instructional Leadership EDD	Yes	http://www.wcsu.edu/catalogs/graduate/ AND p. 73 in the WCSU Graduate Catalog 2008-2009	Comprehensive Exam, Dissertation Proposal & Defense, Leadership Plan	Graduate Faculty Committee & Dissertation Advisors	Leadership Plan scoring guide was revised 2007-2008
43. Nursing BS	Yes	http://www.wcsu.edu 2007-2008 Undergraduate catalog – Pg. 115	National licensing Exam – NCLEX; Clinical Assessments; Capstone course project.	Annually assessment data which is submitted by faculty instructors (and candidates) on prescribed dates, are collected and aggregated by the program's faculty assessment coordinator by the conclusion of the Spring semester. Within the first month of the Fall semester, the entire department's faculty meet as a whole to review and interpret the data, and then collectively approve of curricular and/or assessment changes.	The findings are used to make admission and/or curricular revisions, and/or modifications and additions to the assessment tools and measures. For example, raising the GPA admission requirement from 2.1 to 2.5; requiring passing grade in MAT 100 and ENG 100 as a pre-requisite to enrolling in required Biology 105 course.
44. Nursing MSN	Yes	http://www.wcsu.edu/catalogs/graduate/ AND p. 88 in the WCSU Graduate Catalog 2008-2009	Clinical Practice, Capstone Course & Thesis or Research Project	Graduate Faculty Committee	Alignment with CCNE for upcoming visit
45. Secondary Education BS	Yes	Please refer to the specific A&S Content area (English, History ...)			

Appendices, including enrollment and fiscal data

Appendix L: Option E1:E1a: Inventory of Educational Effectiveness Indicators, cont'd.

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(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?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.
46. Social Work BA	Yes	http://www.edu 2007/2008 Undergraduate catalog Pg. 118	BEAP Senior Exit Survey; SW Program's Field Assessments by External Agencies; Junior and Final Senior Field Practicum Evaluation; Employment & MSW Graduate School acceptance rates.	Annually assessment data which is submitted by faculty instructors (and candidates) on prescribed dates, are collected and aggregated by the program's faculty assessment coordinator by the conclusion of the Spring semester. Within the first month of the Fall semester, the entire department's faculty meet as a whole to review and interpret the data, and then collectively approve of curricular and/or assessment changes.	The findings are used to make admission and/or curricular revisions, and/or modifications and additions to the assessment tools and measures. For example, making the SW Diversity course a required rather than an elective course as a BA SW degree requirement; increasing sensitivity and awareness of international and global connections across the entire SW Program's curriculum.
47. Art BA	Yes	Art Department Annual Report	Portfolio Review; Assessment Survey; Alumni Survey	Faculty Assessment Team	The high percentage rate of employment, in the arts, of our graduates validates the strength and appropriateness of our programming. Findings are utilized to determine effectiveness of art courses. Courses have been modified, added, or eliminated in order to strengthen the programming.
48. Music BA	Yes	See Music BM (below).			
49. Music BM (Performing, Composition, Theory)	Yes	http://www.wcsu.edu/catalogs/undergraduate/outcomes.asp AND p. 49 in the WCSU Undergraduate Catalog 2007-2008	Alumni Survey Jury Exams Capstone Courses Graduate School Placements	Jury Exams are evaluated by a faculty panel. Alumni Survey is interpreted by Chair. Capstone Courses are evaluated by instructor(s) of record.	Program Review, Curriculum Revision, Evaluation Process Review/Revision
50. Music Education BS	Yes	http://www.wcsu.edu/catalogs/undergraduate/outcomes.asp AND p. 49 in the WCSU Undergraduate Catalog 2007-2008	Alumni Survey Jury Exams Capstone Courses PRAXIS II EXAM BEST Portfolio Certification Employment Records	Jury Exams evaluated by faculty panel. Alumni Survey interpreted by Chair Capstone Courses evaluated by instructor of record PRAXIS II graded by PRAXIS BEST Portfolio evaluated by committee	Program Review, Curriculum Revision, Evaluation Process Review/Revision

Appendices, including enrollment and fiscal data

Appendix L: Option E1:E1a: Inventory of Educational Effectiveness Indicators, cont'd.

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (please specify)	(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?	(5) How are the findings used? Note changes that have been made as a result of using the data/evidence.
51. Music Education MS	YES	2007-2008 Graduate Catalog Pages 97-99	Alumni Survey Capstone Course Certification Employment Records	Alumni Survey interpreted by Chair Capstone Course evaluated by Graduate faculty panel	Program Review, Curriculum Revision, Evaluation Process Review/Revision
52. Theatre Arts BA	Yes		We have a capstone course and a Senior Portfolio. Students present portfolios, research and theatre related projects for faculty review. We recently began a Sophomore assessment in the performance area. We are in the process of creating a similar skills assessment rubric for the other options within our program.	The entire faculty reviews the final project/presentations. There is a rubric for each area of competency.	The findings are used to adjust the curriculum and enhance teaching strategies. We have expanded reading lists and writing components in much of our coursework. We felt that students, in the course of their tenure here, lacked the broad knowledge of dramatic literature that we felt was important to success in the field. We also developed a separate rubric for the writing and research components of Senior Portfolio and the coursework leading up to it.
53. Visual Arts MFA	Yes	http://www.wcsu.edu/catalogs/graduate/ AND p. 95 in the WCSU Graduate Catalog 2008-2009	Portfolio Review, Group Critique, Public Thesis Exhibition, NYC Thesis Show	Graduate Faculty, Visiting Artists & Public	Rubric developed for use by all visiting art critiques

Appendix M: Forms S.1-S.4 Retention and Graduation Rates

Form S.1 RETENTION AND GRADUATION RATES

Student Success Measures/ Prior Performance and Goals	2 Years Prior 2005-06	1 Year Prior 2006-07	Most Recent Year 2007-08	Goal Next Year 2008-09	Goal 2 Years Forward 2009-10
IPEDS <u>RETENTION</u> DATA					
Associate Degree Students					
Bachelors Degree Students	72%	67%	73%	75%	75%
IPEDS <u>GRADUATION</u> DATA					
Associate Degree Students					
Bachelors Degree Students	35%	37%	39%	40%	42%
Other Undergraduate Retention Rates (1)					
a.					
b.					
c.					
Other Undergraduate Graduation Rates (2)					
a.					
b.					
c.					
Graduate Programs*					
Retention rates first-to-second year (3)			Available in 2010		
Graduation Rates @ 150% time (4)			Available in 2012		
Distance education					
Course completion rates (5)			Available in 2010		
Retention rates (6)			Not Applicable -- No Degree Programs		
Graduation rates (7)			Not Applicable -- No Degree Programs		
Branch campus and instructional locations					
Course completion rate (8)			Not Applicable -- No Branch Campuses		
Retention rates (9)			Not Applicable -- No Branch Campuses		
Graduation Rates (10)			Not Applicable -- No Branch Campuses		

Appendix M: Forms S.1-S.4 Retention and Graduation Rates, cont'd.

Definition and Methodology Explanations

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*Graduate-only institutions must complete this portion

Appendix M: Forms S.1-S.4 Retention and Graduation Rates, cont'd.

Addendum

**Form S.1 Graduate Retention and Graduation Rates
September 5, 2008**

Western Connecticut State University has sixteen graduate programs, ranging from 30 credit M.A. degrees in Biology, Earth and Planetary Sciences, English, History, and Mathematics; Master of Science degrees in Education, Justice Administration, Music Education, and Nursing; a 36 credit Master of Health Administration; two 48 credit Master of Science programs in Counselor Education; a 54 credit Master of Business Administration program; to 60 credit terminal degree programs in MFA Painting and Illustration, MFA Professional Writing, and an Ed.D. in Instructional Leadership. All of the above programs are structured for part-time study, with the exception of the MFA in Painting and Illustration. A 42 credit Master of Arts in Teaching program is scheduled to begin in June 2009.

Due to the varied number of programs and credits delivered in each, and the part-time nature of the majority of our student body, we have not collected aggregate retention and graduation rates for students at the graduate level. In order to collect this information in future, the following assumptions must be made:

- (1) Data should be presented by individual graduate programs, rather than by the overall Division of Graduate Studies, in order to provide meaningful information on graduation and retention.
- (2) Data should include matriculated graduate students only, rather than reporting on the "occasional" student who may take a graduate course.
- (3) A plan will be developed to examine individual graduate programs, their retention and graduate rates, resulting in a report that will be available for the next NEASC site visit in 2013 .
- (4) The director of Institutional Research, the Dean of Graduate Studies, and the Enrollment Management Officer will partner on this initiative.

Appendices, including enrollment and fiscal data

Appendix M: Forms S.1-S.4 Retention and Graduation Rates, cont'd.

WCSU Form S2. OTHER MEASURES OF STUDENT ACHIEVEMENT AND SUCCESS

Measures of Student Achievement and Success/ Institutional Performance and Goals

2 Years Prior

1 Year Prior

Most Recent Year

Goal for the Future

Success of students pursuing higher degree (1)

- 1 Percent Pursuing Further Education
- 2
- 3
- 4
- 5

NA

NA

28%

33%

Definition and Methodology Explanations

Approximately one year after graduation.

Rates at which graduates pursue mission related paths (e.g., Peace Corps, public service law) (2)

2 Years Prior

1 Year Prior

Most Recent Year

Goal for the Future

- 1 Not Applicable
- 2
- 3
- 4

Definition and Methodology Explanations

Rates at which students are successful in fields for which they were not explicitly prepared (3)

2 Years Prior

1 Year Prior

Most Recent Year

Goal for the Future

- 1 Percent Employed One Year After Graduation
- 2
- 3
- 4

91%

89%

90%

95%

Definition and Methodology Explanations

CSU System Office conducts an annual mail survey of recent graduates; response rates range from 24 to 29 percent.

Documented success of graduates achieving other mission-explicitly achievement (e.g., leadership, spiritual formation) (4)

2 Years Prior

1 Year Prior

Most Recent Year

Goal for the Future

- 1 Not Available
- 2
- 3

Definition and Methodology Explanations

Other (specify below in 5)

- 1
- 2

Definition and Methodology Explanations

Appendices, including enrollment and fiscal data

Appendix M: Forms S.1-S.4 Retention and Graduation Rates, cont'd.

WCSU Form S3. LICENSURE PASSAGE AND JOB PLACEMENT RATES

		2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
State Licensure Passage Rates*						
1	Teacher Education (Praxis II) -- % Passing	100%	100%	100%	100%	100%
2	Teacher Education (Praxis II) -- Number	81	59	84		
3						
4						
5						
National Licensure Passage Rates*						
1	Nursing (NCLEX-RN) -- % Passing	100%	100%	96%	100%	100%
2	Nursing (NCLEX-RN) -- Number	27	37	28		
3						
4						
5						
Job Placement Rates**						
1	Not Available					
2						
3						
4						

* For each licensure exam, give the name of the exam above along with the number of students for whom scores are available and the total number of students eligible to take the examination (e.g. National Podiatric Examination, 12/14). In following columns, report the passage rates for students for whom scores are available, along with the institution's goals for succeeding years.

**For each major for which the institution tracks job placement rates, list the degree and major, and the time period following graduation for which the institution is reporting placement success (e.g., Mechanical Engineer, B.S., six months). In the following columns, report the percent of graduates who have jobs in their fields within the specified time.

Institutional Notes of Explanation

- a
- b
- c
- d
- e
- f

Appendices, including enrollment and fiscal data

Appendix M: Forms S.1-S.4 Retention and Graduation Rates, cont'd.

WCSU Form S4. COMPLETION AND PLACEMENT RATES FOR SHORT-TERM VOCATIONAL TRAINING PROGRAMS FOR WHICH STUDENTS ARE ELIGIBLE FOR FEDERAL FINANCIAL AID

	2 Years Prior	1 Year Prior	Most Recent Year	Goal Next Year	Goal 2 Years Forward
COMPLETION RATES*					
1	Not Applicable -- WCSU has No Short-Term Vocational Programs				
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

PLACEMENT RATES**					
1	Not Applicable -- WCSU has No Short-Term Vocational Programs				
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

*List each short-term vocational training program separately. In the following columns indicate the annual weighted average completion rate for the most recent and two prior years. In the final two columns, list institutional goals for the next two years.

** List each short-term vocational training program separately. In the following columns indicate the annual weighted job placement rate for the most recent and two prior years. In the final two columns, list the institutional goals for the next two years.

NEASC

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